

Florida Atlantic University
Academic Program Review

School of Accounting
Self-Study Report

2019-2020

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Mission and Purpose of the Program

The Mission of the School of Accounting at Florida Atlantic University is to provide a comprehensive accounting education to a diverse student body; publish relevant accounting research; and actively engage students and faculty in leadership, professional, and service activities.

To support the mission, the School of Accounting subscribes to the following strategies:

Provide a comprehensive accounting education to a diverse student body

- Provide undergraduate and graduate curricula that give students the knowledge, critical thinking, communication, and applied research skills necessary to be successful in the accounting profession
- Prepare accounting students for career-oriented and professional accounting positions
- Place PhD graduates at academic institutions where research is valued
- Staff the accounting courses with qualified faculty

Publish relevant accounting research

- Publish research in leading academic and professional journals
- Provide an environment that encourages the production of high-quality research

Actively engage students and faculty in leadership, professional, and service activities

- Provide editorial and reviewer services for respected academic journals and academic meetings
- Participate in national academic organizations and professional accounting organizations
- Provide leadership at Florida Atlantic University and in the College of Business
- Support co-curricular activities that foster student leadership and civic engagement

As part of the College of Business (COB) at Florida Atlantic University (FAU) and the State University System (SUS) of Florida, the School of Accounting (SOA) provides quality accounting education to its students, conducts research to further the body of knowledge relevant to the profession, and participates in service activities of value to FAU and the academic and professional communities. Pursuing excellence in instruction, research and service endeavors aligns the SOA with FAU's mission and strategic plans.

The SOA self-study report (hereafter self-study) evaluates the activities of the SOA, identifies areas of distinction, establishes opportunities for improvement, evaluates the adequacy of essential resources, and makes recommendations. All faculty in the SOA participated in the self-study by serving on one or more committees. Each committee reviewed a subset of the SOA activities and contributed analyses and recommendations. The SOA Director integrated and synthesized all committee contributions. Faculty were asked to review the final report to ensure that all important items were included.

To facilitate and enhance the analysis, the SOA selected two aspirant and two peer schools to serve as a basis of comparison (hereafter *Comparison Schools*). The schools selected are identified in the following table.

Table 1. Comparison Schools

School	Category
George Mason University (GMU)	Aspirant
University of Arkansas (UA)	Aspirant
Georgia State University (GSU)	Peer
Florida International University (FIU)	Peer & SUS

Previous External Reviews or Self-Study

The SOA is not separately reviewed by any external entities. However, the COB was reviewed by the Association to Advance Collegiate Schools of Business (AACSB) during the 2017-2018 academic year. While this review included the SOA, the AACSB evaluation and recommendations pertain to the COB as a whole.[1] The SOA underwent a Board of Governors 7-year Review during the 2013-2014 academic year. The recommendations resulting from the previous self-study along with the current status and future plans of these recommendations are presented in the tables below.

Date and Description of Last External Review

The School of Accounting (SOA) completed its last self-study during the 2013-2014 academic year. This self-study (which was actually two self-studies, one of the SOA and one of the School of Accounting Executive Programs) resulted in 31 recommendations, of which 27 were divided into the following four categories: Undergraduate Student Success, Master Student Success, Doctoral Student Success, and Student Success through Attracting and Retaining Faculty. Of the 27 recommendations, 19 are complete or substantially complete. Of the eight recommendations with little or no progress, six are still included in future plans and two are no longer considered viable or desirable. The other six recommendations pertained to the School of Accounting Executive Programs. Of these six recommendations, three have been implemented, two are included in future plans, and one is no longer considered viable.

The recommendations resulting from the previous self-study along with the current status and future plans are provided below.

Undergraduate Student Success

The previous self-study resulted in six recommendations related to undergraduate student success. These recommendations along with the current status and future plans are summarized in the table below. Of the six recommendations, five are complete or substantially completed. Due to budgetary constraints, only one peer advisor was hired rather than the two which was proposed. Rather than hiring a career placement coordinator exclusively for the School of Accounting, accounting students are served by a career coordinator who serves all College of Business students. Only one recommendation, collect and evaluate data items, has not been implemented. Future plans include coordinating with the College of Business to achieve economies of scale.

[1] The Peer Review Team recommended that the accreditation of the selected (undergraduate, master and PhD) degree programs in business offered by The Florida Atlantic University be extended for an additional five years with a Continuous Improvement Review to occur during the 2022-2023 academic year.

Table 2. Recommendations for Undergraduate Student Success

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Require minimum score on the Accounting Competency Exam	Ensure students have demonstrated prerequisite knowledge for upper-division accounting coursework	Approval from Provost	None	Implemented	N/A
Hire two part time peer-advisors to recruit undergraduate students, hold mandatory peer-advising sessions for new accounting students, and attend Beta Alpha Psi and Accounting Students Association meetings to assist students in developing their professional networking skills	Increase likelihood that students make informed decisions about selecting accounting as a major and achieve the minimum requirements for their desired career path	Budgetary approval	2 students * 20 hours per week * 48 weeks per year * $10 per hour = $19,200 Tuition waiver for two graduate students	1 student 20 hours per week No tuition waiver due to budget constraints	None
Collect and evaluate data items listed above	Program assessment and improvements	Budgetary approval	Undetermined – economies of scale may be obtained by a COB initiative	Undetermined	Undetermined
Hire a School of Accounting Career Placement Coordinator	Increase student placement rates and enhance the SOA's reputation in the professional community	Budgetary approval	Undetermined – economies of scale may be obtained by a COB initiative or partnership with the existing Career Development Center	Function is now performed by the College of Business	N/A
Require Intermediate Theory 2 (ACG 3141) for an undergraduate accounting degree	Provide students with the accounting knowledge required for professional success	Curriculum change approved by all levels	None	Implemented	N/A

Require Auditing (ACG 4651) for an undergraduate accounting degree	**Provide students with the accounting knowledge required for professional success**	**Curriculum change approved by all levels**	**None**	**Implemented**	**N/A**

Master Student Success

The previous self-study resulted in eight recommendations related to master student success. These recommendations along with the current status and future plans are summarized in the table below. Of the eight recommendations, four are complete, three were not implemented due to budgetary constraints, and one was not implemented because it was determined that a separate financial analysis course is not needed in the MAC program. The recommendations that have not been implemented due to budgetary constraints will be revisited if adequate funding becomes available.

Table 3. Recommendations for Master Student Success

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Collect and evaluate student success based on undergraduate degree, GPA, and entrance exam scores	**Collect and evaluate success data to inform admission policies and revise curriculum**	**Budgetary approval for data analyst**	**Undetermined – economies of scale may be obtained by a COB initiative**	**Not implemented due to budget constraints**	**Possibility of being implemented if funds are available**
Evaluate the effectiveness of foundation classes, review implications, and make curriculum changes as needed	**Collect and evaluate success data to inform admission policies and revise curriculum**	**Budgetary approval for data analyst and curriculum change approved by all levels**	**Undetermined – economies of scale may be obtained by a COB initiative**	**Not implemented due to budget constraints**	**Possibility of being implemented if funds are available**
Require a grade of 'C' or better in all graduate coursework	**Change in policy for consistency with Graduate College policies, more efficient utilization of resources, and unnecessary delays in program completion**	**Curriculum change approved by all levels**	**None**	**Implemented**	**N/A**

Foundation courses (ACG 6137, ACG 6347, and ACG 6635) may not be taken for degree credit in the MBA-ACC Program	**Change in policy for consistency across programs as accounting foundation courses may be taken for degree credit in the MBA-ACC Program, but not the MAC or MTX Programs. Prevents students from earning graduate credit for undergraduate equivalent coursework**	**Curriculum change approved by all levels**	**None**	**Implemented**	**N/A**
Evaluate and revise MAC and MTX Program assessment plans	**Current assessment practices are limited, problematic and do not inform program improvements**	**MAC and MTX Programs Assessment Committees**	**Reallocation of service assignments**	**Completed**	**Periodic evaluation and revision as necessary**
Evaluate the addition of a new TAX course and increasing the number of required TAX courses in the MTX curriculum	**Comparison schools require 10 TAX courses**	**MTX Curriculum Committee recommendation and approval at all levels**	**None**	**Implemented**	**N/A**
Evaluate the need for and appropriateness of a financial analysis course in the MAC Program	**Financial analysis included in curriculum of *Comparison Schools***	**MAC Curriculum Committee recommendation and approval at all levels**	**None**	**Not implemented - final determination: No need for separate course in MAC**	**N/A**
Collect and evaluate data related to student success	**Program assessment and improvement**	**Budgetary approval**	**Undetermined – economies of scale may be obtained by a COB initiative**	**Not implemented due to budget constraints**	**Possibility of being implemented if funds are available**

Doctoral Student Success

The previous self-study resulted in twelve recommendations related to doctoral student success. These recommendations along with the current status and future plans are summarized in the table below. Of the twelve recommendations, ten are complete and two are still under consideration. It is worth noting that pandemic related budget cuts and travel restrictions have resulted in two

recommendations being temporarily suspended. The College of Business is considering providing fifth year funding and the School of Accounting is still considering formalizing evaluation of doctoral student teaching.

Table 4. Recommendations for Doctoral Student Success

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Actively participate in and attend KMPG Project Fair in the Fall	**Increase program visibility and the quality of the student applicant pool**	**Budgetary approval**	**Attend KPMG Project Fair – travel costs for up to 2 accounting faculty:** **$2,500**	**Participation in the PhD Project is managed by the college PhD committee; in most years 2 faculty members participate (taking a hiatus in the current year because of COVID-19)**	**Return to participation in 2021**
Provide funding to invite high quality applicants to campus for a visit prior to their decision	**Increase quality of admitted students**	**Budgetary approval**	**$3,000**	**Implemented, previously funded by recruitment grants from Graduate College (these grants have been discontinued beginning in 2021)**	**Need to find new funding source**
Review admissions application process at the Graduate College and COB to improve efficiencies	**Increase quality of admitted students**	**Cooperation with Graduate College and COB Student Academic Services**	**Reallocation of service assignment**	**Administrative part of admissions process revised significantly and is currently handled by executive programs**	**Transition to BusCAS in coming year**
Sponsor alumni reception at the annual meeting	**Enhance alumni relations, encourage alumni giving and promote FAU**	**Budgetary approval**	**$2,500**	**Implemented; funded by COB, annual cost of $1,000**	**Continue**

Require a Summer paper during the first Summer	**Involve students in independent research at an earlier stage**	**Approval and implementation by Accounting PhD committee**	**None**	**Implemented in 2020**	**None**
Rotate the three function-based research seminars over three semesters rather than four	**Allows students to complete subject area coursework within two years, take the comprehensive exam during the second Summer, and become academically qualified at the beginning of the third year**	**Scheduling change**	**One additional seminar every two years**	**Seminar offerings revised to include 4 function-based seminars offered over 4 semesters. Course work is completed in 2 ½ years, PhD students are SA in the year that comps are passed (3rd year)**	**Ongoing review and revision**
Provide a SAS workshop (4 half days) to first year PhD students to introduce the students to the statistical software package most used by accounting faculty in the U.S.	**Provide training essential for the data analysis required in doctoral research**	**Budgetary approval**	**$3,000**	**Workshop currently provided by a faculty member each Fall for new students (no additional cost)**	**Continue**
Add a workshop lyceum/colloquium in conjunction with each outside speaker – 6 per year, overload pay of $500 per speaker	**Provide students with opportunities to learn from faculty and fellow students in discussing the research papers being presented by outside speakers**	**Budgetary approval**	**$3,000**	**Host of speaker is also to meet with PhD students prior to workshop to discuss paper being presented; included as part of being able to invite someone to campus (no cost)**	**Continue**
Formalize the evaluation of teaching as part of the accounting PhD Program	**Enhance the assessment of the PhD Program and the teaching skills of the students**	**Approval and implementation by Accounting PhD committee and Graduate College**	**None**	**No progress**	**Consider implementing**

Guarantee fifth year of financial support for students making satisfactory progress	**Avoid premature departure of students and increase student success after graduation**	**Budgetary approval**	**3 students per year @ $24k per year - $72k. Students to teach four courses per year resulting in a cost savings of $36k.** **Incremental cost:** **$36,000**	**No progress**	**Currently be evaluated by the COB PhD Committee**
Provide Summer grants during the student's second Summer to replace teaching	**Allow students to concentrate on meeting academic and research goals**	**Budgetary approval**	**3 students per year @ $3k per student: $9,000**	**COB currently provides $3,000 Summer stipends during the first two years**	**None**
Provide financial support to cover the cost of conducting experiments and sending surveys as part of dissertation research		**Budgetary approval**	**$3,000**	**$500 provided to students supporting experiments in their dissertation; also, have funds available from Looknanan fund**	**None**

Student Success through Attracting and Retaining Faculty

The previous self-study resulted in one recommendation related to overall student success through attracting and retaining qualified faculty. This recommendation, along with its current status and future plans, is summarized in the table below.

This recommendation is nearly moot at this time due to the unavailability of funds to modify faculty compensation, provide support, and modify assignments.

Table 5. Recommendation for Student Success through Attracting and Retaining Faculty

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Perform benchmarking study and modify faculty compensation, support and assignments as needed	**Retain and attract qualified faculty**	**Budgetary approval**	**Undetermined-based on results of benchmarking study**	**On hold due to budget constraints**	**Possibility of being implemented if funds are available**

School of Accounting Executive Programs

The previous self-study resulted in six recommendations related to the School of Accounting Executive Programs (SOAEP). These recommendations, along with the current status and future plans, are summarized in the table below. Of the six recommendations, three have been completed, two are in the process of being implemented, and one is considered no longer viable.

The SOAEP is continuing to maintain its connections with alumni through publication of *ReConnect*, which is published twice a year. It was able to hire a person to work on *ReConnect* as well as other initiatives, such as providing a webinar of a panel of former students, to maintain connections with alumni. In addition, recent work has been undertaken to establish an internship program spearheaded by Dr. Michael Crain, Director of the Center for Forensic Accounting.

Table 6. Recommendations for School of Accounting Executive Programs

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Revise the credentialing policy	**Allow qualified persons to teach courses**	**Permission from University**	**None**	**Completed**	**N/A**
Establish a Center for Healthcare Fraud and Compliance	**To assist the southeast Florida area in combating health care fraud**	**Budgetary approval**	**Salary of a director, an office assistant, office equipment (including computers, photocopiers), and travel funds**	**No longer considered viable**	**None**

Establish a Center for Business Valuation	**Serve various interest groups including academicians and practitioners and afford an opportunity for cross-discipline endeavors between accounting and finance**	**Budgetary approval**	**Salary of a director, an office assistant, office equipment (including computers, photocopiers), and travel funds**	**Completed**	**Continue operation**
Reassess the relevance of curriculum	**Allow the SOAEP to respond quickly to market demands and thus increase the attractiveness of its degree and certificate programs**	**None**	**None**	**Completed**	**Continue assessment**
Maintain connections with alumni	**Increase enrollments due to alumni word of mouth** **Increase likelihood that internship and part/full-time positions become available to past, current, and future students** **Assist in obtaining endowments for SOAEP professorships (which, in turn, in turn increases the attractiveness of teaching in the SOAEP)**	**None**	**Full or part-time position devoted to maintaining connections with alumni**	**In progress**	**Continue to implement**
Implement an internship/job placement program	**Increases the likelihood that students are placed in positions after graduation**	**None**	**Negligible**	**In progress**	**Continue to implement**

Instruction

School of Accounting Academic Programs Overview

The SOA offers a variety of undergraduate and graduate programs in traditional, online, and hybrid formats. This section provides an overview of the academic programs offered by the SOA and detailed information is included in subsequent sections.

Undergraduate Programs Overview

While undergraduate students are not awarded degrees in Accounting, the SOA is responsible for the major and minor requirements for undergraduate students earning a Bachelor of Business Administration (BBA) or Bachelor of Science (BS) in any of the following major/minor areas:

- Major in Accounting
- Minor in Accounting
- Minor in Business Law

The SOA also offers undergraduate students an opportunity to earn *Honors in Accounting* through the Accounting Scholars Program (ASP), the only honors program in the COB.[2]

Graduate Programs Overview

Students in the traditional graduate programs can earn the following degrees:

- Master of Accounting
- Master of Taxation
- Master of Business Administration – Accounting Concentration
- PhD in Business Administration – Accounting Concentration

Students in the traditional Master of Accounting Program can earn a concentration in Accounting Information Systems or Taxation.

Executive Programs Overview

The School of Accounting Executive Programs (SOAEP) also offers graduate and certificate programs.

Students in the SOAEP can earn the following degrees:

- Master of Accounting
- Master of Taxation

Students in the SOAEP Master of Accounting program can earn a concentration in Forensic Accounting, Business Valuation, Digital Accounting Forensics and Data Analytics, and Professional Accounting.

SOAEP also offers certificates in the following areas:

- Healthcare Fraud Examination, Risk Management and Compliance
- Business Valuation

[2]An honors program in the Department of Economics has recently been approved.

Table 7. Summary of SOA Academic Programs

Program	Type	Level of Analysis Contained in this Report
BBA/BS – Accounting Major	Undergraduate	Major Requirements
Accounting Scholars Program	Undergraduate and Graduate	Complete
BBA/BS – Accounting Minor	Undergraduate	Minor Requirements
BBA/BS – Business Law Minor	Undergraduate	Minor Requirements
Master of Accounting	Graduate	Complete
MBA-Accounting	Graduate	Concentration Requirements
Master of Taxation	Graduate	Complete
Doctor of Philosophy – Accounting	Graduate	Complete
Master of Accounting	Executive Graduate	Complete
Master of Taxation	Executive Graduate	Complete
Healthcare Fraud Examination, Risk Management and Compliance Certificate	Executive Graduate	Complete
Business Valuation Certificate	Executive Graduate	Complete

Student Profile

The SOA has approximately 1,700 undergraduate and graduate students[3] (up from approximately 1,500 that existed at the last BOG review). Accounting majors include traditional and non-traditional students as evidenced by the average age and typical course load. Thirty-seven percent of undergraduate accounting majors are over the age of 25. Sixty-six percent of accounting majors are classified as part-time. The ratio of part-time students in the undergraduate vs. graduate population[4] is 69% vs. 55%. Among the undergraduate accounting majors, 59% transferred to FAU from a Florida Public Community (State) College.

There is also vast ethnic diversity at FAU among undergraduate accounting majors. Hispanic and Latino students are the largest minority group and account for 32% of the total number of undergraduate accounting majors. Nineteen percent of undergraduate accounting majors are Black or African American. The remainder of the undergraduate accounting major population includes Asian students (8%) and white students (36%). No other ethnic group represents more than 2% of the total number of undergraduate accounting majors. While ethnic diversity is more pronounced in the undergraduate population, diversity in the graduate population is also significant (White-49%; Hispanic and Latino-27%; Black and African American-8%; and Asian-6%).

Consistent with national trends, just over half of the accounting students are female. This is true for both undergraduate and graduate populations.

Student Success

Internships

Internships are often advertised through the Career Development Center and through the Career & Internships area within COB Student Academic Services.[5] Beta Alpha Psi and the Accounting Students Association host professional development and networking events at which information from employers about internships is communicated. Students have the opportunity to seek out internships; however, they are not part of any degree program.

[3] This number is based on the 2019-2020 academic year enrollment.
[4] The graduate population referenced here is the traditional master's degree program; students in the SOAP master's program are part-time since the 30 semester hours in those programs are completed over a two-year period.
[5] The Career & Internships area within the COB Student Academic Services was established after the last self-study was performed

Placement Analysis

Information about SOA alumni success is limited as the SOA has minimal employment data about its graduates.[6] With over 500 degrees awarded each year, the resources required to collect and maintain job placement statistics exceeds the resources available to the SOA. The SOA acknowledges this as a limitation in the ability to assess the effectiveness of its programs. The COB leadership is aware of this limitation for all of its units.

Certified Public Accounting Exam

A common measure of student success is the pass-rate on the Certified Public Accounting (CPA) Exam.[7] As indicated in the table below, the number of FAU accounting students taking the exam each year is a small percentage of the SOA student population. The SOA has a large diverse student body. As a result, many accounting students likely pursue careers that do not require professional licensure.

The pass rate for FAU students ranks above the average of one of our comparison schools during the three years shown. The improvement in the CPA pass rate observed in 2018 and 2019 is encouraging and largely reflects the efforts of the Accounting Scholars Program (ASP) and student organizations. Each semester, the Accounting Students Association hosts multiple meetings to encourage students to seek professional licensure and be adequately prepared for the CPA exam. In addition, students in the ASP are taking parts of the CPA exam while in graduate school and many have passed all four parts prior to beginning their careers.

Table 8. CPA Exam Pass Rate among Comparison Schools

	2017		2018		2019	
	Number of First-Time Test Takers	Percentage Passing	Number of First-Time Test Takers	Percentage Passing	Number of First-Time Test Takers	Percentage Passing
FAU	28	44.4	224	56.3	319	56.7
GSU	229	41.4	208	36.4	182	46.7
FIU	75	51.9	187	59.4	249	58.5
UCF	53	56.7	224	68.5	276	67.9
USF	50	58.8	154	64.0	201	66.2

Productivity

Enrollment

The total SOA annualized state-fundable FTEs increased by nearly 28% in the three-year period ending with the 2018-2019 academic year. The state-fundable FTEs produced by the SOA represent more than 20% of the COB's FTEs and over 4% of FAU's FTEs. The largest growth came with undergraduate state-fundable FTE production increasing by nearly 30%.

Graduate state-fundable FTE production decreased by nearly 19% over the three-year period, most likely as a result of the School of Accounting Executive Programs.

[6] The SOA maintains job placement data for the Accounting Scholars Program and the PhD Program as the size of these programs make data collection manageable.

[7] Refer to the Master of Accounting section for additional information on the CPA licensure of a select Master of Accounting graduating class.

Table 9. Annualized State Fundable FTE Produced by Level – Accounting

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Undergraduate Total	662.5	869.7	857.2	4,567.2	21,667.3
Graduate Total	116.2	153.0	137.8	372.0	2,484.8
Grand Total	778.5	1,022.7	995.0	4,939.2	24,152.1

Degrees Conferred

The SOA is affiliated with two CIP Codes (52.0301 for Accounting and 52.1601 for Taxation). The accounting CIP code is associated with undergraduate and graduate degrees with the graduate degrees including the Master of Accounting in the traditional program and the Master of Accounting in the SOAEP. During the three years under review, the number of accounting undergraduate degrees has decreased 3% and the number of accounting graduate degrees has increased by 15%. The taxation CIP code is only associated with graduate degrees and includes the Master of Taxation (MTX) programs (both the SOA and SOAEP offer a MTX). The number of degrees awarded in both the traditional Master of Taxation Program and the Master of Taxation Program offered by the SOAEP have increased over the last three years. Further, the graduate taxation programs are relatively smaller programs when compared to the graduate accounting programs.

The detailed analysis in subsequent sections provides additional insight into the productivity of each SOA academic program.

Table 10. Degrees Awarded: Accounting Program CIP: 52.0301

		Accounting			
		2016-2017	2017-2018	2018-2019	Change
Bachelors	**Single major**	284.0	251.0	275.0	-3%
	Double or triple major	1.5	3.5	2.0	33%
	Total	285.5	254.5	277.0	-3%
Masters	**Master of Accounting**	159.0	194.0	189.0	19%
	Master of Accounting (SOAEP)	114.0	117.0	125.0	10%
	Total	273.0	311.0	314.0	15%

Table 11. Degrees Awarded: Taxation Program CIP: 52.1601

		Taxation			
		2016-2017	2017-2018	2018-2019	Change
Masters	**Master of Taxation**	22.0	39.0	43.0	95%
	Master of Taxation (SOAEP)	19.0	15.0	23.0	21%
	All	41.0	54.0	66.0	61%

FAU Degrees Awarded Compared to State University System Institutions

The number of undergraduate accounting degrees awarded by Florida SUS Institutions since the 2013-2014 academic year is provided below. During the 2013-2014 and 2014-2015 years, FAU awarded more undergraduate accounting degrees than any other school in the SUS system; during the years 2015-16 through 2017-2018, only UCF and USF granted more undergraduate accounting degrees than did FAU. For the years subsequent to 2014-2015, FAU has experienced a decline in undergraduate accounting degree production.

Table 12. Degrees Awarded by SUS Institutions: Accounting CIP Code: 52.0301

School	13-14	14-15	15-16	16-17	17-18	5 Year % Change
FAMU	40	45	29	41	23	-42.5
FAU	389	417	294	286	257	-33.9
FGCU	66	69	75	74	82	24.2
FIU	243	249	248	247	274	12.8
FLPOLY	0	0	0	0	0	0
FSU	235	216	244	221	208	-11.5
UCF	325	366	361	320	304	-6.5
UF	172	168	192	157	147	-14.5
UNF	83	81	84	105	75	-9.6
USF	346	382	301	318	330	-4.6
UWF	59	63	48	64	53	-10.2
Total	**1,958**	**2,056**	**1,876**	**1,833**	**1,753**	**-10.5**

The number of taxation degrees awarded by the Florida SUS Institutions since the 2013-2014 academic year is provided below. Currently, FAU is one of three schools in the state that awards taxation degrees (and FAU is the only SUS institution).[8]

Table 13. Degrees Awarded SUS Institutions: Taxation CIP Code 52.1601

	13-14	14-15	15-16	16-17	17-18	5 Year % Change
FAU	16	40	34	22	39	143.8
UCF	24	11	7			-100.0
Total	**40**	**51**	**41**	**22**	**39**	**-2.5**

Persistence, Retention, and Graduation Rates

Data for the retention and graduation rate analysis were obtained from the Office of Institutional Effectiveness & Analysis (IEA). IEA only tracks *new* students declaring a major. In contrast, students in the COB do not declare a major until they have completed the pre-business requirements (60 credits). Accordingly, IEA does not track COB students who initially start at FAU as freshmen and declare a major after earning 60 credits as they are not considered *new* students declaring a major. This data limitation prevents the SOA from evaluating graduation and retention rates for First Time in College (FTIC) students.[9]

However, IEA does provide retention and graduation data for transfer students (with AA and without AA) who declare a major upon entering FAU (i.e. they are *new* students when they declare a business major). Accordingly, only undergraduate transfer students are included in the retention and graduation rate analysis that follows.

The Graduation Rates, Retention Rates and Persistence Rates for students declaring a major in accounting between 2013 and 2019 are provided in the table below. Graduation Rate is the total number of students who graduated divided by the number of students who declared a major in accounting in a given year. Retention Rate is the number of students who are enrolled divided by the number of students who declared a major in accounting in a given year. Persistence Rate is the number of students who have graduated or are still enrolled divided by the number of students who declared a major in accounting in a given year. Persistence Rate indicates the percentage of

[8] The other two schools, the University of Miami and Nova Southeastern University, are non-public schools.

[9] In addition, graduation and retention data for graduate programs are not available.

students that have graduated or who are enrolled (1-Percentence Rate is the percentage of students who left FAU without earning a degree).

As indicated in the following table, between 66% and 85% of transfer students who declare a major in accounting graduate within five years. In addition, approximately 15% of these students are still taking classes after five years. This suggests that after five years, between 15% and 34% of transfer students who declare a major in accounting leave FAU without an accounting degree. Additional observation shows that the lowest graduation rate was achieved with the class that began their educational journey at FAU in 2012.

Given the nature of the student population included in the analysis and the lack of additional information on the students leaving FAU without a degree, additional interpretation of this information cannot be performed.

Table 14. Graduation Rates

Fall Semester	≤ 3 years		≤ 4 years		≤ 5 years		≤ 6 years	
	Number of Students*	Rate	Number of Students*	Rate	Number of Students*	Rate	Number of Students*	Rate
2010	75	68.0	75	77.3	75	81.3	75	82.7
2011	59	71.2	59	81.4	59	81.4	59	83.1
2012	47	51.1	47	66.0	4	66.0	47	66.0
2013	27	70.4	27	85.2	27	85.2	27	85.2
2014	31	61.3	31	64.5	31	67.7	-	-
2015	38	60.5	38	65.8	-	-	-	-
2016	39	76.9	-	-	-	-	-	-

* Number of undergraduate transfer students declaring a major in Accounting

Table 15. Retention and Progress Rates

Fall Semester	Number of Students*	Retention Rate	Progress Rate
2013	29	89.7	89.7
2014	32	68.8	68.8
2015	42	90.5	85.7
2016	50	100.0	98.0
2017	36	91.7	86.1
2018	54	94.4	92.6

* Number of undergraduate transfer students declaring a major in Accounting

Faculty Profile

The number of full-time faculty in the SOA has remained relatively constant during the seven-year period under review. The SOA had 24 full-time faculty members in the 2016-2017 academic year and 26 full-time faculty members in the 2019-2020 academic year for an 8% increase in full-time faculty over the three-year period. Closer examination of the data also shows a slight increase in the number of tenured faculty, a steady level in the number of non-tenured, tenure earning faculty and a steady level in the number of non-tenured, non-tenure earning faculty.

Table 16. Number of Full-Time Accounting Faculty per Academic Year

Tenure Status	Number of Full-Time Accounting Faculty Per Academic Year			
	2016-2017	2017-2018	2018-2019	Change
Tenured	7	8	9	29%
Non-Tenured, Tenure-Earning	5	5	5	0%
Not Tenured, Not-Tenure Earning	12	12	12	0%
Total	24	25	26	8%

The SOA faculty is ethnically diverse. For example, for the 2018-2019 academic year, the School comprised faculty that were 8% Asian or Pacific Islander; 8% Black (Not of Hispanic Origin); 8% Hispanic; and 77% White (Not of Hispanic Origin). Approximately 31% are female.

Table 12 provides descriptive statistics for all full-time faculty in the SOA as of Fall 2020.[10] There are four Professors, seven Associate Professors, three Assistant Professors, two Senior Instructors, and nine Instructors. Sixty-five percent of the current faculty were classified as Scholarly Academics, 15% are Scholarly Practitioners, 15% are Instructional Practitioners, and one (4%) faculty member was classified as "Other" according to the last AACSB classification determination (for the 2018-2019 academic year).

Teaching Assignment

Assistant Professors receive a four-course annual teaching assignment for the first three years of their appointment in the SOA. After three years, the teaching load remains at four courses per academic year for associate professors and professors who maintain an active research agenda or who provide extraordinary service to the SOA, COB, and FAU. The teaching load for tenured and tenure-track faculty members who are not research active may increase to as many as eight courses per academic year. Typically, an eight-course teaching load is assigned only as the result of multiple years of little or no research productivity and little or no service. The assignment for instructors is typically eight courses per academic year plus service. Extraordinary service assignments may result in a course load reduction for all faculty ranks.

The SOA currently has two associate professors who are applying for the rank of full professor in the 2021-2022 academic year. In addition, two instructors are applying for promotion to Senior Instructor in the 2021-2022 academic year.

[10] Additional information on faculty research productivity is provided in the Research Section below.

17. Faculty Composition

Faculty Member		Rank	Highest Degree Awarded	AACSB Classification	Year Degree Awarded	Degree Awarding Institution	First Year Employed at FAU	Teaching Area	Teaching Level	Annual Teaching Load
William	Hopwood	Full	PhD	SA	1978	Univ. of Florida	1992	Systems	Masters	4
Kenneth	Orbach	Full	PhD	SA	1978	Texas A&M	1990	Tax	Masters	5
Mark	Kohlbeck	Full	PhD	SA	1999	Univ. of Texas	2005	Financial	Masters and Doctoral	4
Julia	Higgs	Full	PhD	SA	1998	Univ. of South Carolina	1998	Audit	Masters, Undergraduate, and Doctoral	4
George	Young	Associate& Director	PhD	SA	1996	Univ. of Texas-Arlington	1996	Audit & Financial	Masters	2
Kim	Dunn	Associate	PhD	SA	1997	Georgia State Univ.	2001	Financial	Masters and Undergraduate	4
Jian	Cao	Associate	PhD	SA	2007	Kent State	2007	Financial	Masters, Undergraduate, and Doctoral	4
Robert	Pinsker	Associate	PhD	SA	2002	Univ. of South Florida	2010	Systems	Masters, Undergraduate, and Doctoral	4
Maya	Thevenot	Associate	PhD	SA	2008	Pennsylvania State University	2011	Financial	Undergraduate and Doctoral	4
Wainberg	James	Associate	PhD	SA	2010	University of Massachusetts	2015	Auditing and Financial	Undergraduate	4
Xiaohua	Fang	Associate	PhD	SA	2010	University of Toronto	2017	Financial	Masters	4
Rakestraw	Joseph	Assistant	PhD	SA	2015	Virginia Tech	2015	Financial	Masters and Undergraduate	4
Desir	Rosemond	Assistant	PhD	SA	2008	University of Massachusetts	2017	Financial	Masters and Undergraduate	4
Scott	Seavey	Assistant	PhD	SA	2011	University of Missouri	2018	Auditing	Masters	4
Renee	Richardson (De Roche)	Instructor	Masters	IP	2008	Florida Atlantic Univ.	2011	Systems and Financial	Undergraduate	6

Faculty Member		Rank	Highest Degree Awarded	AACSB Classification	Year Degree Awarded	Degree Awarding Institution	First Year Employed at FAU	Teaching Area	Teaching Level	Annual Teaching Load
Richard	Gendler	Instructor	Doctor of Juridical Science	SA	2013	Thomas Jefferson School of Law	2014	Business Law	Undergraduate	6
Anthony	Horky	Instructor	Juris Doctor	PA	1998	Nova	2016	Business Law	Graduate and Undergraduate	8
Michael	Gauci	Instructor	Masters	IP	2000	Florida Atlantic Univ.	2008	Governmental & Audit	Masters and Undergraduate	7
Georgi	Smatrakalev	Instructor	PhD	SA	1988	Bulgarian Academy of Sciences	2003	Tax	Masters and Undergraduate	8
William	Urquhart*	Instructor	Masters	IP	1979	Univ. of Texas	1990	Financial & Managerial	Undergraduate	4
Sherry	Young*	Senior Instructor	Masters	IP	2002	Florida Atlantic Univ.	2005	Financial	Undergraduate	6
Angela	Gaze	Senior Instructor & Advisor	Masters	IP	2009	Florida Atlantic Univ.	2012	Financial	Undergraduate	4
Mary	Walsh	Instructor (half-time)	Juris Doctor	PA	1991	Univ. of Connecticut School of Law	2008	Tax	Masters and Undergraduate	8
Michael	Crain	Instructor and Center Director	DBA	PA	2013	University of Manchester	2016	Valuation, Accounting, and Finance	Masters	5
Joel	DiCicco	Instructor	PhD	PA	2003	Florida Atlantic University	2013	Accounting, Tax, and Finance	Masters	8

*This faculty member is on ¾ time, but is counted as full-time for purposes of this report.

Faculty Productivity

The annualized FTE produced per instructional person-year in the SOA has increased and then decreased slightly during the three years under review; likewise, the degrees awarded per faculty instruction person-year has increased and then decreased slightly over the same period.[11] Adjunct instructors are considered in FTE production, but not in the degrees awarded.

Given the tremendous growth in the number of degrees awarded and the small increase in the number of faculty noted earlier, the decrease in the annualized FTE produced per instructional person-year is explained by the increase in faculty (from the 2016-2017 academic year to the 2018-2019 academic year, the number of faculty increased by 8%). Overall, the SOA productivity compares favorably when compared to the COB and University.

Table 18. Annualized FTE Produced Per Instructional Person-Year – Accounting

	Accounting			COB Total	FAU Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Undergraduate	46.3	64.8	60.0	68.6	51.6
Graduate	8.1	11.4	9.6	5.6	5.9
Total	54.5	76.2	69.6	74.2	57.5

Table 19. Degrees Awarded Per Faculty Instructional Person Year - Accounting

	Accounting			COB Total	FAU Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Associates	0	0	0	0	0.5
Bachelors	20.0	19.0	19.4	25.2	13.8
Masters	11.1	14.5	13.2	9.8	3.6
Specialist	0	0	0	0	0.1
Doctorate	0	0	0	0.2	0.3
First Professional	0	0	0	0	0.1
Total	31.1	33.4	32.6	35.1	18.5

Table 20. Annualized Student FTE Produced Per Faculty Instructional Person-Year (Student Faculty Ratio)

	Accounting				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate	47	50.3	46.3	64.8	60
Graduate	9.5	8.3	8.1	11.4	9.6
Total	56.5	58.6	54.4	76.2	69.6

The trends illustrated in Table 21 indicate, for lower-division courses in the undergraduate BBA/BS degree programs, a general increase in state fundable student credit hours (SCH) and a decrease in non-state fundable SCH. For these programs, there is an increase in the state fundable full-time equivalent (FTE) and a decrease in non-state fundable FTE. For upper-division courses in the undergraduate BBA/BS degree programs, there appears to be a decrease in state fundable SCH, non-state fundable SCH, state fundable FTE, and non-state fundable FTE.

[11] Given the relatively small size of the Tax Program (CIP 521601), all faculty productivity analysis is based on the Accounting Program (CIP 520301).

Table 21. State and Non-State Fundable FTE and SCH: Undergraduate[12]

	Accounting					
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
BBA/BS: Lower Division UG						
State Fundable SCH	8487	9762	9594	9957	9549	9405
Non-State Fundable SCH	453	516	270	255	228	273
State Fundable FTE	283	325	320	332	318	314
Non-State Fundable FTE	15.1	17.2	9	8.5	7.6	9.1
BBA/BS: Upper Division UG						
State Fundable SCH	17229	17172	16909	16134	16167	15378
Non-State Fundable SCH	492	390	375	300	252	318
State Fundable FTE	574	572	564	538	539	513
Non-State Fundable FTE	16.4	13	12.5	10	8.4	10.6

Table 22 depicts a decrease in state funded SCH and FTE for the master's programs and an increase in non-state fundable SCH and FTE of these programs. For the Ph.D. program, it illustrates a decrease in state and non-state funded SCH and FTE.

Table 22. State and Non-State Fundable FTE and SCH: Graduate

	Accounting					
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Masters						
State Fundable SCH	3985.5	3357	3547.5	3526.5	3127.5	2619
Non-State Fundable SCH	3841.5	5548.5	6568.5	7269	7593	8401.5
State Fundable FTE	166	140	148	147	130	109
Non-State Fundable FTE	160.06	231.19	273.69	302.88	316.38	350.06
Ph.D.						
State Fundable SCH	194	186	172	146	180	141
Non-State Fundable SCH	0	3	18	1	0	0
State Fundable FTE	8	8	7	6	8	6
Non-State Fundable FTE	0	0.13	0.75	0.04	0	0

In addition to the faculty productivity numbers reported above, the COB calculated the average lecture/course section size taught by faculty. This information is presented in **Table 23**. The numbers for undergraduate sections are large due to the large principles of accounting and business law sections (see **Table 24** below; this table illustrates the size of the large 2000-level sections).

[12] Fulltime Equivalent (FTE) is a measure of instructional activity based on the number of student credit hours (SCH).

Table 23. Average Lecture/Course Section Size Taught by Faculty

	Accounting				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Undergraduate	59.6	58.7	57.7	57.3	56.7
Graduate	13.6	14	17.6	15.7	14.7
Total	73.2	72.7	75.3	73.0	71.4

Enrollment, Sections Taught, and Average Course Size

The total enrollment, number of sections taught, and average size for all accounting (ACG), business law (BUL) and taxation (TAX) courses are provided in **Table 18**.

Each Fall semester, one section of ACG 2021, Principles of Accounting I, exceeds 400 students and, during the Spring semester, exceeds 300 students. Similarly, for ACG 2071, one large section is taught during the Fall and Spring semesters, often with over 200 students enrolled during the Fall semesters and over 400 students enrolled during the Spring semesters. These large sections are taught using a lecture-capture mode of instruction whereby some students are allowed to attend in person and the remainder either watch remotely (synchronously) or watch the recorded lecture at a later date. Four to six small sections of each of these courses are offered each Fall and Spring semesters and are capped at 50 students in each section.

Total enrollment, number of sections, and course size for the traditional Masters accounting courses (ACG 5000-6000 level) remained relatively stable during the period. Traditional graduate taxation courses (TAX 6000 level) showed a decrease in enrollment and average course size. Executive Masters accounting courses (ACG 6000 level) in certain concentrations exceeded enrollment of 100 per section.

Table 24. Course Enrollment, Sections and Course Size

Course Level	Total Enrollment			Number of Sections			Average Course Size		
	2016-2017	**2017-2018**	**2018-2019**	**2016-2017**	**2017-2018**	**2018-2019**	**2016-2017**	**2017-2018**	**2018-2019**
ACG 2000	2514	2578	2484	17	17	22	148	152	113
ACG 3000-4000	1699	1706	1618	52	53	50	33	32	32
ACG 5000-6000	754	699	601	27	25	25	28	28	24
ACG 7000	30	34	25	7	8	7	4	4	4
BUL 4000	2341	2191	2264	32	29	32	73	76	71
BUL 6000	90	56	95	4	4	6	23	14	16
TAX 4000	581	485	485	17	16	15	34	30	32
TAX 6000	173	170	135	9	10	8	19	17	17

An analysis of the percentage of sections taught by individuals at the rank of instructor is provided in **Table 25**. During the period under review, more than half of the undergraduate business law courses (BUL 4000 level) were taught by part-time adjunct instructors. All PhD courses (ACG7000 level) are taught by tenured and tenure earning faculty.

Table 25. Percentage of Sections Taught by Instructor Classification

Course Level	Instructor Classification											
	Assistant, Associate and Full Professors			Full-Time Instructor			Doctoral Student			Adjunct		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
ACG 2000	17	6	5	24	24	23	35	24	22	24	46	50
ACG 3000-4000	35	23	24	54	55	56	2	8	4	9	14	16
ACG 5000-6000	89	92	96	4	4	4	0	0	0	7	4	0
ACG 7000	100	100	100	0	0	0	0	0	0	0	0	0
BUL 4000	0	0	0	38	41	41	0	0	0	62	59	59
BUL 6000	0	0	0	100	100	100	0	0	0	0	0	0
TAX 4000	0	0	7	53	75	73	12	0	7	35	25	13
TAX 6000	44	40	38	56	60	62	0	0	0	0	0	0

During the last BOG review in 2014, more than half of the upper-division accounting and business law courses (ACG and BUL 3000-4000 level) were taught by part-time adjunct instructors and PhD students; in addition, the percentage of the master level accounting courses (ACG 5000-6000 level) taught by adjunct instructors were over 20% in both ACG and TAX courses. This issue was remedied when the SOA hired several full-time instructors so that a greater percentage of upper-division ACG courses could be taught by full-time faculty members. In addition, virtually all master level courses are now taught by full-time faculty. There has been a significant decrease in the percentage of 6000-level business law courses that are taught by part-time adjunct faculty but an increase in the percentage of 4000-level business law courses taught by adjuncts.

Quality of Instruction

Select data from the Students' Perception of Teaching reports are provided below. SOA averages are stable and similar to COB and FAU totals. This suggests that the students' average perceptions of overall quality of teaching in the SOA is comparable to the averages of other academic units.

Table 26. Rating of Quality of Instruction (item 6) from Student Perception of Teaching

Scale 1=Excellent 5=Poor		Rate the quality of instruction as it contributed to your learning in the course.				
		Accounting			COB Total	FAU Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Undergraduate (upper division)	# Classes	93	90	87	730	2,985
	Mean Rating	1.72	1.69	1.61	1.70	1.65
Graduate	# Classes	106	102	98	327	1058
	Mean Rating	1.71	1.70	1.67	1.71	1.62
Total	# Classes	199	192	185	1,057	4,043
	Mean Rating	1.71	1.70	1.64	1.70	1.64

Strategic Hiring Plan

The SOA employs a mix of full-time faculty (tenured, tenure earning, non-tenure earning instructors) and part-time adjunct instructors. Tenured and tenure-earning faculty hold terminal degrees and are generally academically qualified. Instructors and part-time adjuncts do not usually hold terminal degrees and are generally professionally qualified. Tenured and tenure earning faculty assignments typically include research and a lower teaching load than instructors. Instructors' assignments do not include research. Service responsibilities are assigned across all ranks. The strategic hiring plan is designed to maintain faculty at all ranks.

At this time, the SOA is not searching for faculty. In terms of tenured and tenure-earning faculty, we could experience a shortage in the tax area within the next five years. At that time, we may not be able to fund a position in tax and therefore may have to rely on instructors and adjuncts to fill this need.

Undergraduate Programs

BBA/BS - Accounting Major

Admission Standards

Admission standards for the degree are determined by the college. In the COB, students must complete the pre-professional core and achieve a minimum GPA of 2.5/4.0 to declare a major in accounting. The SOA also requires students to take an Accounting Competency Exam prior to taking upper-division (3000-level or above) accounting coursework. Students must earn a score of at least 70 percent to take upper division accounting courses. Students cannot take the exam more than three times.

Enrollment

Undergraduate enrollments have significantly declined since our last report. In Fall of 2014, UG accounting enrollment was 1,044 and declined to 832 by Fall 2019. This enrollment pattern for Fall, Spring, and Summer reflects the large number of non-traditional students in the undergraduate accounting student body. To serve the large number of non-traditional students in the accounting major, resources to support an adequate Summer course schedule are required. We currently offer a full slate of classes at Boca Raton, Davie and in the Online Bachelor of Business Administration (OBBA) program. Generally, classes in Davie are offered at night, and both day and night classes are offered in Boca Raton.

Table 27. BBA/BS Accounting Major Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
1044	952	986	931	867	832
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
934	932	973	832	864	742
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
692	687	682	672	671	660

Our diverse student body has several implications beyond the issues of when and where to offer classes. First, many of our students are first generation and thus are less likely to consider graduate school (about 25%). Second, many of our students are already working and return to school to either change jobs or move up in their current jobs. On balance, fewer of our students are likely to pursue public accounting careers compared to students at more traditional schools (e.g., Florida State and the University of Florida).

Student Body:
FAU has one of the most diverse student bodies in the country and the SOA reflects this diversity. For Fall 2019 we had the following student body demographics in accounting, based on an analysis of the 832 students enrolled:

Overall characteristics:
- 58% are female
- 27% are first generation college students
- 3% are veterans
- 63% are part time
- 27% are low income

Campus Location
- 89 are at the Davie Campus
- 174 attend through distance learning
- remainder attend in Boca Raton

Race
- 18% are black (this compares to a 6% national rate per the AICPA)
- 34% are Hispanic (this compares to a 12% national rate per the AICPA)
- 5% are Asian (this compares to a 13% national rate per the AICPA)
- 35% are white
- <1% are native (Indian, Alaskan or Hawaiian)
- the remainder are of mixed race or of a race that is unknown

Degrees Conferred
Undergraduate students in the COB can earn a BBA or a BS degree. The accounting requirements for both degrees are the same. The number of undergraduate accounting majors receiving degrees has been reasonably constant since 2015. Prior to the period under this study, enrollments had declined from 1,200 to 1,000 between 2012 and 2014. The degrees conferred between the years 2014-2015 and 2015-2016 reflect this decline in enrollment from that time period. Despite our decline in enrollment, FAU still has one of the largest accounting programs in the country in terms of degrees conferred in 2019. Our 2018-2019 graduating class has significant diversity.

Table 28. Bachelor Degrees Awarded in Accounting

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
404	**282**	**294**	**261**	**277 18% black 29% Hispanic 6% Asian 40% white**	**287**

Learning Goals
Beginning in 2020, students must now take seven required accounting courses and they have two electives. The seven required courses are: Intermediate 1, Intermediate 2, Tax 1, Accounting Information Systems (AIS), Cost Accounting, Auditing, and Accounting Applications of Data Analytics. The electives offered are Governmental/Non-Profit Accounting, Tax 2, and Business Law 2.

In 2019, several innovations were made to the curriculum which were passed but have not yet been fully implemented. The College of Business decided that it would be useful to require students to become certified in basic Excel with the goal of improving data analytics skills. Although we considered doing this within accounting courses, we ended up adding a course (ISM 3011, Management Information Systems) to the courses required to be taken by accounting majors. ISM 3011 is the course in which Excel is taught. Students will be required to complete the certification to complete the course. This reduced the content of Excel in the AIS class and thus allowed more time to teach Tableau and other skills that have been identified as critical for accounting professionals. Due to the COVID-19 pandemic, the COB has had a bumpy start to the certification exam portion. COB Associate Dean Paul Hart has temporarily postponed the certification portion until in-person classes resume. The content knowledge related to Excel is still covered in the ITOM course even though the certification requirement has been delayed.

In Fall 2020, a new course was added to the curriculum, Accounting Applications of Data Analytics (ACG 3842). Students are expected to take the course in their first term as an accounting major. The course focuses on developing a data analytics mindset and using relevant technologies. The course contains advanced Excel content, including the use of statistical functions that are not normally taught in preparation for the Microsoft Excel certification exams. The course also incorporates Tableau for both analytics workflows and data visualization.

To make room for these changes, modifications were made to our program. First, we designated ACG 3131 (Intermediate Accounting 1) as an international course since it includes coverage of IFRS. This freed up three hours because students were not required to take another course in the COB that contained a global perspective. The freed-up hours allowed us to add the ISM 3011 (with a focus on mastering Excel) class as a requirement. Second, we had previously required students to take Business law 2, Taxation 2, and Governmental and Non-Profit Accounting. They now are required to select two of these courses.

This undergraduate accounting student course path is used as the structure for the review of the current curriculum. The learning goals and current assessment practices for each foundational area follow. Appendix C includes a summary of undergraduate course content and assessments. Appendix D includes the Undergraduate Program Academic Assessment Plan. The goal of all assessment practices is a continuous evaluation of the SOA's curriculum to identify opportunities for improvement. The expected outcome is a curriculum that fosters improved content knowledge, critical thinking, applied research, and communication and does so in a way that can be assessed through measurable outcomes.

Financial Accounting

Financial accounting learning goals include gaining an understanding of the Statement of Financial Accounting Concepts (SFAC); accrual accounting as prescribed by Generally Accepted Accounting Principles (GAAP); and basic financial statements (Balance Sheet, Income Statement, Statement of Comprehensive Income, Statement of Cash Flows and the Statement of Shareholder's Equity). Students also learn how to analyze accounting transactions and their effect on the financial statements; prepare financial statements; and solve complex accounting calculations (including those involving the time value of money). Students also obtain basic knowledge of International Financial Reporting Standards (IFRS).

The financial accounting courses assess student learning via exams and graded assignments (See Appendix C Table C-1 for details). In addition, the results of common exam questions in ACG 3131

(until 2018) and ACG 3141 (beginning 2018) are included in the undergraduate accounting program assessment (See Appendix D for details).

Cost Accounting

Cost accounting learning goals include students gaining an understanding of terminology and concepts, cost structure and cost behavior; strategies to manage costs and the quality of goods and services, (e.g., JIT, TQM, etc.); and cost accounting techniques in the decision-making process. Students also gain an understanding of the relationship between cost accounting and other operating and information systems. Students apply cost accounting concepts and techniques to management decision-making problems.

The cost accounting courses assess student learning via exams and graded assignments (See Appendix C Table C-2 for details). In addition, the results of common exam questions in ACG 3341 are included in the undergraduate accounting program assessment (See Appendix E for details).

Data Analytics - beginning in Fall 2020

Data analytics learning goals include developing questions that can be answered by analyzing data, gathering appropriate data, preparing data for analysis, analyzing data and formulating conclusions, creating data visualizations, and designing analytics workflows using relevant technologies. The course, ACG 3842, Accounting Applications of Data Analytics, currently incorporates Excel and Tableau. There are plans to include the data wrangling tool Alteryx when all students are back on campus and Mac users can access the tool from computer labs. Alteryx does not run on a Mac and the FAU virtual apps environment cannot run Alteryx. Fully online students with a Mac, which may be approximately 5% of undergraduate accounting majors, will need to partition their Mac hard drive to use Windows or use another device that runs on Windows.

The data analytics courses assess student learning via graded assignments and team projects. (See Appendix C Table C-3 for details). The assessment instrument in ACG 3842 that will be included in the undergraduate accounting program assessment will be determined after students attempt all assignments during the 2020-2021 academic year.

Accounting Information Systems (AIS)

AIS learning goals include obtaining knowledge about internal controls throughout various documentation contexts and accounting cycles (revenue, expenditure, production, and human resources/payroll); documentation of an accounting system or subsystem; advanced Excel application; technologies for business applications; use of accounting information systems to achieve organizational objectives; and ethical issues involved in information systems. The course currently incorporates intermediate and advanced Excel. Some sections are piloting Tableau. There are plans to include the UiPath Robotic Process Automation (RPA) tool when all students are back on campus and Mac users can access the tool from computer labs. UiPath does not run on a Mac and the free version of UiPath cannot run in a virtual apps environment. Fully online students with a Mac, which may be approximately 5% of undergraduate accounting majors, will need to partition their Mac hard drive to use Windows or use another device that runs on Windows.

The AIS courses assess student learning via exams and graded assignments (See Appendix C Table C-4 for details). In addition, the results of a comprehensive exam and a series of Excel projects were included in the undergraduate accounting program assessment during the period under review (See Appendix D for details). In Fall 2020, the Excel assessment was moved to ISM 3011 Management Information Systems which is now a required course for accounting majors.

Auditing

Auditing learning goals include students gaining an understanding of auditing terminology, concepts, techniques, and standards; audit planning; risk assessment; effective internal control over financial reporting; audit procedures, professional ethics, professional legal liability, audit reports; and the ability to identify the difference between the auditing standards (i.e., between the clarified audit standards and the PCAOB audit standards).

The auditing courses assess student learning via exams, participation, and graded assignments (See Appendix C Table C-5 for details). In addition, the results of a case analysis and written report assigned in ACG 4651, Auditing and Assurance Services 1, are included in the undergraduate accounting program assessment (See Appendix E for details).

Taxation

Taxation learning goals include students gaining an understanding of the impact of economic, social, equity, and political considerations on federal income tax policy; the U.S. Federal Income Tax system as it applies to individuals and business entities; the tax treatment for revenues and expenses; and, the tax consequences of significant transactions and how to report these transactions on the tax return. Students also gain basic knowledge of the reporting differences between a corporation's financial statement earnings and its taxable income (i.e., book-tax differences).

The taxation courses assess student learning via exams and graded assignments (See Appendix C Table C-6 for details). In addition, the results of common exam questions in TAX 4001 are included in the undergraduate accounting program assessment (Appendix D for details).

Admission Standards

Admission standards for undergraduate accounting majors are controlled by the COB. Students must complete the pre-professional core and achieve a minimum GPA of 2.5/4.0 to declare a major in accounting. Note that our peer school FIU requires a 3.0 average to take a competency exam needed to enroll in upper division accounting courses. At Georgia State University, accounting majors must make a B or better in both sophomore level accounting courses before being able to take upper division courses.

The SOA also requires students to take an Accounting Competency Exam prior to taking upper-division (3000-level or above) accounting coursework. Students must earn a score of at least 70 percent to take upper division accounting courses. Students cannot take the exam more than three times.

Curriculum

College of Business Core:

Business Law 1	BUL 4421
Introduction to Business Communication	GEB 3213
Principles of Financial Management	FIN 3403
Management Information Systems	ISM 3011
Introduction to Management and Organizational Behavior	MAN 3025
Operations Management	MAN 3506

Global Strategy and Policy	MAN 4720
Quantitative Methods in Administration	QMB 3600
Marketing Management	MAR 3023
Intermediate Theory[13]	ACG 3131
Money and Banking	ECO 4223

In addition to the COB undergraduate degree requirements, accounting majors are required to complete the following courses:

- Intermediate Theory I (ACG 3131) – 3 Credit Hours
- Intermediate Theory 2 (ACG 3141) - 3 Credit Hours
- Cost Accounting (ACG 3341) – 3 Credit Hours
- Accounting Applications of Data Analytics (ACG 3842 - beginning Fall 2020) - 3 credit hours
- Accounting Information Systems (ACG 4401) – 3 Credit Hours
- Federal Taxation I (TAX 4001) – 3 Credit Hours
- Auditing and Assurance Service 1 (ACG 4651) - 3 Credit Hours
- Upper Division ACG/TAX /Law Electives – 6 Credit Hours

The accounting curriculum is designed to be completed in four terms, but may be completed in three terms.

Curriculum Relative to Comparison Schools

The undergraduate accounting curriculum was compared to that of the *Comparison Schools*, Georgia State University and Florida International University and aspirant schools, George Mason University and the University of Arkansas. A summary of the required curriculum for each of these schools and FAU appears in the table below.

Table 29. Required Courses for Accounting Majors

		Peer Schools		Aspirant Schools	
	FAU	**GSU (2020)**	**FIU(2020)**	**George Mason**	**University of Arkansas**
Intermediate 1	Required	Required	Required	Required	Required
Intermediate 2	Required	Required	Required	Required	Required
Cost	Required	Required	Required	Required	Required
Audit	Required	Required	Required	Required	Required
Tax1	Required	Required	Required	Required	Required
Accounting Information Systems	Required	Required	Required	Business Core	Required
Tax 2	Elective		Elective	Elective	Required
Government and Not-for-Profit Accounting	Elective		Elective	Elective	Required
Accounting Data Analytics	Required	Business Core	Business Core	Required	Elective
Business Law 1	Required	Required	Required	Required	Required
Business Law 2	Elective	Required		Elective (Commercial Law)	Elective (Commercial Law)
Technology and Values in the		Required			

[13] This course must be taken by accounting majors to satisfy the international perspective; if it is taken by students who are non-accounting majors, those students must pass the Accounting Competency Exam with an acceptable score.

Accounting Profession					
International Accounting				Elective	
Financial Statement Analysis				Elective	Elective in Finance
Advanced Managerial				Elective	
Advanced Financial				Elective	
Advanced Analytics				Elective	
Energy Accounting					Elective
Professional Ethics and Corporate Governance					Elective

From the comparisons above, FAU has similar accounting courses to the other schools. While FAU has data analytics as required in the accounting program, this content is offered in other places (e.g., business core) or as an elective in our comparison schools. FAU does not have a separate course in ethics, and how that is handled may depend on the licensing requirements in the state. Some state boards of Accountancy require an ethics course in the accounting curriculum. Florida has no such requirement. At FAU, professional ethics is covered in auditing and tax.

Pedagogy/Pedagogical Innovations

In an effort to improve the content knowledge, critical thinking, applied research, and communication skills that SOA students will use when they enter the profession, the following have been incorporated into the curriculum:

- Excel assignments have been integrated into the curriculum where appropriate.
- In Intermediate Theory 1 (ACG 3131), an introduction to IFRS is presented via online exercises.
- In a variety of the SOA's courses, students research accounting issues by accessing the Financial Accounting Standards Board Accounting Standards Codification online or the COSO Framework.
- The SOA has introduced simulations in the assessments of students' performance in some accounting courses, which provide students an opportunity to practice this unique aspect of the CPA exam.
- We now require a course (ISM 3011, Management Information Systems) that will better equip students to become extremely competent in Excel. We also include Tableau in the AIS (ACG 4401, Accounting Information Systems 1) and Data Analytics (ACG 3842, Accounting Applications of Data Analytics) courses.
- We now include accounting analytics (ACG 3842) as a required course.

Recruitment Strategies

The SOA does not employ any recruitment strategies for its undergraduate accounting major. Our honors program coordinator does visit the sophomore courses to make students aware of the honors program. She intentionally brings a diverse group of students before the sophomores to promote the idea that our department is diverse.

Advising Procedures

Undergraduate accounting majors receive initial advising from Student Academic Services in the COB. In addition, the SOA offers the following advising resources:

- Automated Advisor: Online interactive system to assist students with course selection and timing.

- Peer Advising: A 30-minute mandatory advising session for all new accounting students. High-achieving graduate students completing their undergraduate degrees at FAU serve as Peer Advisors (effective Fall 2013).
- CPA Exam advising is provided by two full-time instructors in the SOA

Placement Analysis

The SOA does not typically collect or receive placement data for undergraduate accounting majors. However, to better understand our program during the Summer of 2020, we conducted an analysis of the 2013 graduates to answer the question, "Where are they today?" Specifically, we wanted to see how many became licensed CPAs, how many registered with the Board of Accountancy to take the exam but did not become licensed, how many got upper level positions, and positions they are they in at the present time, and whether those positions are in accounting or specific industries. We hope to use this information to consider student needs when redesigning the curriculum. Currently, there is no flexibility in terms of the courses students can take; therefore, they have little room to take classes that suit their particular interests.

In 2013, there were 419 undergraduate degrees awarded. Following are some statistics on this group as of Summer 2020:

- 73 are licensed CPAs
- 7 have an application in progress with the Board of Accountancy
- 91 are classified as "eligible for the exam" with the Florida Board of Accountancy; 21 of these have another degree
- 98 earned an additional degree that we could identify through FAU records of LinkedIn
- 138 have no data or information on LinkedIn or other available sources
- 23 have jobs in the government/non-profit sector
- roughly 27 have a job in taxation
- roughly 27 have a job in auditing
- Approximately 25 don't appear to have engaged in accounting related work.
- Roughly 12-15 have jobs in the top 5 accounting firms

BBA/BS - Accounting Scholars Program

The Accounting Scholars Program (ASP) is an honors program designed to prepare highly-motivated students for careers as professional accountants. Qualified students are encouraged to begin the ASP when they start taking upper-level accounting coursework (ACG 3131, Intermediate Theory 1, and ACG 3341, Cost Accounting). However, qualified students who have completed no more than six hours of upper-level accounting coursework may also join the ASP. The ASP is available on the Boca Raton campus. One of the key features of the program is that the students are in a cohort group and therefore develop a very supportive network. They also receive individualized attention from the honors coordinator.

The ASP is designed to help students achieve a high level of proficiency in skills integral to graduate studies and a variety of accounting careers. Students complete a rigorous curriculum with honors compacts and engage in a capstone case competition[14]. Students must complete a minimum of five honors compacts (each honors compact is associated with an upper-division accounting course) to receive honors credit. Outside of the classroom, students participate in peer mentoring and

[14] For more information on the ASP, see https://business.fau.edu/undergraduate/majors/accounting/scholars-program/.

professional development activities designed to provide valuable networking opportunities. Also, students must attend all ASP workshops and complete all work in the ASP workshops. These workshops address topics on writing, ethics, research, and presenting.

After completing all ASP and undergraduate degree requirements, students are awarded an undergraduate degree with *Honors in Accounting* and may receive expedited admission to graduate school.

The ASP was established in 2007 with thirteen students, one director, and a small committee of SOA faculty. In Fall 2012, the ASP adopted some significant changes and became recognized as an official FAU honors program. The features of the revised program are as follows:

- Students are in a cohort group. Class sizes are at an optimal size of about 20-25
- Students begin in their junior year and graduate students are not considered ASP students
- ASP graduates achieving a minimum overall GPA of 3.0/4.0 and a major GPA of 3.0/4.0 may receive expedited admission to graduate school
- ASP students may pursue graduate program of choice (e.g. Master of Accounting, or Master of Taxation)
- ASP students complete honors compacts in select accounting and taxation courses. A minimum of five compacts is required
- ASP students complete a capstone experience, which encompasses skills developed in the honors compacts
- Transcripts for ASP graduates denote *Honors in Accounting*

Benefits of the ASP to students may include the following:

- Priority for scholarships designated for ASP students
- Completion of the undergraduate degree with *Honors in Accounting*
- Restricted sections of upper-level accounting courses taught by award-winning professors
- Significant networking opportunities
- Participation in the Medallion Ceremony at the SOA Achievement Awards
- Participation in the ASP Peer Mentor Program
- Expedited admission into graduate studies with waiver of GMAT/GRE
- Priority for graduate assistant positions

Enrollment

The number of students at each level for each year of this study are shown in the table below.

Table 30. ASP Headcount

	Headcount			
	Juniors	**Seniors**	**Graduate**	**Total**
2014-2015	27	21	25	73
2015-2016	26	15	18	59
2016-2017	24	23	13	60
2017-2018	24	21	18	63
2018-2019	28	22	19	69
2019-2020	24	27	21	72

Degrees Conferred
All senior Accounting Scholars Program students graduated with their undergraduate degrees. Most undergraduate students continued into either a Master of Accounting or Master of Taxation program at FAU.

Learning Goals
The ASP emphasizes the enhancement of skills and values required for graduate education and a variety of accounting careers. ASP students are given compact assignments that will further enhance their content knowledge, communication skills, critical thinking, and applied research skills. See the ASP assessment summary in Appendix E for more details.

Admission Standards
Admission is limited to undergraduate accounting majors. Students enter the ASP in one of two ways. Students who have not completed any upper-level accounting courses are eligible to enter the ASP if they have an overall GPA of 3.3 or higher and a score on the Accounting Competency Exam of 80 percent or higher. Students who have completed two or fewer upper-level accounting courses are eligible to enter the ASP if they have an overall GPA of 3.3 or higher and a minimum grade of "B+" in all completed upper-level ACG and TAX courses.

Once admitted, students in the ASP must maintain high academic and ethical standards. Students may be dismissed from the ASP if they have two grades of less than "B" in accounting or taxation courses, any grade less than "C", or a violation of the Code of Academic Integrity.

The *Honors in Accounting* designation is awarded when students meet all degree requirements, satisfactorily complete a minimum of five honors compacts, and successfully complete the capstone experience. In addition, students must have an overall GPA of at least 3.0 and an accounting GPA of at least 3.0 in all upper-level ACG and TAX courses and complete all ASP requirements within four semesters.

Students who participate in the ASP may receive expedited admission into graduate studies with waiver of GMAT/GRE. To be eligible for this benefit, students must earn *Honors in Accounting,* have an overall GPA of at least 3.0, an accounting GPA of at least 3.0 in all upper-level ACG and TAX courses, and be recommended by the ASP Director.

Curriculum
Eight course sections are restricted for ASP students during the Fall and Spring semesters. This restriction allows students to benefit from a cohort-type experience. A sample ASP Curriculum Map is provided below.

Table 31. ASP Sample Curriculum Map

	Junior Year		Senior Year
	Fall	**Spring**	**Fall**
Honors Compacts	Intermediate Theory 1 (ACG 3131) Cost Accounting (ACG 3341)	Intermediate Theory 2 (ACG 3141) Accounting Information Systems (ACG 4401) Federal Taxation 1 (TAX 4001)	Auditing & Assurance (ACG 4651) Government, Not-for-Profit (ACG 4501) Federal Taxation 2 (TAX 4011)
Extra-Curricular	Beta Alpha Psi Accounting Students Association National Association for Black Accountants ASP Workshops Kickoff	Beta Alpha Psi Accounting Students Association National Association for Black Accountants ASP Workshops SOA Achievement Awards	Beta Alpha Psi Accounting Students Association National Association for Black Accountants ASP Workshops Kickoff
Mentor Program	Mentee	Mentee	Mentee
Capstone Experiences			Case Competition

Honors Compacts

Honors compacts are offered for a total of eight upper-level ACG and TAX courses. All honors compacts are supervised and approved by the professor teaching the restricted cohort section. The honors compacts are designed to develop skills that are important in graduate studies and the accounting profession. Requirements include writing memos, letters, reports and participating in co-curricular activities. In the first semester, compacts emphasize professional development and awareness. In subsequent semesters, compact requirements include applied research, synthesis, analysis, and application of relevant accounting literature and standards. These requirements are in addition to the regular coursework and must be completed to earn honors credit. However, failure to complete the honors compact does not affect the course grade.

Capstone Experience

Students engage in accounting-based problem solving and research in a team-based case competition, which requires a written report. The capstone experience must be completed during the Fall semester of their senior year. The capstone experience is supervised and judged by SOA faculty members.

Internships

Most ASP students complete an internship after the end of their senior year before they start their graduate program, and virtually all internships result in an offer of permanent employment being extended to the student.

Completing the ASP is regarded by the profession as a signal of quality and students are heavily recruited by Big 4, national, regional, and local public accounting firms. In addition, recruiters from

larger firms have referred ASP students to other offices (e.g. New York, Chicago, Los Angeles, Washington D.C, Atlanta, and Denver) further confirming the perceived quality of the ASP and its graduates.

Pedagogy/Pedagogical Innovations
Honors compact assignments introduced the following pedagogical innovations into the curriculum.

- The capstone experience is a case/research competition that provides ASP students an opportunity to apply knowledge obtained across prior accounting courses and engage in accounting-based research to solve a contemporary accounting problem.
- Many compact assignments require ASP students to use authoritative literature to identify and solve accounting and ethical issues.
- Assignments require development of professional writing skills through memos, letters, and technical reports.
- Participation with student organizations (e.g., Beta Alpha Psi, National Association for Black Accountant, and Accounting Students Association) give ASP students the opportunity to network and develop leadership skills.
- All ASP compacts are delivered online with various technology communications.
- The ASP places great emphasis on communication, applied research, critical thinking and professional development.

Recruitment Strategies
The ASP has deployed various strategies to recruit qualified students to join. Historically, ASP students represent approximately 5% of accounting students and receive approximately 5-8% of undergraduate degrees.

Current recruitment strategies include the following:

- Print and electronic promotional materials
- Collaborative efforts with undergraduate COB advisors and undergraduate instructors in select courses
- Testimonials and recruiting efforts by current ASP students
- Promotional emails sent to top performing students

Advising Procedures
All new ASP students meet with the ASP graduate assistant for an initial advising consultation. The objective of the meeting is to discuss the ASP in more depth, develop a customized curriculum map, and answer any student questions. The ASP director is charged with conducting follow-up meetings, email exchanges, and phone conferences with students to provide additional advising.

Placement Analysis
The ASP has achieved nearly 100% job placement rate since its inception. Details on staff accountant placements are provided below for graduate ASP students.

Table 32. Job Placement

	Job Placements				Total Number of Graduates
	Big 4 Public Accounting Firm	National Public Accounting Firm	Regional & Local Accounting Firms	Other Placements	
2014-2015	19	4	2	0	25
2015-2016	6	5	5	2	18
2016-2017	8	3	2	0	13
2017-2018	12	4	2	0	18
2018-2019	13	1	2	2	18
2019-2020	13	4	2	1	20

BBA/BS - Accounting Minor

Enrollment

Throughout the analysis period, very few students pursued an accounting minor.

Table 33. Accounting Minor Headcount

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated Head Count	**39**	**50**	**39**	**29**	**15**	**20**

Minors Conferred

The number of degrees conferred with a minor in accounting has consistently been less than 20 students in each of the years under review.

Table 34. Accounting Minors Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
8	**15**	**15**	**16**	**5**	**7**

Learning Goals

The learning goals and assessment strategies for accounting minors are the same as those reported in the BBA/BS – Accounting Major section. Accounting minors take nine (9) credit hours of upper-level accounting and taxation coursework (ACG and TAX 3000-4000 level) compared to twenty-four (24) credit hours of upper-level accounting and taxation coursework required for accounting majors. Accordingly, accounting minors receive more limited exposure to accounting and tax topics.

Admission Standards

Taking the Accounting Competency Exam is a requirement for registering in upper-level accounting courses, therefore it is a de facto requirement for accounting minors.

Curriculum

Nine credit hours of upper-level accounting or taxation courses (ACG and TAX 3000-4000 level) in addition to the COB undergraduate degree requirements are required to earn a minor in accounting. Neither Florida International University nor Georgia State University offers a minor in accounting.

Pedagogy/Pedagogical Innovations
Refer to the BBA/BS – Accounting Major section.

Recruitment Strategies
The SOA does not employ any recruitment strategies for its undergraduate accounting minor.

Advising Procedures
Refer to the BBA/BS Accounting Major section.

Placement Analysis
The SOA does not collect or receive placement data for undergraduate accounting minors.

BBA/BS – Business Law Minor

Enrollment
The Business Law minor became effective in the 2010-2011 academic year. Enrollment data for 2014-2015 through 2019 – 2020 years is provided in the table below.

Table 35. Business Law Minor Headcount

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated Head Count	**169**	**131**	**153**	**156**	**128**	**147**

Minors Conferred
As noted in the table below, degrees conferred with a business law minor for the 2014–2015 through 2019–2020 years total 358.

Table 36. Business Law Minors Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
71	**52**	**52**	**68**	**54**	**61**

Learning Goals
Consistent with all School of Accounting ("SOA") programs, the learning goals for the Business Law minor include content knowledge, critical thinking, applied research and communication. The business law courses assess student learning via exams and graded assignments. In addition, the coordinator of business law works with all faculty who teach the course to devise a pool of questions that measure student knowledge in the two key areas assessed in the Business Law I class: business law concepts and business ethics. Common exams are administered in the course that measures these areas. Although faculty have the flexibility to teach the course content in the sequence and by using the methods that they desire, the instrument measurement questions are the same to ensure reliability. These results are included in the COB Undergraduate Program Assessment (refer to the COB Assessment Report for additional information).

Business Law 1 and 2 (BUL 4421 and BUL 4422)
The learning goals for Business Law 1 (BUL 4421) and Business Law 2 (BUL 4422) include students gaining content knowledge about the rules of law that affect every business. Business Law 1 is a survey course focusing on the legal environment and aspects of business decision making. After successfully completing Business Law 1 students will have an understanding of the makeup of the

US legal system generally, as well as principles of constitutional law, intellectual property, contracts, torts, bankruptcy, landlord-tenant law, insurance law, alternative dispute resolution, ethics, and criminal law. Business Law 2 students will demonstrate an understanding of secured transactions, business organizations, sale and lease contracts, negotiable instruments administrative law, consumer law, antitrust law agency law, creditor remedies, suretyship and professional liability. Written assignments and/or exams are used to assess student learning and student achievement of the BUL 4421 and BUL 4422 learning goals.

Ethics in Business (BUL 4443)
The learning goals for this course include students identifying and applying rules and regulations that govern ethical conduct in the business environment such as the primary ethical approaches used in modern business decision-making. An investigation is made of the ethical standards as they relate to civil and criminal liability for business. Legal cases demonstrate that adherence to ethical standards benefit the employer, workers, the community, and company reputation and may avert costly litigation. Written assignments, an oral presentation and periodic exams are given to assess student learning and the achievement of course learning goals.

Intellectual Property (BUL 4514)
The learning goals for this course are to expand on students' knowledge of intellectual property law gained in the first business law course. This includes knowledge of trademark, copyright, patent, and trade secrets uses in the commercial environment. Students learn to identify and evaluate critical intellectual property issues related to copyright, trademarks, trade secrets, and patents. Students also learn the legal requirements to secure property rights, the rules governing intellectual property, and the tools used to protect those rights. Exams are used to assess student learning and the achievement of course learning goals.

Employment Law (BUL 4540)
The learning goals for this course include students identifying and applying legal concepts concerning the employer-employee relationship. Students learn the basic rules of employment law, including those governing employment contracts and at-will employment; restrictive covenants in employment contracts; employment discrimination and sexual harassment; drug testing and privacy issues; diversity and ADA; workplace romance (and workplace policies and practices governing use of social-networking sites); workplace violence; sexual harassment; off-site control of employee behavior; conducting employee training; designing employee manuals and other basic employment-related issues Students develop critical thinking skills through a research project, quizzes, exams. A research paper accompanied by an oral presentation may also be used to assess student learning and the achievement of course learning goals.

Cyberlaw (BUL 4564)
The learning goals for this course include developing students' knowledge of the law that applies to cyber-business transactions. Students study issues specific to electronic commerce, including intellectual property rights, trade secrets, unfair competition, privacy, and enforcement of rights. In-class and out-of-class assignments and exams are used to assess student learning and the achievement of course learning goals. This course is currently not being offered.

Entertainment Law (BUL 4622)
Learning goals for this course include students identifying and applying contract law, agency law, constitutional law, intellectual property law, business organizations and tort law principles to the music, sports, film, television, and the literary publishing industries. Emphasis is on the acquisition,

protection, and exploitation of publicity rights, artistic credits, and copyrights. Written assignments, an oral presentation and exams are used to assess student learning and the achievement of course learning goals.

Business Law Cases Through Film (BUL 4625)
The learning goals for this course include students identifying and applying legal issues in various areas of law using movies and the actual cases upon which the movies were based. The topics include constitutional law, criminal law (primarily in business), and professional conduct – ethics, among others. Written assignments that apply the legal rules and concepts covered in the course through scenarios presented for resolution are used to assess student learning and the achievement of course learning objectives. This course is currently not being offered.

Entrepreneurship Law (BUL 4650)
The learning goals for this course are for students to identify and develop legal knowledge and skills needed to grow a business, while mitigating risks, which includes choosing the right business entity form and raising startup capital. In-class and out-of-class assignments that require students to apply critical thinking skills to business scenarios presented for evaluation of the potential legal issues, and the possible options for resolution of those issues are used to assess student learning and the achievement of learning outcomes of the course. Course is currently not being offered

Directed Independent Study in Business Law (BUL 4905)
This course involves independent reading and research in Business Law. Each program of study is arranged in consultation with a Business Law faculty member and with the permission of the Business Law Coordinator. This course is currently not being offered.

Special Topics in Business Law (BUL 4930)
This course involves the study of a special area of Business law. Topics will vary.

Admission Standards
Admission to the Business Law Minor is not limited to COB students. Any FAU undergraduate student in any degree program may earn a minor in Business Law.

Curriculum
The Business Law Minor provides students with practical legal knowledge of critical substantive business law topics and current legal issues. Students develop problem solving skills, and the skill sets necessary to identify and manage legal issues encountered within personal and business contexts, including but not limited to litigation, contract law, employment and human resources, real and personal property law, as well as applied critical thinking. Completion of the minor aids in preparation for career opportunities in various fields such as management, technology and politics, as well as for entrance to graduate and law school. The business law courses cover all substantive legal and regulatory topics tested on the CPA exam, thus serving accounting majors well. Students develop a legal vocabulary and the knowledge, as well as the necessary skills to identify and manage particular legal issues presented in each course. The electives offered allow students to choose legal topics of personal interest. Students must complete four courses (12 hours) in Business Law to earn the minor, including Business Law 1, BUL 4421, and Business Law 2, BUL 4422.

Required Courses:	**Credits**
BUL 4421 Business Law 1	3

BUL 4422 Business Law 2 3

Choose two of the following courses:

BUL 4443	Ethics in Business	3
BUL 4514	Intellectual Property Law	3
BUL 4540	Employment Law	3
BUL 4564	Cyberlaw	3
BUL 4622	Entertainment Law	3
BUL 4625	Business Law Cases Through Film	3
BUL 4650	Entrepreneurship Law	3
BUL 4930	Special Topics: Administrative Law	3

Curriculum Relative to Comparison Schools

The business law minor curriculum was compared to that of the *Comparison Schools*. As noted in the table below, only Georgia State University offers a business law minor in its college of business. Georgia State University also offers a pre-law minor within its political science program.

Table 37. Business Law Minors Offered by Comparison Schools

Comparison Schools	Business Law Minor in COB	Business Law Minors not within the COB
GSU	Yes	Political Science: Pre-law minor
FIU	No	No

A summary of the required curriculum for Georgia State University College of Business' Business Law Minor appears below.

Four of following courses (12 hours):

BUSA 2106	The Legal and Ethical Environment of Business
LGLS 3020	Introduction to Law and Risk
LGLS 3040	Consumer Law and Advocacy
LGLS 3610	Legal and Ethical Analysis of Business Environments
LGLS 4020	Law for Entrepreneurs
LGLS 4030	Lawyers and the Legal Profession
LGLS 4040	Advanced Legal Analysis
LGLS 4050	Business Law
LGLS 4060	Internet Law
LGLS 4070	Environmental Law and Policy
LGLS 4080	Legal Issues in International Business
LGLS 4450	Law and Economics

One of following remaining course (3 hours):

ACCT 4510	Introduction to Federal Income Taxes
ENI 4020	Business Law for Entrepreneurs
ENI 4060	Technology Law for Entrepreneurs
HA 4450	Health Law
HADM 3720	Hospitality Law
IB 4080	Legal Issues in International Business

MGS 4320	Legal Environment of Human Resources Management
RE 4950	Urban Development Regulations
RMI 4015	Contracts and Risk
RMI 4025	Risk Regulation
CRJU 4430	White Collar Crime
ECON 4450	Law and Economics
CMIS 4630	Legal Aspects of the Music Industry
MTM 3050	Legal Aspects of the Music Industry
MTM 3300	Copyright and Music Publishing
PHIL 3730	Business Ethics
PHIL 4820	Philosophy of Law
POLS 4130	American Constitutional Law
POLS 4224	Law and Courts in Film
SOCI 4366	Law and Society

Curriculum Relative to Aspirant Schools

The business law minor curriculum was compared to that of the *Aspirant Schools*. As noted in the table below, neither of the two aspirant schools offers a business law minor in its college of business. The University of Arkansas offers a legal studies minor within its political science program.

Table 38. Business Law Minors Offered by Comparison Schools

Aspirant Schools	Business Law Minor in COB	Business Law Minors not within the COB
UA	No	Political Science: Pre-law minor
GM	No	No

Pedagogy/Pedagogical Innovations

Business Law 1 (BUL 4421) is currently taught online in four formats; synchronous via Canvas and WebEx or Zoom; asynchronous via Canvas and Mediasite, WebEx or Zoom; a combination of synchronous and asynchronous via Canvas and Mediasite, WebEx and/or Zoom; and lecture capture video stream via Canvas. Business Law 2 (BUL 4422) is currently taught online in two formats: synchronous format via Canvas and WebEx or Zoom, and asynchronous via Canvas and Mediasite. Intellectual Property Law (BUL 4514), Employment Law (BUL 4540), and Entertainment Law (BUL 4622) are currently being taught online synchronous via Canvas and WebEx or Zoom

Recruitment Strategies

The SOA does not employ any recruitment strategies for the Business Law minor.

Advising Procedures

Advising for the Business Law minor is provided through Academic Services in the COB.

Placement Analysis

The SOA does not collect or receive placement data for undergraduate business law minors.

Graduate Programs

Master of Accounting

Enrollment

The traditional Master of Accounting (MAC) Program has a diverse student body consisting of

- Students who enroll after completing the undergraduate (UG) accounting degree
- Students who enroll after completing the UG business (not accounting) degree
- Students who enroll after completing the UG degree outside of business
- Students who enroll after completing an MBA or other graduate degree

Any student meeting the general requirements is admitted and may begin in Fall, Spring or Summer terms.

Over the past six years, enrollment in the traditional MAC Program has been relatively stable at approximately 100 students. The Spring term generally has fewer students enrolled than the Fall term, which is consistent with students not taking courses during the typical accounting reporting season. To serve the large number of non-traditional graduate accounting students, resources to support an adequate Summer course schedule are required.

Table 39. MAC Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
149	130	131	131	117	106
Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
128	118	105	111	104	94
Summer 2015	**Summer 2016**	**Summer 2017**	**Summer 2018**	**Summer 2019**	**Summer 2020**
118	96	97	94	87	82

Degrees Conferred

During the first two years of the six-year period under review, approximately 50% of the MAC students enrolled graduated each year. During the last four years under review, the percentage of enrolled students who graduated increased gradually to approximately 75%.

Table 40. MAC Degrees Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
78	68	73	76	71	82

Learning Goals

Students in the MAC Program are required to take a minimum of ten courses (for a total of 30 semester credit hours), six of which are required core courses. The required core courses include two courses in financial accounting, and one course in each of the following areas: business communication, audit, tax, and accounting information systems. The business communication course is a co- or pre-requisite for courses integrated with the Graduate Business Communications (GEB) program (the two financial courses and the accounting information systems course).

Learning goals throughout the curriculum include content knowledge, critical thinking, applied research and communication.

Business Communication

The Business Communications Program integrates with graduate accounting courses.[15] Students take the course GEB 6215, Communication Strategies for Business Professionals and Core-Course Follow-Up; students then have three active semesters to apply the knowledge and skills they learned in GEB 6215 in subsequent accounting courses. The overall learning goal of this integration of GEB 6215 with various accounting courses is to ensure that accounting students can communicate well in the accounting field.

Specifically, GEB 6215 is designed to enhance the ability of students to convey thoughts clearly and concisely in both academic and professional writing; identify a problem; develop and analyze alternatives; determine the best alternative; present a logical recommendation; conduct a well-reasoned/supported persuasive boardroom presentation; convey information effectively and win support for ideas; effectively assess peers' presentations to offer constructive criticism; interact effectively within groups to accomplish tasks, achieve goals, and establish professional credibility; listen more effectively; use current technology to enhance communication; and communicate more effectively across cultures.

After completing GEB 6215, students are required to complete integrated assignments in core accounting or tax courses (ACG 6135, ACG 6138, and ACG 6475 or TAX 6065 and 6405). For these integrated assignments, students' written and oral communication skills are assessed by both the GEB 6215 instructor and accounting professors using separate rubrics; as part of the assessment, the GEB 6215 instructor and accounting professor discuss the assignment to make sure it meets assignment standards for both communications and accounting.

Financial Accounting

Students in the MAC Program are required to take two financial courses, Advanced Accounting Theory (ACG 6135) and Advanced Financial Reporting and Accounting Concepts (ACG 6138). The two courses convey very different content knowledge, but yet share some common learning goals. Currently, students can take the two courses in any sequence.

The learning goals of Advanced Accounting Theory (ACG 6135) include: identify theories that shape accounting; to explain predicted accounting behavior based on underlying theories; to critically analyze controversial accounting issues; and to effectively communicate findings. Students learn about key accounting theories that explain and predict managerial behavior through lectures and assigned readings.

In addition to exams and quizzes, a major component of the assessment for Advanced Accounting Theory (ACG 6135) is a required research paper. Students research an active Financial Accounting Standards Board (FASB) project and apply these theories to critically evaluate the standard updates proposed by FASB under the project. Students take a position as an advocate or an opponent for the updates and communicate their findings and position in the research paper, as well as in a group presentation. Rubrics are used to evaluate the paper and presentations.

[15] The description here pertains to the traditional MAC. In the executive MAC, a standalone course is used in which a communications professor and a practitioner work together. The communications professor grades the written work for items such as clarity and grammar whereas the practitioner grades the written work for accuracy of content.

In Advanced Financial Reporting and Accounting Concepts (ACG 6138), there is a greater emphasis on content knowledge. Student learning goals include standard intermediate accounting and advanced accounting topics, fair value measurements, accounting for investments, and derivatives and hedging. In addition to providing content knowledge, the other course objective is to develop applied research skills required for practice as a professional accountant and effectively communicate findings.

Exams, course activities, and a case assignment are used to assess the extent to which students understand the subjects covered in the course. Students are required to research one case related to the FASB Accounting Standards and make a recommendation based on authoritative guidance. They summarize their analysis and recommendations in a business memo and present their findings individually. An assignment based on this case is used to assess whether students have developed appropriate research skills.

Auditing

The learning goals of the graduate audit course, Advanced Auditing Theory and Practice (ACG 6655), encompass recognizing, describing, and integrating professional audit regulations and guidance; developing and implementing analysis and judgment skills pertaining to audit issues (including ethics considerations); and applying knowledge of specific audit and assurance standards.

To achieve these learning goals, courses are conducted using a case-based approach. Through the study of cases, students reflect on applicable audit regulations and guidance and contemplate measures that could have been taken to improve audit effectiveness. Ethics is often a component of the case analysis and discussion. Quizzes and participation in course discussions are used to assess the achievement of the learning goals.

Taxation

The main learning goal of the graduate taxation course, Concepts of Federal Tax (TAX 6025), is to analyze the fundamental concepts of the federal income tax. Specifically, using authoritative sources, students learn to identify, describe, and analyze the concepts of gross income and exclusions, dealings in property, assignment of income, deductions, timing, character, and deferral.

Two exams are used to determine how well students have achieved the learning goals. Lectures are conducted using a case-based approach and learning goals are also assessed by evaluating students' participation in course discussions.

Accounting Information Systems (AIS)

Learning goals for the graduate AIS course, Advanced Accounting Information Systems (ACG 6475), include the ability to identify advanced applications in AIS design and implementation, including the systems life cycle, information technology, and computerized systems; create comprehensive sets of internal controls, including those under the COSO and COBIT frameworks; perform analytical tasks using data analytics software (e.g., Tableau); and match XBRL and its importance to society.

A variety of measures are used to assess how well students achieve these goals. Students are required to complete assignments aimed at developing their applied research and critical thinking skills. Students complete and present an individual research memo and a group project. Rubrics are used to evaluate the outcome of the research papers, group projects, and presentations.

Furthermore, graded data analytics projects assess the development of knowledge of specific subjects. Finally, two exams are administered to ensure that all aspects of the learning goals are assessed.

See Appendix F for a summary of learning goals related to the MAC accounting core and Appendix G for the Master of Accounting Assessment Plan.

Admission Standards

The COB seeks a diverse and highly qualified group of graduate students. Admission to the Accounting Master's Programs is competitive and applications are evaluated on several factors indicating the potential for scholarly and professional success. In addition to other requirements for admission to the Graduate College at FAU, to be considered for these master's programs in the COB, applicants must:

- Have earned a bachelor degree from a regionally accredited college or university or the international equivalent.
- Have a competitive grade point average on all previous college work, though emphasis is placed on the last 60 credits earned.
- Submit an official, competitive score on a GMAT, GRE or LSAT exam taken within the past five years. When evaluating test scores, the admissions committee looks for a balance between verbal, quantitative and analytical writing strengths. All three components are required. Admission test waivers are considered for students with an active CPA license, J.D., PhD or those with a master degree from an AACSB accredited business program.
- If the applicant is a graduate of a foreign college or university who has completed an academic program equivalent to a bachelor degree earned in the United States, submit an official certified transcript indicating the nature and scope of his or her academic training.
- If the applicant's native language is not English, submit a Test of English as a Foreign Language (TOEFL).
- For executive programs, emphasis is placed on undergraduate grade point average (and any graduate grade point average earned), experience of the applicant, and any certifications earned, e.g., CPA, CFE.

It is recommended that applicants provide the following supplemental information to support the application:

- Documentation of professional work experience.
- Evidence of professional certifications relevant to the accounting profession.
- Evidence of advanced degrees from a regionally accredited college or university or the international equivalent.
- A one-page résumé.
- Letter(s) of recommendation from employers, faculty members or others who can attest to the applicant's scholarly ability and/or agency.
- A writing sample demonstrating analytical and explanatory skills; this writing sample may explain the student's motivation for applying to the program and career intent after graduation.

Admission into the MAC Program does not constitute admission into an executive accounting master program. Non-executive students cannot register for courses in the executive programs.

Curriculum
The MAC Program is designed to meet the general educational goals established by the American Institute of Certified Public Accountants and may be used to meet many of the educational requirements for the Florida CPA license.

The MAC Program requires a minimum of 30 semester hours. The following are required courses:
- Graduate Business Communications (GEB 6215)
- Advanced Accounting Theory (ACG 6135)
- Advanced Reporting & Financial Concepts (ACG 6138)
- Advanced Accounting Information Systems (ACG 6475)
- Advanced Auditing Theory & Practice (ACG 6655)
- Concepts of Federal Tax (TAX 6025)

In addition to the required courses, students must complete the following:
- One accounting elective (approved ACG or TAX 6000-level)
- Three program electives (may include two ACG 5000-level courses)

Students without an accounting undergraduate degree or those who did not perform at a satisfactory level in their undergraduate courses are required to complete additional foundation courses.

Students may choose a concentration in either Accounting Information Systems (Appendix H for additional information) or Taxation (see Appendix I for additional information). Students electing a concentration will substitute the accounting elective and the three program electives for courses required to complete the concentration.

Curriculum Relative to Comparison Schools
The requirements for the MAC at FAU were compared to the MAC at the *Comparison Schools*. Because the Uniform Accountancy Act recommends that State Boards of Accountancy adopt a 150 credit-hour licensing rule, almost all Master of Accountancy Programs are 30 credit hours in length. All *Comparison Schools* had a 30-credit hour program with the exception of UT-Dallas which offers a 36 credit-hour program. The programs have similar admission requirements. For the period under study, FAU had the same GMAT admission minimum, 500, as the other regional SUS schools (FIU, UCF, and USF). The remaining schools publish a slightly higher target GMAT admission score of about 550-575.

The comparison school programs require between 2 and 9 core courses; FAU requires 6. These courses generally contain similar content across the *Comparison Schools* with some mix of financial accounting, audit, tax, cost accounting, and information systems topics. Several of the schools have a core that varies by the specialization selected.

About half of the *Comparison Schools* have a course in financial statement analysis as part of the core. FAU offers this course as an elective. FAU has a graduate communication course in the core, while only one other school includes this as a required course. UT-Dallas requires an Ethics course, most likely because the Texas Board of Accountancy requires CPA candidates to complete a 3 semester-hour ethics course. Baruch requires a course on securities laws, most likely in response to the local market demands.

Schools offer a variety of specializations in the MAC Program that generally require between four and six courses in a specialty area. Typical specializations are tax, information systems, auditing, and controllership.

In summary, the professional licensing standards result in fairly uniform curricula across all schools. The content of the MAC Program curriculum at FAU is consistent with the professional requirements and the requirements at *Comparison Schools*.

Pedagogy/Pedagogical Innovations

- Graduate financial accounting courses (ACG 6137, 6138, 6135) include International Financial Reporting Standards and Financial Accounting Standards Board – Accounting Standards Codification.
- Students are exposed to CPA exam type questions through homework and components of the exams in one of the financial courses.
- Concentrations are available in the traditional MAC Program for Taxation and Accounting Information Systems.
- Curriculum reviews by faculty ensure that the content of the CPA exam is covered in either the graduate or undergraduate program.
- Faculty have developed and published teaching cases reflecting new innovations.
- In the taxation course, students work with the Internal Revenue Code, Treasury Regulations, relevant legal cases, revenue rulings, and other applicable authorities.
- The AIS course demonstrates current business technology uses via YouTube, which typically invokes serious course discussions.

Recruitment Strategies

FAU undergraduate students with GPAs of 3.5 or higher are invited to attend recruiting workshops. The workshops explain the graduate programs and concentrations offered by the SOA. A panel of current students and practitioners discusses the importance of graduate education for accounting and tax professionals.

Advising Procedures

Interested students submit an online application to be considered for admission to the MAC Program. The FAU Graduate College sends letters of acceptance or denial based on recommendations from the COB graduate advising office. Students who are admitted are instructed to meet with the SOA Graduate Advisor, who discusses the appropriate strategy to meet educational and professional goals. During the meeting with the SOA Graduate Advisor students are advised as to which foundation courses they are required to take. The SOA Graduate Advisor also discusses SOA and FAU policies. Students develop a plan of study that must be submitted to the Graduate College no later than one semester before graduation.

If a student's GPA Falls below a 3.0, the student's record is evaluated by the SOA Graduate Advisor and the Director of the SOA. Recommendations or required remediation actions are communicated to the student by email. Students may be required to complete an Academic Progression Plan to make up the deficiency. For less severe cases, the student may receive a warning, and in severe cases, the student may be dismissed.

In the semester that students intend to graduate, they must submit an application for degree and, if needed, a revision to the plan of study.

Placement Analysis
The SOA does not collect or receive placement data for MAC graduates.

Master of Business Administration-Accounting

Enrollment
Enrollment in the Master of Business Administration - Accounting (MBA-ACC) Program is very low and has been declining over the past six years. This decline could be due to less demand for MBAs in general. The COB MBA Program is being evaluated in a separate self-study. Accordingly, only the accounting concentration of the MBA-ACC Program is included in this analysis.

Table 41. MBA Accounting Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
20	10	10	5	4	6
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
17	6	9	2	5	6
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
11	4	7	1	5	5

Degrees Conferred
Consistent with the low enrollment in the MBA-ACC Program, the number of MBA degrees awarded with a concentration in accounting is small.

Table 42. MBA Accounting Degrees Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
7	3	5	3	1	2

Learning Goals
Learning goals are based on the courses selected. Refer to the Master of Accounting section for details.

Admission Standards
Students are admitted through the MBA admission process. Refer to the MBA-Program Review for additional information.

Curriculum
MBA students electing the accounting concentration take the basic MBA core and substitute Advanced Financial Reporting Concepts (ACG 6138) for Advanced Analysis/Application of Accounting Data (ACG 6315), and Advanced Accounting Information Systems (ACG 6475) for Management of Information Systems and Technology (ISM 6026). In addition, students must complete or receive credit for the Accounting Foundation Component courses consisting of Financial Reporting and Accounting Concepts (ACG 6137), Cost Accounting Theory and Practice (ACG 6347), and Auditing Theory and Practice (ACG 6635). Students initially have one elective

course, which is increased by one for each waived accounting foundation course. Electives include 6000-level ACG or TAX courses for which prerequisites have been met. Accounting courses at the 5000-level are not accepted in the MBA Program.

Pedagogy/Pedagogical Innovations
Refer to the Master of Accounting section for details.

Recruitment Strategies
Refer to the Master of Accounting section for details.

Advising Procedures
Advising for the MBA-ACC Program is done by advisors in the COB. The SOA Graduate Advisor addresses accounting related questions for MBA-ACC Program students.

Placement Analysis
The SOA does not collect or receive placement data for MBA-ACC graduates.

Master of Taxation

Enrollment
MTX Program headcount data from for the period under review is as follows:

Table 43. MTX Program Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
31	22	30	36	28	18
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
25	16	31	28	17	18
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
19	13	27	27	16	21

Over the past six years, per-term enrollment in the traditional MTX Program has been between 18 and 30 students (with lowest being 13 in Summer 2016 and highest being 36 in Fall 2017). Historically, Fall enrollments are highest, although this is not always the case. Spring and Summer tend to have lower enrollment than Fall. After reaching a high enrollment of 36 in Fall 2017, enrollment declined to where, starting in Spring 2019, enrollment seems to have evened out to 18 students per semester. Although Summer 2020 indicated an upward trend, it is too soon to determine whether this is the case.

Certain factors combine to make management of matriculation through the MTX Program challenging and difficult to explain or predict:

- Effects of COVID-19: Many of the students enrolled in the MTX Program are already employed full-time in tax (or accounting) positions while they are attending classes. As a result of COVID-19, in 2020, the tax return filing and payment deadlines were extended from April to July, causing some disruption to normal work and, presumably, enrollment.

- Demand for Professionals: At the end of the last BOG reporting period, hiring was on the increase. It has increased over this six-year period and is expected to continue to increase. However, there is a great deal of uncertainty in tax hiring.
    - Currently, the demand for experienced tax practitioners is much greater than for new hires. The enactment of tax reform in 2017 was a major impetus for this demand due to the need for experienced practitioners to quickly navigate changes. COVID-19 and the rise of the remote worker further increased the focus on experienced practitioners (including employees, outsourcing and gig workers) and has caused hiring disruption and uncertainty.
    - Given the potential electoral changes looming in 2020, the need for experienced practitioners to navigate changes will continue to be very important.
    - Because a huge number of baby boomers will be retiring, a great deal of turnover is expected in upper management, creating both the additional need for experienced practitioners and a need for new hires to be moving up in the ranks.
    - Because experienced professionals are desired, many potential students may be putting off pursuing studies or taking fewer courses over a longer period in order to focus on workplace needs. Conversely, the upper management talent vacuum caused by impending baby boomer retirement may cause enrollment to increase due to the need to provide tax education to new hires when the capacity for in-house training may be strained.
    - Hiring tax professionals for tax technology (e.g., data analytics and robotics) is down, while these areas proliferate. Some believe that these functions are being outsourced or are being staffed by non-tax IT personnel.
- More Stringent Academic Requirements and Fewer Course Offerings: Because there are far more Accounting course offerings (including online offerings), it is easier for students to complete MAC program degrees than it is MTX program degrees. Most taxation courses are offered once a year and prerequisites are strictly enforced. These factors combine to make management of matriculation through the MTX Program more challenging. For example, if a student cannot take a required course when it is offered, the student must wait a year until the course is offered again. As such, students who may wish to study taxation may opt to complete a MAC in order to graduate sooner and interested students may take taxation courses for elective credit (even if they are not in the MAC-Taxation program).

Degrees Conferred
MTX degrees conferred, per academic year, between Fall 2014 and Spring 2020 are as follows:

Table 44. MTX Degrees Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
18	15	8	19	24	8

As a percentage of average enrollment, 72% of students graduated in 2014-2015, 88% in 2015-2016, 28% in 2016-2017, 63% in 2017-2018, 120% in 2018-2019 and 42% in 2019-2020.

In addition to the complexities discussed above in enrollment, it is difficult to analyze graduation rates due to the presence of transitory students in the MTX Program. Anecdotal evidence suggests that working professionals (who may or may not already hold a graduate degree) take taxation courses for job requirements and/or to complete the academic credits necessary for CPA licensure. These students take select courses and do not plan to complete the program. Because FAU does not

currently allow non-degree seeking students to take 6000-level courses, these students must go through FAU application procedures and are reflected in enrollment, but not in degrees conferred.

Learning Goals

The Master of Taxation (MTX) Program is designed to meet the demand for tax specialists in public accounting, private industry and government. The objectives of the program include the rigorous development of technical competence; an appreciation of tax policy; a conceptual understanding of taxation; and an awareness of the responsibilities of tax professionals in today's business environment. MTX courses may satisfy the education requirements of the CPA and other professional licenses.

The learning goals of the MTX Program include content knowledge, critical thinking, communication and applied research and are explained in detail, below. Students' knowledge and understanding are assessed via exams, papers and practice-based projects. Details vary by instructor, but the tax faculty works together in coordinating and assisting each other in meeting learning goals.

See Appendix J for a summary of learning goals related to the MTX courses and Appendix K for the Master of Taxation Program Assessment Plan.

Communication

The MTX Program learning goals include students being able to communicate their knowledge of taxation to employers and business constituents both orally and in writing. Accordingly, research and writing are integral parts of the MTX curriculum, and Graduate Business Communications (GEB 6215) is a prerequisite or corequisite to the first taxation course in the MTX Program curriculum.[16]

Content Knowledge, Critical Thinking and Applied Research

The MTX Program learning goals include students being able to demonstrate all competencies required to perform the tax related tasks of an entry-level tax accountant. MTX students must demonstrate proficiencies in content knowledge, critical thinking and applied research. While the MTX Program is not vocational in its approach, faculty are cognizant of the fact that students who complete the program should be adequately prepared to practice as tax professionals. The following curriculum strategies ensure that the learning goals meet this objective:

- Assignments that reflect "real world" concerns are included in each course.
    - In Tax Research (TAX 6065), instructors use actual issues that they encountered as tax professionals as the basis for assignments.
    - In IRS Practice and Procedure (TAX 6877), students are required to submit IRS Protest Letters and participate in simulated audit proceedings, taking the role of tax practitioners representing their clients in IRS Appeals.
    - In Estates and Trusts (TAX 6405), assignments include the preparation of Estate Tax, Gift Tax and Trust Income Tax returns.
    - In all courses, but especially Concepts of Federal Income Tax (TAX 6025), Corporate Taxation (TAX 6105) and Partnership Taxation (TAX 6205), the reading and analysis of primary sources of tax law is emphasized.

[16] As discussed in a footnote in the MAC section, the description here pertains to the traditional MTX. In the executive MTX, a standalone course is used in which a communications professor and a practitioner work together. The communications professor grades the written work for items such as clarity and grammar whereas the practitioner grades the written work for accuracy of content.

Tax Research (TAX 6065) is a prerequisite or corequisite to most other graduate taxation courses. The intention is to strengthen students' applied tax research skills early in the program as the ability to gather supporting information is important to making critical decisions. Students must demonstrate the requisite skills required to gather information from primary sources such as tax case law, code and regulations and apply this knowledge throughout their program. Requiring Tax Research (TAX 6065) as a prerequisite or corequisite to most other graduate taxation courses ensure that students have the requisite applied tax research skills to succeed in the program.

Courses such as Corporate Taxation (TAX 6105), Partnership Taxation (TAX 6205), Estates and Trusts (TAX 6405), International Tax (TAX 6525), and IRS Practice and Procedure (TAX 6877), cover in depth the subject matter that is tested on the CPA Exam or other licensure exams (such as the IRS Enrolled Agent Exam) and essential knowledge for tax professionals. Concepts of Federal Income Tax (TAX 6025) covers other relevant topics. Tax accounting issues, such as accounting for income taxes and uncertain tax positions are an important component of the MTX Program curriculum. All of these courses require students to apply the research skills taught in Tax Research (TAX 6065) in practical tax situations. Critical thinking and communication skills are also essential for the required analysis and reports.

Admission Standards
The admission standards for the MTX Program are identical to the admissions standards for the MAC Program. Refer to the Master of Accountancy Program section for details.

Curriculum
The MTX Program curriculum is designed to be completed in three or four terms (depending on the term a student begins). To complete the MTX Program, a student must complete 30 - 33 semester hours (all 3-credit hour courses) as follows:

Foundation Course (3 credit hours) – required if not met through undergraduate or equivalent graduate work:

- Financial Reporting and Accounting Concepts (ACG 6137)

Core Component (3 credit hours):

- Graduate Business Communications (GEB 6215)

Required Courses (24 credit hours)

- Concepts of Federal Income Tax (TAX 6025)
- Tax Research (TAX 6065)
- Corporate Taxation (TAX 6105)
- Partnership Taxation (TAX 6205)
- Estates and Trusts (TAX 6405)
- International Tax (TAX 6525)
- IRS Practice and Procedure (TAX 6877)
- Special Topics - State and Local Taxation (TAX 6935)

Program Elective course that is not a Foundation Course or Required Course (3 credit hours):

- Any 5000 or 6000-level Accounting course
- Any 6000-level Business Law, Economics or Finance course

The overall concept of the MTX Program curriculum is to provide students with exposure to the most critical areas of tax law that they are likely to confront in practice and on licensure exams.

Curriculum Relative to Comparison Schools

The MTX Program curriculum relative to the *Comparison Schools* selected for this study is summarized in the table below. The only *Comparison School* offering an MTX or MS (Tax) is GSU. The minimum MTX degree requirements at FAU provide less tax content than GSU. FAU's MTX Program requirements are affected by the following:

1. FAU requires completion of a non-tax Graduate Business Communications course (GEB 6215), and
2. FAU allows for up to one non-tax elective. Specifying a non-tax elective allows students who require an accounting or business law course to qualify for licensure to be able to take one for degree credit.

Table 45. Required Courses and Tax Topics Covered for Master (or MS) of Taxation

	FAU	GSU	FIU	GMU	ARK
Number of Required Taxation Courses	8	11	NA	NA	NA
Tax Concepts / Principles	Required	Required			
Tax Research	Required	Required			
Corporate Tax	Required	Required			
Partnership Tax	Required	Required			
Estate & Gift Tax /Estate Planning	Required	Elective			
International Tax	Required	Elective			
Tax Practice & Procedure	Required	Required			
State and Local Taxation	Required	Required			
Accounting for Income Taxes		Required			
Tax Analytics		Required			
Taxation of Property and Securities		Elective			
Current Topics in Taxation		Elective			
Field Study in Taxation		Elective			
Individual Income Tax		Elective			

Note: If left blank, no course in that area is offered.

FAU and GSU have very similar required course offerings. However, GSU's degree includes eleven specific taxation courses (8 required and 3 chosen from electives). Also, GSU requires that Accounting for Income Taxes and Tax Analytics courses be taken. Although FAU does not offer specific courses in these subjects, they are addressed in various courses.

FAU is the only school that offers an Executive Masters of Taxation Program.

Pedagogy/Pedagogical Innovations

The following curriculum changes were recently implemented:

- Development of the MAC-Taxation Concentration (see Appendix I)
- Accounting Methods and GAAP issues (ASC 740 Accounting for IT and UTP) were moved from IRS Practice and Procedure into Corporate Taxation in order to ensure that both MTX and MAC-Taxation students covered the material.
- Basic Tax Data Analytics is being covered in IRS Practice and Procedure.
- Prior to Summer 2019, both Partnership Tax and International Tax were offered in the Summer. In Summer 2019, International Tax was moved to the Fall term. Partnership Tax and International Tax are two of the most difficult courses offered in the MTX program.

Because of this difficulty, students were taking one of the courses in one Summer and waiting a year to take the other. Separating them into two consecutive semesters allows students to complete the program sooner.

Recruitment Strategies
Refer to the Master of Accounting section for details.

Advising Procedures
Refer to the Master of Accounting section for details.

Placement Analysis
The SOA does not collect or receive placement data for MTX graduates.

Doctoral Program

Introduction
The Ph.D. in Business Administration program is an academic degree program offered by the COB. Concentrations are available in Accounting, Finance, Information Technology and Operations Management (ITOM), Management, and Marketing. The program has a very strong emphasis upon research. Attention is also directed to the development of the necessary skills conducive to excellent classroom teaching.

Accounting represents one of four traditional Ph.D. concentrations available in the COB. The Doctor of Philosophy in Business Administration Program with a concentration in accounting (Accounting Ph.D. Program) usually takes four years to complete and trains students in high-quality teaching and research in the areas of financial accounting, auditing and accounting information systems (AIS) using either archival or behavioral research methods. Over the past five years, the number of students enrolling in the Accounting Ph.D. Program has remained stable. The profession is experiencing a severe shortage of accounting professors and this trend is expected to continue. Currently, the target program size is 15 students and the program is at the target as of Fall 2020.

Student Headcount
Below are student headcounts by concentration based on the number of students registered for each of the Fall terms over the last six years.

Concentration	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	14	15	13	11	13	15
Finance	10	14	18	16	15	17
Management	11	9	9	6	8	3
Marketing	4	4	2	1	1	0
Executive	0	0	0	0	25	44
Totals	**39**	**42**	**42**	**34**	**62**	**79**

The Accounting Ph.D. Program is important to the COB and represents 44% of the current traditional Ph.D. doctoral students and 19% overall.

Below are the number of admissions by concentration for the past six years. Students only begin the program in the Fall term.

Concentration	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	3	3	4	3	4	4
Finance	3	4	4	2	4	4
Management	1	5	2		3	
Marketing						
Executive					25	23
Totals	**7**	**12**	**10**	**5**	**36**	**31**

Admission to the program is restricted to students who show exceptionally high promise for mastering the conceptual and analytic tools required for doctoral study in business. Evidence of such promise is obtained by evaluation of previous graduate and undergraduate class standing, the score on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE), letters of recommendation and the applicant's statement of career goals. In addition, if feasible, applicants are interviewed either in person, by video or by telephone. The minimum criteria for admission include the following:

1. The student must satisfactorily meet the general University requirements for admission to graduate programs. International applicants must also satisfactorily meet any additional requirements of the Graduate College.
2. The student must hold a master's in a related discipline or an M.B.A. degree, preferably from an AACSB-accredited, graduate-level institution.
3. Typically, the student presents a minimum score of 600 on the GMAT or a comparable score on the GRE, taken within the last five years.
4. An applicant whose native language is not English must present a minimum score as set by the Graduate College on the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE). Applicants who have completed a minimum of two years of postsecondary education in the United States are exempt from this requirement.

An entering student is expected to be proficient in computer and quantitative skills. An exceptionally qualified student with a master's degree in a non-business discipline may also enter the program, but must undertake additional work that is sufficient to establish knowledge of the material comprising the AACSB M.B.A. core requirements. The minimum criteria do not guarantee acceptance into the program, as enrollment in any year is limited.

Upon admission to the Accounting Ph.D. Program, students specialize in financial, auditing and/or accounting information systems research and in one of two methodologies – Archival or

Behavioral. Other tracks may be considered with the approval of the Director of the Accounting Ph.D. Program.

Below are the number of graduating students by concentration during the indicated academic year for the past six years.

Concentration	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Accounting	4	1	6	4	2	2
Finance	2	0	0	4	4	2
Management	1	5	2	1	1	3
Marketing	0	0	2	1	0	1
Executive	0	0	0	0	0	0
Totals	**7**	**6**	**10**	**10**	**7**	**8**

Over the period of analysis, the Accounting Ph.D. Program consistently graduates a number of Ph.D. students every year. The percentage of Accounting Ph.D. students to the total number of Ph.D. graduates may decrease due to the recent launch of the Executive Ph.D. Program, which has a higher enrollment relative to the traditional Ph.D. programs.

In general, students who start the program complete the degree requirements.

Curriculum

The following table summarizes the required curriculum at FAU and the *Comparison Schools* selected for this study.

Course	FAU	GSU [1]	OSU	UNT	FIU [2]	MISS [3]	USF [4]
Foundation / Statistics courses	21	15	15	21	15-21	15	15-33
Seminar on Univ. Teaching	3	X					
Concentration seminars							
Seminar on Financial Acct/Capital Markets	3	6	6	6	3	3	3
Seminar on Current Issues	3	3			6	3	

Seminar on Auditing	3	3			3	3	3
Seminar on Acct. Info. Systems	3	3					3
Seminar on Behavioral Res.			3	6	3		3
Seminar on Emp./Arch. Res.			3		3		3
Seminar on Experimental Design		3		3			
Research Workshop / Forum						4	
Electives	9	9	18	12		12	14
Independent research	6			9	6	3	
Dissertation	30	X	15	12	X	18	21
Total required credits	80	42 *	60	69	48 *	70	90
Typical length of program	4	5	4	4	4		4
Yearly stipend support for students	24,000	22,000	27,000	20,000	25,750		24,000
Teaching requirement in semesters	4	Up to 3		4			4

Note: GSU = Georgia State University, OSU = Oklahoma State University, UNT = University of North Texas, FIU = Florida International University, MISS = University of Mississippi, and USF = University of South Florida

* Coursework only

[1] GSU requires a minimum of 42 credit hours of coursework and full load (9 credit hours) of Dissertation hours until graduation.

[2] FIU offers 33 credit hours of doctoral seminars in accounting, of which students must fulfill 18 – 24.

[3] OLEMISS requires 9 additional credit hours of approved graduate-level accounting courses.

[4] USF requires 10 additional graduate-level credit hours, which can be fulfilled with a Master's degree.

The following represents the course requirements for the Accounting Ph.D. Program.

Foundation and Statistics Courses (24 credit hours)

- Advanced Accounting Theory (ACG 6135)
- Scientific Method in Business (ACG 7884)
- Seminar in University Business Education (BTE 7145)
- Advanced Microeconomics (ECO 6115)
- Advanced Econometrics (ECO 6426)
- Research Methods I (QMB 7565)
- 6 credit hours of doctoral/graduate level courses on econometrics, statistics or research methods.

Accounting Seminars, 1st Year Summer Paper and Qualifying Research Project (18 credit hours)

- Seminar on Financial Accounting (ACG 7145)
- Seminar on Accounting Information Systems (ACG7415)
- Seminar on Auditing (ACG 7646)
- Seminar on Special Topics in Accounting (ACG 7935)
- Summer paper (ACG7917)
- Qualifying Research Project (ACG 7916)

Elective Courses (9 credit hours)

- The supporting or minor area program consists of doctoral/graduate level courses based on the track selected by the student.

Dissertation (30 credit hours)

- Advanced Research in Accounting (ACG 7978, 3 credit hours) – Study for comprehensive exam
- Advanced Research in Accounting (ACG 7978, 9-15 credit hours) – Prepare dissertation proposal
- Dissertation in Accounting (ACG 7980, 18-24 credit hours)

Overall, the Accounting Ph.D. Program compares favorably with the comparison universities. Key differences between FAU and the *Comparison Schools* are in the number/type of accounting seminars, Summer paper requirements, inclusion of research workshop/forum in the curriculum, and the extent of foundation and supporting area courses. FAU is the only university that requires a Seminar on University Teaching.

FAU has four subject-based accounting seminars (12 credit hours). The number of seminars required in the other programs range from three (9 credit hours) to six (18 credit hours). The content varies across the programs based on the research interests of the individual faculty members and student pool at each university.

FAU requires each student to conduct independent research resulting in research papers (first Summer paper, qualifying research project) during the first and second Summers of the program. Four of the other programs have similar requirements.

One of the other programs requires students to take an accounting forum course (1 credit hour per semester for four semesters) that is related to the workshops provided by outside researchers. FAU requires attendance at the workshops but does not offer a separate course that focuses on discussion of the research workshops.

FAU requires a total 33 credit hours of foundation, statistical tool, and supporting area courses, which is comparable to the *Comparison Schools*.

Pedagogical and other Program Innovations

The program is continually reviewed and revised based on faculty input. Several major changes were instituted over the past five years.

First, a Summer Paper (ACG 7917) was added to the curriculum and is offered each year to 1st year accounting students. The addition of this course acknowledges the increased necessity of students to develop data analytics and statistical software skills early in the Ph.D. program.

Second, In Fall 2020 we are offering a seminar on Special Topics in Accounting (ACG7935), which replaces Seminar in Capital Markets in Accounting (ACG 7896). The reason for this change was the overlap between ACG7896 with other classes that students take (e.g., Capital Markets Seminar FIN7247) and the ability to adapt the new course to the current state of the field and cover relevant topics accordingly.

Since our last review, we have acquired space for a Ph.D. student lab which provides students with a quiet and secure space to work. This lab is shared by all students creating a space where the students can socialize and support one another. The computers in the lab are equipped with all necessary software (SPSS, SAS, STATA) to support their research interests.

Placements

Year	Placements
2019-2020	Hong Kong Polytechnic University, Marquette University
2018-2019	University of Louisiana – Lafayette, University of Wisconsin - Whitewater
2017-2018	Marquette University, Clemson University, University of West Florida
2016-2017	South Carolina State University, Western Michigan University, University of Wisconsin - Whitewater
2015-2016	University of Minnesota – Duluth, Sam Houston University, University of Michigan – Dearborn, University. of Southern Mississippi, University of Central Florida

Graduates of the Accounting Ph.D. Program find employment as accounting faculty in institutions of higher education. The quality of the placements continues to improve as a result of improvements in student quality and the Accounting Ph.D. Program reputation.

Faculty

Dr. Jian Cao is an Associate Professor of Accounting at the Florida Atlantic University College of Business. She earned his Ph.D. in Accounting from Kent State University. Dr. Cao teaches the core accounting course in the MBA program and financial statement analysis at the undergraduate level. Dr. Cao's area of research is capital markets, specializing in the examination of securities analysts, investor and managerial behavior. Dr. Cao has been one of four recipients of FAU College of Business Stone Initiative on Law, Economics and Business Research Fellowships since 2016. She has published in journals such as *Review of Accounting Studies*, *Contemporary Accounting Research*, *Journal of Accounting, Auditing, and Finance*, and *Contemporary Accounting Research*.

Dr. Julia Higgs is a professor in the School of Accounting. She received her Ph.D. in Accounting from the University of South Carolina in 1998, and is a licensed CPA. Dr. Higgs teaches at the undergraduate, masters and doctoral level. Her teaching interests are primarily in the areas of auditing, IT auditing, and financial reporting. In 2017, she was given the College of Business Stewart Distinguished Teaching award. Dr. Higgs is ranked as one of the top 100 researchers in the Brigham Young Accounting Rankings (all methods 6 category). Her academic research has focused primarily on the topics of audit quality and cybersecurity and she has published in journals such as *Auditing: A Journal of Practice and Theory*, *Behavioral Research in Accounting*, *Review of Accounting Studies*, and *Journal of Accounting, Auditing and Finance*. She has also published teaching cases and articles that inform practice about insights learned from her research. She has been a Dean's Distinguished Research Fellow since 2015. Dr. Higgs is active in the profession and was awarded the American Accounting Association (AAA) auditing section Distinguished Service Award for her work for the auditing profession. She has held numerous leadership and service positions at the AAA and in the Auditing Section of the AAA. She was appointed by the Controller General of the United States to serve on the Government Auditing Standards Advisory Council. Dr. Higgs was formerly a legislative auditor for the State of Tennessee and was chief accountant for the Nashville Board of Education.

Dr. Mark Kohlbeck's area of expertise is financial accounting and reporting and currently teaches financial accounting courses at the University. He earned his Ph.D. in Accounting from the University of Texas. He has published papers in journals such as *Contemporary Accounting Research*, *Journal of Accounting, Auditing and Finance*, *Auditing: A Journal of Practice and Theory*, *Journal of Accounting and Public Policy*, *Accounting Horizons*, and *Advances in Management Accounting*. Dr. Kohlbeck has been awarded the Faculty of the Year Award at FAU. Previously, Dr. Kohlbeck was an auditor and management consultant for Deloitte & Touche in Dallas and Milwaukee. His professional experience includes restructuring troubled financial institutions, mergers and acquisitions, and litigation support.

Dr. Robert Pinsker is the Daszkal Bolton Professor of Accounting. His area of expertise is Accounting Information Systems (AIS). He earned his Ph.D. in Accounting from the University of South Florida. Dr. Pinsker teaches AIS classes at all three levels, undergraduate, masters, and doctoral. He has published in journals such as *Journal of Information Systems*, *Journal of Accounting, Auditing and Finance*, *Accounting Horizons*, and *Behavioral Research in Accounting*. Dr. Pinsker has won multiple awards for his research and teaching including three AAA-level journal Best Paper Awards and the 2019 School of Accounting Graduate Faculty of the Year Award. Dr. Pinsker ranks

#1 in AIS research using all methods in the past six years as reported in the 2019 Brigham Young Accounting Rankings.

Dr. Maya Thevenot is an Associate Professor of Accounting and primarily teaches financial accounting in the undergraduate and Ph.D. programs. She earned her Ph.D. in Accounting from The Pennsylvania State University. Dr. Thevenot's research interests are in the area of financial accounting, disclosure and managerial incentives, and her research has appeared in the *Journal of Accounting and Economics*, *Contemporary Accounting Research*, and the *Journal of Accounting and Public Policy*, among others. Dr. Thevenot has been one of four recipients of FAU College of Business Stone Initiative on Law, Economics and Business Research Fellowships since 2016.

Dr. James Wainberg joined FAU in 2015 and is an Associate Professor of Accounting. He earned his Ph.D. in Accounting from the University of Massachusetts, Amherst. His research examines decision making in accounting and auditing contexts using behavioral decision theory. His particular research interests include audit risk factors, regulatory inspections of audit firms, professional skepticism, fraud and whistleblower reporting. His research has been published in *Accounting, Organizations and Society*, *Auditing: A Journal of Practice and Theory, Accounting Horizons, Behavioral Research in Accounting, among others.* He is the recipient of *Behavioral Research in Accounting*'s Best Paper Award (2019) and his research findings have been cited in *The Wall Street Journal*, *CFO Magazine, Bloomberg BNA, the Institute of Internal Auditors SmartBrief, Ethics and Compliance Initiative, The Newspaper of the New York Society of Certified Public Accountants (NYSSCPA), Accounting Today, among others.*

Strengths and Opportunities

Based on a survey of over 800 accounting faculty and administrators, a recent paper by Boyle, Carpenter and Hermanson (2015), published in *Accounting Horizons*, suggests that the expected future shortage of doctorates will be more pronounced in smaller, public, and non-doctoral institutions. FAU tends to place students in such institutions. Therefore, FAU has the opportunity to satisfy an increasing demand for accounting professors at such institutions.

In an article about minority issues in the accounting academy, Brown-Liburd and Joe (2020), published in *Issues in Accounting Education*, list FAU second (tied with Florida State and Rutgers at eight graduates) as having the most underrepresented minority (URM) accounting graduates. Our most recent URM graduate was in 2017. We continue this tradition with two additional minority candidates currently enrolled in the program. We actively recruit at the Ph.D. Project conference.

There are at least 11 highly qualified research-active faculty who are involved in the Ph.D. program, which allows us to support and train students in both archival and behavioral research methods. This, together with our focus on improving Ph.D. student teaching over the recent years, has resulted in improving the placement of our students.

The COB now provides and contribute to the cost of health insurance to current Ph.D. students. This will assist the program in being competitive with other schools that provide health insurance.

Despite budget pressures, the College and University have continued to support access to a large number of databases. Currently, we have multiple subscriptions to databases such as Audit Analytics, BoardEx, CRSP, Compustat, WRDS access, and IBES, among others. The university also has a subscription to Qualtrics.

Until COVID-19 we have been able to provide students with funding which has allowed them typically to attend two meetings per year, especially if the students are also able to receive benefits from the doctoral consortia.

We remain engaged with our students after graduation and have endowment funds provided by doctoral alumni that are used to support current students.

Weaknesses and Threats

FAU faces several threats, some stemming from the COVID-19 pandemic. For example, decreases in budgets may lead to a reduction in the number of Ph.D. students accepted in response to constrained resources or decreasing the support of Ph.D. students in terms of travel and data support funds. Also, graduating students may not be able to obtain positions due to reduced funding for higher education across the economy. It is not clear how long hiring freezes may be in place and whether the students can survive economically until placements recover. Some may choose to leave academia, thus, reducing any reputational benefits we might have from placing our doctoral students in tenure track positions.

We also face pressure from the university to graduate students in four years. While we have been able to support a fifth year of funding in the past, continuance of this support is less likely in the current environment. A faster track may result in less developed research ideas and a smaller pipeline, which could result in worse placements and a lower likelihood that graduates will have success in earning tenure.

We also face challenges because of limited course offerings across the University for training in supporting areas, especially for behavioral research.

We have a relatively small number of qualified applicants each year (less than 15), which suggests that we may not be as well-known as other institutions among prospective students. The library has been struggling in recent years to maintain the once abundant journal subscriptions FAU enjoyed. There are a number of pressures on the library system including budget cuts and the necessity of supporting the medical school. While we still have subscriptions to the major journals, other subscriptions have lapsed. Further budgetary pressure could continue to erode the collection.

Future Direction

We will continue to work towards making FAU's accounting Ph.D. program well known among prospective Ph.D. students and increasing financial support for our current and future students. We have and will continue to embrace diversity among our students and faculty.

We are continuously reviewing and revising our curriculum to adapt to current developments in the profession and to serve the interests and needs of our students.

We are considering changing the process of completing the dissertation. Currently, we require a defense of a dissertation proposal that does not include any data analysis but, given the risks and uncertainties associated with completing a research paper, we are considering changing the requirement to a working paper defense.

Questions for the review team

1. How can we increase awareness about the Accounting Ph.D. program among prospective students? How important are the BYU Ph.D. program rankings in attracting new students?

2. We currently try to support students interested in both behavioral and archival research methods. What are the pros and cons of this approach vs. focusing solely on archival research methods?

3. Considering our current curriculum, do you have recommendations about how we can serve our students better?

4. Is the support and resources we provide to students adequate, given our program?

5. Are there innovations at other doctoral granting schools that FAU should consider implementing?

6. How critical is five-year funding to the success of a Ph.D. program in the current environment? In the long term, is the length of our program appropriate?

Support Courses

The SOA offers support courses for the COB at the graduate and undergraduate levels. These courses are discussed below.

Undergraduate Support Courses

Principles of Accounting 1 (ACG 2021) and Principles of Accounting 2 (ACG 2071)

These two courses are designed for all undergraduate business majors to cover the fundamentals of financial and managerial accounting. The understanding of accounting concepts should help students succeed in other business courses offered in the COB.

After completing both courses students should have a good understanding of the financial statements and how they are prepared, the concepts used to prepare them, and the audience for whom they are prepared. In addition, students should have a good understanding of planning, budgeting and evaluating business performance through managerial accounting reports and measurements. The content of the courses is updated frequently with relevant developments in the field. However, the goals of the courses have remained stable over the years given the introductory nature of both courses.

Assessment of learning occurs via exams and online quizzes. The courses provide a variety of resources to students, including labs with teaching assistants and supplemental instruction sessions.

Graduate Support Courses

Financial Accounting Concepts (ACG 6027)

This course is a foundation course in graduate accounting programs and the MBA curriculum. It introduc1es graduate students lacking an undergraduate course in accounting to financial accounting principles applicable to the accounting cycle, asset valuation, income determination, financial reporting, basic business taxes, and owner's equity. This course does not count toward the 150-hour Florida CPA licensing requirements.

Graduate students with no prior training in accounting learn the basic concepts of financial accounting. After completing the course, students should be able to: apply accounting standards and practices related to accounting and business transactions, the adjusting process, and completing the accounting cycle; understand and utilize accounting for merchandising business,

inventories, internal control and cash, receivables, fixed and intangible assets, current liabilities and payroll, corporations (organization, stock transactions and dividends), long term liabilities, investments and fair value, statement of cash flows, and financial statement analysis. The content of the course is updated frequently to reflect relevant developments in the field.

Assessment of student learning occurs utilizing exams, group discussions, and homework assignments. Innovative exam software and assessment systems are utilized to develop online learning and assessment tools; the course is offered in both traditional and distance learning formats.

Advanced Analysis and Application of Accounting Data (ACG 6315)

This course is a core course in the College's graduate degree programs. The course focuses on the analysis and evaluation of accounting information as part of the managerial processes of planning, decision-making, and control. It is designed to provide broad accounting exposure to graduate students who are not pursuing accounting degrees and who do not have accounting backgrounds. The course does not count towards the 150-hour Florida CPA exam & licensing requirements.

A large aspect of the course covers elements of managerial accounting and emphasizes the development and use of accounting information for internal decisions. Topics include cost behavior and analysis, product costing, activity-based costing, cost-volume-profit analysis, relevant costs for internal decision-making, segment reporting, decentralization, the balanced scorecard, budgeting, and cost variance analysis. The learnings outcomes of the course include: differentiating factors affecting financial and managerial accounting reporting; analyzing and applying the relationships among activity, cost, and profit to assess opportunities/risks for profit/loss; valuing manufacturing inventory and its relationship to cost management systems; evaluating performance; and attainment of organizational objectives.

The course employs a comprehensive set of case studies to provide students a hands-on experience on decision making involving various cost concepts, analyzing product costs and offering alternative pricing strategies, evaluating firm strategies and business models, and designing and presenting a business plan. MBA students are encouraged to clarify and provide reasons for their analyses, and to consider the implications of and alternatives to their analyses, and reflect on the appropriateness of their assumptions. The course is offered in both traditional and distance learning formats.

Assessment of student learning is accomplished primarily through exams, projects, presentations, discussions, weekly quizzes, and a written business plan. Furthermore, this course integrates with Graduate Business Communications (GEB 6215) which teaches graduate students effective communication skills for professional success. GEB 6215 requires each student to submit and be certified on a professional paper with references and oral presentation from a core or elective course in the student's graduate program. Students can use written business plans and presentations in ACG 6315 to complete their GEB 6215 requirements.

Undergraduate Business Law Elective Courses

The SOA offers undergraduate business law courses to support the Business Law minor and other COB degree programs. These courses are not core accounting or business courses. They are recommended to students desiring a stronger knowledge of business law. Additional information about these courses is provided in the Business Law Minor section. Most of these courses count toward the business law Florida CPA licensing requirements.

Graduate Business Law Elective Courses

The SOA offers two graduate business law courses, Business Law and Applied Ethics (BUL 6455), and Advanced Entertainment Law (BUL 6628). These courses afford graduate students an opportunity to gain practical knowledge of contemporary business law topics. These courses count toward the business law Florida CPA licensing requirements.

Business Law and Applied Ethics (BUL 6455)

Students learn about legal and ethical issues that arise in business. This course emphasizes contractual and employment issues and the ethical concerns related to them. Students develop skills and tools to lead or manage a business while creating and maintaining an ethical environment. This course is offered only in the MBA program and is a 1.5 credit course.

Advanced Entertainment Law (BUL 6628)

The learning goals include knowledge of—among other things—acquisition, protection, and exploitation of publicity rights, artistic credits, and copyrights, and examines contractual issues common to the music, sports, film, television, and the literary publishing industries. Students must demonstrate that they can apply these rules and concepts to real-life scenarios. In addition to other assignments, students must prepare a 15-page research paper, a 15-minute oral presentation, three essays, and 20 short assignments (usually case briefs).

Co-Curricular Activities

Beta Alpha Psi (BAP)

Mission

Beta Alpha Psi is a nonprofit international honorary and service organization for accounting, finance, and information systems students at AACSB- or EQUIS-accredited universities. Beta Alpha Psi provides opportunities for development of technical and professional skills to complement university education; participation in community service; and interaction among students, faculty, and professionals.

Activities

FAU BAP chapter hosts weekly professional workshops during the Fall and Spring semesters for all FAU students. Public accounting practitioners present topics to aid students' understanding of the profession. After each presentation, students are encouraged to network with fellow students and practitioners. On average, BAP hosts twelve professional workshops per semester that are open to all FAU students. During the Spring semester, BAP also hosts a "Speed Networking" event. Students are given the opportunity to network with potential employers in an effective and efficient manner. Students practice their interviewing skills and receive immediate feedback from local employers before the FAU Accounting career fair. In addition, BAP participates annually in about twelve events to benefit the community (e.g. Habitat for Humanity, Boca Helping Hands, and Keep Palm Beach County Beautiful, Inc.). Also, since 2018, BAP has hosted financial literacy workshops to youth in underserved areas.

Goals

BAP's primary goal is to complement students' academic education by hosting events that increase their knowledge of public accounting, polish their soft skills, and develop future leaders. BAP provides the SOA with weekly opportunities to showcase the brightest and most active students to

reputable employers. Improvements over the last several years include: implementing a Mentorship program between BAP officers and new BAP affiliates and candidates; creating an Affiliate program so that students can be part of BAP earlier in their academic career; and hosting an annual bowling social event for students and local employers. The chapter has maintained Superior Chapter Status for the past eight years. BAP actively participates in National Office events: regional meetings, national meetings, and competitions. Over the last few years, our chapter has placed three times in the Deloitte Best Practices Competition for the southeast region including winning the competition for our financial literacy initiative.

Accounting Students Association - Boca Raton (ASA-Boca)

Mission

ASA-Boca provides students with the opportunity to explore a variety of accounting careers, meet local professionals and employers, improve their networking skills, and give back to the community. Because ASA-Boca operates on the same campus as Beta Alpha Psi, ASA-Boca does not host public accounting firms.

Activities

ASA-Boca hosts a variety of professionals representing numerous accounting career paths including corporate accounting, government accounting, fraud examination and forensics, internal audit, and corporate tax. Speakers are from local and national companies, government agencies, professional staffing firms, professional accounting organizations, and CPA exam review course providers. Past speakers have included widely-recognized organizations such as the Federal Bureau of Investigations (FBI), Florida Institute of Certified Public Accountants (FICPA), Institute of Internal Auditors (IIA), Office Depot, and Protiviti, as well as locally-recognized employers such as NextEra Energy and SBA Communications. ASA-Boca also hosts themed panel events, such as the Data Analytics Panel and Diversity Panel.

ASA-Boca participates in community service events that have a direct impact on local communities including beach and park clean up and preparing or packing food for those in need. In Fall 2018, ASA-Boca organized a meal packing event with Kids Against Hunger and packed nearly 18,000 meals for local children. Members from Beta Alpha Psi also volunteered their time to pack meals at this event. In addition, ASA hosts a social event at the end of the Fall and Spring terms to honor new members, actively-involved members, and officers with certificates, participation cords, and officer stoles. ASA-Boca events are open to all FAU students, including non-members.

Goals

ASA-Boca reaches out to students who are exploring the multitude of options available to accounting program graduates. ASA-Boca fills a need for the SOA by helping students match their interests and skills to an appropriate career path. ASA-Boca also encourages the development of soft skills that are critical for success in the workplace. In addition, ASA-Boca fosters leadership and mentoring opportunities through officer positions and rewards both officers and members for their roles in growing the organization. ASA-Boca has also developed relationships with local charitable organizations to provide members with opportunities for giving back to the community.

Table 46. Student Organizations Summary Data

	Beta Alpha Psi	ASA-Boca
Number of officers	8	6
Average number of student members	70	80 (new members per year)

Types of events	Professional Community Service	Professional Community Service Social
Average number of events (annual)	Professional:24 Community Service: 12 Social: 1	Professional:12 Community Service: 6 Social: 2
Average Attendance	Professional: 65 (members & non-members) Community Service: 10 Social: 24	Professional: 35 Community Service: 15 Social: 20

National Association of Black Accountants (NABA)

Mission

NABA is a not-for-profit organization for accounting, finance and other business-related academic programs. The mission of NABA is to address the professional needs of its members and to build leaders that shape the future of the accounting and finance profession with an unfaltering commitment to inspire the same in their successors. Representing more than 200,000 black professionals in these fields, NABA advances people, careers, and the mission by providing education, resources, and meaningful career connections to both professional and student members, fulfilling the principle of our motto: *Lifting As We Climb*. The NABA Florida Atlantic University Student Chapter aims to unite through membership accounting, finance and business-related students who have similar interests and ideals, are committed to academic and future professional excellence, possess a sense of professional and civic responsibility, and are concerned with enhancing opportunities for minorities in the accounting, finance, and other business-related professions.

Activities

FAU NABA chapter hosts weekly professional workshops during the Fall and Spring semesters for all FAU students. Public accounting practitioners and other professionals present topics to aid students in their understanding of current issues in accounting and business as well as the profession. After each presentation, students are encouraged to network with fellow students and practitioners. On average, NABA hosts twelve professional workshops per semester attracting the major accounting firms and companies in South Florida. In addition, FAU NABA hosts the annual Etiquette Dinner where students have the chance to practice useful dinner etiquette skills and develop business relationships in a social setting. Furthermore, NABA students can participate in annual meetings as well as mentorship opportunities provided by the association.

Goals

NABA's goals are to promote and develop the professional skills of its members and to encourage minority students to enter the business world and assist them while in accounting, finance, or other business-related academic programs. NABA provides opportunities for members to fulfill civic responsibilities and encourage the development of cordial relations among members. In addition, NABA aims to represent the interests of current and prospective minority accounting, finance and other business students.

Accounting Students Association - Davie (ASA-Davie)

During the Spring 2014 semester three ASA-Davie board members had to step down as officers in the second week of the semester due to personal obligations. Other students requested a chance to become officers and this request was granted by the SOA ASA-Davie faculty advisor. However, attendance at events was low and certain officers failed to fulfill their responsibilities. At the end of

the Spring 2014 semester Dr. Dunn, then Director of the SOA, and the SOA ASA-Davie faculty advisor decided to reorganize the ASA-Davie in order to maintain the standards the SOA established regarding student-run events. Commencing with the Fall 2014 semester, the ASA-Davie was reorganized as the School of Accounting Professional Development Workshops (SOA PDW).

School of Accounting Professional Development Workshops (SOA PDW)

Starting in Fall 2014, the SOA began hosting SOA PDW for students who were taking classes on FAU's Davie campus. The goal of these events is to provide an opportunity for students attending classes on the Davie campus to network with members of local firms and representatives of various organizations. Guest speakers at these events included partners from local CPA firms as well as representatives from the FICPA, Internal Revenue Service (IRS), FBI, CPA Review courses, and local companies.

In addition, these events also included workshops on resume writing, interviewing tips, and social skills designed to help students prepare for FAU career fairs and interviews for positions. During each Fall and Spring semester, four events were held, with an average of 25 students attending each event. The number of events was limited to four because students who attend classes on the Davie campus are predominantly non-traditional working students who travel from work to school, often with little time to get to class. Beginning with the Spring 2016 semester, the starting time of night classes changed from 7:10 p.m. to 6:30 p.m. This change resulted in lower attendance at the SOA PDW held on the Davie campus; attendance decreased to an average of 15-20 students attending the events. During the Fall of 2019 semester, the Davie campus Career Development Center (Davie-CDC) began hosting events with local firms for students attending the Davie campus, which further decreased student attendance at SOA PDW events. During the Spring 2020 semester, with the Davie-CDC now hosting events for students to attend, a continued decrease in attendance at the SOA PDW events, and the movement of classes online due to the COVID-19 pandemic, the decision was made to discontinue holding SOA PDW events. Starting with the Fall 2020 semester, students are encouraged to attend events held by the various SOA student organizations, as well as those hosted by the Davie and Boca campus Career Development Centers.

Research

The mission of the SOA includes publishing relevant accounting research. To accomplish this mission, the SOA subscribes to the following strategies:

- Publish research in leading academic and professional journals
- Provide an environment that encourages the production of high-quality research

A summary of the scholarly activity by SOA faculty is provided in Table **47**47. As shown, virtually all tenured and tenure track faculty in the SOA have produced scholarly activity and are supporting the stated research goals.[17] A complete listing of the SOA publications by year is included in Appendix L and by faculty member in Appendix M.

Table 47. Summary of Scholarly Activity by Faculty (August 2014 through August 2020)

Faculty Member		Rank	Peer-reviewed Journal Articles	Other Journal Articles	Books/ Chapters	Peer-reviewed Conference Presentations and Proceedings	Editorial Board Memberships for Academic Journal
Somnath	Bhattacharya	Full/Interim Dean					
Julia	Higgs	Full	11	7		5	3
Karen	Hooks	Full	1				
William	Hopwood	Full	4	1	1		1
Mark	Kohlbeck	Full	16		3	12	2
Kenneth	Orbach	Full	2	8	1		1
Gregory	Bushong	Associate					
Jian	Cao	Associate	8			10	2
Kim	Dunn	Associate	4	1			
Xiohua	Fang	Associate	6			6	
Robert	Pinsker	Associate	18	2		13	
Maya	Thevenot	Associate	6			4	
James	Wainberg	Associate	7			5	
George	Young	Associate / & Director	3	1			1
Yoel	Beniluz	Assistant					
Roy	Clemons	Assistant	1				
Rosemond	Desir	Assistant	6			5	1
Ondina	Felipe	Assistant					
Shirley	Hsieh	Assistant					
Clarece	Nash	Assistant	1				
Joseph	Rakestraw	Assistant	5			24	
Scott	Seavey	Assistant	4			8	
Li	Qu	Assistant					
Angela	Gaze	Sr. Instr.					
Sherry	Young	Sr. Instr.					
Lawrence	Brown	Instructor					
Michael	Crain	Instructor		2	3		
Joel	DiCicco	Instructor	2			1	
Gary	Gaffney	Instructor					
Michael	Gauci	Instructor					
Richard	Gendler	Instructor	1		1		

[17] It is important to note that Ondina Felipe is a non-tenure track assistant professor and does not have a research assignment.

Faculty Member		Rank	Peer-reviewed Journal Articles	Other Journal Articles	Books/ Chapters	Peer-reviewed Conference Presentations and Proceedings	Editorial Board Memberships for Academic Journal
Anthony	Horky	Instructor					
Renee	Richardson	Instructor					
Georgi	Smatrakalev	Instructor	1				2
William	Urquhart	Instructor					
Mary	Walsh	Instructor				1	
Abdullah	Al-Moshaigeh	Visiting Instructor		3			

Table 48. Faculty Person Years and FTE Devoted to Research

			Accounting			COB	FAU
			2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Departmental Research	Tenured & tenure-earning faculty	Person-Years	2.7	3.2	3.7	23.5	163.1
		FTE	3.7	4.2	4.9	31.3	217.4
	Non-tenure-earning faculty	Person-Years				0.7	2.7
		FTE				1.0	3.7
	Other personnel paid on faculty pay plan	Person-Years					6.0
		FTE					8.0
	Other	Person-Years				0.3	1.3
		FTE				0.3	1.8
	Total	Person-Years	2.8	3.2	3.7	24.5	173.1
		FTE	3.7	4.2	4.9	32.6	230.8
Sponsored Research	Tenured & tenure-earning faculty	Person-Years				0.6	26.9
		FTE				0.8	35.8
	Non-tenure-earning faculty	Person-Years				0.3	8.5
		FTE				0.4	11.3
	Other personnel paid on faculty pay plan	Person-Years					37.7
		FTE					50.2
	Other	Person-Years					0.9
		FTE					1.2
	Total	Person-Years	0	0	0	0.9	73.9
		FTE	0	0	0	1.2	98.6

Table 49. Research / Scholarly Productivity

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions)	1	0	0	3	95
2. Other peer-reviewed publications	24	16	14	137	1,376
3. All other publications	1	6	8	35	565
4. Presentations at professional meetings or conferences	26	29	14	168	1,676
5. Productions/Performances/Exhibitions	0	0	0	0	514
6. Grant Proposals Submitted	0	0	0	4	290

Table 50. Scholarly Output per Tenured and Tenure-earning Faculty Member

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions) per faculty member	0.08	0.00	0.00	0.02	0.09
2. Other peer-review publications per faculty member	2.00	1.33	1.00	0.94	1.32
3. All other publications per faculty member	0.08	0.50	0.57	0.24	0.54
4. Presentations at professional meetings or conferences per faculty member	2.17	2.42	1.00	1.15	1.61
5. Productions/Performances/Exhibitions per faculty member	0.00	0.00	0.00	0.00	0.49
6. Grant proposals submitted per faculty member	0.00	0.00	0.00	0.03	0.28

A review of the above indicators provides the following insights about the SOA's overall research productivity.

- Over the three-year period from 2016-2019, research productivity per tenured and tenure-earning faculty member has been decreasing although, as shown above, the SOA publications per tenured and tenure-earning faculty member (category 2) for the 2018-2019 year exceeded the COB faculty member rate. Presentations at professional meetings or conferences per faculty member (category 4 above) similarly has been decreasing. This decrease may be due to the increased emphasis placed on having publications in ABS 3 and ABS 4 journals[18] and the Summer Research Grants, provided by the Dean of the COB which require publications in these higher-rated journals. In short, the quality may be increasing as the quantity decreases.
- Grant proposals are minimal/nonexistent in the SOA consistent with most accounting programs throughout the U.S.

Research Goals and Assessments

The research goals and assessments focus on the two AACSB classifications expected to be relevant to the full-time SOA faculty: Scholarly Academics and Scholarly Practitioners. Further, the nature of the academic research in accounting is concentrated in other peer-review publications (category 2), all other publications (category 3), and presentations at professional meetings or conferences (category 4). The following goals are therefore stated in this context.

[18] ABS refer to the to the 2018 Academic Journal Guide Chartered Association of Business Schools ranking which ranks the quality of journals from 4* to 1 (4*, 4, 3, 2, 1) with 4* being the rating that indicates the highest quality and 1 being the lowest rating.

Scholarly Academic Goals

- Publish relevant and high-quality research in appropriate academic journals
- Maintain a high-quality journal list for faculty that is consistent with a doctoral-granting research-intensive institution
- Actively participate in prestigious academic meetings
- Encourage joint work among SOA junior faculty and PhD students to increase research productivity and quality
- Encourage joint work among SOA faculty and faculty at other institutions to increase overall research productivity and quality

Assessment of Scholarly Active Goals

- Compare other peer-reviewed publications per faculty member (category 2) to *Comparison Schools*
- Assess relevancy and quality of research by reference to SOA journals list
- Maintain a record of research activities
- Compare the number of presentations at professional meetings or conferences per faculty member (category 4) to *Comparison Schools*
- Provide competitive faculty support

Scholarly Practitioners Goals

- Publish relevant research in high-quality practitioner journals
- Publish teaching resources in education journals
- Establish close ties to the local business community and engage in business-specific research projects
- Actively participate in local community business events and professional meetings

Assessment of Professionally Active Goals

- Compare other publications per faculty member (category 3) to *Comparison Schools*
- Assess relevancy and quality of publications by reference to SOA journal list
- Maintain a record of business-related research activities
- Maintain a record of faculty members serving as officers for local business and professional organizations

Service and Community Engagement

The mission of the SOA includes actively engaging students and faculty in leadership and service activities. To accomplish this mission, the SOA subscribes to the following strategies:

- Provide editorial and reviewer services for respected academic journals and academic meetings
- Participate in national academic organizations and professional accounting organizations
- Provide leadership at Florida Atlantic University and in the College of Business
- Support co-curricular activities that foster student leadership and civic engagement[19]

Departmental Dashboard Indicators

The SOA faculty provides information on their service activities each year. As indicated in the table below, on average, faculty in the SOA served on more department, college or university committees than did the average faculty member in the COB and university for the academic year 2016-2017 and served on approximately the same number of committees as did COB and FAU faculty members for the 2017-2018 and 2018-2019 academic years. In addition, on average, SOA faculty served on roughly one or more community or professional committee each year. Finally, on average, each SOA faculty member served as an editor and/or referee of at least one journal article each year.

Table 51. Reported Service for SOA Faculty

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Faculty memberships on department, college or university committees per faculty member	7.8	5.5	6.4	3.3	3.7
2. Faculty memberships on community or professional committees per faculty member	1.7	2.5	0.9	1.4	1.8
3. Faculty serving as editors or referees for professional publications per faculty member	0.9	2.8	0.9	1.6	0.9

Center for Forensic Accounting

Mission and purpose

The broad missions of the Center for Forensic Accounting (hereafter Center) are education and outreach to the business community and government, in addition to students; another is developing knowledge in forensic accounting and fraud detection and prevention. One way of accomplishing these objectives is by engaging with people working directly in this area who are responsible for regulating, detecting, and reducing financial fraud and misrepresentations.

Activities

Professional education

The Center co-produces a conference with the U.S. Department of Treasury. The U.S. Treasury and FAU's Center for Forensic Accounting have held joint conferences in South Florida on forensic accounting, cyber investigations, and the Bank Secrecy Act. Conference participants have included

[19] Co-curricular activities are discussed in the section titled "Co-curricular Activities" above.

law enforcement from federal, state and local levels, bankers interested in regulatory compliance with federal laws of bank secrecy and detecting money laundering as well as forensic accountants and certified fraud examiners. At a recent conference, attendees included people from FBI, Secret Service. U.S. Treasury, Federal Reserve, U.S. Department of Agriculture, local police departments, Florida Attorney General's Office, bank security teams, and forensic accountants.

The Center has also produced and taught three-day forensic accounting seminars primarily to train less experienced forensic accountants at the request of their employer accounting firms. Our seminar series teaches a variety of areas needed by forensic accountants and follows the curriculum for the American Institute of Certified Public Accountants' (AICPA) Certified in Financial Forensics examination. The textbook for AICPA's prescribed examination study is authored by the Center's director, Dr. Michael Crain, and three other members of FAU School of Accounting faculty.

Research
The Center has produced annual research reports on internet crime. The research is the result of compiling FBI internet crime statistics over multiple years. This research includes fraud committed online through the internet on individuals and businesses. It shows trends in types of internet crime and U.S. states with the highest reported victim losses and number of victims.

Educating the public about fraud
Florida, and especially South Florida, is often called the fraud capital of America. The Center has developed and published on its website information about fraud schemes in multiple areas such as schemes directed at businesses and non-profit organizations, small businesses, and individuals. This material is intended to help educate members of the public on how to recognize and prevent fraud in their organizations and on themselves personally.

Consulting with US Department of Defense on money laundering
The Center was requested by SOUTHCOM[20], based on Miami, to help analyze voluminous data of money transfers between the United States and a foreign country. The Center's director organized current and former forensic accounting graduate students to analyze the money transfers with data analytic techniques and present summary information to DOD.

Media
The Center's director has had media coverage of work done by the Center and includes coverage in television, newspaper, internet media, and podcasts.

Goals
The goals of the Center are to focus on professional education, research, and educating the public about fraud.

Service Goals and Assessments

The service goals of the SOA include service to the institution and service to the academic and professional communities. Currently, there are no established benchmarks for these goals and faculty reporting is aggregated at the levels reported in Table.

[20] The U.S. Southern Command (SOUTHCOM), is located in Doral, Florida, and is one of 11 unified Combatant Commands (COCOMs) in the Department of Defense.

Other Program Goals

Another goal of the SOA is to help build an excellent College of Business. To achieve this goal, the following are required:

- Top-notch facilities – technology and physical spaces that support teaching, learning and research
- Outstanding programs – great content, innovative curriculum design, excellent student and faculty support, and a first-class service mentality
- Great people – faculty, staff and students

The facilities and infrastructure are primarily under the purview of the COB and other units at FAU. In late 2019, the Schmidt Family Complex was completed, an area of 166,000 square feet of classrooms, study rooms, and staff offices aimed primarily to support the COB Executive Programs (including the School of Accounting Executive Programs). The classrooms are also available for non-executive use, both by the COB and other colleges. Overall, the SOA is satisfied with the facilities and infrastructure as they adequately support the goals of the SOA.

The SOA has a tremendous number of high-quality undergraduate and graduate programs that are delivered at a low cost to students. To maintain and enhance the quality of its programs, the SOA regularly reviews its programs and makes changes as needed. The last study and the current self-study are the most comprehensively documented review of the SOA programs conducted to date, and the process has identified some areas for improvement. The proposed changes include curriculum modifications, additional student recruiting, increased faculty support and greater attention to student service. The proposed changes are discussed in the Resource Analysis and Future Direction section below.

The importance of great people in achieving program goals cannot be over emphasized. Faculty are the crux of the success of any academic program. Staff perform a variety of essential roles in supporting faculty and serving students. Students with the ability and motivation to succeed are the reason any academic program exists.

At present, the SOA is fortunate to employ an adequate number of dedicated faculty members with substantial academic and professional credentials. The faculty are efficiently deployed and provide an exceptional educational experience to accounting students at all levels - undergraduate, masters and doctoral. Given the importance of faculty to achieving the SOA mission, a primary goal of the SOA is to provide its faculty with competitive compensation, support, and assignments. Requirements to achieve this goal are further discussed in the Resource Analysis and Future Direction Section below.

Additional staff support is needed to achieve program goals. Staff dedicated to data collection and analysis are needed for program assessment and improvements. In addition, staff to facilitate student job placement and build stronger relationships with the business community are essential to achieve program goals.

SWOT Analysis

Strengths and Opportunities

Strengths and opportunities that support the mission of the SOA are as follows.

Strengths:

- Dedicated faculty with substantial academic and professional credentials
- Active involvement of research faculty (including assistant professors) in the accounting concentration of the PhD Program who are approachable and willing to work with PhD students
- Diverse students with significant minority representation
- Tremendous number of high-quality, low-cost undergraduate (1 major; 2 minors) and graduate (MAC, MAC-AIS, MAC-TAX, MAC-XFOR, MAC-XBV, MAC-XDFDA, MAC-XPRO, MBA-ACT, MTX, and PhD) programs
- Sufficient data and library resources
- Only honors program in the COB (starting Fall 2020, Economics will have an honors program) and largest honors program in the university
- Good reputation within the South Florida business community
- Public accounting firms of all sizes actively participate in on-campus recruiting
- Well-developed assessment of student learning in the undergraduate program
- Desirable geographic location
- Active student organizations
- Excellent classroom facilities
- Strong history of online instruction and seamless adaptation to COVID-19 environment
- Commitment by the Dean's office to support the Excel certification initiative to enhance data analytics skills
- Relatively unique AIS concentration in the MAC program
- One of the largest accounting programs in the country
- Recognized program for minority Ph.D. students (ranked #2 for most minority Ph.D. graduates in the US)
- Ranked 61 in BYU all-methods 6 rankings (ranked 2nd in AIS and 17th in auditing, 98th in financial, 15th in education)
- History of active recruiting for doctoral candidates at KPMG Project Conference
- Health insurance available to doctoral candidates, which increases our competitiveness
- Doctoral graduates are successfully earning tenure at their first placement institutions
- Only MTAX program in the state among state funded universities
- Excellent IT support for instructors in the School of Accounting Executive Education program
- Consistent enrollment in the doctoral program which promotes camaraderie among the Ph.D. students and promotes learning between cohorts
- FAU administration that appears to value the COB and SOA

Opportunities:

- FAU administration that appears open to change and alternative approaches
- Located in a large desirable metropolitan area with strong high schools coupled with increasing higher education costs which results in students attending a local school; COVID-19 has resulted in more high-quality local students attending FAU
- Business community interested in partnering with the SOA
- Most undergraduate and graduate alumni appear to remain in the area
- Recent doctoral graduates remain interested in the SOA and maintain contact with faculty

- Palm Beach and surrounding counties provide significant sources of charitable giving
- Limited number of accounting PhD Programs throughout the country
- Projected shortages of accounting faculty in the U.S., particularly in markets that FAU supplies
- Excellent programs in other departments which allows for specializations in the MAC program (e.g., data analytics)
- Potential to help students who are not electing not to get a MAC but who still attempt and fail to get licensed with an UG degree only

Weaknesses and Threats

Weaknesses and threats that impede program progress in the SOA are as follows.

Weaknesses:

- Salary inversion threatens the ability to retain faculty
- Inadequate communication skills and foundational knowledge among many accounting students
- Large number of students relative to full-time faculty
- Large number of academic programs relative to resources dedicated to manage the programs
- Lack of job placement and employment statistics available for use in program assessment
- Lack of data on participation and success in graduate studies available for use in undergraduate program assessment
- Lack of alumni information to maintain connections with our alumni to improve opportunities for our students; no ability to achieve process improvement based on alumni feedback
- Insufficient recruiting of students with the ability and motivation to succeed in accounting
- Lack of mentoring and career advising provided to students
- Low participation in student organizations
- Low participation in honors education
- Low number of students and alumni who take the CPA examination
- Lack of endowed chairs to support research activities and recruit / retain senior faculty
- Lack of separate accreditation reduces the likelihood the program is recognized in national rankings
- Large and outdated business core at the undergraduate level reduces the ability to be responsive to changes in the environment
- FAU foundation rules prevent the SOA from accepting an annual PCAOB $10,000 undergraduate scholarship that other SUS universities are able to accept
- The FAU Foundation is territorial and thus does not work on initiatives that could lead to an improvement of our programs; examples include (1) unwillingness to work with the COB on accepting the PCAOB scholarship because of it doesn't like the award process imposed by the donor, (2) refusal to share alumni contact information so that we can track and assess the success of our graduates, and (3) poor process for thanking donors (the SOA is not notified so that we can send our own thank you letter)

Threats:

- Growing number of online programs and other schools in the same market area
- Possible decreased funding associated with changes in state funding models

- Decreased funding from state due to decrease in tourism
- Shortage of academically qualified accounting faculty in tax
- Increases in faculty salaries and support at other schools
- Inability to attract high quality students to apply to undergraduate, masters, and PhD programs
- Potential of lower undergraduate enrollments related to changing demographics (including a decline in the birth rate) could threaten the success and size of our program
- College funding cuts threaten travel which will undermine research success and the ability to stay current on professional issues in the field (auditing, tax, and accounting regulatory issues)
- COVID-19 could threaten the ability to place students in internships and jobs
- CPA firms suggest that their investment in technology will reduce the demand for accounting professionals in the future
- Increased class sizes
- Increased online resources available for students to cheat
- Lower required accounting hours (from 36 to 30) passed by the Florida Board of Accountancy may reduce demand for graduate programs
- Lower number of teaching assistants reduces resources for tutoring and grading
- Potential lack of funding available to replace faculty
- Economy-wide budget issues may make placing doctoral students difficult
- Beginning Spring 2021, FIU is offering a fully online MAC program that can be completed in 10 months
- FIU offers a CPA exam review course with their MAC program
- Ability to respond to the CPAEvolution exam changes within the undergraduate curriculum (many of our students do not pursue a MAC degree but do attempt to take the CPA exam)
- The proliferation of Advanced Placement credit courses in high school and dual enrollment credits reduce the need to earn a MAC degree to achieve the 150 hours necessary for CPA licensing because it allows more room in students' schedules to take credits that qualify them to obtain a license
- Significant budgetary issues experienced by the library threaten the collections needed for research and the doctoral program

Resource Isues

Concerns about resources:

- Funding cuts for faculty travel necessary to support research and to meet colleagues that might write promotion and tenure letters
- Ability to replace faculty in light of possible retirements
- Funding cuts for master's level teaching assistants
- Library funding
- Increased class sizes
- Reduction of scholarships and teaching assistant positions to fund health insurance for Ph.D. students[21]
- Funding to support behavioral research by Ph.D. candidates in light of COVID-19 related budgetary constraints
- No compensation for sitting on doctoral committees of Executive Ph.D. dissertations
- Possible cuts and changes in performance criteria for the Dean's Summer research support

[21] Because no new monies were provided by the state to fund healthcare insurance for Ph.D. students, reductions in the number of teaching assistants were necessary.

Areas where resources are less concerning:

- Databases to support research
- Computer support
- Health insurance available to Ph.D. students

Questions for Reviewers:

1. Absent support from the alumni association, what could we do to create a system to stay in touch with alumni?
2. How does your school plan on responding to the CPAEvolution requirements? For example, do you plan to offer specialty classes at the undergraduate level?
3. What percentage of your undergraduate students seek a CPA license without earning a Master's degree?
4. Considering our current UG curriculum, do you have recommendations about how we can serve our students better?
5. Is the support and resources we provide to doctoral students adequate, given our program?
6. What software do you use in your data analytics courses? Does your program teach Python? Excel? ACL? IDEA? Power BI? Tableau? Alteryx? How much of data analytics is taught in the department relative to the college?
7. How does your program integrate research skills into accounting classes?
8. Do you think separate accounting accreditation is worth the cost and time? What benefits do you perceive it brings?
9. How does your school approach the teaching of accounting-related ethics? If your state Board of Accountancy were to adopt the 3-hour course requirement (or equivalent) for ethics, how would you implement this – by integration or by creating a new course?
10. Is there anything you would suggest we do to increase the diversity of our student body such as creating scholarships targeted specifically at minorities?
11. Is there anything you would suggest that we do to attract and retain a diverse group of faculty and staff?
12. Due to COVID-19, we converted all sections to online format during the Spring 2020 semester; employed a remote, synchronous mode of delivery during the Fall 2020 semester; and plan to modulate to a combination of hybrid (sections that are a mixture of remote synchronous/in-person sessions) and remote, synchronous sections during the Spring 2021 semester. Given our metropolitan setting and the seeming popularity of remote learning, what do you recommend we use as a mode of instruction for the non-COVID-19 future?

School of Accounting Executive Programs

NOTE: Hold Down the Ctrl key when clicking on the links below. You can also use the Word Navigation Menu to easily navigate through the document.

SWOT Analysis

The SOAEP's Strengths, Weaknesses, Threats, and Opportunities (SWOTs) briefly summarize this report. For those interested, clickable links to supporting details are provided.

Strengths

The SOAEP's main strengths include highly experienced office staff, the reputation gained from nearly 20 years of operations, well-established policies and procedures, some degree of diversification due to multiple programs, and high-quality instructors.

Weaknesses

The SOAEP's main weaknesses include staff and resource shortages, the absence of the SOA Director's participation in development, the SOAEP's inability to continue programs, the lack of reserve funds, and the SOAEP's inability to implement planned projects and keep up with the evolving competition.

1. **The SOAEP is no longer able to implement innovative learning technologies.** One of the SOAEP's key success factors has been it being first in the world to deliver innovative learning technologies such as web-based interactive, live-video classes, virtual accounting laboratories, and virtual-reality class sessions. However, its merger with the COB Executive Programs, staff restrictions, and critical resource shortages have resulted in the cancellation of all learning-technologies projects in the areas of adaptive learning and artificial intelligence.

2. **The SOAEP is no longer able to develop new programs.** Ongoing programs development has been essential to the SOAEP's success. Accounting is a profession with many constantly-changing niches. The SOAEP has always maintained its enrollments by creating new programs that parallel the popularity of emerging niches. Declining enrollments in old niches have continuously been replaced by enrollments in new niche programs. Without the continual development of new programs, the SOAEP would have failed several times as older programs saw drops in popularity. There are three reasons why new program development is no longer possible: 1) The SOA Director, who has directed the programs and program development for the last 20 years, has been replaced by a non-accountant program manager at the COB level. 2) The primary staff used to implement new programs has been transferred to COB IT and no longer have any time for SOAEP development because they have taken over all the work previously done by their OPS[22] assistants. 3) Entrepreneurship and innovation under the SOAEP-COBEP merger, in its present form, are either very limited or not viable. A good illustration of the consequences of these factors: the staff restrictions, and the shortages of resources have resulted in the cancellation of the scheduled offering of the SOAEP's newest program, the Concentration in Internal Auditing. This program is fully

[22] OPS refer to Other Personnel Services. Employees who are classified as OPS are temporary personnel. These OPS employees can continue to work until their services are no longer needed.

approved and in the catalog but can't be offered for the reasons stated here.

3. The SOAEP is not able to keep up in the area of applied data analytics and artificial intelligence. All projects relating to applying AI to processes like admissions and retentions have been canceled due to a lack of resources. In 2017, the entire SOAEP team had devoted six months to implementing Salesforce. The goal was to follow-on with the implementation of Salesforce's Einstein AI module. But when the implementation was less than a week away from going live, the entire project was canceled by administration.
   Subsequently, through months of hard work, the SOAEP extended its existing capabilities to match those of Salesforce. There were also plans to apply AI to maximize retention of new students in Fall 2020. This project was canceled along with all other types of development projects due to the previously-described staff and resource restrictions.

Threats

The SOAEP's primary threats are declining enrollments due to the "baby bust," continued increased competition in the online education market, a shift away from graduate degrees in favor of corporate retraining, and a general erosion of the SOAEP's traditional competitive advantages in the areas of innovative learning technologies and "personal touch."

1. Due to declining birth rates in Generation Z, *The Chronicle of Higher Education* and other respected publications predict declining enrollments across the entire spectrum of higher education. See the section "The Baby Bust." Many colleges were failing before COVID-19.
2. Because of COVID-19, most competing programs are now offered online. The SOAEP is rapidly losing its key success factors necessary to remain competitive.
3. A general "Trend Away from Degrees and Towards Retraining" threatens enrollments.
4. Shifting trends among Accounting Niches threaten to overtake enrollments in the SOAEP's niche programs (forensic accounting, taxation, and business valuation).

Opportunities

The SOAEP's primary opportunities lie in expanding its outreach to non-accounting majors and to the South Florida Hispanic Community, implementing innovative learning technologies, and applying AI and high-level data analytics to improve the efficiency and effectiveness of all SOAEP's functions that include marketing, recruiting, admissions, and retentions.

Diversify to include more non-Accounting majors. One way to counter the baby bust and the SOAEP's erosion of key competitive factors is to diversify the sources of accounting students. Accounting as a profession has morphed very much into an interdisciplinary industry of its own. There are not only many Accounting niches, but the major accounting firms all hire many non-accounting students in areas like finance, marketing, and information technologies. Beta Alpha Psi, the traditional accounting student organization, has for many years accepted non-accounting students as members. This suggests adding new programs (like the recently postponed Internal Audit program) to better accommodate students without an undergraduate accounting background. It also suggests offering dual concentrations in association with other departments.

Capitalize on a strong positive demographic trend. Although the general supply of students is expected to decline nationally, the one large exception is the Hispanic population, for which strong growth is predicted. Especially with its classrooms in Broward County, the SOAEP is in a strong position to take advantage of this trend by adding bi-lingual components to its marketing and academic programs. For example, online discussion threads could be run by Spanish-speaking

assistants, and bilingual staff could be added.

Capitalize on the trend away from degrees and towards retraining. This can be done through systems like Edx and Coursera. The SOAEP has already implemented an OpenEdx server, but the project is moving very slowly due to the previously mentioned resource issues. An excellent example of such programs includes the edX MicroMasters programs.

Begin to implement AI to optimize all business processes, including retentions. AI can make a big difference in the effectiveness and efficiency of all business processes. Two high-priority areas are lead scoring and retention. The SOAEP had developed a highly-successful functioning AI application that uses Random Forests combined with data from Banner (the FAU student information system) to score leads, predict the probability of success before students even start the program, and flag students for retentions issues. Retentions is an enormous and costly problem in the SOAEP and nationwide. Traditional and existing retentions approaches aren't able to intervene until it's often too late to help. AI can use an array of signals to proactively prevent retentions losses.

Exploit the SOAEP's massive online video library. Search engine traffic is critical to providing the SOAEP with a constant supply of new students. But search engines only point people to web content that strongly matches people's interest and intent. Stated differently: search engines provide people with links to **content** that they view as highly relevant to their immediate interest and intent. In this respect, it's well known in the SEO industry that "**content** is king" and that the "king of **content** is video." For this reason, the SOAEP's extensive video lecture library is worth millions of dollars. The videos only need to be indexed, chopped up, and fed to YouTube. These activities represented an ongoing project among those canceled due to resources being lost in the SOAEP-COBEP merger. In the past, the SOAEP has had great success in this area.

Continue to implement innovative learning technologies. As previously discussed, SOAEP has been a world leader in implementing innovative learning technologies. Much of this lead has been eroded due to competing schools catching up with SOAEP innovations. The SOAEP's most recent learning-technology projects were canceled due to the resource issues previously mentioned. These projects included using AI and the SOAEP video library to implement an innovative adaptive learning strategy. The massive SOAEP video-lectures library could be chopped up into pieces, indexed, and automatically fed to students based on their issues and interests. This approach could significantly improve the students' learning experience. The video clips could also be cataloged and indexed for students to use as reference and study aids. This approach would allow us to serve students with mini-lectures on specific topics, similar to how students view different sections within chapters in textbooks.

General Recommendations

1. **Keep the SOA Director involved in program development as has been done over the last 20 years.** He or she is intimately involved with the accounting profession and its rapidly evolving sub-areas. Professional relationships are critical not only for developing programs but also for related activities such as internships, local chapters for programs like Internal Auditing, and alumni relations. Accounting is a profession with many rapidly-changing sub-areas. Accounting programs are not like the MBA program in that they require knowledge, contacts, and experience with its many rapidly-changing sub-areas.

2. **Provide adequate staff and budgets.** The SOAEP needs staff, development budgets, and proper IT support to continue developing. Existing COBEP IT cannot fill the role anymore because they have taken over their OPS assistants' work. The SOA Director and the SOAEP Associate Director need to have discretion in staffing plans and budgets.

   IT support needs to be dedicated, blocked staff assignments in which the SOAEP has the ability to assign priorities to tasks. Development is impossible without the ability to assign priorities to tasks.

3. **Approve budgets and staffing plans once a year with input from the SOA Director and the Dean's office.** The SOAEP most likely will not be successful by "flying by the seat of its pants."

4. **Reignite SOAEP development.** The SOAEP has undergone a merger in which it has lost its critical resources. The merger has effectively happened over a several-year period. Regaining momentum will take a couple of years. The lack of continuing development will assure that the SOAEP continues to Fall behind its competition, which will ultimately lead to its collapse resulting from financial failure.

SOAEP History and Development

The SOAEP began on paper and in planning in the year 2000. It was the first FAU market-rate master's executive programs and then the only such group in the COB. In 2001 the SOAP began accepting its first students. The COB executive programs followed about a year or so later but not at market rates and off-budget.

Vegar Wiik became Director of the COB Executive Programs in 2007 after Mickey Moros suddenly passed away. When Vegar took over, the COB Executive Programs were bleeding red ink. Vegar turned things around quickly, beginning with signing up a group from Home Depot.

The SOAEP's financial record shows that the programs have made a profit every single year since the SOAEP's inception.

Sylwia Dziadziak was hired in 2006 and served as Assistant Director and for the last 11 years as Associate Director for SOAEP. Through her hard work and leadership from the SOA Director, the SOAEP grew from 200+ to 400+ students.

The Director of the School of Accounting has been in charge of the SOAEP since its inception. This responsibility was recently reassigned to Vegar Wiik, the current Director for the COB Executive Programs. Budgetary control over the SOAEP was passed to the College long before the directorship's official reassignment to Vegar.

General Development

The SOAEP began operations in 2001 as the first program of its kind worldwide, with the entire program being available via online video or on campus. This had never been done before. It was the first hybrid program of its kind, and probably the first hybrid program of any kind at FAU. To put this in perspective, this was six years before the iPhone, which first went on sale in June 2007. See SOAEP Strategic Development History (2000-2020) for a detailed chronology of SOAEP programs.

Not only did the SOAEP pioneer online video learning, it also implemented online graduate applications and online registrations in 2001 and 2002, years before these technologies were generally available in higher education. To further put these things in perspective, at the time, Amazon.com was just getting started with online publishing, and the idea of online shopping was only in the nascent stage.

Throughout the years, the SOAEP continued to lead online learning by delivering its lectures live and interactive. Students were able to stream online or download the lecture videos. We continued to evolve these technologies throughout the years by steadily increasing video quality, streaming reliability, and integration with our e-learning platforms. We also began to use the same technologies to offer the first in higher-education live-video open houses through multiple simultaneous interactive video feeds. Further, we built online servers that allowed all previous lecture videos to be available for professors who reuse them. We also made great use of our video recordings in social media, which has drawn many students to join our programs. For example, we published to YouTube one marketing video of a Jay Leiner[23] open house. To date, that video has garnered over 20,000 views. In recent years, we successfully added virtual reality live-video to Jay Leiner's interviewing class.

Another strategic application of technology created virtual laboratories in forensic accounting. They provided students the opportunity for hands-on experience working with computer forensics cases. The SOAEP was the first accounting program worldwide to implement virtual laboratories.

Recent Enrollments for SOAEP – Number of New Students by Semester

From 2014 BOG Report

	2010	2011	2012
Spring	71	60	55
Summer	51	41	45
Fall	69	64	65
Total	191	165	165

2020 BOG Report

	2018	2019	2020
Spring	89	78	68
Summer	54	57	43
Fall	102	107	89
Total	245	244	200

See SOAEP Strategic Development History (2000-2020) for new SOAEP programs created since the 2014 BOG report.

Programs Development

The SOAEP initially began with the Master of Taxation program. When it started, the entire population of all master's students in the SOA was around 85, with many being part-time. The first

[23] Jay Leiner has taught, as an adjunct, for the SOAEP since its inception. He was in charge of white-collar crime at the Broward Sheriff's Office for many years.

class of SOAEP Taxation admitted about 45 full-time students. Much of the initial funding was provided out-of-pocket by Dr. William Hopwood, with some money "borrowed" from the SOA used to run a newspaper ad.

The year after the Master of Taxation program was offered, The SOAEP created the Master of Accounting program. In subsequent years the SOAEP created new MAC program concentrations in anticipation of changing demand. These new concentrations included the forensic accounting, the digital forensics and data analytics, the business valuation, and, finally, the professional accounting concentration, as shown below. As each new program concentration was added, the earlier program concentrations began to fade so that new-program enrollments replaced those lost from older programs. A strategic consideration in adding the new concentrations included achieving diversification of revenue sources.

Master of Taxation (Fall 2002)

Master of Accounting with a concentration in Forensic Accounting (Fall 2003)
Master of Accounting with a concentration in Business Valuation (Fall 2013)
Master of Accounting with a concentration in Digital Forensics and Data Analytics (Fall 2016)
Master of Accounting with a concentration in Professional Accounting (Fall 2016)
Master of Accounting with a concentration in Tax (Fall 2019)
Master of Accounting with a concentration in Internal Auditing (previously planned for Fall 2021)

Importance of Ongoing Development

1. The SOAEP programs operate in a very competitive environment. Online Master of Accounting programs are offered nearly everywhere. Staying ahead of the competition requires constant development and innovation.
2. SOAEP programs compete in a rapidly-changing, technology-driven accounting profession that contains many constantly-changing specialty areas. Unlike MBA programs, the SOAEP Key success factors are relatively not very generic and must be linked to the accounting profession and its specific specialties. Change in the accounting profession is rapid and unrelenting. See the section below titled *"The Accounting Profession Specialties and Niches"*.

Resources Used for Development

Administrative Staff

In recent years, the SOAEP has been severely hampered by its inability to replace departing administrative and IT staff. See the section below titled *"Staff Resources (2014-2020)."* Staff resources were downsized from 21 to 8 full-time employees.

New programs and technologies require extensive staff involvement. Staff are participants in the development process and not merely consumers of developments. Hence, development becomes practically impossible without adequate staffing.

IT Staff

IT staff have historically played several roles: delivery of lectures, helpdesk support, maintaining ongoing systems, and development. The development has been done in conjunction with the SOAEP Director's priorities and support for new and evolving programs and technologies.

OPS assistants have played a key role in support of the development work. They have freed up IT and administrative staff to focus on development. All IT and administrative staff have participated in development efforts.

Recently, development is at a near standstill: 1) IT staff have been shifted to doing work previously done by OPS assistants. 2) There are no provisions for a development budget as there have been in all previous years. See the section below titled *"Staff Resources (2014-2020)."*

Examples of IT Skills Used in Development
Some examples of activities and skills related to development include the following: Programming and scripting (e.g., PHP), working with application programming interfaces (APIs), Linux operating system development, security management (e.g., installing SSLs), systems analysis, use-case-analysis, database administration, maintaining normal form, server management, network engineering, software development using middleware and connectors, software and data implementation of new business processes, data warehousing, ETLing data (extract, transform, and loading), data fusion, working with multiple virtualization technologies (e.g., Vsphere, Cpanel, and VirtualBox), creating complex reports, working with workflow-automation software (e.g., Workato and Zapier), programming multi-step forms with external integrations, working with reporting systems, large-dataset data cleaning, advanced video engineering, researching evolving technologies, updating knowledge and skills.

SOAEP Strategic Development History (2000-2020)

Phase 1
Challenge: Launch the SOAEP
Strategy: Start the Master of Taxation program (Fall 2002)
Status: Complete

Phase 2
Challenge: Generate Growth
Strategy: Start the Master of Accounting (Forensic Accounting concentration) Program (Fall 2003)
Status: Complete and no longer a help

Phase 3
Challenge: Survival due to a substantial increase in competition for the forensic program
Strategy: Diversify by offering the Master of Accounting (Business Valuation concentration) (Fall 2013), Master of Accounting (Digital Forensics and Data Analytics concentration) (Fall 2016), and Master of Accounting (Professional Accounting concentration) (Fall 2019) programs, Master of Accounting (Internal Auditing concentration) (previously planned for Fall 2021 but now on hold)
Status: Nearly complete but will not be sufficient help in dealing with Phase 4

Phase 4
Challenge: Strong pressure for declining enrollments in all areas due to declining numbers of students entering college (i.e., the baby bust). Intense competition from online and quality discount programs.
Strategy: Diversify our sources of students, improve retentions and efficiencies via robotic process automation, AI, and data analytics
Status: The following needs to be done:

Acquire sources of students that can help us survive Phase 4:

- Hispanics. The supply of Hispanic students is increasing and is projected to continue to increase
- Non-business students. Internal auditing can help attract these students. Better recruiting of non-business students can help.
- Corporate Skills-based Retraining Market

Phase 3 was essential for survival. Forensic enrollments have precipitously dropped in the last couple of years while at the same time being picked up by other students, especially those in the MAC (Professional Accounting concentration) program. If we hadn't moved from Phase 1 to Phase 2 and then Phase 3, we would now be out of business.

Phase 4 is just as essential for survival. We will be facing a terrible disaster if we don't successfully navigate the coming baby bust.

The time to start action is now. It will be too late if we wait until the full force of the baby bust hits us.

Here are specific things that should be done to get started: 1) Hire a bilingual person. Move toward a Hispanic-friendly program. 2) Start the Internal Audit program. It's hot, with virtually no competition, and it can accommodate non-business students. Also, start planning campus-outreach programs. 3) Drastically improve retentions and all our business processes through robotic business process automation, AI, and data analytics.

Key Success Factors

Six Key Competitive Advantages and Success Factors

Historically SOAEP development has supported six key competitive advantages and success factors:

1. Innovative and new learning technologies. Examples: adaptive learning, indexed video segments, AI-based retention analysis, virtual accounting labs. We were the first worldwide to deliver a live video master's program.
2. Innovative and new education delivery methods such as 360-degree virtual immersion, automated delivery with personalized segments from previous lectures, and virtual mixing in accounting professionals.
3. Business process optimization: Examples include robotic process automation and multi-process integration.
4. Program development: Examples: constant development of new programs (e.g., Internal Auditing), development of new program structures (e.g., like EdX), acquisition of new types of audiences.
5. Data Analytics and Artificial Intelligence. Examples: applied to all business processes, including IT, marketing, recruiting, admissions, onboarding, and retention.
6. The human element: Examples: front-line feedback, relationship building, and personal touch. Historically, administrative staff, IT staff, and OPS assistants have all played an important role in relationship building.
7. Superior marketing strategies adapted to match program development and the types of rapidly-changing trends in the Accounting profession and its niche areas.

All six key success factors require constant development and innovation to stay ahead of the competition. We charge higher fees than conventional programs charge; we can't survive simply by

delivering what is delivered everywhere else at a lower cost. We have to be better. However, our advantages are eroding over time because development has been stifled over the last few years. We are also facing serious demographic challenges, as discussed below.

Accounting Profession Specialties and Niches

Accounting is not a monolithic profession or discipline. Instead, it is a discipline with many niches and with new niches constantly emerging in importance. Most of these niches are associated with related professional certifications. Some of these niches are as follows:

1. External auditing
2. Internal Auditing
3. IT auditing
4. Forensic Auditing
5. Business Valuation
6. Management Accounting
7. Not-for-Profit Accounting
8. Governmental Accounting
9. Accounting Information Systems
10. Compliance and Regulations
11. Ecommerce Accounting
12. Taxation (with various subspecialties)
13. Financial Reporting (with subspecialties such as valuation)
14. Fraud Examination

The Accounting area is in constant flux, as is reflected in updates to the various professional certification exams and credentials requirements.

Here is a partial list of some of the certification applicable to different accounting niches:

Accredited Business Accountant	Certified Fraud Specialist
Accredited in Business Valuation	Certified Government Auditing Professional
Accredited Financial Examiner	Certified Government Financial Manager
Accredited Senior Appraiser	Certified Healthcare Financial Professional
Accredited Tax Advisor	Certified Information Systems Auditor
Accredited Tax Preparer	Certified Information Security Manager

Accredited Valuation Analyst	Certified Information Technology Professional
Certified Bank Auditor	Certified Insolvency and Restructuring Advisor
Certified Divorce Financial Analyst	Certified Internal Auditor
Chartered Financial Analyst	Certified Management Accountant
Certified Financial Examiner	Certified Public Accountant
Certified Financial Services Auditor	Certified Public Finance Officer
Certified in Financial Management	Certified Quality Auditor
Certified Financial Planner	Certified Risk Professional
Certified Forensic Accountant	Certified Valuation Analyst
Certified Forensic Consultant	Elder Care Specialist
Certified Forensic Financial Analyst	Enrolled Agent (IRS)
Certified Fraud Deterrence Analyst	Forensic Certified Public Accountant
Certified Fraud Examiner	Personal Financial Specialist
Certified in Financial Forensics	Chartered Global Management Accountant

Market Trends and Challenges

The Baby Bust

The “baby bust” represents a shortage of incoming students resulting from lower birth rates among Generation Z era babies.

A sampling of the literature immediately **before COVID-19** occurred explains the baby bust.

The Great Enrollment Crash
Inside Higher Education
September 6, 2019
"Students aren't showing up. And it's only going to get worse."

How America's College-Closure Crisis Leaves Families Devastated
The Chronicle of Higher Education
April 4, 2019
"All across the United States, colleges are disappearing."

College Enrollment Declines Continue
Inside Higher Education
May 30, 2019
"College enrollment in the U.S. has decreased for the eighth consecutive year, according to new data released Thursday by the National Student Clearinghouse Research Center. The report covers 97 percent of enrollments at degree-granting postsecondary institutions that are eligible to receive federal financial aid."

Where Did All the Students Go: Five Views on the great enrollments Crash
The Chronicle of Higher Education
October 2, 2019
"We are facing a crisis in enrollment, but it's not just an enrollment challenge. Instead, it requires the attention of every member of every university community coming together to think less about our own self-interest and more about the common good of our institutions and society."

A Merger Won't Save Your College
The Chronicle of Higher Education
September 22, 2019
"Conservative estimates say that hundreds of institutions are in peril, and discouraging enrollment numbers are likely to only get worse."

Enrollment Shortfalls Spread to More Colleges
The Chronicle of Higher Education
May 20, 2019
"A broad swath of private colleges across the Northeast and mid-Atlantic regions are expected to miss their enrollment goals for the Fall semester. That growing trend now includes some institutions that have rarely, if ever, had to worry about filling classes."

The College Dropout/Retentions Problem

The Enrollment Crash Goes Deeper than Demographics
The Chronicle of Higher Education
November 1, 2019
"Colleges can't stop what's coming…"

"For example, David Kirp's 2019 book, The College Dropout Scandal, makes an impassioned argument for serious improvements in low retention rates."

The College Dropout Scandal
The Chronicle of Higher Education
July 26, 2019
"Forty percent of students don't graduate."

The End of College is Near
Zerohedge.com
January 8, 2020
https://www.zerohedge.com/personal-finance/end-college-near

"My suspicion is that universities—allegedly with very smart people in charge—have done pretty much zero to prepare for the coming bust. Many schools have lots of debt, not much cash, and a lot of fixed costs.

Almost nobody has prepared for what is about to come next. And this is operating under the assumption that the Department of Education continues to be as willing to lend money as it has been in the past.

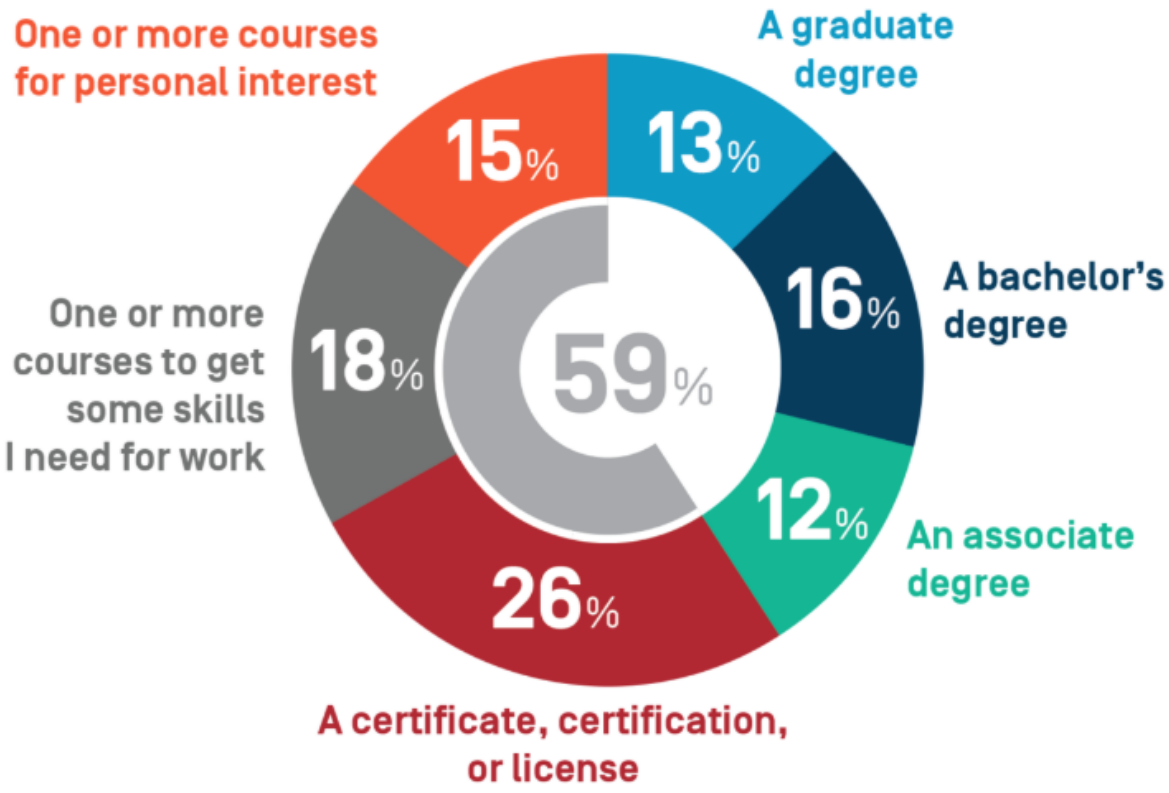
As an investor who came of age in a bear market, I tend to look for bear markets. We have had some wingdingers in the last 20 years. This one will be up there, with pretty profound economic effects.

Colleges and universities employ a lot of people and in many cases are the lifeblood of a single town. You've probably noticed that the nicest buildings in your town are the academic buildings. **Wait until they are all empty"**

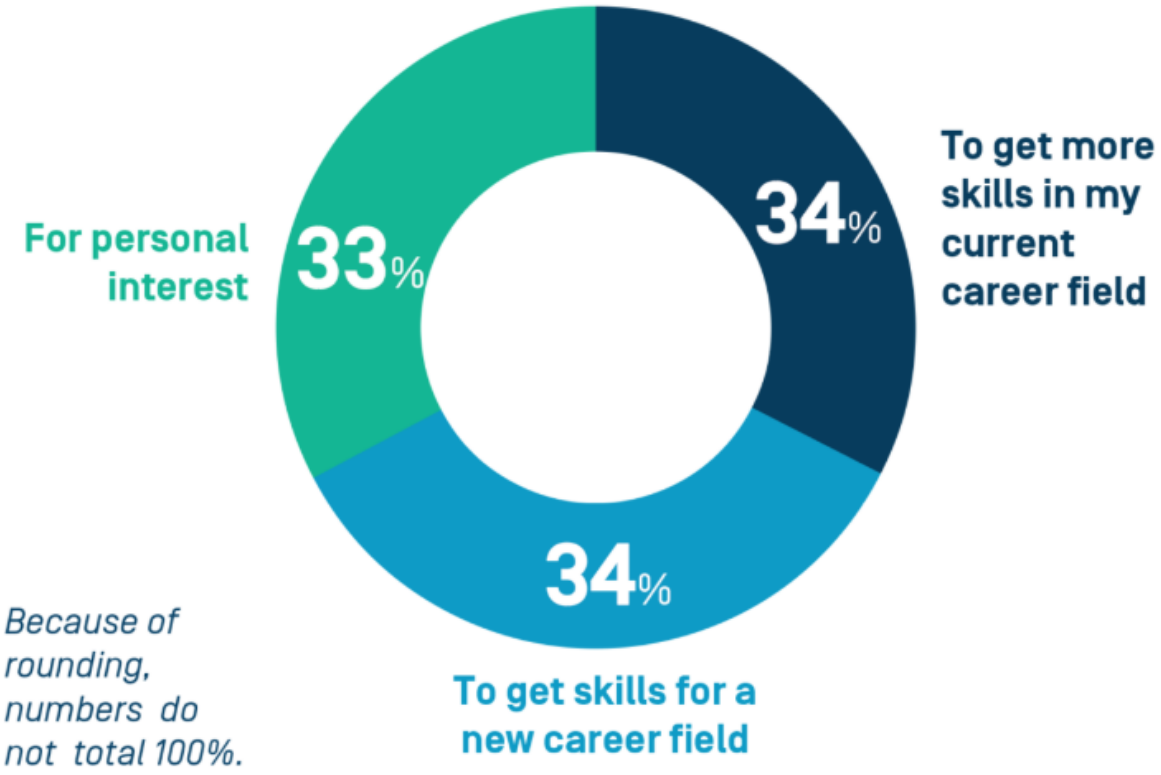
Trend Away from Degrees and Towards Retraining
https://www.stradaeducation.org/publicviewpoint/

Early surveys show that 11% of the students canceled their enrollment plans. But especially noteworthy is that about 60% of adults prefer non-degree programs. Further, 68% of those individuals preferring non-degree education are doing so in support of their careers. See the visuals below.

The trend in higher education is towards "verified packages of skills" rather than degrees and grades. Reaching this market is a critical strategy for dealing with the negative demographic trends in higher education. Recent surveys demonstrate the demand for skills-based training and retraining.


One or more courses for personal interest
15%
A graduate degree
13%
A bachelor's degree
16%
One or more courses to get some skills I need for work
18%
59%
An associate degree
12%
26%
A certificate, certification, or license

The majority of adults considering enrolling in an education or training program in the next six months **prefer nondegree programs**.



Hispanic Enrollments on Upswing
"Between 2000 and 2015, the college-going rate among Hispanic high school graduates grew from 22 to 37 percent, according to the U.S. Department of Education. Hispanic undergraduate enrollment more than doubled, to 3 million. More than a quarter of young Hispanics — 28 percent — now have at least an associate degree, up from 15 percent in 2000. "

https://hechingerreport.org/rising-college-rates-spur-hispanic-progress-in-higher-education/

Web Trends

Video is King
The SOAEP's study supply of new students is heavily dependent on search engine traffic. Prospective students use search engines to locate content that interests them. They don't search for advertisements; instead, they search for content that engages them.

The vast majority of search engine traffic flows through Google, which seeks to match its clients with relevant content. For this reason, a common saying in the search industry is, "content is king." Google's entire value proposition is based on this matching. People would quickly stop using Google

search if it directed them to sites with anything less than relevant content. See https://www.readerdigital.com/content-king-quality-content-essential-part-seo/ .

In the content realm, the preference is distinctly towards video. For this reason, it is often said that "video is the king of content". See https://www.criticalmention.com/blog/marketing/why-video-content-is-king-in-2019/ and https://shootsta.com/blog/3-reasons-video-is-the-king-of-content-marketing/ .

Content-generated web traffic is especially important because it comes without paying advertising fees, which in today's higher-ed market can cost $100 per click or higher. Excellent content can generate large volumes of traffic.

Resources Issues

Projects Affected by Resource Shortages

1. Data Analytics and Artificial Intelligence. The SOAEP has had a 7-year project relating to applying Artificial Intelligence to better inform and support all SOAEP functions. Our original implementation plan was with Salesforce and with Einstein, its companion product. This project was canceled by administration when it was only seven days away from implementation. And that was after years of hard planning and six months of intensive implementation work by the entire IT team.

   We spent a couple of years making up for the lost time, but through innovative development methods, we have managed to build out all the functionality of Salesforce. For the Fall 2020 semester, we had planned on applying AI random forests to a combination of Canvas and Banner data for purposes of early identification of retention risks. Retentions losses are every bit as significant as new admissions. Historically, higher-ed retention systems focus on identifying problems only after they reach the point of failure. See the section titled *"The College Dropout/Retentions Problem."*

   For the Fall 2020 semester, we had also planned on using Banner, graduate applications, and other data for lead scoring.

   These projects have been put on hold for lack of resources. Related projects have slowed to an ant's pace.

2. New Internal Audit Master's Program. Adding a new program requires considerable IT support for business process automation, marketing, analytics, and reporting. This project has been on hold for many months due to a lack of IT and office-staff resources. The program is already approved in the FAU Catalog, but it's on hold for lack of resources.

3. Edx platform. There is a growing demand in accounting for short courses that yield certifications of verifiable skills. We planned to develop a short course environment with the OpenEdx (https://www.edx.org/) platform consistent with suggestions from the Dean and others. This project has moved at an ant's pace due to a shortage of resources. See the section titled *"Trend Away from Degrees + Transcripts Towards Retraining."*

4. Video and Image content delivery system optimized for building organic search traffic. This project is necessary to remain competitive for search traffic but is on hold due to a shortage of resources. Since content is king, and video is a type of premier content, our existing video library hosted on our servers is worth many millions of dollars. See the section titled *"Video is King."*

5. Segmented video delivery for adaptive learning and marketing. The trend is towards shorter lectures. The project seeks to use AI technologies to index the thousands of hours of our past lectures. Segments of those lectures would then be delivered to individual classes in an adaptive fashion. The segments would also be sent through our video content delivery system to attract more prospective students. When it comes to the Internet, content is king, and video is the king of content. Content produces traffic, which monetizes in the form of more students.

6. Adapting to changing demographics. It's well known in higher education that a massive wave of a "baby bust" is coming our way and is already here in part. The exception is the Hispanic community, which is growing at a brisk rate despite the baby bust. One adaptive strategy is remodeling our infrastructure to attract Hispanics. Another way to adapt is to begin to reach out more to non-accounting majors. The new Internal Audit program would help with that objective. But OPS resources are needed to do the on-campus recruiting. See the attached report, *"The Baby Bust."*

   Generally, adaptation will require reaching out to more non-accounting majors, to the Hispanic community, and will require a much stronger emphasis (including through AI) to retentions. See the section titled *"Hispanic Enrollments on the Upswing."*

COB SOAEP Merger Chronology

In July 2019, we were told that the SOAEP would merge with the COB Executive Programs.

The objective of the merger was to achieve efficiency. The SOAEP has not gained in efficiency. Instead, the SOAEP has ended up short-staffed and without adequate IT and staff resources to continue developing its programs.

Part of the efficiency plan has been transferring authority over the programs from the SOA Director to the non-accountant Director of the COB Executive Programs. A concern is that the Director of the COB Executive Programs doesn't have sufficient knowledge of, and experience with, the accounting profession to properly manage the development of the SOA Executive Programs. The management of the SOA Executive Programs, which began before the COB programs began, has been successfully run by the SOA Director for the 20 years since their inception.

General concerns about the Merger

August 4, 2019. The comment was made**:** "We are doomed to fail if we lose sight of entrepreneurship and innovation." The single biggest threat to the SOAEP has always been a tendency to replace entrepreneurship and innovation with the overconfidence of "routine management," "plucking the golden goose," and institutional conformity.

Chronology (July 16, 2019 to November 5, 2019)

July 16, 2019 Email from George Young to Bill Hopwood and Sylwia Dziadziak. "I wanted to mention a few things to you so that you are aware of what is happening with respect to the School

of Accounting Executive Programs. Recently, Dean Gropper, Ken Johnson, Don DeAquino, and I met in the Dean's office to discuss the SOAEP with respect to the completion of the building across the street from the COB in Boca and what it will mean to SOAEP operations. (The building is to be completed at the end of this year.) My understanding is that all executive groups will be moved across the street to the new building. "

…

"The other topic discussed is the Dean's office desire to achieve greater efficiencies of the two programs (the SOAEP and the COB Executive Programs). The proposal is to consolidate certain tasks and one that was mentioned as an example is the processing of faculty contracts."

…

"Another area that is being considered for consolidation is IT. Although the details are not yet known (by anyone, I think), the idea is to bring the SOAEP IT team up to Boca while still delivering the lectures from the HEC (my understanding is that President Kelly wants us to maintain a presence in Ft. Lauderdale). The objective is the same as the objectives mentioned above: To create efficiencies."

July 19, 2019. We were told to start working with Henry Dominguez. Assistant Director of Technology Services for executive education in the COB.

October 2019. A meeting was held to discuss new offices.

November 5, 2019. A discussion took place that involved the move to new offices.

Staffing History, Development, and Issues

Staff Resources (2014-2020)

On a consistent basis over a period of years, the SOAEP has not been allowed to hire and maintain a sufficient number of staff. Specifically, the SOAEP did not receive permission to hire new academic advisors after new program concentrations were introduced in Fall 2016, and it did not receive permission to hire replacements for employees who had left the SOAEP. As described below, losses of employees (in whole or in part) included Mike Hammer, Jeff Knox, Kathi DaSilva, and Denise Gravatt, and five full-time IT persons (along with their seven OPS assistants). The cumulative effect of these staffing losses has made it exceedingly difficult to maintain existing enrollments, let alone continue growing. The impact of these losses has also brought all development work to a near standstill, not only due to the loss of IT staff but due to the inability of the non-IT staff to cooperate in development due to their overloaded workloads that result from not hiring replacements.

Staff situation between 2014 and 2020

In 2014, SOAEP had 21 full-time and OPS staff members and offered two MAC concentrations (Forensic Accounting and Business Valuation) and a MTX program. Out of 21 staff members, nine worked in Boca Raton and 12 in Fort Lauderdale. Below are the lists of employees for both offices.

Nine employees in Boca Raton:

Denise Gravatt	Majory Moise
Jeff Knox	Berlinda Juste
Kathryn DaSilva	Anamika Agarwal
Michael Hammer	Sylwia Dziadziak
Malinda Greer	

Five IT (full-time) and seven IT OPS (part-time) employees in Fort Lauderdale:

IT Full-Time	IT OPS
Cesar Cepeda	Ricardo Reyes
Jameel Chin	Rita Acosta
Michael Frantzi Hyacinthe	Karina Bermudez
Jacques Jeanty	Prakash Supan
Richard Singer	Mario Rueda
	Philip Readon
	Steven Delizin

Current staff situation

By 2020, the total number of SOAEP staff had decreased from 21 to 8 staff members.

Currently, the group comprises five program coordinators, one student development consultant, one secretary, and an Associate Director. The SOAEP total program offering consists of five different MAC concentrations, a MTX program, and a certificate for non-degree seeking students.

The primary responsibilities of SOAEP staff members working in the Boca Raton office include, but are not limited to, the following: student recruiting, admission, retention, financial aid advising, marketing, professional development for both students and alumni, financial reporting to the SOA Director and the COB Dean's Office. The same group also fosters communication between SOAEP students and professors and assists all professors who teach SOAEP courses.

Between 2017 and 2020, the SOAEP office in Boca Raton lost three full-time staff members with 7, 11, and 17 years of experience, respectively.

- In 2017, after 11 years of working for SOAEP, Michael Hammer was transferred to the Dean's Office, where he continued processing contracts for SOAEP professors and assistants. The SOAEP was not allowed to hire a replacement, and his many non-financial responsibilities were shifted to existing SOAEP staff.
- At the beginning of 2020, Jeffrey Knox, the SOAEP's leading recruiter for seven years, left Florida for another job. All his responsibilities were reassigned to Kathi and Marjory, who were already overloaded with work. The SOAEP has recently hired his replacement.
- Kathi DaSilva has recently retired, and the SOAEP has not been allowed to hire her replacement.
- Denise Gravatt began assisting other groups, including the Dean's Office. As a result, she could no longer devote as much of her the time to the SOAEP as she had previously devoted.

The SOAEP had started in 2002-2003, carefully built, trained, and developed its IT group over the last 17-18 years. The OPS staff had always supported the IT group.

In 2020, all contracts for IT OPS members who worked in Fort Lauderdale were canceled. The remaining five full-time IT employees were added to a centralized COB IT group. This group is serving three different units in our College; the SOAEP is one of them. As a result, the IT group was no longer able to support SOAEP development due to its new duties in the COB and due to it having to take over the work that had been previously done by the discharged OPS employees.

Resource Analysis and Future Direction

The SOA has achieved success in many areas, and is poised for even greater success in the future. The programmatic modifications and resources necessary for continued undergraduate, master, and doctoral accounting student success are identified and justified in the sub-sections below. Faculty are critical to success of all programs and are separately discussed in the final section.

Enhance Undergraduate Student Success

Florida Atlantic University is one of 11 public universities in the state of Florida. The University was founded in 1961 as an upper division school. The initial model for Florida Universities was that of the University of Florida (UF) and Florida State University (FSU), which offered a complete program beginning in the freshman year. Other universities initially were started as upper division schools and were fed by the local community colleges.

FAU was eventually allowed to add freshmen and sophomore courses but even today over 50% of our students transfer from community colleges. Our primary feeder schools are Broward College, Palm Beach State Community College, and Indian River Community College. Thus, our curriculum cannot be modified at the sophomore and freshman levels. This means that any necessary skills must be taught in upper division courses.

We offer a full slate of UG courses at both the FAU Broward County campus (Davie) and the Boca Raton campus. Also, about ⅓ of FAU students are part time, and the college offers an online BBA (OBBA). These demographics drive the way our courses are designed and delivered. We limit the UG offerings because all courses have to be offered in Davie, Boca Raton, online, and at night and during the day in Boca.

The Metropolitan Statistical Area for South Florida comprises about six million people. Our most direct competition for students comes from Florida International University which is located in the western part of Dade County. Many students from Palm Beach and Broward County also attend UF and FSU with considerable enrollments from our home counties also at the University of Central Florida in Orlando and the University of South Florida in Tampa.

Many of our students live and work in Broward and Palm Beach County and return to school to improve their financial futures. The average age of our students is higher than other more traditional schools.

Around 2012, we instituted a competency exam that students must pass with a score of at least 70 percent to enroll in upper division accounting courses. The implementation of the exam has improved the quality of accounting majors and prevented students rejected by other programs from enrolling in upper division accounting courses at FAU.

In 2007, the FAU School of Accounting began an Honors Program, the Accounting Scholars Program, to promote our daytime offerings (graduate accounting and tax classes were not offered during the day until this program was initiated). Originally, the Honors program included admission to the MAC program; however, when the program became part of the University Honors program, it was amended to include only undergraduate students. For these honors students, the biggest benefit seems to be the individualized attention/advising from our honors coordinator and participation in the cohort experience.

E&Y and Deloitte have offices within two miles of the FAU Boca Raton campus. There is a robust demand for our accounting students with three of the Big 4 recruiting at FAU (KPMG has not historically recruited here). We also have a large number of middle and small market firms who hire our graduates.

About 25% of our UG students earn a CPA license although over 50% signal intent to become licensed by registering with the Florida Board of Accountancy. About 25% of our undergraduates later earn another degree, most typically the MAC or MTAX at FAU.

Based on the number of 2018-2019 degrees conferred, FAU has the 4th largest accounting program in the country. While FAU has enrollment of slightly less than 25,000, the enrollment numbers at other universities that have large accounting programs are about twice the total enrolment of FAU.

In terms of program improvement, we considered separate AACSB accreditation this year. We have historically been reticent to do this because of the perceived benefits vs. costs. However, FAU's School of Accounting is often not considered for inclusion in public rankings because we lack separate accreditation. Budgetary concerns require that we postpone the application.

In this self-assessment process, we have identified five major areas (plus some miscellaneous issues) that merit attention. Each of these is described below:

1. **Develop processes to attract high quality students and retain interest in the honors program.** We have identified several new initiatives we would like to explore:
    a. Direct admission to the accounting major for exceptional high school students.
    b. Honors sections of sophomore accounting courses. We currently offer ACG 2021 and 2071 in large sections or in sections taught by Ph.D. students. We would like to create in-person day honors sections. Depending on the number of business students in the Honors College, we may consider offering this class in Jupiter at the honors campus and provide live, remote transmission to other campuses. Alternatively, we may offer the class in Boca Raton to all exceptional students in the College of Business and/or the Honors College. This would also facilitate recruiting for our honors program.
    c. Sections for of accounting sophomore courses for accounting majors only. This strategy would allow for a greater focus as only students with an interest in accounting would be enrolled.
    d. Require a minimum grade of "B" in the sophomore level courses, passage of the competency exam, and a 3.0 GPA for accounting majors.
2. **Increase and improve the data analytics program.** We have already implemented several initiatives to integrate data analytics into the UG curriculum. For example, we recently created a data analytics course (ACG 3842, Accounting Applications of Data Analytics) and now require accounting majors to take another course (ISM 3011, Management Information Systems) from another department that focuses on Excel skills.
    a. Support the program for Excel Basic Certification with the goal of adding Excel Advanced Certification
    b. Consider adding Tableau certification
    c. Integrating Excel, Tableau and data analytics assignments throughout the curriculum.
    d. Assess the need for another course (such as data wrangling or cleaning) as a requirement for accounting majors
3. **Revising the Curriculum.** There are many issues on the horizon that necessitate the need to further examine the curriculum:

a. National Association of State Boards of Accountancy (NASBA)'s proposal to amend the Uniform Accountancy Act to include research skills and an ethics course in accounting curricula.
b. The need to revise the COB core, which has not been updated in over 25 years.
c. New CPAEvolution exam format that provides for specialty areas.
d. Consideration of the need to offer additional data analytics courses.
e. Developing a teaching certificate program in business education.
f. Creation of space in the curriculum to allow students to take courses in a 9-hour specialty area. The following areas are potential specialty areas:
    i. finance
    ii. cybersecurity
    iii. computer programming
    iv. data analytics
    v. secondary education
    vi. real estate
    vii. healthcare
    viii. entrepreneurship
g. Consider creating a graduate course, or changing a course, to promote consideration of pursuing a Ph.D. similar to the approach taken by Brigham Young University in its pre-Ph.D. program.

4. **Improve Communication.** There are several areas in which overall communication should be improved.
    a. We need to develop a system whereby announcements, such as those pertaining to as scholarships, student meetings, and employment opportunities can be made to all accounting majors without having to rely on faculty to post each announcement. While we have a newsletter,[24] a specific email would be useful.
    b. We propose sponsoring a panel each semester to inform students about various career issues. Because about 25% of our students are first time college students, it is important that we have discussions about choices students should consider in meeting their career goals. Many of our students don't pursue a MAC (about 75%) or attend student organization meetings. We believe that counseling through the panel could help students understand the benefits and detriments of alternatives available to them.
    c. We propose setting up a LinkedIn group for FAU accounting majors so that we can follow them after graduation. This would necessitate requiring each student to set up an individual LinkedIn account.
    d. Advertising our Ph.D. program to the FICPA Young CPA organization.
5. I**mprove our response to academic integrity.** There is a feeling among some faculty that our response to academic integrity is weak and that faculty are not supported in pursuing allegations of academic dishonesty. We make the following recommendations:
    a. Create a committee within the department to form departmental policies on academic integrity within the department, recognizing the importance of this concept for a profession built on a code of professional conduct.
        i. The committee shall develop a process to give faculty feedback on cases of academic integrity to signal whether the accounting faculty as represented by the committee supports the individual faculty member in their pursuit to report violations of integrity. This may be particularly important in cases in which the primary evidence is circumstantial.

[24] The SOA Newsletter is sent every Monday during the Fall and Spring semesters.

ii. Develop a process to ensure that accounting students are not awarded scholarships or other benefits if they violate the academic integrity policy.
iii. Create a culture in which students know there are swift and serious consequences for violations of academic integrity.
iv. Develop a monitoring system to determine if FAU accounting courses have been compromised by websites that post cheating tools.
v. Develop a process for removing from those websites any material for FAU accounting faculty.
vi. Develop a system to monitor social media for indicators that students perceive some courses as having abnormal opportunities for cheating and work with the faculty for a solution.
vii. Work with faculty to ensure that all violations of academic integrity are reported.
viii. Work with faculty to ensure that there are appropriate visible consequences (F's in a class) for violations of academic integrity.

b. Require faculty in the annual self-evaluation to report what is done in the faculty members' class to deter and prevent cheating.[25]
c. Develop best practices for deterring cheating so that faculty is are of these practices.
d. Have significant consequences within the department for violations of the academic integrity policy

6. Miscellaneous

a. Revise the SOA journal list
b. Work with the university to determine why we are unable to accept the $10,000 PCAOB scholarship when other SUS schools are able to accept this scholarship.
c. Develop suggested guidelines that can be offered to the College on class size; specially, to assess at what point academic quality is compromised (this, of course, depends on the course content). Some classes may be more amenable to larger sizes so there is definitely not a "one size fits all" approach that should be used. Further, the faculty is the most knowledge constituent in the College regarding the point at which pedagogical integrity is at risk of failure due to class size.

Enhance Master Student Success

The evaluation of the master's programs resulted in five areas in need of changes to enhance the success of students in the SOA master's programs. In addition to existing efforts, the SOA proposes to enhance the success of masters accounting students through the following initiatives:

- Collect and evaluate data to inform admission policies and program improvements
- Revise program policies for consistency across programs and consistency with the Graduate College
- Enhance the academic assessment plans for MAC and MTX to include the SOAEP sections and use similar assessment instruments for different sections of the same course
- Further evaluate and revise curriculum as needed
- Collect and evaluate data on student success to inform future program improvements

[25] Such a requirement is not to be used in a punitive manner. Rather, it provides information on the status of faculty efforts in this area.

First, admission policies result in master's programs which include students with a variety of undergraduate backgrounds.

- Students who enroll after completing the undergraduate (UG) accounting degree
- Students who enroll after completing the UG business (not accounting) degree [1]
- Students who enroll after completing the UG degree outside of business [2]
- Students who enroll after another graduate degree

Students lacking specified foundation courses or their equivalents are required to complete the foundation courses very early in their program of study, typically before taking non-foundation coursework. While the success of students requiring foundation coursework is not currently tracked or evaluated, anecdotal evidence suggests that they may not be as successful as students entering masters programs with undergraduate business and/or accounting degrees. Further, students starting master's programs without undergraduate business and/or accounting degrees may require up to eight foundation courses in addition to the ten required for degree completion. Thus, the foundation requirements could virtually double the degree requirements and result in skewed statistics related to time to degree completion.

In addition to concerns related to admission of students lacking undergraduate accounting and business degrees, the admission requirements for SOA master's programs are not as rigorous as those at some of the *Comparison Schools* selected for this self-study. The SOA does not currently evaluate student progression based on admission data to determine student attributes most likely to support or compromise success. Further, the SOA does not limit admission to the master's programs and any applicants achieving the minimum stated requirements are admitted. [3]

To address the concerns related to admission policies, additional data collection and analysis is required. Based on results of the analysis, policies related to admission to accounting graduate programs may be modified. Further, as the changes discussed in the previous section (Enhance Undergraduate Student Success) are implemented, a stronger applicant pool for accounting master's programs is expected. An increase in the applicant pool will allow an increase in the quality of students admitted without a reduction in program size. [4]

Second, two policies result in inconsistencies among accounting master's programs and/or Graduate College policies. Specifically, foundation courses may be taken for degree credit in the MBA-ACC Program, but not in the MAC or MTX Programs. This policy allows MBA-ACC students to receive degree credit for undergraduate equivalent coursework.

In addition, Graduate College policies require a grade of "C" or better in all courses and an overall GPA of 3.0/4.0 for degree completion. MAC students are required to make a grade of "B" or better in accounting foundation courses (ACG 6137, ACG 6347, and ACG 6635). And, MBA-ACC students are required to make a grade of "B-" or better in all concentration courses. The grade requirements for select courses require manual tracking and result in inconsistent application. Further, a grade of "B-" in one class may result in a delayed progression in a program when a student is otherwise performing above Graduate College standards (overall GPA of 3.0/4.0). Modifications to these policies to require a grade of "C" or better would result in consistent policies, more efficient utilization of resources, and avoid unnecessary delays in program completion.

Third, the academic program assessment plans for the MAC Program and MTX Program were revised based on the last review and are still being enhanced. The assessment no longer includes performance on the CPA examination, which proved to be inappropriate as mentioned in the last review. The scope of assessment has been expanded from writing and critical thinking skills to

include content knowledge, applied research, and oral communication skills. An additional enhancement in progress is the inclusion of all SOAEP sections of assessed courses. Previously, assessment results were reported for some SOAEP sections, but not all. Furthermore, efforts are being made to ensure that all sections of assessed courses use similar assessment instruments.

Fourth, the curriculum in the master's programs relative to *Comparison Schools* suggests that curriculum revisions should be considered. The MAC Program might benefit from a financial analysis course and the MTX Program might benefit from requiring additional tax courses and offering a course on accounting periods and methods. However, additional review and analysis is needed before making these curriculum changes. In particular, an analysis of the MTX enrollment and graduation rates should be considered before making programmatic changes that would make degree completion more difficult. Availability of faculty resources and the impact of concentration areas on the degree requirements should be evaluated before adding a new course to the MAC Program curriculum.

One option to consider for the MTX program is to utilize "Tax Topics" courses to enable curriculum timeliness and flexibility. These are 6000-level courses made available to offer topics of an instructor's choosing. Offering these courses does not require a major curriculum change, procuring new course numbers, or new resources.

Currently, our curriculum requires seven designated courses, two electives and GEB 6215. One required course is TAX 6405 (Estates and Trusts, Planning and Taxation). Given the legislative changes over the last ten years, very few taxpayers are subject to estate and gift taxes. Whether this should be a required course is debatable, given the need for Accounting Methods and Data Analytics. An option that we will be considering is dropping TAX 6405 from the required course list and making the curriculum six (6) required courses and three (3) electives. We could then use the available Tax Topics courses to cover topics that the faculty deem as most important.

Finally, collecting and evaluating data on student success is essential for master's programs assessment. Additional data needed include the following:

- Student educational goals and objectives [5]
- Retention and graduation rates
- Reasons for lack of retention and failure to graduate
- Professional goals and objectives
- Participation and performance on professional licensure exams
- Job placement at graduation relative to professional goals
- Alumni career paths

Table 52. Summary of Recommendations for Master Student Success

Recommendation	Justification	Required Action	Incremental Cost
Collect and evaluate student success based on undergraduate degree, GPA, and entrance exam scores	Collect and evaluate success data to inform admission policies and revise curriculum	Budgetary approval for data analyst	Undetermined – economies of scale may be obtained by a COB initiative
Evaluate the effectiveness of foundation classes, review implications, and make curriculum changes as needed	Collect and evaluate success data to inform admission policies and revise curriculum	Budgetary approval for data analyst and curriculum change approved by all levels	Undetermined – economies of scale may be obtained by a COB initiative
Require a grade of "C" or better in all graduate coursework	Change in policy for consistency with Graduate College policies, more efficient utilization of resources, and unnecessary delays in program completion	Curriculum change approved by all levels	None
Foundation courses (ACG 6137, ACG 6347, and ACG 6635) may not be taken for degree credit in the MBA-ACC Program	Change in policy for consistency across programs as accounting foundation courses may be taken for degree credit in the MBA-ACC Program, but not the MAC or MTX Programs. Prevents students from earning graduate credit for undergraduate equivalent coursework	Curriculum change approved by all levels	None
Enhance MAC and MTX Program assessment plans	Current assessment practices could be more inclusive of all sections and more comparable across sections	Process facilitated by the SOA Assessment Coordinator	None
Evaluate the addition of a new TAX course and increasing the number of required TAX courses in the MTX curriculum	Comparison schools require 10 TAX courses	MTX Curriculum Committee recommendation and approval at all levels and consider the use of the Tax Topics courses.	None
Evaluate the need for and appropriateness of a financial analysis course in the MAC Program	Financial analysis included in curriculum of *Comparison Schools*	MAC Curriculum Committee recommendation and approval at all levels	None
Collect and evaluate data related to student success	Program assessment and improvement	Budgetary approval	Undetermined – economies of scale may be obtained by a COB initiative

[1] Applicants to the MAC Program with an undergraduate business (non-accounting) degree or equivalent coursework are required to take up to three foundation courses. Applicants to the MTX program with an undergraduate business (non-accounting) degree or equivalent coursework are required to take one foundation course.

[2] Applicants to the MAC Program without an undergraduate business degree or equivalent coursework are required to take up to eight foundation courses. Applicants to the MTX program without an undergraduate business degree or equivalent coursework are required to take up to five foundation courses. Applicants to the MBA-Accounting program without an undergraduate business degree or equivalent coursework are required to take up to four foundation courses in business, but may include accounting foundation coursework as part of their degree program (i.e., MBA-Accounting students are awarded degree credit for undergraduate equivalent coursework).

[3] Changes to admission policies currently in the approval process remove the stated minimum criteria from the published material and allows the SOA to internally specify minimum requirements. This change makes analysis of the factors compromising student success even more critical.

[4] The changes discussed here do not necessarily result in sufficient changes in the quality of the applicant pools and students admitted to master's programs. As data are collected and analyzed, reductions in program size or initiatives to attract higher quality applicants (e.g. scholarships, assistantships, etc.) may be required.

[5] Similar to undergraduate students, anecdotal evidence suggests that graduate students obtain accounting credits for professional advancement and/or for professional licensure requirements without intending to earn a degree. To gain registration privileges, these students enter a master's program and may adversely affect retention and graduation rates. Additional data are needed to evaluate and address this potential problem. This issue has been mitigated in the last few years by expanding the number of 5000-level courses that non-degree seeking students can take to meet licensure requirements.

Enhance Doctoral Student Success

Doctoral student success depends in part on the students' ability to successfully matriculate through coursework in a timely fashion, establish essential research skills, develop a portfolio of research projects and demonstrate proficiency in teaching. To enhance the success of students in the Accounting PhD concentration, changes related to recruiting and admission, curriculum, student support and assessment of student teaching are needed. Each of the changes is discussed in more detail below.

First, recruiting and admitting qualified students is essential for enhancing doctoral student success. While the SOA has established practices to attract a qualified applicant pool, additional initiatives could prove beneficial. For example, continuous active participation in and attending the KPMG Project Fair in the Fall would increase program visibility and potentially increase the quality of the applicant pool. Further, being able to support campus visits of prospective students will allow us to attract high quality students to our program. Finally, engaging and maintaining good relations with our alumni, such as sponsoring an alumni workshop or conference at FAU to present their research and attend events on campus would further enhance the reputation of the program. Doctoral alumni are more likely to refer potential students to FAU if they maintain a strong connection.

Second, curriculum changes to allow students to successfully matriculate though coursework and develop a robust research portfolio would tremendously enhance doctoral student success. First, rotating the research seminars over three semesters rather than four would allow students to complete subject area coursework within two years and take the comprehensive exam during their second Summer semester. Second, a more rigorous periodic evaluation of students' performance in subject area coursework, the timeliness and quality of their work on required assignments, and providing detailed feedback on how to improve would ensure that they stay on track and complete their studies successfully and on time. Third, providing a more comprehensive SAS and STATA workshops over four half-days at the beginning of their first year in the Ph.D. program would provide students with early data analysis training, which is essential for doctoral research.

Third, with the increased importance on student learning at all institutions of higher education, providing doctoral students with a solid foundation in pedagogy is essential. Currently doctoral students are required to teach a minimum of two years and satisfactorily complete a doctoral seminar in pedagogy. In addition, doctoral students' teaching is evaluated by a member of the Accounting PhD Committee. However, future budgetary constraints may lead to a decrease in course sections that are offered every year, which may result in fewer opportunities for students to practice and improve their pedagogical skills. Further, this process is not formalized as a component of the degree requirements and is not included in the doctoral students' overall evaluation. A more formal process would identify deficiencies, allow for improvements, and provide a documented record of teaching performance.

Fourth, a PhD Program is faculty intensive as faculty members teach research seminars, provide advice to students on required Summer projects, and chair / participate in dissertations. Two important issues are raised. First, a critical mass of research-active faculty is required. Currently, the sufficiency of SOA faculty in this respect is adequate, but the loss of one or two key faculty members may jeopardize the accounting concentration. Second, a substantial number of faculty hours are required to supervise PhD students and their research, much of it during the summer. This activity is generally outside of their normal teaching loads. Since the number of students in the Accounting PhD concentration is fairly large, both of these issues are of critical importance to success of the program. These issues are addressed below in the faculty retention section.

Enhance Student Success through Faculty Retention

The success of all students is inherently linked to dedicated faculty with the appropriate credentials and experience. One of the greatest threats to the success of the SOA is a shortage of qualified faculty. Accordingly, efforts to retain qualified faculty and be in a position to attract faculty in the future is essential to the ongoing success of any academic unit.

While a complete competitive analysis is beyond the scope of this self-study, limited data included throughout this report suggest that the SOA is vulnerable to the loss of faculty to schools offering higher salaries, greater support and lower teaching assignments. Given the vulnerabilities and the importance of faculty, the SOA proposes a comprehensive analysis to benchmark the SOA to peer schools based on the following criteria:

- Salaries at all ranks
- Teaching load
- Graduate assistant (masters and doctoral level) support
- Summer support

- Average class size (undergraduate and master)
- Compensation for doctoral work (teaching seminars, supervising dissertations, etc.)
- Research expectations
- Service expectations

The results of the study should be used to inform faculty compensation, teaching load, support, research expectations and service expectations. In addition, how faculty assignments and rewards across teaching, service and research align with the individuals' personal goals and organizational goals should be considered. A commitment from the COB and FAU administration to make changes in these areas if the need for change is indicated by the analysis is essential to retain and attract the quality faculty needed for continued program success.

Recommendation	**Justification**	**Required Action**	**Incremental Cost**
Perform benchmarking study and modify faculty compensation, support and assignments as needed	Retain and attract qualified faculty	Budgetary approval	Undetermined-based on results of benchmarking study

Appendix A: Undergraduate Accounting and Taxation Courses

Principles of Accounting 1 (ACG 2021) 3 credits
Prerequisite: Sophomore standing
Introduction to financial accounting concepts. Emphasis is placed on the accounting cycle.

Principles of Accounting 2 (ACG 2071) 3 credits
Prerequisite: ACG 2021 with a grade of "C" or better
Introduction to managerial accounting concepts. Emphasis is placed on use of accounting information in decision-making.

Intermediate Theory 1 (ACG 3131) 3 credits
Prerequisite: ACG 2071 with a grade of "C" or better and satisfactory performance on Principles of Accounting Competency Exam
Prerequisite or Corequisite: FIN 3403 with a grade of "C" or better
An overview of financial reporting and practice in the United States and internationally with a focus on how management decisions impact financial statements.

Intermediate Theory 2 (ACG 3141) 3 credits
Prerequisite: ACG 3131
Prerequisite or Corequisite: GEB 3213
A continuation of ACG 3131. An in-depth study of accounting transactions, their effect on financial statements and the impact that management decisions have on financial statements.

Cost Accounting (ACG 3341) 3 credits
Prerequisite: ACG 2071 with a grade of "C" or better and satisfactory performance on Principles of Accounting Competency Exam
Designed to establish a working knowledge of two areas: 1) cost accounting techniques, including job costing, process costing, cost analysis, cost volume profit analysis, cost allocation, activity-based costing, budgeting, variance analysis, and transfer pricing, and 2) application of costing techniques to management decision making.

Cost Accounting Practice (ACG 3351) 3 credits
Prerequisite: ACG 3341
A continuation of ACG 3341, this course expands the understanding of behavioral concepts and applied processes in decision making within an organization.

Accounting Applications of Data Analytics (ACG 3842) 3 credits
Prerequisites: ACG 2071 with a grade of "C" or better and satisfactory performance on Principles of Accounting Competency Exam Applications of data analytics in auditing, managerial accounting and financial statement analysis.

Financial Analysis (ACG 4173) 3 credits
Prerequisite: ACG 3131 or FIN 3403
Analysis of business and financial information using published annual reports and other external information sources.

Accounting Information Systems 1 (ACG 4401) 3 credits
Prerequisite: ACG 3131
Prerequisite or Corequisite: ENC 3213 or GEB 3213
An examination of business process documentation, transaction cycles and applicable internal controls. Emphasis is placed upon expansive use of technology in business and understanding the nature of fraud.

Government Accounting (ACG 4501) 3 credits
Prerequisites: ACG 3141 and ACG 3341 with minimum grades of "C"
An advanced-level study of accounting and financial reporting for state and local governments. Provides a detailed review of the accounting and financial reporting standards promulgated by the authoritative body (GASB) influencing the accounting and reporting for state and local governmental entities. Covers fund accounting concepts and practices as well as government-wide financial reporting similar to private business consolidated reporting and the relationships between the two. Studies budgeting, accounting and reporting standards and practices for other not-for-profit entities.

Auditing and Assurance Services 1 (ACG 4651) 3 credits
Prerequisite: ACG 3141 and ACG 4401
An introduction to and overview of auditing concepts and techniques. Emphasis is placed on concepts and techniques applicable to the integrated audits of financial statements and internal controls over financial reporting performed by independent certified public accountants.

Fraud Examination (ACG 4682) 3 credits
Prerequisite: ACG 4651
An introduction to fraud examination from an accounting viewpoint. Designed to develop analytical skills that can be utilized by professionals responsible for the prevention, detection and investigation of fraud.

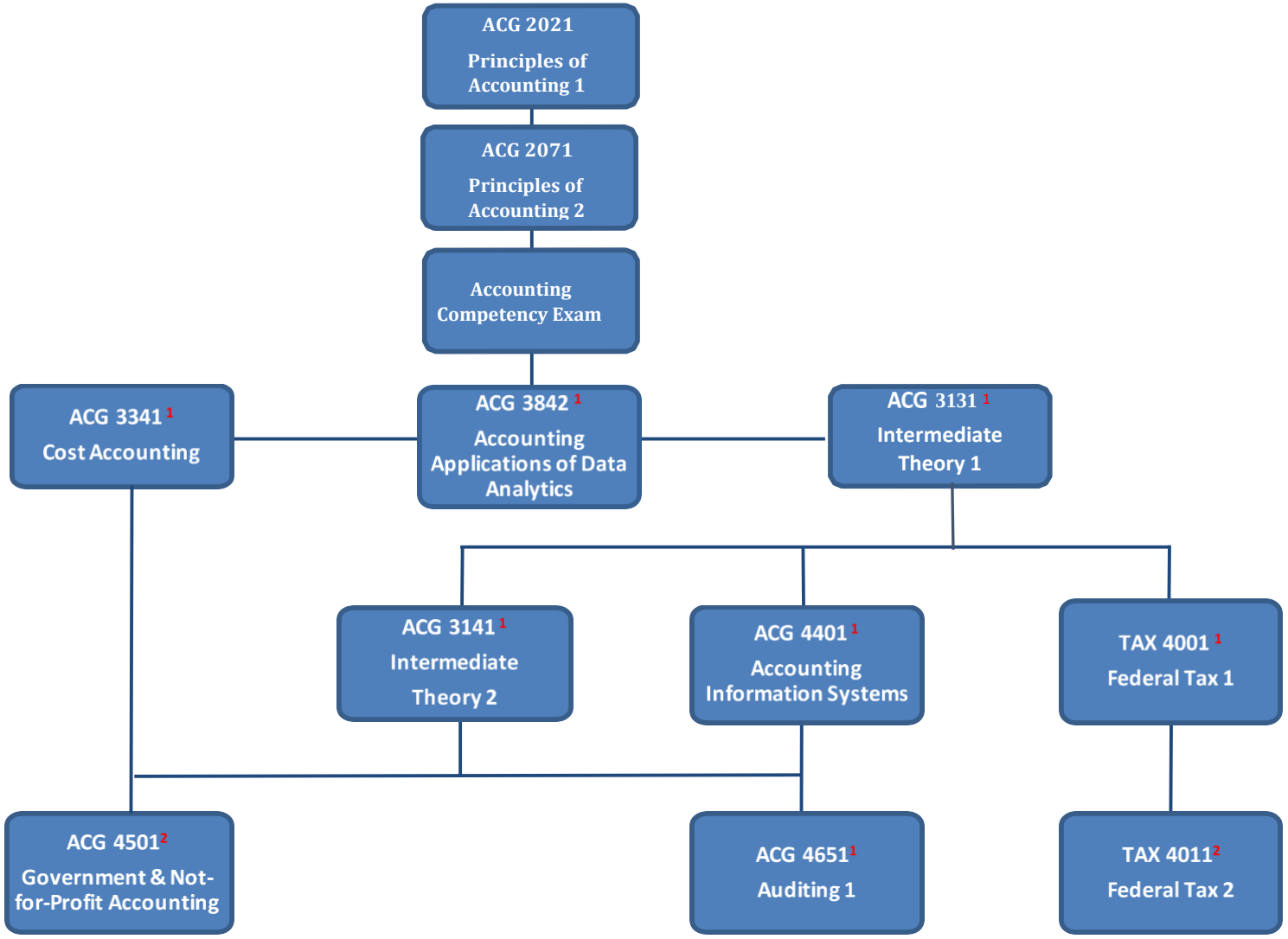
Federal Taxation 1 (TAX 4001) 3 credits
Prerequisite: ACG 3131
Prerequisite or Corequisite: GEB 3213
A study of the taxation of business entities is stressed. Also, significant classroom time is devoted to the federal income taxation of individuals.

Federal Taxation 2 (TAX 4011) 3 credits
Prerequisites: TAX 4001
A study of the income taxation of corporations and their shareholders; partnerships and their partners; and estates and trusts and their beneficiaries. Includes a study of the rights and obligations of the taxpayers in dealing with the Internal Revenue Service.

Tax Practice (TAX 4871) 3 credits
Prerequisite: TAX 4001
This course covers the elements of tax practice, including planning and accepting client engagements, ensuring quality service, researching technical matters, and addressing technical issues. Students learn how to prepare and file electronic tax returns, and they participate in the Volunteer Income Tax Assistance Program.

Appendix B: Undergraduate Course Flowchart

School of Accounting Undergraduate Flowchart



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Appendix C: Undergraduate Program Student Learning Summaries

Table C-1. Financial Accounting

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
• Content Knowledge • Critical Thinking	• Conceptual Framework • Generally Accepted Accounting Principles (U.S. GAAP) • Financial statement presentation • Elements and items in the financial statements and disclosure notes • Financial statement effects of accounting transactions • Articulation of financial statements • International Financial Reporting Standards • Analyzing accounting transactions and their effects on the financial statements • Solving complex accounting calculations	• ACG 3131 • ACG 3141	• Lectures • Handouts • Assigned exercises and problems from common textbook • Excel assignment • Online IFRS assignments	• Exams • Excel Assignment • Online IFRS assignments • Case analysis with written memo (until 2018) • Comprehensive final exam	• Common exam questions (ACG 3141) • Case analysis and memo (until 2018)
• Communication	• Write a professional memo in response to a case analysis	• ACG 3141 (until 2018)	• Case analysis and written memo	• Graded through the use of a rubric	• Case analysis and memo (until 2018)
• Content Knowledge • Critical Thinking	• Correctly identify and apply authoritative literature (U.S. GAAP), to economic events and or accounting transactions. • Determine the income statement and balance sheet treatment of economic events and or accounting transactions per U.S. GAAP. In addition, address how the proper application of U.S. GAAP impacts the income statement and balance sheet.	• ACG 3141 (until 2018)	• Case analysis and written memo	• Graded through the use of a rubric	• Case analysis and memo (until 2018)
• Applied Research	• Search the Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) for answers on how to properly apply U.S. GAAP to economic events and or accounting	• ACG 3141 (until 2018)	• Case analysis and written memo	• Graded through the use of a rubric	• Case analysis and memo (until 2018)

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	transactions.				

Table C-2. Cost Accounting

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
• Content Knowledge • Critical Thinking	• Cost accounting terminology and concepts • Cost structure • Cost behavior • Planning and control • Cost accounting techniques in the decision-making process • Apply cost accounting concepts and techniques to management decision-making scenarios	• ACG 3341	• Lectures • In-class and out of class exercises • Handouts	• In-class exercises completed by students • Online quizzes • Exams directly related to the course learning objectives	• Common exam questions

Table C-3. Data Analytics (beginning Fall 2020)

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
• Content Knowledge • Critical Thinking	• Developing a data analytics mindset • Crafting questions that can be answered using data analytics • Data types and data sources • Big Data • Descriptive analytics • Diagnostic analytics • Predictive analytics	• ACG 3842 (beginning Fall 2020)	• Lectures • Video tutorials • In-class and out of class exercises	• SmartBook reading tool • In-class and out of class exercises • In-class discussions • Video discussion boards • Labs • Capstone • Team projects	• To be determined during 2020-2021

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	• Prescriptive analytics • Data visualization • Excel • Tableau			• Team presentation • Self and Peer evaluations	
• Communication	• Developing a data analytics mindset • Crafting questions that can be answered using data analytics • Data types and data sources • Big Data • Descriptive analytics • Diagnostic analytics • Predictive analytics • Prescriptive analytics • Data visualization • Excel • Tableau	• ACG 3842 (beginning Fall 2020)	• Lectures • Video tutorials • In-class and out of class exercises	• In-class discussions • Video discussion boards • Screencasts recorded to explain Labs • Capstone • Team presentation	• To be determined during 2020-2021

Table C-4. Accounting Information Systems

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment

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• Content Knowledge • Critical Thinking	• Fraud overview, fraud triangle, and ways to prevent or detect fraud • Internal control objectives and COSO frameworks • Threats, risks, and internal controls for revenue cycle • Threats, risks, and internal controls for expenditure cycle • Threats, risks, and internal controls for production cycle • Threats, risks, and internal controls for human resources/payroll cycle • Threats, risks, and internal controls for the overall accounting information system • Business Process Diagrams • Data Flow Diagrams • Document Flowcharts	• ACG 4401	• Lectures • In-class and out of class exercises • YouTube videos • Handouts • Articles • Internet research • Cases	• Systems Documentation assignments • In-class and out of class exercises • In-class discussions and out of class discussion boards • Quizzes • Exams directly related to the course learning objectives. • Cases requiring internet research • Group presentation of internet case topics	• Comprehensive exam
• Communication	• Threats, risks, and internal controls for revenue cycle • Threats, risks, and internal controls for expenditure cycle • Threats, risks, and internal controls for production cycle • Threats, risks, and internal controls for human resources/payroll cycle • Threats, risks, and internal controls for the overall accounting information system	• ACG 4401	• Lectures • YouTube videos • Articles • Internet research • Cases	• In-class discussions and out of class discussion boards • Cases requiring internet research • Group presentation of internet case topics	• Not part of the program assessment
• Content Knowledge • Critical Thinking	• Intermediate and advanced Excel skills	• ACG 4401 (until 2020)	• Internet tutorials	• Excel projects based on accounting scenarios	• Excel projects based on accounting scenarios (until 2020)

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Table C-5. Auditing

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
• Content Knowledge • Critical Thinking	• Auditing terminology, concepts, and techniques • Audit planning • Audit evidence • Risk assessment • Effective internal control over financial reporting • Audit procedures • Audit reports • Differences between the clarified auditing standards and the PCAOB auditing standard • Legal liability of auditors • Code of professional conduct • Standard setting bodies • Audits of revenue	• ACG 4651	• Lectures • In-class discussions of audit scenarios • Handouts and videos posted to Canvas • Online learning system • Practice quizzes using past Certified Public Accountant (CPA) examination problems	• In-class participation • Professional memorandum on ethics in auditing applying the guidance from the 2013 COSO framework, Statement of Auditing Standards 99 (Consideration of Fraud in a Financial Statement Audit), and other sources of information. • Writing assignments • Examinations directly related to the course learning objectives	• Case analysis and report
• Communication	• Write a professional report in response to a cases analysis	• ACG 4651	• Case analysis and written report	• Graded through the use of a rubric	• Case analysis and report
• Content Knowledge • Critical Thinking	• Identify recommendations that resolve an ethics related issue faced by management and the board of directors.	• ACG 4651	• Case analysis and written report	• Graded through the use of a rubric	• Case analysis and report
• Applied Research	• Properly apply authoritative literature to a task that is salient to auditing.	• ACG 4651	• Case analysis and written report	• Graded through the use of a rubric	• Case analysis and report

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Table C-6. Taxation

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
• Content Knowledge • Critical Thinking	• Introduction to taxes and tax policy • Fundamentals of tax planning • Measurement of taxable income • Introduction to the taxation of business income • Taxation of individual taxpayers • Corporations • Pass-through entities • The Gift Tax • Estates and Trusts • IRS Administration	• TAX 4001 • TAX 4011	• Lectures • Worksheets and handouts available on Canvas • Problems assigned from common textbook • Excel assignment • Practice quizzes & homework on Canvas • Academic research on tax policy is integrated in class lectures	• Exams directly related to the course learning objectives • Online tax concepts exam • Excel assignment • In-class chapter quizzes • Problems submitted via Canvas with grades and feedback given to students on Canvas	• Common exam questions

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Appendix D: Undergraduate Program Academic Assessment Plan

Introduction

The undergraduate accounting major provides students with an educational foundation appropriate for the pursuit of advanced education and professional careers in accounting and related areas of business and government. Undergraduate accounting majors participate in innovative programs designed to develop technical, analytical, communication, interpersonal, and lifelong learning skills.

The undergraduate degree with a major in accounting requires students to complete the following:

1. All College of Business Degree Requirements
2. Intermediate Theory 1(ACG 3131)
3. Intermediate Theory 2 (ACG 3141)
4. Cost Accounting (ACG 3341)
5. Accounting Applications of Data Analytics (ACG 3842) - beginning in Fall 2020
6. Accounting Information Systems 1 (ACG 4401)
7. Auditing and Assurance Services 1 (ACG 4651)
8. Federal Taxation 1 (TAX 4001)
9. Six (6) hours of ACG/TAX/Law Upper-Division (3000+) Electives

The student learning outcomes for the undergraduate accounting major are derived from the objectives of the degree and include content knowledge, critical thinking, applied research and communication. The content knowledge is assessed across five major areas of accounting: financial, cost, accounting information systems, audit, and taxation. The data analytics course will be added to the program assessment during 2020-2021.

Assessment Cycle

Month	**Activity**
August	Data summaries of prior year results sent to course coordinators
September	Closing the Loop activity occurs involving all faculty
October	Action items and feedback submitted for the Dean's report to the Provost
November	Data reporting forms sent to all faculty teaching assessed courses
December	Assessment results submitted by faculty for the Fall term

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January	Current plans sent to course coordinators to revise for next year
February	Plans for next year entered in the assessment database
April	Data reporting forms sent to all faculty teaching assessed courses
May	Assessment results submitted by faculty for the Spring term

Student Learning Outcomes and Curriculum Map

Outcome Description	Student Learning Goals				Assessment	
	Content Knowledge	**Critical Thinking**	**Applied Research**	**Communication**	**Where**	**How**
Students will demonstrate knowledge of basic concepts in financial accounting (the Conceptual Framework, accounting transactions and financial statement effects, financial statement presentation, and the articulation of financial statements). Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			ACG 3131 **until 2018**	Exam
Students will demonstrate their ability to properly apply authoritative literature (US GAAP) to the recording of economic events, including their correct presentation on the income statement and balance sheet, by writing a professional memo.	x	x	x	x	ACG 3141 **until 2018**	Case
Students will demonstrate knowledge of basic concepts in financial accounting (articulation and presentation of financial	x	x			ACG 3141 **beginning**	Exam

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statements, analyze accounting transactions and their effects on financial statements, and solve complex accounting calculations, such as, earnings per share). Students will also demonstrate their ability to think critically about accounting problems and issues.					**2018**	
Students will demonstrate knowledge of basic concepts in cost accounting (transaction flow, cost behavior and relationships, product costing, and budget concepts). Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			ACG 3341	Exam
Students will demonstrate an understanding of accounting processes and controls in a computerized environment. Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			ACG 4401	Exam
Students will demonstrate proficiency in formatting, filtering, and calculating data in Excel, as well as creating advanced formulas and PivotTables.	x	x			ACG 4401 **until 2020**	Excel
Students will write a memo that requires them to summarize technical content and to identify applications of that content. Further, they need to explain to persons outside the profession why these applications are appropriate to achieve stated goals.	x	x	x	x	ACG 4651	Case
Students will demonstrate knowledge of basic concepts in tax accounting (major inclusions and exclusions, timing of income and deductions, cost recovery calculation, non-taxable exchanges, and taxation of flow-through entities). Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			TAX 4001	Exam
Students will demonstrate all the competencies necessary to pass the CPA exam.	x	x	x	x	External **until 2017**	CPA Exam Pass Rate
Students will demonstrate all competencies required to pursue graduate or advanced professional education in accounting, tax, and related fields.	x	x	x	x	External **until 2017**	Graduate Admissions

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Financial Accounting Program Assessment – Common Exam Questions in ACG 3131 (until 2018)	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking **Assessment Method** Common multiple-choice questions directly related to the learning objectives identified on the ACG 3131 syllabus. **Outcome Description** Students will demonstrate knowledge of basic concepts in financial accounting (the Conceptual Framework, accounting transactions and financial statement effects, financial statement presentation, and the articulation of financial statements). Students will also demonstrate their ability to think critically about accounting problems and issues. **Criteria for Success** 75% of undergraduate students will successfully answer at least 75% of the multiple-choice questions on content knowledge and critical thinking skills.	**Percentage Competent** 2014-2015: 68% 2015-2016: 63% 2016-2017: 69% 2017-2018: 76%* 2018-2019: N/A 2019-2020: N/A *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: The course will change to align more closely with the goals and requirements of Part 1 of an intermediate financial accounting course. Material on cash and receivables will be moved from ACG 3141 to ACG 3131 and information covered in other courses, such as the time value of money, will be eliminated from ACG 3131. The assessment questions will be modified to reflect the change in the course coverage. These changes will be implemented beginning in 2017-18. 2016-2017: Beginning in 2017-18, change content coverage to reflect changes in accounting standards in regards to the subsequent measurement of inventory to the lower of cost or net realizable value. Assessment questions will be modified to reflect the change in course coverage. In addition, to decrease the number of students who are not prepared for upper-division accounting coursework, students will only be permitted to take the Accounting Competency Exam a maximum of three times. 2017-2018: Faculty decided to discontinue assessment in ACG 3131 beginning in 2018-19. Instead, students will be assessed on financial accounting concepts in ACG 3141. This will be more appropriate because it will allow students to demonstrate the knowledge retained from ACG 3131 in addition to knowledge acquired in ACG 3141. 2018-2019: N/A 2019-2020: N/A

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Financial Accounting Program Assessment – Case Analysis and Memo in ACG 3141 (2014 until 2018)	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication **Assessment Method** Case analysis and written memo. Graded with a standardized rubric. **Outcome Description** Students will demonstrate their ability to properly apply authoritative literature (U.S. GAAP) to the recording of economic events, including their correct presentation on the income statement and balance sheet, by writing a professional memo. **Criteria for Success** 1. Content Knowledge and Critical Thinking: At least 75% of students will correctly identify the correct US GAAP standards. 2. Critical Thinking and Applied Research: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to properly apply authoritative literature (US GAAP) in determining how to properly report the economic events on the income statement and balance sheet. 3. Communication: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to successfully communicate accounting matters.	**Percentage Competent** 2014-2015: Content Knowledge: 90%* Critical Thinking and Applied Research: 93%* Communication: 91%* 2015-2016: Content Knowledge: 86%* Critical Thinking and Applied Research: 88%* Communication: 92%* 2016-2017: Content Knowledge: 92%* Critical Thinking and Applied Research: 93%* Communication: 94%* 2017-2018: Content Knowledge: 91%* Critical Thinking and Applied Research: 85%* Communication: 91%* 2018-2019: N/A 2019-2020: N/A *Criteria for success met. **Program Improvements** 2014-2015: Writing assignment case and rubric revised to coincide with the topic assigned. 2015-2016: Writing assignment case and rubric revised to coincide with the topic assigned. 2016-2017: Writing assignment case and rubric revised to coincide with the topic assigned. 2017-2018: The faculty have decided to assess financial accounting knowledge in ACG 3141 rather than in ACG 3131. As a result of this change, communication

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	and research skills will no longer be assessed in ACG 3141, but will continue to be assessed in ACG 4651. 2018-2019: N/A 2019-2020: N/A

Financial Accounting Program Assessment – Common Exam Questions in ACG 3141 (2018 to present)	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking **Assessment Method** Common multiple-choice questions directly related to the learning objectives identified on the ACG 3131 and ACG 3141 syllabi. **Outcome Description** Students will demonstrate knowledge of basic concepts in financial accounting (articulation and presentation of financial statements, analyze accounting transactions and their effects on financial statements, and solve complex accounting calculations, such as, earnings per share). Students will also demonstrate their ability to think critically about accounting problems and issues. **Criteria for Success** 75% of undergraduate students will successfully answer at least 70% of the multiple-choice questions on content knowledge and critical thinking skills.	**Percentage Competent** 2018-2019: 85%* 2019-2020: 80%* *Criteria for success met. **Program Improvements** 2018-2019: None 2019-2020: None

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Cost Accounting Program Assessment – Common Exam Questions in ACG 3341	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking **Assessment Method** Common multiple-choice questions directly related to the learning objectives identified on the ACG 3341 syllabus. **Outcome Description** Students will demonstrate knowledge of basic concepts in cost accounting (transaction flow, cost behavior and relationships, product costing, and budget concepts). Students will also demonstrate their ability to think critically about accounting problems and issues. **Criteria for Success** 75% of undergraduate students will successfully answer at least 70% of the multiple-choice questions on content knowledge and critical thinking skills.	**Percentage Competent** 2014-2015: 85%* 2015-2016: 67% 2016-2017: 76%* 2017-2018: 60% 2018-2019: 73% 2019-2020: 78%* *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: None 2016-2017: Revise course coverage to be more comprehensive and consistent with learning objectives. Expand the set of common multiple-choice questions to be used from 20 to 60 to provide a better overall assessment. Provide assessment in connection with each exam to improve the connection with the corresponding lecture. In addition, to decrease the number of students who are not prepared for upper-division accounting coursework, students will only be permitted to take the Accounting Competency Exam a maximum of three times. 2017-2018: None 2018-2019: None 2019-2020: Because of the switch to all online courses during the COVID-19 pandemic, the assessment will be administered via a cumulative final exam instead of three separate exams beginning in Fall 2020.

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Accounting Information Systems Program Assessment – Comprehensive Exam in ACG 4401	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking **Assessment Method** Students will be assessed on AIS content knowledge and critical thinking skills by completing a comprehensive exam near the end of the course. **Outcome Description** Students will demonstrate an understanding of accounting processes and controls in a computerized environment. Students will also demonstrate their ability to think critically about accounting problems and issues. **Criteria for Success** 75% of undergraduate students will successfully answer at least 70% of the exam questions correctly to achieve competency.	**Percentage Competent** 2014-2015: 65% 2015-2016: 74% 2016-2017: 74% 2017-2018: 77%* 2018-2019: 83%* 2019-2020: 87%* *Criteria for success met. **Program Improvements** 2014-2015: The program improvements for 2014-15 that were suggested during the 2013-14 assessment process were to increase the difficulty of the comprehensive exam for all sections that were not part of the Accounting Scholars Program. This was done during 2014-15; however, the changes were too dramatic, resulting in the drastically reduced competency rate (down from 96%). For 2015-16, students in the non-Scholar sections will be required to complete a full-length practice exam with a passing grade (using multiple attempts) before being allowed to access the comprehensive exam to encourage students to be better prepared. Full-length practice exams were provided during 2014-15, but only about one-third of the students completed them because they were not a required assignment. 2015-2016: The competency rate has improved to within 1% of the target rate. Course content will be modified during 2016-17 to help students better understand the most significant AIS concepts in the course. 2016-2017: The competency rate remains within 1% of the target rate. During 2016-17, course materials and quizzes were revised; however, many students did not take advantage of the materials and quizzes. In Spring 2018, a new interactive digital textbook tool will be used in online sections to improve reading comprehension and student participation. 2017-2018: None 2018-2019: None 2019-2020: None

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Accounting Information Systems Program Assessment – Excel Skills in ACG 4401 (until 2020)	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking **Assessment Method** Students will be assessed on Excel skills by completing multiple Excel projects that simulate business scenarios. **Outcome Description** Students will demonstrate proficiency in formatting, filtering, and calculating data in Excel, as well as creating advanced formulas and PivotTables. **Criteria for Success** 75% of undergraduate students will score at least 70% on the Excel projects to achieve competency. The assignments are structured with multiple attempts for students to achieve mastery, not just competence.	**Percentage Competent** 2014-2015: 99%* 2015-2016: 94%* 2016-2017: 93%* 2017-2018: 90%* 2018-2019: 94%* 2019-2020: 93%* *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: None 2016-2017: None 2017-2018: Evaluate external assessment tools for Excel. 2018-2019: None 2019-2020: The Excel assessment will be moved to ISM 3011 Management Information Systems, which is a required course for accounting majors beginning in Fall 2020.

Auditing Program Assessment – Case Analysis and Report in ACG 4651	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication **Assessment Method** Case analysis and written report. Graded with a standardized rubric. **Outcome Description** Students will write a memo that requires them to summarize technical content and to identify applications of that	**Percentage Competent** 2014-2015: Content Knowledge, Critical Thinking, and Research: 45% Communication: 50% 2015-2016: Content Knowledge, Critical Thinking, and Research: 86%* Communication: 88%* 2016-2017: Content Knowledge, Critical Thinking,

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content. Further, they need to explain to persons outside the profession why these applications are appropriate to achieve stated goals. **Criteria for Success** 1. Content Knowledge, Applied Research and Critical Thinking: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to properly apply authoritative literature and Identify appropriate solutions to management and the board on an ethics related issue. 2. Communication: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to successfully communicate the recommendations.	and Research: 85%* Communication: 88%* 2017-2018: Content Knowledge, Critical Thinking, and Research: 82%* Communication: 85%* 2018-2019: Content Knowledge, Critical Thinking, and Research: 98%* Communication: 98%* 2019-2020: Content Knowledge, Critical Thinking, and Research: 99%* Communication: 97%* *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: None 2016-2017: None 2017-2018: None 2018-2019: None 2019-2020: The grading process will be reviewed by the Course Coordinator.

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Taxation Program Assessment – Common Exam Questions in TAX 4001	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking **Assessment Method** Common multiple-choice questions directly related to the learning objectives identified on the TAX 4001 syllabus. **Outcome Description** Students will demonstrate knowledge of basic concepts in tax accounting (major inclusions and exclusions, timing of income and deductions, cost recovery calculation, non-taxable exchanges, and taxation of flow-through entities). Students will also demonstrate their ability to think critically about accounting problems and issues. **Criteria for Success** 75% of undergraduate students will successfully answer at least 70% of the multiple-choice questions on content knowledge and critical thinking skills.	**Percentage Competent** 2014-2015: 24% 2015-2016: 32% 2016-2017: 57% 2017-2018: 68% 2018-2019: 62% 2019-2020: 67% *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: None 2016-2017: Revise assessment to better align with course coverage. The percentage of TAX 4401 sections taught by full-time faculty will be increased beginning in 2017-18. 2017-2018: None 2018-2019: None 2019-2020: Improving TAX 4001 competency is an ongoing effort by all faculty teaching this course.

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External Program Assessment – CPA Exam Pass Rate (until 2017)	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication **Assessment Method** Analysis of performance on the CPA exam provided by the National Association of State Boards of Accountancy (NASBA). **Outcome Description** Students will demonstrate all the competencies necessary to pass the CPA exam. **Criteria for Success** Students' average pass rate will be equal to or greater than the national average.	**Percentage of First-Time Candidates Passing** (National Average in parentheses) 2014-2015: ALL 45.5 (55.0) - AUD 56.3*, BEC 46.7, FAR 37.5, REG 45.5 2015-2016: AUD 60.0* (50.7), BEC 72.2* (61.1), FAR 47.1 (51.6), REG 55.6* (53.0) 2016-2017: AUD 38.9 (50.0), BEC 47.4 (63.8), FAR 31.3 (50.6), REG 61.5* (52.3) 2017-2018: N/A 2018-2019: N/A 2019-2020: N/A *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: None 2016-2017: Roughly 10% of FAU accounting undergraduates pursue CPA licensure. The SOA Director charged the Undergraduate Curriculum Committee with evaluating the appropriateness of using the CPA exam metric for program assessment. 2017-2018: N/A 2018-2019: N/A 2019-2020: N/A

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External Program Assessment – Graduate School Admission (until 2017)	
Student Learning Outcomes 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication **Assessment Method** Acceptance rate for School of Accounting students applying to FAU College of Business graduate programs. **Outcome Description** Students will demonstrate all competencies required to pursue graduate or advanced professional education in accounting, tax, and related fields. **Criteria for Success** 75% or more of FAU accounting undergraduates who apply to FAU College of Business graduate programs will be accepted.	**Percentage Accepted** 2014-2015: 80%* 2015-2016: N/A 2016-2017: 53% 2017-2018: N/A 2018-2019: N/A 2019-2020: N/A *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: N/A 2016-2017: Roughly 10% of FAU accounting undergraduates apply to graduate school at FAU. The SOA Director charged the Undergraduate Curriculum Committee with evaluating the appropriateness of using the graduate school admissions metric for program assessment. 2017-2018: N/A 2018-2019: N/A 2019-2020: N/A

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Appendix E: Accounting Scholars Program Student Learning Summaries

Student Learning Goals	Content	Courses	Assessment
Content Knowledge	Advanced content knowledge in financial, cost, accounting information systems, audit, governmental and tax	Compacts for ACG 3131, ACG 3341, ACG 3141, ACG 4401, ACG 4501, ACG 4651, and TAX 4001 and Capstone Experience	Graded through the use of a rubric.
Communication	Write a professional memo, letter, resume, and technical report. Deliver a professional oral presentation.	Compacts for ACG 3131, ACG 3341, ACG 3141, ACG 4401, ACG 4501, ACG 4651, and TAX 4001 and Capstone Experience	Graded through the use of a rubric.
Critical Thinking	Analyzing internal control weakness	Compact for ACG 4401	Graded through the use of a rubric.
	Analyzing alternative accounting treatments of a transaction	Compact for ACG 3141	Graded through the use of a rubric.
	Analyzing new accounting pronouncements	Compact for ACG 4501	Graded through the use of a rubric.
	Analyzing public records for client acceptance	Compact for ACG 4651	Graded through the use of a rubric.
	Case analysis	Capstone Experience	Graded through the use of a rubric and judged by SOA faculty.
Applied Research	Using authoritative literature to identify and solve contemporary accounting issues.	Compacts for ACG 3141 ACG 4651, ACG 4501, TAX 4001, TAX 4011, and Capstone Experience	Graded through the use of a rubric. The Capstone Experience is judged by SOA faculty.

Appendix F: Master of Accounting Program Student Learning Summaries

Areas	Student Learning Goals	Content	Courses	Methods	Assessment
Financial	**Content Knowledge**	Coverage includes accounting theories, select topics of intermediate and advanced accounting, and more recent standards concerning topics such as the consolidation of VIE, fair value measurements, and accounting for derivatives and hedging.	ACG 6135 & 6138; also, ACG 6137 for MBA-ACC	Lectures, readings from textbooks, codification, or professional publications, completion of in-class or take-home class activities.	Exams, quizzes, graded class activities, and a graded case assignment.
	Communication	Students are required to write a research paper and present their work as an advocate or an opponent for ACG 6135 in a group or individual setting. In ACG 6138, students prepare a business memo and present their recommendation individually. In ACG 6137 (a core class for MBA-ACC), students are also required to complete a writing assignment and to make discussion board posts.	ACG 6135 & 6138	Completion of a research paper on a FASB project, along with a group or individual presentation in ACG 6135. Completion of a case analysis, along with an individual presentation in ACG 6138.	Grading rubrics.
	Critical Thinking	The research paper for ACG6135 requires students to critically evaluate the proposed standard updates under a FASB project as an advocate or as an opponent. The case assignment in ACG 6138 requires students to form a recommendation for a transaction based on their interpretations and applications of the standard guidance and their business knowledge.	ACG 6135 & 6138	Completion of a research paper on a FASB project or current accounting issue in ACG 6135. Completion of a case analysis on one of the topics covered in ACG 6138.	Critical thinking score for case analysis.
	Applied Research	Students are expected to research a FASB project that involves a complicated topic about which they may have little prior knowledge. The case assignment in ACG 6138 requires students to research the FASB Accounting Standards Codification (ASC) to identify applicable standards.	ACG 6135 & 6138	Completion of a research paper on a FASB project or current accounting issue in ACG 6135. Completion of a case analysis on one of the topics covered in ACG 6138.	Grading rubrics and case analysis score for case analysis.
Accounting Information	**Content Knowledge**	Coverage includes 1) identify advanced applications in AIS	ACG 6475	Lectures, an XBRL assignment, and Data	Exams, a published

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Systems		design and implementation, including the systems life cycle, information technology, and computerized systems; 2) create comprehensive sets of internal controls, including those under the COSO and COBIT frameworks; 3) perform analytical tasks (e.g., using Tableau); and 4) match XBRL and its importance to society.		Analytics homework.	XBRL case, and Tableau training manual.
	Communication	Students are required to present their findings for their group project and author a research memo on an individual basis.	ACG 6475	Completion of an individual research memo and a group presentation.	Grading rubrics.
	Critical Thinking	Students are required to resolve case-based issues for their group project in addition to completing a real-life, challenging XBRL problem and a Tableau project.	ACG 6475	Completion of cases, an XBRL assignment, and Tableau project.	Textbook solution and a grading rubric for assignment.
	Applied Research	Students are required to complete a research memo related to an AIS topic.	ACG 6475	Completion of a research memo	Grading rubric.
Audit	**Content Knowledge**	From cases based on real companies and events as well as hypothetical situations and thought experiments, students learn to recognize, describe and integrate professional audit regulations and guidance related to auditing and assurance services, and apply their knowledge of specific audit and assurance standards.	ACG 6655	Cases written by the professor and from textbooks.	Quizzes, case write-ups and participation.
	Communication	Student participation is monitored and evaluated.	ACG 6655	Class participation and discussion of cases.	Based on professor's assessment of student participation.
	Critical Thinking	Students analyze facts in the cases and apply their judgment skills pertaining to audit issues, including ethical considerations.	ACG 6655	Cases written by the professor and from textbooks.	Based on professor's assessment of case write-ups and participation
Taxation	**Content Knowledge**	Using authoritative sources, students learn to identify, describe, and analyze the concepts of gross income and exclusions, dealings in property, assignment of income, deductions, timing, character, and deferral.	TAX 6025	Lectures conducted using a case-based approach.	Exams.

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	Communication	Student participations in class discussions are monitored and evaluated.	TAX 6025	Case-based textbook chapters	Based on professor's assessment of student participation in discussions.
	Critical Thinking	Students are required to evaluate various rulings pertaining to a topic.	TAX 6025	Cases in textbooks.	Exams and professor's assessment of students' comments in class.
	Applied Research	Access and analyze tax case law, code and regulation to respond to case book assignments and real-life client issues,	All	Case book assignments, IRS protest letters, simulated audit proceedings, and real-life client issues	Exams; assignments; class participation.
Business Communications	**Communication**	Students learn about various aspects of both written and spoken communication in a business setting.	GEB 6215	Completion of general assignments required in GEB 6215; examples of these assignments include an executive summary, a short paper, an analytical and persuasive presentation, self-evaluation memos, and a team intercultural project. Students then complete integrated assignments in core accounting/tax courses, along with presentations in both classes.	Grading rubrics.
	Critical Thinking	Students are required to identify a problem, develop and analyze alternatives, determine the best alternative, and present a logical recommendation. They then make a well-reasoned, substantially supported presentation to describe their analysis and to win support for their ideas.	GEB 6215	Completion of a persuasive outline in preparation for a boardroom-style oral presentation.	Grading rubrics and student self- and peer-evaluations.

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Appendix G: Master of Accounting Program Academic Assessment Plan

Introduction

The MAC Program lays the educational foundation for professional and career goals, including but not limited to the CPA exam. It is designed to prepare graduates for careers in public accounting, industry and government. The program is committed to providing academic and cultural diversity as well as a progressive learning experience. It emphasizes the building of skills necessary to succeed in the business community including teamwork, leadership and the ability to communicate effectively.

The MAC Program requires a minimum of 30 semester hours. The following are required courses:

- Advanced Accounting Theory (ACG 6135)
- Advanced Financial Reporting and Accounting Concepts (ACG 6138)
- Advanced Accounting Information Systems (ACG 6475)
- Advanced Auditing Theory and Practice (ACG 6655)
- Concepts of Federal Income Tax (TAX 6025)
- Communication Strategies for Business Professionals and Core-Course Follow-Up (GEB 6215)

In addition to the above required courses, students must complete the following:

- One accounting elective (approved 6000-level ACG or TAX course)
- Three program electives (approved 5000 or 6000-level ACG or TAX course or 6000-level business course)

Students without an accounting undergraduate degree, or those who did not perform at a satisfactory level in their undergraduate courses, will be required to complete additional foundation courses.

MAC Program assessment consists of three outcomes. These outcomes focus on the following: (1) advanced accounting, (2) advanced auditing, and (3) communication skills. There are communication components in the advanced accounting and advanced auditing assessments; however, there is a separate communication skills outcome administered by the college-wide Business Communications Program. The COB Business Communications Program is being evaluated in a separate self-study. Accordingly, only the communication components of the advanced accounting and advanced auditing assessments will be included in this analysis.

Assessment Cycle

Month	**Activity**
August	Data summaries of prior year results sent to course coordinators
September	Closing the Loop activity occurs involving all faculty
October	Action items and feedback submitted for the Dean's report to the Provost
November	Data reporting forms sent to all faculty teaching assessed courses
December	Assessment results submitted by faculty for the Fall term
January	Current plans sent to course coordinators to revise for next year
February	Plans for next year entered in the assessment database
April	Data reporting forms sent to all faculty teaching assessed courses
May	Assessment results submitted by faculty for the Spring term

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MAC Program Assessment - Student Learning Outcomes

Outcome Description	Student Learning Goals					Assessment	
	Content Knowledge	**Declarative Knowledge**	**Critical Thinking**	**Applied Research**	**Communication**	**Where**	**How**
Students will demonstrate advanced financial accounting theory content knowledge, critical thinking, applied research and communication skills.	x		x	x	x	ACG 6135	Paper and Presentation
Students will demonstrate advanced auditing content knowledge, declarative knowledge, critical thinking, and communication skills.	x	x	x		x	ACG 6655	Case Discussion
Administered by the COB Business Communications Program: Students will demonstrate effective writing and speaking skills. Business Communication Program faculty will assess a paper and presentation based on rubrics designed specifically for assessment rather than for course grading. The paper's					x	GEB 6215	Paper and Presentation

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rubric will assess format, content, organization, and writing. The presentation's rubric will assess content, organization, delivery, and visuals. In the written communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, organization, format, and writing. In the oral communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, structure, visuals, and delivery.							

MAC Program Assessment - Advanced Accounting in ACG 6135	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication **Assessment Method** A standardized rubric will be used to assess students' content knowledge, critical thinking, applied research, and communication skills as they pertain to the curriculum in Advanced Accounting Theory (ACG 6135). **Outcome Description** Students will demonstrate advanced financial accounting theory content knowledge, critical thinking, applied research, and communication skills. **Criteria for Success** At least 75% of students will perform at the competent level or better in content knowledge, critical thinking, applied research and communication skills.	**Percentage Competent** 2014-2015: Content Knowledge: 100%* Critical Thinking: 96%* Applied Research: 93%* Written Communication: 93%* Presentation Communication: 82%* 2015-2016: Content Knowledge: 100%* Critical Thinking: 97%* Applied Research: 93%* Written Communication: 90%* Presentation Communication: 89%* 2016-2017: Content Knowledge: 100%* Critical Thinking: 94%* Applied Research: 94%* Written Communication: 97%* Presentation Communication: 79%* 2017-2018: As a result of staffing changes in the course, assessment was put on hiatus for one year. 2018-2019: Content Knowledge: 100%* Critical Thinking: 98%* Applied Research: 100%*

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	Communication: 100%* 2019-2020: Content Knowledge: 86%* Critical Thinking: 88%* Applied Research: 89%* Communication: 96%* *Criteria for success met. **Program Improvements** 2014-2015: While the students do fairly well on the writing component, there is room for improvement on the presentation component. Project instructions will be revised to better assist students with the presentation expectations. 2015-2016: The presentation and paper will be separated into two assignments so that students have two opportunities for feedback. 2016-2017: The writing assignment for this course will be shortened to reflect the writing responsibilities that students will face in practice after graduation. 2017-2018: Revise assessment and rubric. 2018-2019: None 2019-2020: The SOAEP sections are being offered in different terms to determine the most appropriate time to offer these sections during the academic year. After this is determined, the SOAEP sections will be included in the assessment process.

MAC Program Assessment - Advanced Auditing in ACG 6655	
Student Learning Goals 1. Content Knowledge 2. Declarative Knowledge 3. Critical Thinking 4. Communication **Assessment Method** A standardized rubric was developed to assess students' content knowledge, declarative knowledge, critical thinking, and communication skills as they pertain to the curriculum in Advanced Auditing Theory and Practice (ACG 6655). **Outcome Description** Students will demonstrate advanced auditing content knowledge, declarative knowledge, critical thinking, and communication skills. **Criteria for Success** At least 75% of students will perform at the competent level or better in content knowledge, declarative knowledge, critical thinking, and communication skills.	**Percentage Competent** 2014-2015: Content Knowledge: 83%* Declarative Knowledge: 85%* Critical Thinking: 79%* Communication: 83%* 2015-2016: Content Knowledge: 99%* Declarative Knowledge: 98%* Critical Thinking: 92%* Communication: 59% 2016-2017: Content Knowledge: 94%* Declarative Knowledge: 94%* Critical Thinking: 93%* Communication: 94%* 2017-2018: Content Knowledge: 97%* Declarative Knowledge: 93%* Critical Thinking: 83%* Communication: 83%*

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	2018-2019: Content Knowledge: 91%* Declarative Knowledge: 92%* Critical Thinking - Reasoning: 89%* Critical Thinking - Conclusion: 88%* Communication - Structure: 93%* Communication - Tone: 94%* Communication - Debate: 91%* Communication - Grammar: 96%* 2019-2020: Content Knowledge: 92%* Declarative Knowledge: 95%* Critical Thinking - Reasoning: 90%* Critical Thinking - Conclusion: 89%* Communication - Structure: 92%* Communication - Tone: 94%* Communication - Debate: 92%* Communication - Grammar: 92%* *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: None 2016-2017: None 2017-2018: Revise rubric to better capture attributes being assessed. 2018-2019: New professor is revising the course for the non-Executive Program sections to include an instrument for assessment. 2019-2020: None

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Appendix H: Master of Accounting – Accounting Information Systems Concentration

MAC students who successfully complete five specified courses, in addition to five core MAC courses, will be awarded a Master of Accounting – Accounting Information Systems (MAC-AIS).

In order to obtain the concentration, students are required to complete the following courses:

- Advanced Accounting Information Systems (ACG 6475)
- Information Technology Auditing (ACG 6625)

Students will also choose three of the eight ISM courses listed below:

- Data Mining and Predictive Analytics (ISM 6136)
- Database Management Systems (ISM 6217)
- Information Technology Project and Change Management (ISM 6316)
- Management of Information Assurance and Security (ISM 6328)
- Enterprise Information Technology Service Management (ISM 6368)
- Introduction to Business Analytics and Big Data (ISM 6404)
- Advanced Business Analytics (ISM 6405)
- Data Management and Analysis with Excel (QMB 6303)

Of the *Peer Schools* (Georgia State and FIU), only FIU offers a concentration program (in Data Analytics). Of the *Aspirant Schools* (George Mason and Arkansas), Arkansas offers a concentration program in Assurance and Analytics, while GMU only offers a certificate program in Accounting Analytics (not identified below). For Arkansas, I included the internship as one of the 10 required courses.

	FAU	**GSU**[1]	**FIU**	**GMU**	**ARK**
Number of Required Courses	5	8	10	5	10
Advanced Accounting Information Systems	Required		Required		Required
Information Technology Auditing	Required		Required		
Database Management Systems	Elective				Elective
Management of Information Assurance and Security	Elective				
Data Mining and Predictive Analytics	Elective	Required			
Enterprise Information Technology Service Management	Elective				Elective
Advanced Business Analytics	Elective	Required			
Information Technology Project and Change Management	Elective				Elective
Introduction to Business Analytics and Big Data	Elective	Required	Required		Elective
Data Management and Analysis with Excel	Elective	Required			Elective
Machine Learning for Analytics		Required			
Fraud Examination			Required	Required	Elective
Statistical Foundations for Analytics		Required			
Deep Learning Analytics		Required			
Math/Programming requirement		Required			
Business Data Visualization			Required		
ERP Fundamentals					Elective
Seminar in ERP Development					Elective

[1] This program is not a Master of Accounting program, rather, it is a MS. in Data Analytics. There are also 3 elective courses that must be taken. The GSU Master of Professional Accountancy is not comparable.

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Appendix I: Master of Accounting – Taxation Concentration

The Master of Accounting – Taxation Concentration (MAC-TAX) reflects the focus of MAC students who successfully complete a sufficient number of elective graduate tax courses. Beginning in Fall 2013, MAC students who successfully complete the following tax courses will be awarded a MAC-TAX.

- Concepts of Federal Income Tax (TAX 6025)
- Tax Research (TAX 6065)
- Corporate Taxation (TAX 6105)
- Partnership Taxation (TAX 6205)
- International Tax (TAX 6525)

The minimum number of courses required by FAU's MAC-TAX is similar to the minimum required by the *Comparison Schools*. Although there is some variance in the requirements, the concentration programs (including FAU) focus on entity taxation. This is appropriate given that the primary degree is a MAC and these degrees are entity-focused. It is also important to note that FAU is the *only* school included in the analysis to offer a Master (or MS) of Taxation and a Master (or MS) of Accounting with Tax Major or Concentration.

Required Tax Courses and Tax Topics Covered for Tax Major or Concentrations

	FAU	**GSU**	**FIU**	**GMU**	**ARK**
Number of Required Tax Courses	5	NA	4	NA	6
Tax Concepts / Principles	Required				
Tax Research	Required		Required (½)		
Corporate Tax	Required				Required
Partnership Tax	Required				Required
Estate & Gift Tax /Estate Planning					Required
International Tax	Required		Required		Required
Tax Practice & Procedure			Required (½)		
Current Tax Topics / Seminar			Required		
State and Local Taxation			Required		Required

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Appendix J: Master of Taxation Program Student Learning Summary

Areas	Student Learning Goals	Content	Courses	Methods	Assessment
Taxation	**Content Knowledge**	Tax 6025 and Tax 6065 provide basic tax knowledge and research techniques. The other courses provide detailed information about particular areas in taxation. The intent of all the courses is to provide a firm understanding and appreciation of the tax law, so that a student graduates with the foundation to become a tax partner or a director of tax after eight or ten years of experience and learning in the tax profession.	All	Lectures conducted using a case-based approach, assignments and exams.	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.
	Communication	Student participation in class discussions is monitored and evaluated. Many classes utilize the Socratic method. Oral presentations and written assignments (except in Tax 6025 and 6205) are required.	All	Case-based textbook chapters, professional literature; papers and presentations (except Tax 6025 and 6205).	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.
	Critical Thinking	Using their knowledge and experience, students are required to identify tax issues and provide (possibly several) resolutions to client issues that are consistent with the organization's (client's) overall goals.	All	Cases in textbooks, case materials, student and instructor real world experiences.	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.
	Applied Research	Access and analyze tax case law, code and regulation to respond to case book assignments, IRS protest letters, simulated audit proceedings, and real-life client issues,	All	Case book assignments, IRS protest letters, simulated audit proceedings, and real-life client issues.	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.

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Appendix K: Master of Taxation Program Academic Assessment Plan

Introduction

The Master of Taxation (MTX) program is designed to meet the demand for tax specialists in public accounting, private industry and government. The objectives of the program include the rigorous development of technical competence; an appreciation of tax policy; a conceptual understanding of taxation; and an awareness of the responsibilities of tax professionals in today's society. MTX courses may satisfy the education requirements of the CPA and other professional licenses.
The MTX Program requires a minimum of 30 semester hours. The following are required courses:

- Concepts of Federal Income Tax (TAX 6025)
- Tax Research (TAX 6065)
- Corporate Taxation (TAX 6105)
- Partnership Taxation (TAX 6205)
- Estates and Trusts: Planning and Taxation (TAX 6405)
- International Tax (TAX 6525)
- Communication Strategies for Business Professionals and Core-Course Follow-Up (GEB 6215)

In addition to the above required courses, students must complete the following:

- Two taxation electives (approved 6000-level TAX course)
- One program elective (approved 5000 or 6000-level ACG or TAX course or 6000-level business course)

Students without an accounting undergraduate degree, or those who did not perform at a satisfactory level in their undergraduate courses, will be required to complete additional foundation courses.

MTAX program assessment consists of three outcomes. These outcomes focus on the following: (1) tax research, (2) corporate taxation, and (3) communication skills. There are communication components in the tax research and corporate taxation assessments; however, there is a separate communication skills outcome administered by the college-wide Business Communications Program. The COB Business Communications Program is being evaluated in a separate self-study. Accordingly, only the communication components of the tax research and corporate taxation assessments will be included in this analysis.

Assessment Cycle

Month	**Activity**
August	Data summaries of prior year results sent to course coordinators
September	Closing the Loop activity occurs involving all faculty
October	Action items and feedback submitted for the Dean’s report to the Provost
November	Data reporting forms sent to all faculty teaching assessed courses
December	Assessment results submitted by faculty for the Fall term
January	Current plans sent to course coordinators to revise for next year
February	Plans for next year entered in the assessment database
April	Data reporting forms sent to all faculty teaching assessed courses
May	Assessment results submitted by faculty for the Spring term

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MTX Program Assessment - Student Learning Outcomes

Outcome Description	Student Learning Goals					Assessment	
	Content Knowledge	**Critical Thinking**	**Applied Research**	**Communication**	**Improvement**	**Where**	**How**
Students will demonstrate tax research content knowledge, critical thinking, applied research, communication skills, and improvement shown during the course.	x	x	x	x	x	TAX 6065	Paper
Students will demonstrate corporate taxation content knowledge, critical thinking, applied research, and communication skills.	x	x	x	x		TAX 6105	Paper
Administered by the COB Business Communications Program: Students will demonstrate effective writing and speaking skills. Business Communication Program faculty will assess a paper and presentation based on rubrics				x		GEB 6215	Paper and Presentation

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designed specifically for assessment rather than for course grading. The paper's rubric will assess format, content, organization, and writing. The presentation's rubric will assess content, organization, delivery, and visuals. In the written communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, organization, format, and writing. In the oral communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, structure, visuals, and delivery.							

MTX Program Assessment - Tax Research in TAX 6065	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication 5. Improvement **Assessment Method** A standardized rubric will be used to assess students' content knowledge, critical thinking, applied research, communication skills, and improvement as they pertain to the curriculum in Tax Research (TAX 6065). **Outcome Description** Students will demonstrate tax research content knowledge, critical thinking, applied research,	**Percentage Competent** 2014-2015: Content Knowledge: 79%* Critical Thinking: 100%* Applied Research: 93%* Communication: 86%* Overall Improvement: 79%* 2015-2016: Content Knowledge: 100%* Critical Thinking: 100%* Applied Research: 100%* Communication: 100%* 2016-2017: Content Knowledge: 91%* Critical Thinking: 84%*

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communication skills, and improvement shown during the course. **<u>Criteria for Success</u>** At least 75% of students will perform at the competent level or better in content knowledge, critical thinking, applied research, communication skills, and improvement.	Applied Research: 91%* Communication: 84%* 2017-2018: Content Knowledge: 87%* Critical Thinking: 80%* Applied Research: 87%* Communication: 87%* Skills Improvement: 82%* 2018-2019: Content Knowledge: 83%* Critical Thinking: 83%* Applied Research: 83%* Communication: 85%* Skills Improvement: 80%* 2019-2020: Content Knowledge: 86%* Critical Thinking: 86%* Applied Research: 86%* Communication: 86%* Skills Improvement: 80%* *Criteria for success met. **<u>Program Improvements</u>** 2014-2015: Assessment of overall improvement was introduced as a program improvement during the 2013-2014 assessment year and involved determining whether student improvement between Research papers 1 and 2 occurred. This aspect of assessment did not provide information on student success over and above the assessment performed in other areas, so will not be used in the future. 2015-2016: None 2016-2017: None 2017-2018: Revise curriculum to reflect changes in tax law. 2018-2019: None 2019-2020: None

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MTX Program Assessment - Corporate Taxation in TAX 6105	
Student Learning Goals 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication **Assessment Method** A standardized rubric will be used to assess students' content knowledge, critical thinking, applied research, and communication skills as they pertain to the curriculum in Corporate Taxation (TAX 6105). **Outcome Description** Students will demonstrate corporate taxation content knowledge, critical thinking, applied research, and communication skills. **Criteria for Success** At least 75% of students will perform at the competent level or better in content knowledge, critical thinking, applied research and communication skills.	**Percentage Competent** 2014-2015: Content Knowledge and Applied Research: 93%* Critical Thinking: 83%* Communication: 83%* 2015-2016: Content Knowledge and Applied Research: 81%* Critical Thinking: 94%* Communication: 88%* 2016-2017: Content Knowledge and Applied Research: 89%* Critical Thinking: 93%* Communication: 86%* 2017-2018: Content Knowledge and Applied Research: 81%* Critical Thinking: 94%* Communication: 88%* 2018-2019: Content Knowledge and Applied Research: 100%* Critical Thinking: 92%* Communication: 100%* 2019-2020: Content Knowledge and Applied Research:100 %* Critical Thinking: 88%* Communication: 100%* *Criteria for success met. **Program Improvements** 2014-2015: None 2015-2016: A new edition of the text will be adopted due to fairly significant changes in the law. These changes will be incorporated in the lectures, class discussions, etc. We will reduce detail to better emphasize concepts that are important from a legal, accounting, or policy perspective. 2016-2017: None 2017-2018: Revise curriculum to reflect changes in tax law. 2018-2019: None 2019-2020: The School of Accounting Executive Program (SOAEP) sections of Corporate Taxation (TAX 6105) are being revised to include an assessment instrument.

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Appendix L: SOA Faculty Publications (2014 – Current)

Forthcoming

Almer, E., K. Harris, J. Higgs, and J. Rakestraw. Partner Gender Differences in Prestige of Clients Served at the Largest U.S. Audit Firms. *Journal of Business Ethics*.

Al-Moshaigeh, A., D. Dickins, and J. Higgs. Understanding and avoiding auditing-related enforcement actions. *Today's CPA Journal*.

Bauer, A., X. Fang, and J. Pittman. 2020. The Importance of IRS Enforcement to Stock Price Crash Risk: The Role of CEO Power and Incentives. *The Accounting Review*. This paper has been published early online at https://doi.org/10.2308/TAR-2018-0375.

Callen, J., X. Fang, B. Xin, and W. Zhang. Capital Market Consequence of Audit Office Size: Evidence from the Stock Price Crash Risk. *Auditing: A Journal of Practice & Theory*.

Fang, X., J. Pittman, and Y. Zhao. The Importance of Director External Social Networks to Stock Price Crash Risk. *Contemporary Accounting Research*. This paper has been published early online at https://doi.org/10.1111/1911-3846.12647.

Haislip, J., J. Lim, and R. Pinsker. The Impact of Executives' IT Expertise on Reported Data Security Breaches. *Information Systems Research*.

Imhof, M., S. Seavey, and O. Watanabe. Competition, Proprietary Costs of Financial Reporting, and Financial Statement Comparability. *Journal of Auditing, Accounting & Finance.*

Lauck, J., J. Rakestraw, and S. Stein. 2020. Do Audit Fees Reflect Unique Characteristics of Individual Executives? *Accounting Horizons*.

Pinsker, R. and E. Taylor. Leveling the Playing Field: How Assurance Mitigates the Negative Effect of Unfamiliarity Among Nonprofessional Investors. *Advances in Accounting Behavioral Research.*

2020

Barron, O., J. Cao, X. Sheng, M. Thevenot, and B. Xin. 2020. Chapter 2: Do Managers Use Earnings Forecasts to Fill a Demand They Perceive From Analysts? In Handbook of Financial Econometrics, Mathematics, Statistics, and Technology, edited by Lee, C.F. Published by World Scientific: Hackensack, NJ.

Bhandari, A., J. Golden, and M. Thevenot. 2020. CEO Political Ideologies and Auditor-Client Contracting. *Journal of Accounting and Public Policy* 39:5.

Callen, J. and X. Fang. 2020. Local Gambling Norms and Audit Pricing. *Journal of Business Ethics.* 164(1): 151-173.

Cao, J., S. Luo, and J. Zhang. 2020. Corporate Employment, Red Flags, and Audit Effort. *Journal of Accounting and Public Policy* 39(1): 1-21.

Casterella, J. R. Desir, M. Stallings and J. Wainberg. 2020. Information Transfer of Bankruptcy Announcements: Examining the Impact of Auditor Opinions. *Accounting Horizons* 34 (1): 45-66.

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Desir, R., R. Pfeiffer, and F. Roberts. 2020. Should Government Assistance be reflected in Financial Reports? *Accounting Horizons.* 34(1): 93-110.

Desir, R., R. Cazier, R. Pfeiffer, and L. Albert. 2020. Intra-industry Information Transfer Effects of Leading Firms' Earnings Narratives. *Review of Quantitative Finance and Accounting* 54: 29-49.

DiCicco, J., R. Gendler, and U. Filatova. 2020. Personal Goodwill and the Courts: An Analysis. *Journal of Medical Practice Management*. pp. 41-46.

Haislip, J., K. Karim, K. Lin, and R. Pinsker. 2020. The Influences of CEO IT Expertise and Board-Level Technology Committees on Form 8-K Disclosure Timeliness. *Journal of Information Systems* 34(2): 167–185.

He, Z., T. Frost, and R. Pinsker. 2020. The Impact of Reported Cybersecurity Breaches on Firm Innovation. *Journal of Information Systems* 34(2): 187–209.

Hopwood, W., D. Hulstrom, and A. Staley. 2020. Donor-Advised Funds: Optimizing Charitable Contribution Deductions under the TCJA, *Practical Tax Strategies* 104(5): 23-31.

Jamison, R., B. Keith, R. Keller, L. MacDonough, T. Nyman, K. Orbach, and H. Sobol. 2020. Current developments in S corporations. *The Tax Advisor*. May: https://www.thetaxadviser.com/issues/2020/may/current-developments-s-corporations.html.

Lauck, J., S. Perreault, J. Rakestraw, and J. Wainberg. 2020. Strategic Audit Inquiry: The Impact of Timing and Statutory Protection Promotion on Client Fraud Disclosures. *Accounting Horizons* 34(3): 153-167.

Mousa, R. and R. Pinsker. 2020. A Case Study of XBRL Implementation and Development at the Federal Deposit Insurance Corporation (FDIC). *Qualitative Research in Accounting and Management* 17(2): 263-291.

Rakestraw, J. 2020. Investor Protection and the Substitution Effect of Corporate Governance and Product Market Competition on Firm Value. *Journal of Accounting, Auditing, and Finance*. Published online July 4, 2020: https://doi.org/10.1177%2F0148558X20936792.

Vincent, N. and R. Pinsker. 2020. IT Risk Management: Interrelationships Based on Strategy Implementation. *International Journal of Accounting and Information Management* 28(3): 553-575.

2019

Al-Moshagei, A., D. Dickins, and J. Higgs. 2019 Cybersecurity Risks and Regulations – Is SOC for Cybersecurity a Solution? *CPA Journal*. June.

Al-Moshaegei, A., D. Dickins and J. Higgs. 2019. Environmental and Social Disclosures. Can Accountants Add Value? *Tennessee CPA Journal*. January/February: 20-23.

Black, E., M. Kohlbeck, and M. Zyla. 2019. Goodwill and Other Intangible Assets. BNA Tax and Accounting Portfolio 5115 – 5th edition (Accounting Policy and Practice Series).

Cao, J., K. Ellis, and M. Li. 2019. Inside the Boardroom: Culture Diversity and Cross-border Merger Decisions. *Review of Quantitative Finance and Accounting* 53(4): 1031-1068.

Cao, J., Y. Cheng, J. Golden, and J. Zhang. 2019. Managerial Ability, Forecasting Quality, and Open-market Repurchase Program Completion. *Review of Quantitative Finance and Accounting* 53(3): 871-894.

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Crain, M., W. Hopwood, R. Gendler, and G. Young. 2019. Essentials of Forensic Accounting. John Wiley & Sons (2nd edition).

Crain, M. April/May 2019. Transparency in Cost of Capital Data. Financial Valuation and Litigation Expert.

Desir, R., R. Gallagher, and L. Albert. 2019. To Do or Not to Do: Stratasys considers HP's partnership offer. *The Case Journal* 15(2): 131-155.

Dunn, K., M. Kohlbeck, and B. Mayhew. 2019. The Impact of Market Inequality on Audit Price. *Managerial Auditing Journal* 34(9): 1149-1172.

Golden, J. and M. Kohlbeck. 2019. The Unintended Effect of Financial Accounting Standard 123R on Stock Repurchase and Dividend Activity. *Journal of Accounting, Auditing and Finance* 34(3): 411-433.

Higgs, J., R, Pinsker, and N, Vincent. 2019. Board and Management-Level Factors Affecting the Maturity of IT Risk Management Practices. *Journal of Information Systems* 33 (3): 117-135.

Karim, K., K. Lin, R. Pinsker, and H. Zhu. 2019. Using Linguistics to Mine Unstructured Data from FASB Exposure Drafts. *Journal of Information Systems* 33 (1): 67-83.

Keinan, Y. and M. Kohlbeck. 2019. Accounting for Debt Instruments (Liabilities). BNA Tax and Accounting Portfolio 5105 – 3rd edition (Accounting Policy and Practice Series).

Kohlbeck, M. 2019. Accounting for Investments in Debt Securities. BNA Tax and Accounting Portfolio 5106 – 3rd edition (Accounting Policy and Practice Series).

Kohlbeck, M. and X. Luo. 2019. Are CFO Debt-like Compensation Incentive Associated with Financial Reporting Quality? *Advances in Accounting* 45: 100413.

Orbach, K. 2019. S Corporation Post-Termination Transition Period Redemptions. 164 *Tax Notes* Federal 1221 (8/19/2019), reprinted, 2019 TNTF 171-9 (9/4/2019).

Rakestraw, J., R. Kumar, and J. Maher. 2019. Industry-Average Earnings Management and IPO Pricing. *Review of Pacific Basin Financial Markets and Policies* 22(4).

Smith, T., J. Higgs, and R. Pinsker. 2019. Do Auditors Price Breach Risk in their Audit Fees?" *Journal of Information Systems* 33 (2): 177-204.

Vincent, N., J. Higgs, and R. Pinsker. 2019. Board and Management-level Factors Affecting the Maturity of IT Risk Management Practices. *Journal of Information Systems*. 33(3): 117-135.

Walsh, M. 2019. Land Grant University Tax Education Foundation 2019 Income Tax Workbook. Associate Editor and Contributing Author.

Xu, H., S. Guo, J. Haislip, and R. Pinsker. 2019. Earnings Management in Firms with Data Security Breaches. *Journal of Information Systems* 33(3): 267-284.

2018

Almer, E., M. Bertolini, J. Higgs and K. Hooks. 2018. The Impact of Publication Outlet and Research Reputation on Accounting Faculty Salaries. *Journal of Theoretical Accounting Research*. 13(2).

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Bhandari, A. and M. Kohlbeck. 2018. Impact of Corporate Social Responsibility on Analysts' Behavior. *Advances in Quantitative Analysis of Finance and Accounting* 16: 73-116.

Bhandari, A., B. Mammadov, and M. Thevenot. 2018. The Impact of Executive Inside Debt on Sell-Side Financial Analyst Forecast Characteristics. *Review of Quantitative Finance and Accounting* 37(2): 27-50.

Bhandari, A., B. Mammadov, A. Shelton, and M. Thevenot. 2018. It Is Not Only What You Know, It Is Also Who You Know: CEO Network Connections and Financial Reporting Quality. *Auditing: A Journal of Practice & Theory* 51(2): 283-315.

Cao, J., S. Hsieh, and M. Kohlbeck. 2018. CEO Turnover and Major Business Restructurings. *Advances in Management Accounting* 30: 61–97.

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Chamely-Wiik, D., K. Dunn, P. Heydet-Kirsch, M. Holman, D. Meeroff, and J. Peluso. 2014. Scaffolding the Development of Students' Research Skills for Capstone Experiences: A Multi-disciplinary Approach. *CUR Quarterly* 34: 18-25.

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Appendix M: SOA Faculty Publications by Faculty Member (2014 – Current)

Abdullah Al-Moshaigeh

Al-Moshaigeh, A., D. Dickins, and J. Higgs. Understanding and avoiding auditing-related enforcement actions. Forthcoming at *Today's CPA Journal*.

Al-Moshagei, A., D. Dickins, and J. Higgs. 2019 Cybersecurity Risks and Regulations – Is SOC for Cybersecurity a Solution? *CPA Journal*. June.
Al-Moshaegei, A., D. Dickins and J. Higgs. 2019. Environmental and Social Disclosures. Can Accountants Add Value? *Tennessee CPA Journal*. January/February: 20-23.

Jian Cao

Barron, O., J. Cao, X. Sheng, M. Thevenot, and B. Xin. 2020. Chapter 2: Do Managers Use Earnings Forecasts to Fill a Demand They Perceive From Analysts? In Handbook of Financial Econometrics, Mathematics, Statistics, and Technology, edited by Lee, C.F. Published by World Scientific: Hackensack, NJ.

Cao, J., S. Luo, and J. Zhang. 2020. Corporate Employment, Red Flags, and Audit Effort. *Journal of Accounting and Public Policy* 39(1): 1-21.

Cao, J., K. Ellis, and M. Li. 2019. Inside the Boardroom: Culture Diversity and Cross-border Merger Decisions. *Review of Quantitative Finance and Accounting* 53(4): 1031-1068.

Cao, J., Y. Cheng, J. Golden, and J. Zhang. 2019. Managerial Ability, Forecasting Quality, and Open-market Repurchase Program Completion. *Review of Quantitative Finance and Accounting* 53(3): 871-894.

Cao, J., S. Hsieh, and M. Kohlbeck. 2018. CEO Turnover and Major Business Restructurings. *Advances in Management Accounting* 30: 61–97.

Cao, J., T. Kubick, and A. Masli. 2017. Do Corporate Payouts Signal Going-concern Risk for Auditors? Evidence from Audit Reports for Companies in Financial Distress. *Review of Quantitative Finance and Accounting* 49(3): 599–631.

Cao, J., Y. Chen, R. Clemons, and M. Kinney. 2014. Political Scrutiny and Tax Law Compliance: Evidence from the American Jobs Creation Act of 2004. *The Journal of the American Taxation Association* 36 (Fall): 1-26.

Roy Clemmons

Cao, J., Y. Chen, R. Clemons, and M. Kinney. 2014. Political Scrutiny and Tax Law Compliance: Evidence from the American Jobs Creation Act of 2004. *The Journal of the American Taxation Association* 36 (Fall): 1-26.

Mike Crain

Crain, M., W. Hopwood, R. Gendler, and G. Young. 2019. Essentials of Forensic Accounting. John Wiley & Sons (2nd edition).

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Crain, M. April/May 2019. Transparency in Cost of Capital Data. Financial Valuation and Litigation Expert.

Crain, M. 2018. (Contributing author): Chapter 1, Professional Standards for Experts; Chapter 14, Discounting Lost Profits in Damage Measurements; and Chapter 25, Intellectual Property Overview, Business Valuation Resources. In The Comprehensive Guide to Economic Damages, Business Valuation Resources, LLC (5th edition).

Crain, M. 2017. (Contributing co-author): Chapter 9, Statistics in Lost Profits Measurements. In Lost Profits Damages: Principles, Methods & Applications: VPS (1st edition).

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Rosemond Desir

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Joel DiCicco

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Kim Dunn

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Florida Atlantic University
School of Accounting
Academic Program Review
March 29 -31, 2021

Review Team
Dr. Anne Magro (George Mason University)
Dr. Patricia Kollander (Florida Atlantic University)
Dr. Gary Peters (University of Arkansas)

OVERVIEW
This report provides the findings of the review team Dr. Anne Magro, Dr. Patricia Kollander, and Dr. Gary Peters on FAU's School of Accounting (the School), including its undergraduate, master, doctoral, and executive education programs. The findings are based on a review of the Department's self-study document, web materials, and a virtual site visit on March 29-31 2021. The team met with:

- Dr. Russell Ivy, Senior Associate Provost for Academic Affairs
- Dr. Paul Hart, Associate Dean of College of Business
- Dr. George Young, Director School of Accounting
- Dr. Ed Pratt, Dean – Undergraduate Studies
- Dr. Bob Stackman, Dean - Graduate Studies
- Dr. Karin Scarpinato, Executive Associate Vice President
- Dr. Dan Gropper, Dean, College of Business
- Dr. Ken Johnson, Associate Dean
- Dr. Siri Terjesen, Associate Dean
- Mr. Vegar Wiik, Asst Dean of Academic Programs
- Ms. Sybil Alfred, Director Executive Programs
- Ms. Kimberly Paulus, Ex. Dr. Student Academic Srvc.
- Dr. Marc Rhorer, Assistant Dean
- Ms. Sylwia Dzadziak, Associate Director
- Mr. Don DeAquino, Assistant Dean
- Faculty, Staff, and Students- School of Accounting, School of Accounting Executive Education Programs

Due to the COVID Pandemic, the review was conducted virtually via Zoom. All of the individual meetings were well-organized and extremely participatory. The team met with a wide spectrum of constituents and students from the School of Accounting and College of Business, as well as related institutional offices within the University.

The School of Accounting provided an extremely thorough self-study report to the review team in advance of the visit. In addition, any material or information requested by the review team was readily provided. The virtual meetings provided in-depth and transparent discourse.

Overall, the team found that the School provides robust and relevant accounting education programs to a diverse student body at both the undergraduate and graduate levels. The School houses a team of active scholars who are recognized in the profession and actively contribute to the body of scholarly knowledge. Likewise, the School holds strong ties to the practice community, a hallmark of robust accounting programs. The review team also observed a culture of active self-improvement by the

School, as evidenced by the response to prior review recommendations, strength of the faculty, and strong adherence to the School's stated mission and purpose. Most notable was the School's commitment to its diverse student body, transfer student population, and multi-campus contributions.

Strengths

Overall, the team was impressed by the overall strength of the School of Accounting. The self-study report provided an accurate picture of those strengths. Several elements stood out during the visit.

- The Review Team observed a strong culture of collegial interactions among the faculty across all ranks and types (Tenure and Non-tenure). As a result, the Team observed a strong sense of collaboration among the faculty, an appreciation for importance and roles of both research and teaching pursuits, and sincere willingness to engage in curriculum innovation and student success.
- The Director of the School of Accounting is highly respected and responsive to faculty, students, and professional constituents.
- The curriculum is responsive to the profession's technical knowledge requirements and faculty are taking steps to incorporate the pursuit of accounting analytics and technology.
- The diversity of the student population positions the School of Accounting to make a unique contribution to accounting profession's workforce.
- The School has a successful and applaudable Honors Program. This puts the School in a distinctive position within the University and its constituents.
- The University is particularly sensitive to efforts to grow its graduate programs.
- The School maintains a strong pipeline and reputation among the University's transfer schools.
- Students are career minded and hold the faculty in high regard.
  Research faculty engage in robust scholarly activities.

Challenges

1. Accounting programs nationally have experienced declines in student enrollment at both the graduate and undergraduate levels. This is partially a function of cyclical economies and currently lagging starting salaries in the public accounting profession. Although the School has experienced some recent enrollment declines, they are well-positioned to provide sustained education programs. Continued regulatory forces and ongoing demand for specialized accounting knowledge suggest that the demand for accounting professions will be sustained and the School is well-positioned to weather economic cycles in student demand. The School's master's programs and Executive Education programs are well-positioned to engage both the upcoming CPA Evolution Model and employment sectors outside of public accounting. Nonetheless, the School should remain vigilant in its pursuit of educational innovations and student recruitment.

2. Like all accounting programs, the SOA is subject to rapidly evolving technology and changes to the Accounting profession skillset. At the same time, the curriculum faces certain constraints given existing educational requirements for CPA licensure. Although the School should be applauded for their efforts to implement analytics and technology coverage within their curriculum, they should remain vigilant on these fronts. The School should weigh the costs of replacing technical accounting knowledge with technology/analytics knowledge given the technical knowledge requisite in the profession versus using technology/analytics tools as a mechanism to deliver technical accounting knowledge.

3. The Team observed indications of potentially restrictive centralization of administrative functions at the College level. The centralization appeared to be more than what is typical for a School of Accounting housed within a College of Business. The Team observed several examples of centralization which could limit the School's ability to enhance faculty retention, curriculum innovation, and revenue generating programs. Maintaining control of scheduling at the College levels removes an important lever the Director of a School of Accounting would normally control to achieve the School's research, teaching, and service missions. The adherence to strict teaching loads when there is uncertainty about course demand (or an inability on the School's part to schedule strategically balanced course sections) creates lost opportunities to provide flexible course releases for researched focused faculty.

4. Related to the above point, the School seems to be subject to an unusually low degree of financial autonomy compared to other Schools/Departments of Accounting within their peer group. The heavy centralization of expenditure approvals in the dean's office for faculty activities such as travel, data acquisition, and other scholarly activities limits the School's ability to strategically plan and respond to faculty needs, which in turn could also negatively affect faculty recruitment, retention and productivity.

5. The Review Team applauds the growth of the College's Executive Programs. Such growth can benefit all programs/units. Efficient resource deployment lends itself to a merged or centralized management of executive programs. However, the College should remain sensitive to the progress made by programs with historical patterns of innovation and responsiveness to online environments. Incentives and support should remain for program innovation.

6. The School's Director needs support from College and University for engaging in development and advancement pursuits to expand endowments, scholarships, and other philanthropic support. Due to the long history and structure of the accounting profession, accounting alumni represent a common and economically significant source of philanthropic support within academic environments. These sources of support are crucial given the diminishing levels of state support among public institutions and concerns overs rising costs of higher education which hinder the ability to increase tuition and fees. However, maximizing philanthropic support requires direct relationships and interactions between the School and its alumni base. Restrictions to alumni information, relationship cultivation, and ability to receive / generate gifts hinder these pursuits. Likewise, the ability to foster and cultivate relationships with major accounting firms is equally important. The Review Team observed indications of institutional constraints on those types of activities. For the School to remain competitive, it must not only be given the freedom to build these relationships, it should be encouraged and supported in those efforts.

7. Given the School's scholarly research success, doctoral program achievement, and faculty reputation, faculty salaries fall significantly short of market norms compared to similar Schools of Accounting. This salary gap may lead to faculty attrition and difficulty hiring in the future.

Response to Self-Study Questions

- **Absent support from the alumni association, what could we do to create a system to stay in touch with alumni?** Expand your student communication efforts to also encompass alumni audiences. In

other words, when posting communications to students, recognize that this is also an opportunity to keep alumni connected to the School's needs. Continue to partner with the College of Business to pursue alumni data through publicly-available date, but the School should not have to go on this mission alone. The School could join with the College and even other colleges on campus to push for a change in policy. This is University-level issue that needs to be addressed. One simple pragmatic suggestion would be to use student workers to develop LinkedIn databases of FAU Accounting alumni.

- **How does your school plan on responding to the CPA Evolution requirements? For example, do you plan to offer specialty classes at the undergraduate level?** We expect that the greatest benefits from CPA Evolution requirements will be felt by Master's programs. Your master's program tracks seem well-positioned to take advantage of such trends. Your Tax Track and Analytics/Technology Track appears to be well-positioned. Given that the 3rd CPA Evolution appears to be geared to corporate topics, there might be a unique way to engage your "Internal Audit" focused proposals.
- **What percentage of your undergraduate students seek a CPA license without earning a Master's degree?** This varies greatly across academia and depends on the history of the Schools' response to historical 150-hour requirements, institution-specific norms for graduate programs, and local employment factors. It is not uncommon to have a relatively sizeable population of non-CPA degree pursuers. The nature of your student group and local employer base lends itself to serving both populations.
- **Considering our current UG curriculum, do you have recommendations about how we can serve our students better?** Continue to expand the Honors program. Consider a 3+2 model (an accelerated bachelors-master's program) that bridges the undergraduate and graduate programs. Continue efforts to integrate technology and analytics throughout the curriculum.
- **Is the support and resources we provide to doctoral students adequate, given our program?** Support seems adequate although pressure on stipends always exists. Although costly, it is also commendable that your program and faculty expertise allows for both archival and experimental pursuits. It is not obvious that clear reputational gains would be achieved by focusing on one area. Continue to allow for streamlined progression for students on track for a 4-year completion when achievable but strive to provide a fifth year of support for those who take 5 years as five years in a very common completion time..
- **What software do you use in your data analytics courses? Does your program teach Python? Excel? ACL? IDEA? Power BI? Tableau? Alteryx? How much of data analytics is taught in the department relative to the college?**
  The evolutionary path that your program is pursuing is very similar to other programs your size. Python, Tableau, Power BI and Alteryx coverage is increasingly common. Colleges of Business are increasingly adding business analytics to the business core allowing accounting programs to then focus on accounting specific skills and tools.
- **How does your program integrate research skills into accounting classes?** Accounting research skills are commonly built into advanced undergraduate electives like taxation, auditing, and advanced financial accounting. These skills are important for both the CPA exam and professional practice. Students who show a specific interest in pre-PhD research skills are advised on a case by case basis with flexibility to include advanced courses related to economics and statistics, with possible inclusion of a doctoral seminar.
- **Do you think separate accounting accreditation is worth the cost and time? What benefits do you perceive it brings?** The greatest costs are related to ongoing self-study and improvement efforts. However, your School is already required to engage in very similar activity. Thus, the incremental cost would probably be minimal. Your mission-focused programs, curriculum strength, and research achievements would seem to lend themselves to successful accreditation. AACSB Faculty Qualification ratios would need to be explicitly evaluated prior to an affirmative decision to pursue accreditation. The Benefits would likely depend on your University environment and constituency

bases. Benefits are often indirect, although institutional structures may also create direct benefits. **If pursuing AACSB accounting accreditation, giving control of scheduling to the Director of the School might be particularly beneficial to ensure scheduling supports the School's mission.**

- **How does your school approach the teaching of accounting-related ethics? If your state Board of Accountancy were to adopt the 3-hour course requirement (or equivalent) for ethics, how would you implement this – by integration or by creating a new course?** University of Arkansas offers a 3 credit hour accounting graduate course related to Ethics. The course is a direct response to Texas Board of Accountancy requirements (which is one of our major placement locations). We place the course within our Masters core, which also allows for us to cover not only ethics subject matter and rules, but also Professionalism and Leadership topics. In the past, the course was also a bridge between our Honors Program and master's program. George Mason University integrates ethics into a number of courses but also has a significant module of its Professional Accounting Colloquium devoted to ethics and professional responsibilities.
- **Is there anything you would suggest we do to increase the diversity of our student body such as creating scholarships targeted specifically at minorities?** Your diversity is quite impressive. In fact, it is our opinion that it represents a strength of your program and an indication of a mission-focused program. Your efforts could focus on how to engage your diverse student group with major employers and accounting firms – efforts that would serve both your students and the profession well. To the extent you wish to increase representation in groups that may still be underrepresented relative to your local community, engagement with local high schools through offering accounting classes for high school students or running summer bootcamps could be helpful.
- **Is there anything you would suggest that we do to attract and retain a diverse group of faculty and staff?** Outside of compensation, common strategies include PhD project involvement, leveraging geographic appeal, and highlighting a strong commitment (and success) to diverse student populations. As faculty from underrepresented minorities sometimes have research interests around diversity and inclusion questions in the accounting profession, ensuring you communicate that such research is valued will be important. That may include explicitly advertising an interest or openness to such research and ensuring your journal list includes opportunities for publishing such research.
- **Due to COVID-19, we converted all sections to online format during the Spring 2020 semester; employed a remote, synchronous mode of delivery during the Fall 2020 semester; and plan to modulate to a combination of hybrid (sections that are a mixture of remote synchronous/in-person sessions) and remote, synchronous sections during the Spring 2021 semester. Given our metropolitan setting and the seeming popularity of remote learning, what do you recommend we use as a mode of instruction for the non-COVID-19 future?** At Arkansas, our traditional undergraduate student populations struggled the most with hybrid formats. We do not plan to rely on those formats in our undergraduate programs in the future. Our "online" degree programs (undergraduate) rely primarily on asynchronous designs with relative success. We believe this is due to the intentionality of that student group and their part-time status. Increasingly we are limiting access to our fully online courses to students who are online degree seekers. At Mason, we anticipate offering courses across all modalities going forward (synchronous online, asynchronous online, hybrid, and fully face-to-face). We expect to have students taking courses fully online, fully face-to-face, and using a combination of modalities. Given our mission to serve a diverse group of students including many non-traditional students, we see this mixed modality approach available to all students as our future.

Additional Recommendations and Focal Areas

The School of Accounting identified several areas and strategies for continued self-improvement in their self-study report (related to undergraduate, graduate, and executive programs). The Review Team generally affirms those strategies and areas. However, we would add emphasis to the following areas.

1. **Continue to develop processes to attract high quality students and retain interest in the honors program.** The Honors Program was a distinctive attribute of the School within the College and University. Strategies for offering sophomore-level Honors entry points or distinct transfer student marketing is recommended. Consider expanding the program to serve more students and integrating some elements of the honors program pedagogy into the curriculum for all students.

2. **Consider the need for a Cohort approach for the Masters Programs.** While the School's master's programs have benefited from having multiple entry points across the year (Fall, Spring, and Summer), this comes at the cost of students potentially not having consistent and timely access to courses offered on a limited calendar basis. Depending on the entry points students may also be limited by the timing of certain electives or specialized courses. The disparate entry point approach also diminishes the School's ability to foster tight-knit student community and potentially complicates student tracking and job recruitment norms with major accounting firms and industry employers.

3. **The School should explore the potential for a 3+2 model for integrating the path from undergraduate to graduate degree pursuits**. We observed a willingness from and actions of the University to encourage undergraduates to commit to graduate pursuits (such as Pathway Scholarships). The School has a unique opportunity to benefit from and accentuate those initiatives. In turn, this has the ability to grow student enrollment, as well as provide financial benefits to students in the form of reduced tuition rates for graduate-level coursework (this may need to be addressed at the University level). There may also be complementary benefits between pursuing a 3+2 model, growing the Honors program, and recruiting high caliber transfer students into the accounting major. Consider waivers on GMAT / GRE requirements as they have been demonstrated to provide little value over grades and other available data in predicting success in graduate programs and they disproportionately disadvantage underrepresented groups.

4. **The geographic nature of the campus and local industry creates additional opportunities for expanded Internship opportunities.** Models of academic credit (Undergraduates, Honors, and/or Graduate) should be considered. Such efforts may also complement strategies for Honors Program development, 3+2 Masters programs, or bridges for specialized master's degrees.

5. **Increase and improve the curriculum and data analytics programs.** As noted in the self-study report there seems to be an appetite for incorporating (for credit or not-for-credit) support for the program for Excel Basic Certification with the goal of adding Excel Advanced Certification. Additional technologies should also continue to be integrated throughout the curriculum such as the use of Tableau and data analytics assignments. The new specialized nature of the CPA Evolution exam format provides an opportunity for greater differentiation within the specialized tracks of the Masters programs.

6. **The Team was greatly impressed by the School's diverse student population.** The Review team believes this creates a unique opportunity for the School to advance the diversity of the professional accounting workforce and leverage support from Big 4 and other large accounting firms. Significant resource should be devoted to building relationships with those firms, engaging alumni therein, and building pathways for students through participation in externships, internships, and networking opportunities.

7. **The School would benefit from extending its communication initiatives to encompass alumni objectives as well as student objectives.** This raises the attention of alumni to the efforts/needs of the School as the School highlights services such as scholarships, student meetings, and employment opportunities that can be made available to all accounting majors. LinkedIn could be used to connect alumni to the School and its students, as well as prepare students for professional or career-oriented communications.

Executive Summary
2021 Academic Program Review
College of Business

Accounting and Tax [CIP: 520301 and 521601]

Review Team

Anne Magro, George Mason University
Gary Peters, University of Arkansas
Patricia Kollander, FAU College of Arts and Letters

Degree Programs by Level

Undergraduate Programs:
Accounting (B.B.A. and B.S.)

Graduate Programs:
Master of Accounting (M.AC.)
Master of Taxation (M.TX.)
Doctor of Philosophy in Business Administration with Accounting concentration (Ph.D.)

Mission and Purpose

The Mission of the School of Accounting at Florida Atlantic University is to provide a comprehensive accounting education to a diverse student body; publish relevant accounting research; and actively engage students and faculty in leadership, professional, and service activities.

To support the mission, the School of Accounting subscribes to the following strategies:

Provide a comprehensive accounting education to a diverse student body

- Provide undergraduate and graduate curricula that give students the knowledge, critical thinking, communication, and applied research skills necessary to be successful in the accounting profession
- Prepare accounting students for career-oriented and professional accounting positions
- Place PhD graduates at academic institutions where research is valued
- Staff the accounting courses with qualified faculty

Publish relevant accounting research

- Publish research in leading academic and professional journals
- Provide an environment that encourages the production of high-quality research

Actively engage students and faculty in leadership, professional, and service activities

- Provide editorial and reviewer services for respected academic journals and academic meetings
- Participate in national academic organizations and professional accounting organizations
- Provide leadership at Florida Atlantic University and in the College of Business
- Support co-curricular activities that foster student leadership and civic engagement

Strategic Goals and Action Plans

Goal 1. Improve the undergraduate and graduate accounting curriculum.

The School of Accounting will reassess its curriculum and implement changes it believes are necessary to improve the curriculum. This assessment will be informed by a joint effort, known as CPA Evolution, of the AICPA and the National State Boards of Accountancy which recently created a new model for licensure and made changes to its model curriculum. The desire of the School is to provide our students with the best possible education so that they are ready to enter the workforce.

Goal 2. Review the Accounting Scholars Program (ASP) and make improvements to the Program.

The School of Accounting faculty will look for ways to improve the educational experience of students in the Accounting Scholars Program (ASP). One path that will be considered is converting the ASP, which is an undergraduate program, to a 3+2 program, which would allow high-performing students the opportunity to earn a master's degree in accounting or tax in an efficient manner. An additional avenue that will be explored is offering honors sections of accounting principles courses; this path could result in better preparation of students for honors study in upper-division accounting classes.

Goal 3. Recruit and retain high-quality students into the undergraduate accounting program.

The School of Accounting will examine ways to attract high performing students at earlier stages in their educational experience. The faculty will explore the efficacy of direct admission of high school students into the College of Business as accounting majors and ways to attract and retain the interest of these students.

Goal 4. Review and, if desirable, move towards separate AACSB accreditation.

The College of Business is an accredited AACSB institution. However, AACSB also provides separate accreditation for accounting programs. At FAU, the School of Accounting (SOA) participates in AACSB accreditation when the College of Business is under review; however, the

SOA is not separately accredited. The faculty will explore the desirability of separate AACSB accreditation and, if determined desirable, work with the Dean to achieve this accreditation.

Goal 5. Improve connections with accounting students and alumni.

The School of Accounting wishes to create and maintain better connections with accounting graduates of the program. Various ways to improve connections, such as encouraging students to connect to an Alumni FAU Accounting LinkedIn account, will be explored.

Goal 6. Incorporate coverage of diversity, equity, and inclusion in a meaningful way within the accounting curriculum.

The School of Accounting is committed to creating an awareness of the importance of diversity, equity and inclusion in the workplace and make students aware of the benefits that different perspectives add to the business environment. To this end, the School will determine the best way to incorporate this coverage.

Goal 7. Provide valuable and viable concentrations in the Master of Accounting degree programs and certificate programs in the SOAEP.

The School of Accounting will examine opportunities to offer new concentrations in the Master of Accounting degree program and certificates administered by the School of Accounting Executive Programs.



Florida Atlantic University

Academic Program Review

Self-Study Report

Program:	Economics
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A. Mission Statement and Purpose of the Program

Economics is often referred to as the science of decision-making. And all economic actors (individuals, families, political groupings and business groups) face myriad decisions daily. As such, the mission of the economics program is to provide students with the intellectual, analytical, quantitative and communications skills necessary to function successfully in a dynamic, increasingly inter-related global economy. Students will be given the training required to both understand and apply economic theory to real world situations and be required to effectively communicate such analyses to all stakeholders. With this background, students will be well-trained to enter graduate or law school and/or to develop a career path in general business, finance, marketing or in any level of government or non-profit institution.

In addition, we recognize that we will not be able to fulfill this mission unless we as a faculty maintain currency and fluency in our discipline. As such, a significant part of the department's mission is to advance the understanding of economic analysis through high-level research that focuses both on theoretical and empirical questions.

Finally, as a regional school within the State University System (SUS), we both recognize and encourage the contributions our program can make to South Florida's economic and social development.

This mission statement is tied directly to several key aspects of the University's 2015-2025 Strategic Plan; A Strategic Plan for the Race to Excellence. The foundations of this document are the Pillars and Platforms which are reproduced below.

Integration with the University Strategic Plan

Pillars and Platforms

These areas of focus will guide institutional goals and strategic actions.

Pillars define institutional programs focused on creating knowledge that benefits society.

> Healthy Aging: Health and wellness, Geriatrics and aging in place, Drug discovery, Health policy, health equity, and health economics, Stem cell research and regenerative medicine.
>
> Neuroscience: Dementia and Alzheimer's disease, Psychiatric illnesses and mental health, Spinal cord injuries, eye disease, and cognition, Communication disorders.

Ocean Science and Engineering /Environmental Sciences: Health of the Everglades and the Atlantic Ocean, including river basins, Harnessing energy from the environment, Technologies that contribute to national security.

Sensing and Smart Systems: Sensor technology that can measure changes in the health of people or environments, and which advance automation.

Platforms represent scholarly activities that apply to and support all *Pillars.*

Big Data Analytics: Develop tools to store, sort, and mine large datasets.

Community Engagement and Economic Development: Work with communities to develop tools to address challenges and uncover solutions that promote community development and economic prosperity.

Diversity: Identify and promote opportunities to diversify our students, faculty, and staff - and build institutional cross-cultural competencies.

Global Perspectives and Participation: Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe.

Healthy and Environmentally Sustainable Campus: Identify opportunities to incorporate scholarship into campus operations.

Leadership, Innovation and Entrepreneurship: Engage faculty, staff and students in professional development of leadership skills, identify intellectual property, license IP and promote a culture of startup companies for faculty and students.

Peace, Justice, and Human Rights: Develop programs that share best practices and promote tolerance and understanding of diverse cultures.

South Florida Culture: The region as an international hub for the arts and the humanities.

Undergraduate Research and Inquiry: Distinction through discovery and research experiences that promote scholarship and graduation.

The Economics Department is currently or has plans to support nearly all of the objectives detailed in the Strategic Plan as indicated below.

Healthy Aging

The lone health economist in the COB is currently housed in the Health Administration section of the Management Department. Even so, the Economics Department offers in health economics that is taken by all students in health administration. The course is taught by faculty from health administration and economics. Also, there is considerable research collaboration between Health Administration and Economics.

Neuroscience

We currently have no faculty in neuro-economics but have interviewed candidates with some expertise in the area but, to date, this was an area of secondary importance and departmental demands led us in a different direction. This is likely and area in which we will likely revisit later.

Ocean Science and Engineering /Environmental Sciences

Economics is involved here through the undergraduate course we offer in environmental economics. Our faculty have conducted research on the impact of noise and water pollution on house prices, impact of the proximity of registered sex offenders of house prices, and the impact or residing in a food desert on house prices.

Big Data Analytics

Since the previous review, the department has added two faculty members in econometrics/ applied econometrics. The most recent hire has expertise in both data-analytics and we expect to shortly offer an undergraduate course in the area. The department also teaches econometrics courses at the graduate level and these offerings may be expanded as the new hire comes fully onboard. Econometrics is also an active area of research in the department, particularly for our most recent hire.

Community Engagement and Economic Development

This platform is addressed by our Center for Economic Education. The center provides many connections to the general K-12 community through presentations, workshops, guest speakers and the like. As such, our commitment to improving the economic literacy of the K-12 community serves the first goal as well in that the greater the economic literacy of incoming students, the more value we can add while they are with us increasing their chances for success as well as providing for better made public policy decisions that ultimately increase the economic and cultural development of the South Florida region and, thus, may also impact the *South Florida Culture* platform.

Diversity

We have a diverse faculty and FAU has a very diverse student body. We could do more in this area as a department.

Global Perspectives and Participation

Several members of the department regularly co-author with individuals at other institutions inside and outside the U.S. Faculty members are involved in teaching programs outside the U.S. and another member of the department has been trying, in conjunction with other faculty members, to develop an international program in Israel. Faculty have also been invited to several countries for research presentations and collaborations.

Healthy and Environmentally Sustainable Campus

Not certain of our contributions in this area. This should be considered in the future.

Leadership, Innovation and Entrepreneurship

Since the last review we hired a faculty member with expertise in entrepreneurship. This individual may eventually offer a graduate course in entrepreneurship in support of the Ph.D. in entrepreneurship housed in the Management Department.

Peace, Justice, and Human Rights

We have faculty prepared to teach courses in Public Choice and the Economics of Terrorism, both of which provide an economic point of view to many of the issues in the platform. We have also examined the possibility of a law and economics course for undergraduates.

South Florida Culture

See Community Engagement and Economic Development above.

Undergraduate Research and Inquiry

Currently, we support undergraduate research through BEPI, the Business and Economics Polling Initiative. BEPI students have made research presentations at conferences on campus and around the US.

In addition, the department has an approved Honors Program that will eventually lead to undergraduate research (if we can get the program started). The pandemic was not helpful in this regard.

Program Highlights

The Economics Department offers two degrees, a B.S. and a B.B.A. The General Economics program is a social science-oriented program and leads to a B.S. degree. The Business Economics program is geared towards students looking for a career in business. The Business Economics program leads to a B.B.A. or a B.S., depending on whether the student has taken extra quantitative course. The department also offers an MS in Economics and participates in the executive concentration of the Ph.D. program.

The undergraduate curriculum is in a state of change as our number of majors has fallen from 1000 to 100. We are trying to find our way in the offer of electives between the minimum enrollment requirements coming from the Provost's office and the service courses we are currently obligated to teach for other departments. As a result, in my opinion, we are not presently in position to offer a very interesting economics degree.

To somewhat offset this issue we have started an Honors Program but have yet to successfully launch. We currently have an economics club but the pandemic has ruined anything based on face-to-face contact.

Our master's program is rolling along and we are currently exploring the possibility of initiating a fully online MS in Economics to pitch to large organizations like the military. We are presently trying to separate our current master's program into two tracks, one of which will be for terminal masters students and the other track will be aimed at those wishing to complete a Ph.D. either at FAU or elsewhere.

The executive concentration in the Ph.D. program has provided an avenue to introduce additional members of our faculty to dissertation-writing students with the hope that this avenue will provide increased doctoral committee opportunities for our faculty.

Faculty/Staff

At the time of the previous review the Economics Department consisted primarily of two distinct groups. One group of faculty arrived before the previous Chair. This group tended to be less research active but came into the office every day. The second group was hired after the previous Chair. This group is more research active but spends little time in the office. Research collaborations between the two groups did not exist. The more research active group tends to work by themselves or with individuals elsewhere.

Since the time of the last review there have been five new hires. This third group could be characterized as writing many more papers per person, co-authoring with people inside and outside the department, and coming into work nearly every day. The hope is that these new hires can somehow be the engine to drive untapped research potential of the entire department.

The department has currently 16 faculty, five of which have been hired since the last review, and two instructors. With declining enrollments we rely less on adjuncts but those we do use perform very well.

The faculty are very involved in faculty governance. Many serve on editorial boards and contribute significant reviews. Conference attendance has declined largely due to the pandemic but research activities have not stopped.

The external profile of the department has improved tremendously due to the efforts of Monica Escaleras, BEPI and Dr. Will Luther's expertise on bitcoin and the economy in general.

B. Last External Review: Economics - Strategic Goals and Action Plans

Goal 1: To strengthen the profile of the department and improve its contribution to the college's teaching mission.

In recent years, two events have shaped the instructional trajectory of the department. The MS in Economics has grown impressively, so much so that the department has raised its admissions criteria to maintain student enrollments at a level consistent with faculty resources. The result has been an improvement in the quality of students matriculated in the program. The undergraduate program in economics has also grown considerably. This is primarily due to the 2.0 GPA admission criteria for the major, which is lower than the criteria for other majors in the college. The result of the latter is a combination of students who are trying to raise their GPAs and switch to different majors, and others who seek to stay in the major. The latter include very talented students for whom the challenge is to enhance learning opportunities.

These two events in recent years inform the following action plans. First, the department will sustain the trajectory of building a very high quality MS in Economics program through any number of initiatives that ensure high quality student admissions, substantive and cutting edge curricula, on-time graduate rates, well-publicized graduate placements, outreach to prospective private and public employers, and sustained relationships with alumni. Second, the department will strategize on the best way to enhance the educational opportunities for outstanding students majoring in economics. One possibility could be an Honors Program in economics, a component of which may include the following strategic goal. Third, investment in faculty resources should be commensurate with the implementation of the two prior action plans.

Update and Progress on Goal 1:

The MS program enrollments continue to be strong although they tend to be counter-cyclical. There are several changes to the program that are currently being discussed that should improve the quality and quantity of incoming MS students.

a. We are considering waiving the GMAT/GRE requirement for students from either mathematics or the sciences to encourage admissions.

b. We are considering the possibility of a fully online MS program which we hope to offer to external groups including the military. This initiative is currently on hold due to the impact of the pandemic on available start-up resources.

c. We currently have a committee formed to examine a. and b. above and examine the benefits and costs of a two-tiered MS program. One track would be for terminal MS students. The other track, which would include more advanced work in microeconomics, macroeconomics, and econometrics, should appeal to students interested in pursuing Ph.D.s in economics elsewhere. The second track will provide excellent preparation for those students pursuing Ph.D.s concentrations in either finance or accounting at FAU.

d. A proposal is also being prepared for faculty review that will establish an accelerated program in economics that will allow our best undergraduates to get credit for master's-level classes and be ready admits to our MA program, starting the program with 9 hours of graduate credit.

e. The department recently established an Honors Program in economics based on offering Honors sections of Intermediate Microeconomics, Intermediate Macroeconomics, and Introduction to Econometrics. In place of the usual Cases course, Honors students will take a senior seminar class which will involve undergraduate research. Even though the program is on the books, we are having some trouble getting started because the pandemic has dimmed the appeal of small, personalized instruction.

Goal 2: To enhance participation in the Quality Enhancement Plan (QEP) for economics majors.

The following action plans should be implemented. First, the department should integrate research into its undergraduate curriculum. Initially, this should be done by developing an Honors version of an existing course that involves a QEP project. Given the variance of the student population, this will allow the department to better serve those economics majors with strong academic skills and engage them in research and inquiry. After the initial two years, the department should consider-the possibility of developing an Honors Program to further increase the visibility of its undergraduate program. Second, students participating in QEP projects should be encouraged to submit manuscripts to the FAU Undergraduate Research Journal. Economics faculty should also participate in the QEP initiative by collaborating with students and serving on the editorial review board of the FAU journal, perhaps on a rotating annual basis.

Update and Progress on Goal 2:

As noted in 1e. above, the department has an approved Honors Program. The capstone course for the program is a seminar class that should lead to publishable research.

Another option we will investigate is to simply offer the Senior Seminar Research Class as an alternative to our current capstone *Cases* course for exceptional students. This option would increase undergraduate research without requiring the students involved to complete the entire Honors Program.

Goal 3: To improve coordination among faculty on course content and assessment.

The following action plans should be implemented. First, a vehicle should be created to ensure currency and consistency of course content for multiple/large section courses and reinvigorate assessment protocols to ensure ongoing student improvement. Second, a review of the undergraduate and graduate curricula should be undertaken to ensure that redundancies are eliminated, potential gaps are filled, and new topics are explored. This should be implemented by subsets of faculty teaching in either the undergraduate or graduate programs.

Update and Progress on Goal 3:

Although this is a good idea, we have made little progress in this area. The two main complications are that the number of majors has fallen to just over 100 and we are in the midst of a pandemic. These issues create a recurring problem with the number and kind of electives offered. This is actually a bigger problem for us currently. We cannot easily co-ordinate because we have little discretion in what is offered and what is likely to be demanded by students. Our major has effectively been watered down by all of the service courses we count as electives.

Goal 4: To build affiliations among the department's faculty and faculty in other disciplines who share interests in similar areas of research.

The action plan provides opportunities for collaboration with faculty in other departments who share an interest in participating in proposed Centers for International Business and Business Analytics (as specified in other Strategic Goals and Action Plans). This collaboration could have important consequences for expanding research, identifying interdisciplinary projects, providing opportunity for working with graduate students, and increasing the visibility of the college.

Update and Progress on Goal 4:

These collaborations occur naturally because much of the research inside and outside the COB is basically applied microeconomics. Since the last review the department has added three individuals with good econometric/applied econometrics skills that can and will facilitate co-authorship: Chris Boudreaux, Steve Caudill, and Long Liu. In addition, the department hired Joao Faria who applies dynamic games to everything. The increased co-authorship is already evident. Also, two of the individuals above, Chris Boudreaux and Long Liu, were hired in support of the University's strategic plan: Chris in support of entrepreneurship and Long in support of data analytics.

Goal 5: To improve/expand graduate course offerings through ongoing collaboration with the Department of Finance.

The following action plans should be implemented. First, a third course in econometrics will be created to provide Ph.D. students in finance knowledge in advanced panel data and cross-section techniques that are important for empirical research.

Second, the Economics Department will also provide support to the Finance Ph.D. program by offering economics courses that focus on theoretical foundations relevant for finance. Third, investment in faculty resources should be commensurate with the two prior action plans.

Update and Progress on Goal 5:

As mentioned in 1c. above we are investigating the establishment of a second track in our MS program which will include Ph.D. level courses to prepare finance and possibly accounting Ph.D. students for field courses in their area. The first year in most Finance Ph.D. programs usually consists entirely of economics courses. The success of this initiative will depend on whether we can get the Finance Department on board with the idea, otherwise enrollment will be insufficient.

Goal 6: To attract academically strong students to the economics majors.

Given the math content of economics courses, the department should increase its efforts to recruit students with a strong math background. First, the Economics Department should explore the possibility of collaborating with the FAU Math Department in their Math Day activities which involve local high school and middle school students participating in math competitions. Second, the department should consider a program to work with local schools and host an economic-statistics event in which middle- and high-school students participate in ASA's K-12 poster and project competitions.

Update and Progress on Goal 6:

We could do more work on this goal but we are hoping the Honors Program will help attract strong students to our program. We are considering initiatives, mentioned above, that should make our graduate program more attractive.

Goal 7: To increase the visibility of the Department of Economics and the College of Business and contribute to the economic development of South Florida.

Two initiatives are under way to attain this goal. First, a center will be created that performs public opinion survey research on important economic and business issues relevant to the South Florida community. Second, another center will be developed that focuses on applied economics research and policy analysis pertaining to the South Florida economy. This latter will generate economic reports and forecasts useful to regional

planners and policy makers, executives of private companies and public institutions, the media, and researchers in any number of areas.

Update and Progress on Goal 7:

These two initiatives have come to fruition. We now have the Business and Economics Polling Initiative, directed by Dr. Monica Escaleras, which has provided tremendous visibility to the University, the COB, and the department. The South Florida Business and Research Initiative is also up and running although presently it is behind BEPI as far as impact.

In addition, we recently hired Dr. Will Luther, an economist with expertise in macro, monetary, and bitcoin issues. Dr. Luther has appeared on NPR and has been cited in the WSJ. His contributions to our visibility have been substantial is his short time with us.

C. Instruction

Baccalaureate Programs

The Economics Department offers two degrees, a B.S. and a B.B.A. The General Economics program is a social science-oriented program and leads to a B.S. degree. The Business Economics program is geared towards students looking for a career in business. The Business Economics program leads to a B.B.A. or a B.S., depending on whether the student has taken extra quantitative courses.

Enrollment Information for Economics Department

The enrollment for the Economics Department is found in the tables below. Notable is that the number of degrees awarded has dropped from nearly 100 a year to 39 last year; the number of "majors" dropped from 900 to 105. This is due to two changes. One, for a period of time the admissions to the College of Business majors were relatively high compared to the economics majors. This meant that the economics program became a holding tank for business majors not really wanting to be economics majors. However, some did remain in the major and graduated. The department raised its standards to be on a par with the College of Business. Two, the University passed an undergraduate general studies degree, which also took some pressure off the economics major as a holding tank. Credit hours also fell as fewer majors went through the economics coursework.

Table 1 contains information on enrollment by degree program and the impact of the change in GPA for admission to the BS program is both obvious and dramatic. Enrollment fell from a high of 1274 in AY 15-16 to only 58 for AY 19-20.

Table 1. *Enrollment by Degree Program*

Year	BBA	BS
AY 14-15	78	1216
AY 15-16	88	1274
AY 16-17	92	505
AY 17-18	90	178
AY 18-19	82	89
AY 19-20	93	58

The same effect is apparent in Table 2 which is a headcount on the number of majors in economics. The total steadily fell from a high of 900 in AY 15-16 to 105 in AY 19-20.

Table 2. *Majors in Economics (headcount)*

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total	760	900	527	229	129	105

Minors

The Economics Department offers several minors. The Economics Minor for non-business majors requires Intermediate Microeconomics, Intermediate Macroeconomics plus three economics electives. The International Economics Minor for non-business majors requires Intermediate Microeconomics, Intermediate Macroeconomics plus the three international economics electives. The Economics Minor for business majors requires three upper-division economics courses. Table 3 contains information on the number of minors in economics which has also steadily declined since the last review but for a different reason. In an effort to improve our score on the SUS metrics, FAU began to discourage additional coursework (minors) in order to reduce time until graduation. Minors all around the university system suffered as a result. The number of students minoring in economics is today about one-third of the peak value in AY 15-16.

Table 3. *Minors in Economics*

Year	14-15	15-16	16-17	17-18	18-19	19-20
ECON	183	199	177	131	82	63
ECOI	6	4	1	1	1	3

Table 4. *Degrees Awarded by Type*

Year	BBA-ECOB	BBA-ECON	BS-ECOB	BS-ECON	TOTALS
14-15	30	0	4	71	105
15-16	26	5	6	58	95
16-17	24	12	1	58	95
17-18	28	4	2	49	83
18-19	22	0	1	28	51
19-20	21	2	1	19	43
TOTALS	151	23	15	283	482

In addition, the average class size has been increasing since the last review. The Provost's office has offered guidance on minimum class sizes with oversight provided by the enrollment management staff in the Dean's office. This fact, along with increased use of Lecture Capture Video Steaming (LCVS), has resulted in increased undergraduate class sizes as indicated in Table 5.

Table 5. Average Undergraduate Class Size

Year	14-15	15-16	16-17	17-18	18-19
Size	65.1	75	67.8	71	75.6

Demographics

Information of the demographic make-up of the undergraduate economics majors is given in Table 6. The table compares the number and percentages of our undergraduate majors in Fall 2014 and Fall 2019.

The table contains information on gender, ethnicity and race. As the tables shows the percentages are fairly stable in the two time periods save for a few exceptions. In particular, the percent Hispanic has fallen from 2014 to 2019 and the percent male has increased during the same period.

Table 6. *Demographics*

CATEGORY	Fall 2014	Fall 2019
	Count-Percent	Count-Percent
NOT HISPANIC	544-75.6%	64-64.6%
HISPANIC	176-24.4%	35-35.4%
ASIAN	27-4.1%	2-2.2%
BLACK	166-25.0%	21-23.3%
2 OR MORE RACES	27-4.1%	5-5.6%
PACIFIC ISLANDER	2-0.3%	0-0%
NATIVE AMERICAN	0-0%	1-1.1%
WHITE	441-66.5%	61-67.8%
NO ANSWER	74	13
FEMALE	331-44.9%	30-29.1%
MALE	406-55.1%	73-70.9%

Admission and Advising Procedures

The following section from the catalog describes the admissions requirements for each of the two programs. The General Economics program requires the two principles courses plus a calculus course. The Business Economics program adds accounting courses, statistics, English courses, as well as a basic computer course.

General Economics: Pass the following pre-major courses, ECO 2013, ECO 2023 and MAC 2233, with grades of "C" or better. For pre-Economics admissions GPA calculation, only the highest grade of multiple attempts is used. Note: Students who have attempted any of the pre-Economics admissions courses more than three times, including withdrawals (“W”), cannot be admitted.

Business Economics: All of the following are required for admission to upper-division selective majors in the College of Business:

Attain a Pre-Business admissions GPA of 2.5 on the courses noted in parentheses below that are relative to success in business programs (ECO 2013, ECO 2023, ACG 2021, ACG 2071, MAC 2233, STA 2023, ENC 1101, ENC 1102 and ISM 2000) with grades of "C" or better. For Pre-Business admissions GPA calculation, only the highest grade of multiple attempts is used. Note: Students who have attempted any of the Pre-Business admissions courses three or more times, including withdrawals (“W”), cannot be admitted to a selective business major. 2. Earn 60 credits. 3. Complete the foreign language entry (FLENT) requirements.

Advising: The mission of Student Academic Services (SAS) in the College of Business at Florida Atlantic University is to provide academic advising that empowers students to make informed choices about their education. Through curriculum planning, SAS help students maintain continuous progress toward a timely graduation and the achievement of their academic goals. SAS support economics majors by keeping them informed about University policies and procedures, the resources available to support their success, and guides them through the economics curriculum. SAS encourage economics majors to take advantage of opportunities both inside and outside the classroom that are consistent with their personal ambitions.

There are two broad groups of advisors in the College of Business: Undergraduate Advisors, and Graduate Advisors. There are also content specific advisors embedded in each group. For example, the internship and study abroad advisors relate more to undergraduate advising, and the Career Advisor relates more to graduate students. Both groups work together as a team to provide economics majors with the necessary information to obtain their goal of graduating with a degree from the College of Business, and also to continue their education at Florida Atlantic University. Undergraduate economics majors are often referred to the graduate advisors to explore graduate programs, and at times graduate advisors advise undergraduate economics majors.

Curriculum advising takes place Monday through Friday from 8:00 AM to 4:30 PM. For undergraduate advising, economics majors are able to make appointments to see the advisor of their choice on Mondays, Wednesday, and Fridays; on Tuesdays and Thursdays there is "walk-in" advising for which an appointment is not needed. There is a designated advisor for graduate economics majors and for advising, an appointment can be made to see this advisor or students can come to the advising office without an appointment and request to speak with the advisor. In-person advising is the choice of most advisees, but occasionally, telephone or "Skype" advising is requested.

There are two advising offices in the College of Business: one advising is on the Boca Campus and the other is on the Davie Campus. Whereas the Boca Campus office advises undergraduate economics majors and graduate economics majors, the Davie Campus office advises only undergraduate economics majors.

Student Academic Services work together with other departments outside the college to help economics majors graduate in a timely manner. For example, SAS works closely with the Dean of Undergraduate Studies on "Project Graduation" that requires advisors to contact economics majors currently active or in-active, either by phone or email to discuss their remaining courses, and in some instances to find out the reason(s) for inactivity. Economics majors that are close to graduation are often asked to create a plan of action to graduate.

The Career and Internship Division in Student Academic Services works directly with employers to coordinate employment opportunities, internships, class speakers and recruitment activities. There is also a business mentor coach that helps to prepare economics majors for employment after graduation.

Curriculum:

Majors

Pre-Business Foundations:		Credits	General	BBA
Principles of Accounting 1	ACG 2021	3	X	X
Principles of Accounting 2	ACG 2071	3	X	X
Macroeconomic Principles	ECO 2013	3	X	X
Microeconomic Principles	ECO 2023	3	X	X
Information Systems Fundamentals	ISM 2000	3	X	X
Methods of Calculus	MAC 2233	3	X	X
Introductory Statistics	STA 2023	3	X	X
Business Core:				
Business Law 1	BUL 4421	3		X
Introduction to Business Communication	GEB 3213	3		X
Principles of Financial Management	FIN 3403	3		X
Management Information Systems	ISM 3011	3		X
Introduction to Management and Organizational Behavior	MAN 3025	3		X
Operations Management	MAN 3506	3		X
Global Strategy and Policy	MAN 4720	3		X
Quantitative Methods in Administration	QMB 3600	3		X
Marketing Management	MAR 3023	3		X
Major Courses:				
Four courses in Economic Foundations				
Intermediate Microeconomics (Managerial Economics possible) for Business Track	ECO 3101	3	X	X
Intermediate Macroeconomics	ECO 3203	3	X	X
Introduction to Econometric Methods	ECO 4421	3	X	X

Pre-Business Foundations:		Credits	General	BBA
Cases in Economic Analysis	ECO 4933	3	X	X
One course in International Economics	ECO 4704	3	X	X
Four additional economics courses (3 credits each at the 3000 level or above)		12	X	
Two additional economics courses (3 credits each at the 3000 level or above)		6		X
One upper level business course elective		3		X
Four Social Science courses		12	X	

Recruitment and Placement Strategies

This is an area in which we certainly could improve but we seem to be hampered by our limited number of majors and our many service offerings which count toward the major so we cannot push forward perhaps the greatest advantage of an economics major and that is flexibility. We do not seem to be able to offer any new and interesting electives. We expect the Honors Program to help with recruitment and placement is we can get the program started and running.

Retention/Persistence/Graduation Rates

Information on the 4 and 6-year graduation rates from AY 12-13 to AY 16-17 are given in Table 7. One can easily see that both graduation rates begin to increase between 2014 and 2016. During these years the advisors made a concerted effort to get students quickly out the door. Also around this time the College of Business instituted that Business General Studies Degree which students were awarded upon successful completion of enough credits to graduate even if specific degree requirements were not met. This degree was implemented to address the metrics upon which all SUS institutions were scored.

Table 7. Undergraduate 4-year and 6-year graduation rates

AY	12-13	13-14	14-15	15-16	16-17
4-year	25.0%	22.6%	32.6%	70.6%	61.9%
6-year	41.3%	40.0%	57.1%	48.1%	53.5%

Placement Rates/Employer Types

There is some data available on median earnings of our recent undergraduates. As Figure 1 shows, over the period 2012-1017, the median salary rose from about $50,000 to just over $63,000.

Figure 1. *Median Salary of Recent Graduates*

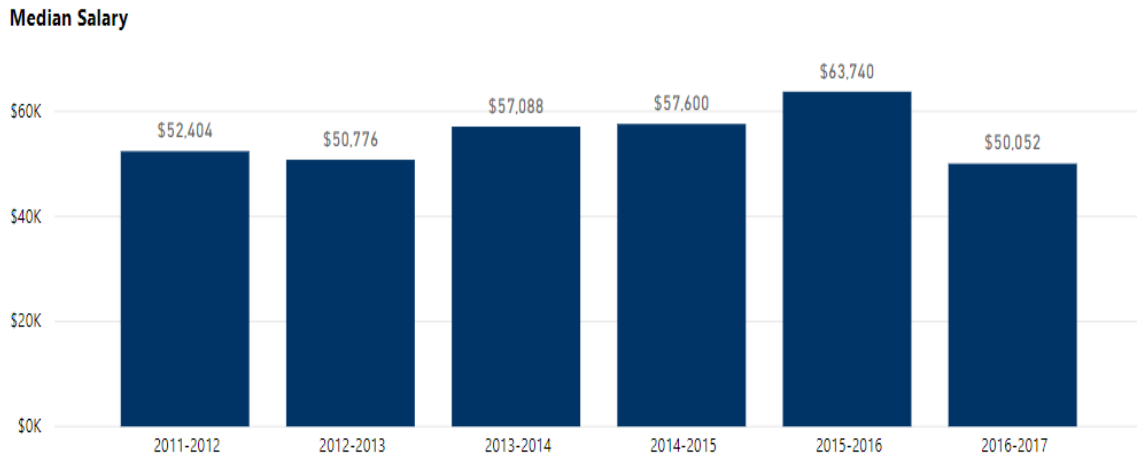
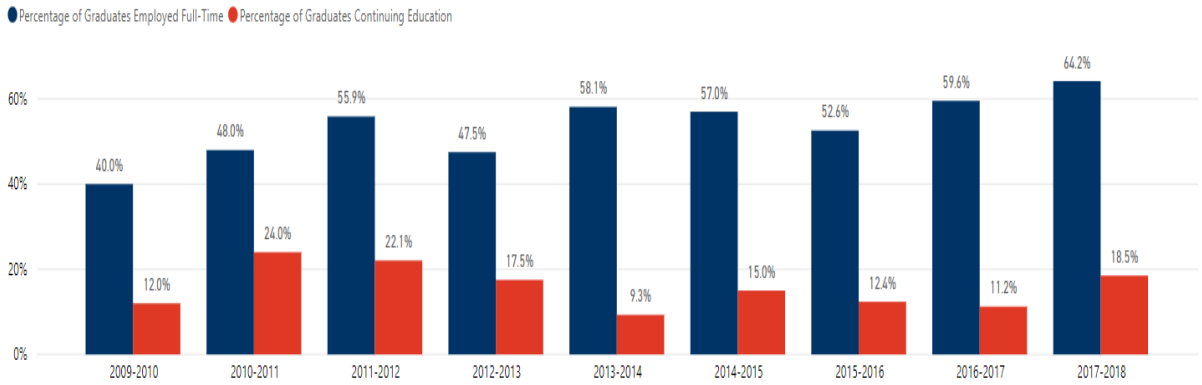


Figure 2 shows the available data on the percentages of graduates employed of continuing their educations. The bar chart covers the period from 2009-2010 to 2017-2018. The percentage employed seems to be on an upward trend but both employed and graduate schools seem to be related to the job market and hence to each other. When the job market is good graduate school admissions are lower and vice versa. These relationships are evident in Figure 2.

Figure 2. Percentage Employed and Percentage Continuing Education



Graduate Programs: Master of Science (M.S.) in Economics

The department offers coursework leading to the Master of Science (M.S.) degree. Students have a choice between three concentrations (General Economics, Financial Economics, or International Economics). The primary objective is to provide students with a strong foundation of economic modeling with an emphasis on applied econometrics, providing a skillset that prepares graduates for career advancement and/or further economic studies at the doctoral level.

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

The M.S. program in economics is a 30-credit program designed to be completed in one year. However, students may opt to spread the coursework over a longer period with flexible part-time study. Students may begin the program in any semester, and must select one of the following three concentrations upon admission: General Economics, Financial Economics, or International Economics. Each concentration requires the following coursework (each course is 3 credits):

Completion of four core courses (required for all concentrations):

ECO 6115 (Advanced Microeconomics)

ECO 6206 (Advanced Macroeconomics)

ECO 6403 (Advanced Mathematical Economics) ECO 6246 (Advanced Econometrics)

Completion of two field courses: Based on concentration chosen.

Students may elect to pursue a Master's Thesis which counts as 6 credits, a directed independent study (DIS) for 3 credits, a directed independent research (DIR) for 3 credits, and/or the international field experience for 3 credits.

To satisfy the requirements for the M.S. degree, all graduate coursework must be completed with a minimum GPA of 3.00 and a minimum grade of "C" in all courses.

Admissions Criteria

The M.S. program has a rigorous set of admissions criteria to ensure that students are adequately prepared for graduate studies in economics, with emphasis on the quantitative credentials including prior coursework and test scores.

The minimum admissions criteria include:

Undergraduate GPA of 3.00 (based on the last 60 credits of coursework) from a regionally accredited college or university. Minimum GMAT score of 500 or GRE score of 150 (verbal), 150 (quantitative), and 4 (analytical writing)

Additional admissions criteria to be considered include:

Undergraduate coursework and performance in economics, math, and statistics and letters of recommendation. An interview with the program coordinator (strongly recommended) Exceptions to the above admissions criteria include:

Applicants who already hold an advanced degree (e.g., masters, MBA, J.D., or Ph.D.) from a regionally accredited college or university are exempted from the GMAT or GRE requirement.

Applicants who completed an undergraduate degree in economics at Florida Atlantic University with a minimum GPA of 3.50 may be exempted from the GMAT or GRE requirement at the discretion of the graduate director.

Applicants who do not meet the GPA, GMAT, or GRE requirement but demonstrate an exceptional academic record in quantitative coursework (economics, math, and statistics) may be granted conditional admission.

Enrollment information since the last review is given below in Table 8. The enrollments are strong though countercyclical as with most graduate programs.

Table 8. Enrollment Information (headcount and annual SCH production)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Enrollment	46	49	39	37	34	36
Annualized Student Credit Hours	696	849	738	666	708	615

Description of Internships, Practicum, Study Abroad, Field Experiences

The MS program offers an annual international field experience to Costa Rica each May, in between the Spring and Summer semesters. This one-week tour is among the most popular study abroad experiences offered in the College of Business. This tour has been offered since 2004, with over 600 students having participated. The tour offer an in-depth look at how multinational corporations and local corporations operate in Latin America. The tour focuses on broad industries including telecommunications, agriculture, medical devices, call centers, and ecotourism. Participants complete a research project upon their

return using first-hand observations to complement traditional academic sources. Enrollments in the program since the last review are given below in Table 9.

Table 9. Recent Costa Rica Tours and Number of Participants

Dates	May 2014	May 2015	May2016	May2017	May2018
Participants	32	28	36	32	18

A brief demographic summary of recent entrants into the MS Program is given below in Table 10. The table indicates that roughly one-third of our students are female and approximately half are full time.

Table 10. Demographic Information: M.S. Economics Students

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
%Female	31%	37%	39%	26%	32%	36%
% Full-Time	38%	46%	42%	44%	48%	56%

The Department of Economics offers a variety of funding sources to graduate students, including graduate teaching assistantships (GTAs) which offer a tuition waiver and stipend, Provost Fellowships (stipend), and College of Business scholarship awards. The number of assistantships has declined a bit over the period and the department has customarily had one fellowship available. Detailed information is provided in Table 11.

Table 11. Graduate Teaching Assistantships and Fellowships

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
GTAs	13	13	14	11	8	10
Fellowships	2	1	1	1	I	0

Advising Procedures

The MS program offers extensive and personalized advising by the Program Coordinator, Ms. Michelle Williams, and the Program Director, Dr. Eric Chiang. The advising process is as follows:

Each student meets with Ms. Williams upon acceptance into the program to review the curriculum and policies. A *Plan of Study* proposal is submitted by each student and approved by the graduate director and the graduate advising office. This document details all courses to be completed in the MS program.

Throughout the program, dedicated support from Ms. Williams and Dr. Chiang provide students with a smooth experience to ensure progress toward completing the MS degree. Career advising is provided by dedicated advisors within the Career and Internship Division of the College of Business Student Academic Services.

Placement Rates/Employment Profile

Graduates from the MS Economics program achieve employment at a wide range of companies, government organizations, and academic institutions. The department follows students using LinkedIn to determine their current career situation. Detailed information about recent placements is given in Appendix 1.

Retention Rates

We calculate retention rates based on the percentage of students who continue into their second semester of the one-year program. Because we are selective in our admissions process (with emphasis on ensuring students have an adequate quantitative proficiency), our retention rates are high. Detailed information on retention rates is given in Appendix 2.

Graduation Rates

The number of M.S. Economics degrees awarded by academic year is provided in the table below. The downward trend in these numbers reflect the decline in enrollment over this period, and not the inability of students to complete the program (as evidenced by the very high retention rate).

Table 12. MS Degrees Awarded

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
MS Degrees Awarded	28	15	24	15	13	11

Student Recruitment

Extensive recruitment efforts are undertaken each year to attract highly qualified students from three key potential pools of prospective applicants: undergraduate economics majors at FAU, students from other SUS institutions in Florida, and non-Florida residents. A detailed discussion can be found in Appendix 3.

Table 13 contains enrollment data for the MS program. The enrollments tend to be trending down but with some countercyclical uncertainty.

Table 13. MS Enrollment Data

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Graduation	28	15	24	15	13	11

Pedagogy

In the teaching of mathematics required for economics the application of a concept and technique in specific examples is emphasized. For instance, in the Advanced Mathematical Economics (ECO 6403) class the lectures are often "flipped", adequate reading and video lectures are provided before class and practical problems and discussions in class are often used to introduce those same concepts aided by problem solving.

Faculty

The Department of Economics presently consists of 16 full-time faculty including six professors (one as Chair), seven associate professors (one as an associate dean), one assistant professor, one senior instructor and one instructor. The faculty are all research active to some degree. Abbreviated CVs are provided in Appendix 4.

The period since the last review has been a time of change in the department. In 2014-5 the department had one individual holding the rank of professor. In May of 2015, Steven B. Caudill was hired as Chair and professor and later that year two additional faculty members were promoted to the rank of professor. The year 2015 was the first time the department had more than one professor in many years.

Since the last review the department has seen several new hires and one departure. Not counting the Chair, the department hired four additional professors. The hires were made with an eye towards departmental instructional needs and the strategic plan. As currently constituted the department consists of about half professors and half associate professors so we are somewhat top heavy.

Table 14. Current Faculty and Fields

Faculty Member	Ethnicity/Gender	Rank	Specialization
S. Caudill	White/Male	Professor	Applied Econometrics
M. Escaleras	Hispanic/Female	Professor	Public Policy/Natural Hazards
E. Levy	White/Male	Instructor	NA
K. Yuhn	Asian/Male	Associate	Macro/Econometrics
E. Chiang	White/Male	Associate	Micro/Game Theory
K. Banerjee	Asian/Male	Associate	Math/Micro/Welfare
J. Faria	Hispanic/Male	Professor	Dynamic Games
R. Rhodd	Black/Male	Associate	International/Econometrics
S. Vishwasrao	Asian/Female	Professor	International
W. Bosshardt	White/Male	Professor	Economic Education
S. Ghosh	Asian/Male	Professor	Labor/Micro
C. Boudreaux	White/Male	Associate	Public Choice/ Entrepreneurship
E. Van Tassel	White/Male	Associate	Macro/Finance
N. Manage	Asian/Female	Associate	Macro/Econometrics
W. Luther	White/Male	Assistant	Monetary
T. Levy	Asian/Female	Senior Instructor	International

The department currently consists of three cohorts. There are a few faculty members remaining from our time under Social Sciences, a second group brought in under the previous Chair, and a third group of those hired since the last review. The present situation suggests that future hires are likely to be made at the assistant professor level.

The department also occasionally uses adjuncts and we have some very good ones available but our trend has been away from adjuncts and instructors as our number of majors had declined. The department is now focused on research more than in past years.

The changes over time can be seen in Table below. In AY 14-15 the department had one professor and 1 professor, no assistant professor and ten associate professors. For the AY 20-21 the department will likely include six professors and nine associate professors pending the successful promotion cases outstanding.

Table 15. Faculty Ranks over Time

	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Full	1	4	4	4	4	6
Associate	10	8	8	8	9	7
Assistant	0	0	0	1	2	1
Senior Instructor	0	0	1	1	1	1
Instructor	4	4	1	1	1	1

Tables 16A-C include information of FTEs and SCHs for the department by course division and over time. The total SCHs have remained relatively constant and the FTEs have generally declined. Both remain quite large.

Table 16A.

	Lower Division UG				Upper Division UG			
	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	8787	189	293	6.3	10855	198	362	6.6
2015-16	9936	195	331	6.5	10498	150	350	5
2016-17	9132	282	304	9.4	10515	99	351	3.3
2017-18	9225	138	308	4.6	9169	120	306	4
2018-19	9435	93	315	3.1	9325	96	311	3.2
2019-20	9767	303	326	10.1	8317	170	277	5.67

Table 16B.

	MS Program				Ph.D.			
	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	708	91.5	30	3.81	72	0	3	0
2015-16	647.5	97.5	27	4.06	63	0	3	0
2016-17	689	142.5	29	5.94	105	0	4	0
2017-18	552	84	23	3.5	96	0	4	0
2018-19	531	48	22	2	117	0	5	0
2019-20	474.5	70.5	20	2.94	93	141	4	5.88

Table 16C. Totals

Table 16C. Totals	Total SCH	Total FTE
2014-15	20900.5	704.71
2015-16	21587	726.56
2016-17	20964.5	706.64
2017-18	19384	653.1
2018-19	19645	661.3
2019-20	19336	651.59

Information on the trends in the Student Perception of Teaching measure (SPOT) is given in Figures 3 and 4. Both are consistent with improved teaching over time.

Figure 3. Recent Average SPOT Score

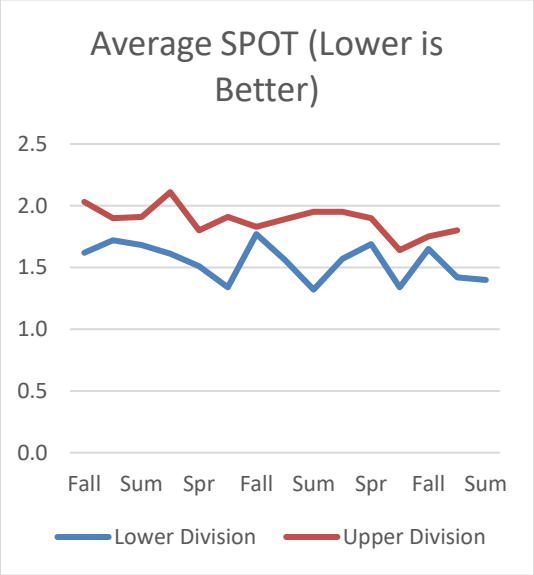
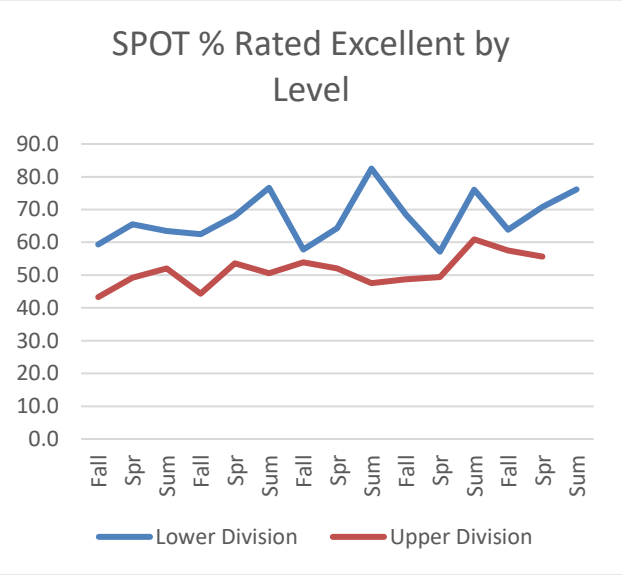


Figure 4. Recent Excellent SPOT Ratings



Information on faculty demographics is given below in the table below. The table supports the notion that we are a diverse group.

Table 17. Faculty Demographics

Table 17. Faculty Demographics		Economics			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
American Indian/Alaskan Native	Female					
	Male					1
	Total					1
Asian or Pacific Islander	Female	3	3	3	9	44
	Male	5	4	5	21	101
	Total	8	7	8	30	145

Table 17. Faculty Demographics		Economics			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Black (Not of Hispanic Origin)	Female				5	45
	Male				7	24
	Total				12	69
Hispanic	Female	1	1	1	3	42
	Male			1	7	34
	Total	1	1	2	10	76
White (Not of Hispanic Origin)	Female	1			34	338
	Male	7	7	8	63	411
	Total	8	7	8	97	749
Total	Female	5	4	4	51	469
	Male	12	11	14	98	571
	Total	17	15	18	149	1,040

The department also occasionally relies on adjuncts although the use is down somewhat from the time of the last review, though the Adjuncts we use have Ph.D.s and most have teaching jobs elsewhere.

Assessment and Assurance of Learning

The following sections will outline the goals and assessment of the Economics Program. Part A will list the Economics Learning Goals. Part B gives the Academic Learning Compact for the department. Part C provides the assessment mechanisms. Part D summarized the results of the assessments. Part E describes innovations that the department has undertaken for improvement.

Economics Learning Goals

The establishment of goals for student learning are listed below. A copy of the Academic Learning Compact (ALC) is attached.

Goal 1: Students will possess economics knowledge and be able to recognize the connection between economics, statistics, and mathematics skills

Objectives:

1. Students will demonstrate general knowledge of micro- and macroeconomic theories

2. Students will demonstrate an understanding of international economics and its application in the global environment

3. Students will show an understanding of economic policies (monetary and fiscal) and the use of economic policies through government intervention

4. Students will show competency in analyzing and evaluating basic econometrics models

Goal 2: Students will be proficient in the use of statistical software as it applies to economics research and econometric modeling

Objectives:

1. Students will be knowledgeable about current statistical applications

2. Students will demonstrate the ability to choose and utilize appropriate software for different research questions

Goal 3: Students will be effective communicators

Objective:

Students will demonstrate proficiency in oral communications by preparing and delivering research on economics events and research questions

Goal 4: Students will possess critical thinking skills as they relate to economic events

Objective:

Students will be able to analyze and evaluate economic events

DEPARTMENT OF ECONOMICS ACADEMIC LEARNING COMPACT

CONTENT KNOWLEDGE (Declarative Knowledge): Students in Economics will demonstrate an understanding of concepts, theories and facts about the behavior of consumers and firms, the role of prices in resource allocation and the impact of the behavior of consumers, firms and governments on the level of income, employment and inflation in the economy.

All economics students will complete examinations in several required courses that will assess their mastery of the content of the discipline: ECO 3101 (Intermediate Microeconomics), ECO 3203 (Intermediate Macroeconomics) and one of the three international economics courses (ECS 3013: International Economic Development; ECO 4704: Economics of International Trade; or ECO 4713: International Monetary Economics). ECO 3101 and 3203 will cover the broad content of the economics discipline and the international course will expand the student's understanding of the international economy.

CONTENT KNOWLEDGE (Technical Skills): Students in Economics will demonstrate an understanding of statistical techniques applied to economic theories and data using an econometrics computer package.

In ECO 4421 (Introduction to Econometric Methods), students will complete a written research project that requires the application of an econometric technique to economic data using an econometrics computer package. This course will assess the students' technical skills by means of examinations and the research project completed by the student.

COMMUNICATION (Written Communication, Team/Collaborative Communication, Oral Communication): Students in Economics will write about concepts and theories in economics in a grammatically correct and logically consistent manner. Students will make a class presentation about an economic issue that is clear, comprehensive, and demonstrates knowledge of the relevant economic concepts and theories.

CRITICAL THINKING SKILLS (Analytical Skills): Students in Economics will demonstrate an ability to identify economic problems and issues, review relevant economic theories and analyses, and formulate and support their own conclusions.

In ECO 4933 (Cases in Economic Analysis), students will complete one or more research papers and classroom presentations in which they will identify an economic problem or issue, review relevant economics literature, and contain the student's own conclusions and the basis for those conclusions.

COMMUNICATION SKILLS (Graphical Communication): Students in Economics will apply graphical analysis to explain market prices, consumer and firm behavior, national income, employment and inflation.

Students will be assessed on their graphical skills via papers and assignments in ECO 3101, ECO 3203, and one of the three international economics courses (ECS 3013, ECO 4704, or ECO 4713). Students will also be assessed on their proficiency in graphical analysis via the research papers submitted in ECO 4933.

Assessment Database

Outcome 1 Description

Students will demonstrate knowledge of economic research methods. The methods include collecting relevant and reliable resource and reference material, and identification of relevant economic theories.

ALC Categories: Content Knowledge: Procedural Knowledge (Research Skills)

Communication: Oral communication; Written communication

Critical Thinking: Creative Skills

Implementing Strategy: To accomplish the learning objective, the program will utilize the capstone course, ECO 4933.

Assessment Method: Students will write a research paper in the capstone course, ECO 4933. Faculty teaching ECO 4933 will evaluate a sample of the research papers. The research papers submitted by students in ECO 4933 will be categorized into one of the following three categories: exceeds standards, meets standards, fails to meet standards. The definitions of the three categories is as follows:

1. Exceeds standards: Provided only relevant background information, used high quality resources and reference materials, applied the proper methodology for analysis, examples demonstrated above average grasp of the appropriate theory/principles/methodology.

2. Meets standards: Provided sufficient relevant background information and very little extraneous content, used quality resources and reference materials, applied the proper methodology for analysis, examples demonstrated satisfactory grasp of the appropriate theory/principles/methodology.

3. Fails to meet standards: Provided insufficient relevant background information and had significant extraneous content, relied on questionable resources and reference materials, failed to apply the proper methodology for analysis, examples did not demonstrate satisfactory grasp of the appropriate theory/principles/methodology.

Criterion for Success: Faculty expectations are that 50% or more of the students' papers will be classified as either exceeding standards or meeting standards.

Data Summary:

A research paper is required in Cases in Economic Analysis Course (ECO 4933).

In the last five years, between 76% and 95% of the students are classified either exceeding or meeting standards.

Outcome 2 Description

Students will demonstrate a basic understanding of fundamental microeconomic concepts, including supply and demand, rational behavior, and the role of prices in resource allocation.

ALC Categories: Content Knowledge: Procedural Knowledge (Technical Skills), Declarative Knowledge

Communication: NA

Critical Thinking: Creative Skills, Analytical Skills

Implementing Strategy: To accomplish the learning objective, the program will utilize the capstone course, ECO 4933.

Assessment Method: Students will complete a multiple-choice exam in the capstone course ECO 4933. The exam will be composed of questions drawn from a single database. Faculty in the department teaching ECO 4933 will develop and maintain the database of questions. Results of the tests will be shared with faculty in the department. Each exam will be classified into one of the following three categories: exceeds standards, meets standards, fails to meet standards. The definitions of the three categories is as follows:

1. Exceeds standards: 75% or more of questions answered correctly.

2. Meets standards: Less than 75% and 50% or more of the questions answered correctly.

3. Fails to meet standards: Less than 50% of the questions answered.

Criterion for Success: Faculty expectations are that 50% or more of the students will have exams that are classified as either exceeding standards or meeting standards.

Data Summary:

A multiple-choice exam was completed in Cases in Economic Analysis Course (ECO 4933).

In the last five years, between 88% and 95% of the students are classified either exceeding or meeting standards.

Outcome 3 Description

Students will demonstrate an ability to write short economics papers that is grammatically correct, well organized, and focused on a main point or argument.

ALC Categories: Content Knowledge: Procedural Knowledge (Technical Skills); Procedural Knowledge (Research Skills)

Communication: Team/Collaborative communication; Oral communication; Written communication

Critical Thinking: Creative Skills; Analytical Skills

Implementing Strategy: To accomplish the learning objective, the program will utilize the capstone course, ECO 4933.

Assessment Method: Student will be required to write short papers in ECO 4933. Faculty teaching ECO 4933 will review and assess a sample of the research papers. Faculty reviewing the papers will assign each paper to one of the three following categories: exceeds standards, meets standards, fails to meet standards. The definition of the three categories is as follows:

1. Exceeds standards: Shows evidence of a clear, assertive, insightful thesis, controlling idea, main point, or argument; demonstrates creative and/or effective command of discipline-appropriate structure; each section develops a main idea carefully, makes through use of appropriate examples and evidence, and has a logical relationship to other paragraphs and sub-points; shows special attention to audience needs in providing background information, such as using advanced command of discipline's conventions; consistently employs effective transitions between ideas; consistently follows standards for academic communications, (grammar, spelling, punctuation, etc.)

2. Meets standards: Shows evidence of a basic thesis, controlling idea, main point, or argument; uses structure appropriate to the discipline; each section develops a main idea, offers examples and evidence, and suggests some relationship to other paragraphs and sub-points; includes necessary background information for intended audience; generally employs some form of transition between ideas; generally follows standards for academic communications, grammar, spelling, punctuation, etc.)

3. Fails to meet standards: Has no clear thesis, controlling idea, main point, or argument; fails to use structure appropriate to the discipline; each section is unrelated to other paragraphs or sub-points and offer inadequate or inappropriate examples and evidence; does not consider intended audience for the communication; fails to employ transition between ideas; fails to use or violates standards for academic communications (grammar, spelling, punctuation, etc.)

Criterion for Success: Faculty expectations are that 50% or more of the students will submit papers/short writing projects that either meet standards or exceed standards.

Data Summary:

In the last five years, between 75% and 95% of the students are classified either exceeding or meeting standards.

Outcome 4 Description

Students will prepare and make an oral presentation.

ALC Categories: Content Knowledge: Procedural Knowledge (Research Skills)

Communication: Team/Collaborative communication; Multimedia/Graphic communication; Oral communication; Written communication

Critical Thinking: Creative Skills; Analytical Skills

Implementing Strategy: To accomplish the learning objective, the program will utilize the capstone course, ECO 4933.

Assessment Method: Students will give an oral presentation during class in ECO 4933. The oral presentation will be classified into one of the following three categories: exceeds standards, meets standards, fails to meet standards. The definition of the three categories is as follows:

1. Exceeds standards: Rehearsed and memorized speech, maintained eye contact with audience, spoke clearly and audibly with no distracting gestures or fillers, used visual aids appropriately, well-paced, made clear and relevant points, excellent organization, answered questions effectively.

2. Meets standards: Read parts of the speech, made occasional eye contact with audience, spoke clearly and audibly most of the time with minimal distracting gestures or fillers, too fast or too slow in a few parts, used interesting visual aids with few mistakes, highlighted the main points well, satisfactory organization, answered questions adequately.

3. Fails to meet standards: Read the speech, little eye contact with audience, mumbled or was inaudible with too many distracting gestures or fillers, pace was erratic, used boring or inappropriate visual aids (if any), raised convoluted or irrelevant points, disorganized, failed to answer questions adequately.

Criterion for Success: Faculty expectations are that 50% or more of the students' oral presentations will be classified as either exceeding standards or meeting standards.

Data Summary:

In the last five years, between 68% and 86% of the students are classified either exceeding or meeting standards.

Outcome 5 Description

Students will demonstrate an ability to apply economic theory in the form of critical analysis of a particular topic and argue a position.

ALC Categories: Content Knowledge: Procedural Knowledge (Technical Skills)

Communication: NA

Critical Thinking: Creative Skills; Analytical Skills

Implementing Strategy: To accomplish the learning objective, the program will utilize the capstone course, ECO 4933.

Assessment Method: Students will be required to write a position paper in ECO 4933. The requirements of the paper are that the student select a social issue or problem, identify relevant economic theories, and then apply theory to develop and defend a position on the topic. Faculty will assign each paper to one of the following three categories: exceeds standards, meets standards, fails to meet standards. The definitions of the three categories is as follows:

1. Exceeds standards: Accurately interpreted information/evidence/data, identified relevant issues, analyzed and weighed the key options, justified assumptions and reasons, drew logical conclusions.

2. Meets standards: Accurately interpreted information/evidence/data, identified most of the relevant issues, analyzed and weighed the obvious options, provided justification for assumptions and reasons, drew conclusions with few logical gaps.

3. Fails to meet standards: Misinterpreted information/evidence/data, overlooked relevant issues, provided superficial analysis of the options, failed to justify assumptions and reasons, drew conclusions with inadequate logical support.

Criterion for Success: Faculty expectations are that 50% or more of the students will submit papers that are classified as either exceeding standards or meeting standards.

Data Summary:

In the last five years, between 85% and 95% of the students are classified either exceeding or meeting standards.

Table 18. Summary Assessment Data

		2015	2016	2017	2018	2019
Outcome 1						
Above expectations		30%	30%	35%	35%	47.40%
Meets expectations		46%	46%	60%	60%	47.40%
Below expectations		24%	24%	5%	5%	5.2%
Outcome 2						
Above expectations		44%	44%	42.10%	6%	16.70%
Meets expectations		44%	44%	52.60%	79%	72.20%
Below expectations		12%	12%	5.30%	5%	11.10%
Outcome 3						
Above or meets		75%	75%	75%	91%	95%
Below expectations		25%	25%	25%	9%	5%
Outcome 4						
Above expectations		38%	38%	30%	43%	10%
Meets expectations		46%	46%	45%	43%	58%
Below expectations		16%	16%	20%	13%	32%
Outcome 5						
Above expectations		35%	35%	35%	45%	47.40%
Meets expectations		50%	50%	50%	50%	47.40%
Below expectations		15%	15%	15%	5%	5.2%

Continuous Program Improvement

For the previous five years 2015-2020, the baccalaureate program in economics used our capstone course ECO 4933 (Cases of Economic Analysis) to assess content knowledge, communication skills and critical thinking skills.

In ECO 4933, students are expected to complete a multiple-choice questions exam, write a research paper, give oral presentations to demonstrate solid knowledge of micro-and macroeconomics content, to be able to apply this knowledge to actual cases and current issues.

Results of our assessment report indicate that our objectives in all areas have been met and we hope to make improvements in the future as we continue to look for ways to improve our program and help students to complete the degree program while maintaining our rigorous standards. All faculty are encouraged to include more essay/short answer questions in their exams when possible. There are a few upper-level classes that are having students conduct group projects to improve collaborative/team communication.

Overall, the faculty were satisfied with students' performance based on the assessment outcomes.

The following are some of the highlights of our continuous program improvements:

Rigorous standards: In 2015-2016, we implemented minimum admission standards for the previously open access (students only needed an overall 2.0 GPA to be admitted) part of our degree program. The previously low standard led to a vastly inflated number of majors and the open access put students outside the usual core sequence. The continuous strong student performance in recent years can be attributed to the higher admission standards. These improved standards allow for a more rigorous and effective curriculum that have improved the academic achievements of students.

New Courses: We have added a combined International course ECO 3703 (International Economics) to combine International Trade, International Monetary Policy, International Development, a research-based course ECO 4915 (Public Opinion Research) and ECO 4504 (Economics of the Public Sector).

Modified Courses: A bigger section of ECS 3013 (International Economic Development) has been offered to accommodate the need for non-economics majors from the College of Business.

Coordination among courses: The coordination among courses has been improved by adjusting the sequencing of our offered courses and the combined international course. We were able to offer a few electives such as ECP 4302 (Environmental Economics).

Honors Program: In 2020, our Honors Program was established and approved. The Honors Program is described in its entirety later in this document.

In all upper-level course, we will encourage the inclusion of research assignments or assignments requiring some form of scientific inquiry. Faculty will be encouraged to give more term papers and stress the basics of grammar and punctuation to improve students' written communication. We will implement more open discussions in class and include short oral presentations where possible to improve students' oral communications. To improve critical thinking skills, we will try to include more elements of applied theories to help students link classroom learning to real life application and policy analysis.

D. Research

Research in the department of economics is journal article based. This fact is clear from Table 18 below and we are not in the business of writing books. There are some in the department who are and have been engaged in writing textbooks but these are not research products. Faculty can and do make presentations at professional meetings but these are, at best, an intermediate output and are much consequential and the actual journal publications, particularly because conference submissions are not typically refereed in economics. Table 18 indicates that the department production of research articles has remained fairly stable over the three-year study. However, research has likely increased since last review.

In an effort to demonstrate as much data on faculty members was collected via google scholar on an annual basis from the time of the last review until the present. This data series counts publications of faculty in the calendar they joined FAU whether or not they worked at FAU for the entire year. This method examines faculty output, not just output while at FAU and in this way provides a measure of output. This information is given below in Table 20. The table shows annual output per faculty member has nearly tripled since the last review.

As scholars we fully understand that the number journal articles published is perhaps not the best measure of research output as there is no quality adjustment. All journals are not created equal. An additional complication is that the department previously used a highly specific journal list (basically a subset of the Econ ABS 3 and 4 journals). Currently the evaluation of research is based on publications on ABS list. Clearly, the quantity of publications has gone up over time and with this increase in quantity one would also anticipate an increase in quality of publications as the probability of an ABS-level acceptance increases and those faculty previously targeting only the very narrow economics list expand their opportunities to pursue publications in other areas.

Table 19: Total Departmental Research Output 16-7 to 18-9

	Economics			College Total	University Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions)	0	0	0	3	95
2. Other peer-reviewed publications	14	15	15	137	1,376
3. All other publications	1	0	0	35	565
4. Presentations at professional meetings or	13	18	18	168	1,676
5. Productions/Performances/Exhibitions	0	0	0	0	514
6. Grant Proposals Submitted	0	0	0	4	290

Table 20: Total Research Output by Current Faculty from Google Scholar

	2014	2015	2016	2017	2018	2019	2020
Refereed Pubs	13	12	24	21	31	40	37
Total TT Faculty	11	12	12	13	15	14	15
Pubs/Faculty	1.18	1.00	2.00	1.62	2.07	2.86	2.47

Table 21: Efficiency Data	Economics			College Total	University Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions) per faculty member	0.0	0.0	0.0	0.0	0.1
2. Other peer-review publications per faculty member	1.3	1.3	1.1	1.5	2.0
3. All other publications per faculty member	0.1	0.0	0.0	0.4	0.8

Table 21: Efficiency Data	Economics			College Total	University Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
4. Presentations at professional meetings or conferences per faculty member	1.2	1.5	1.3	1.9	2.4
5. Productions/Performances/Exhibitions per faculty member	0.0	0.0	0.0	0.0	0.7
6. Grant proposals submitted per faculty member	0.0	0.0	0.0	0.0	0.0

The department has had some success in collaborative efforts with internal and external partners to promote research and scholarship and this aspect of our research profile should improve in the future. We have added five new professors since the last review. Two of the new hires are very research-active and collaborate with many individuals inside and outside economics. Two of the new hires work in the area of econometrics which easily lends itself lends itself to collaboration with others and may also provide a bridge to the Data Analytics group housed in the Information Technology and Operations Management Department (ITOM). One of the new hires had a field in entrepreneurship which is housed in the Management Department at FAU so a natural bridge is created there as well. One of the new hires spent two visiting stints at the University of Corsica. For the established Faculty, one professor recently visited at UNLV and another visited at a University in Korea.

Readers are referred to Appendices 5, 6, and 7 for additional descriptions.

With respect to seeking funding for research, the department has pursued and received some such support. The bulk of this support has come through the activities of the Center for Economic Education, which are detailed in Appendix 6. In addition, however, and tied to the promotion of local/regional economic development is the relatively new South Florida Business and Economics Research Initiative, detailed in Appendix 7.

E. Service and Community Engagement

The department is very active in service to the college and the University as Tables 22 and 23 indicate. Even these tables likely understate our service contributions because, unlike publications, record-keeping in not an essential part of the process. Individuals may forget committee work but are not likely to forget publications.

In fact, we have two or three individuals who serve on as many committees as possible. We are grateful for their service as, in my opinion, the University has too many committees.

In this assessment, we should not forget about informal "service." As a new Chair in an excessively form-driven world, I often consult those faculty with much FAU experience for advice. FAU is not easy for an outsider to fathom quickly. My faculty have been extremely helpful in this regard, although I wish as manager that I did not require so much help.

Table 22: Service Contributions of the Department

	Economics			College	University
	16-17	17-18	18-19	18-19	18-19
1. Faculty memberships on department, college or university committees	48	35	13	299	2,561
2. Faculty memberships on community or professional committees	24	16	12	122	1,246
3. Faculty serving as editors or referees for professional publications	4	10	10	146	619

Table 23: Per Capita Service Contributions

	Economics			College	University
	16-17	17-18	18-19	18-19	18-19
1. Faculty memberships on department, college or university committees per faculty member	4.4	2.9	0.9	3.3	3.7
2. Faculty memberships on community or professional committees per faculty member	2.2	1.3	0.9	1.4	1.8
3. Faculty serving as editors or referees for professional publications per faculty member	0.4	0.8	0.7	1.6	0.9

F. SWOT: Strengths and Opportunities

Strengths

Research-active faculty

Nice location

Historically low teaching loads

Summer grant program (if it continues)

Honors Program

Expertise in Econometrics

Funding for all usual faculty needs

Extremely helpful staff in all areas in the COB

Teaching possible in many formats, locations, and times of day

Opportunities

New faculty should enhance co-authorship opportunities

Fully online MS Program

Expanded MS offerings to yield non-thesis MS for Ph.D. students in other departments

Law and Economics Center

Expanded co-authorship opportunities due to empirical expertise

Finding a spot on the data analytics bandwagon

Advisory Board for Honors Program

Make Honors Sections available to all students meeting specified minimum GPA requirements

Offering more Econometrics electives in the MS Program

G. SWOT: Weaknesses and Threats

Weaknesses

The elective problem

High cost of living

Low salaries and raises

Late arrival to COB

Enrollment decline

Many faculty members are rarely in the office

Summer research program aside, the only incentive for research appears to be promotion raises.

Threats

Online/video teaching may eliminate or greatly reduce demand for faculty

Pandemic

Low enrollments

Minimum class size requirements-starting anything new is more difficult

Merger with Finance Department

H. Resource Analysis

FAU is a member of the Florida SUS but is not one of the large universities at the top of the food chain. Funding has always been an issue in Florida, even at the larger institutions. The largest manifestation of the funding problem has been faculty raises. For years everyone in economics has known that to move to a university in Florida one must get a very good offer because the starting salary is likely to be closer to the ending salary than at many other institutions.

The COB and the Department of Economics have been somewhat immune from some of these problems because soon after Dean Gropper's arrival, the greatly expanded Executive Programs provided additional compensation for teaching opportunities along with a summer grant program based on research output. These opportunities have benefitted both excellent teachers and excellent researchers.

Resources have been sufficient so that we have been able to hire research-active individuals with established research programs. Although some in the department may disagree, the department Chair would always prefer to hire — for about the same salary — an established scholar rather than hire a new Ph.D., who may or may not have figured things out yet. We have so far not lost anyone because our offer was too low. Those we have hired have had an immediate impact on research productivity.

Funds for travel have not been an impediment save for the few occasions in which individuals have requested funds for travel outside the US. There are a few individuals in the COB who try to go to as many conferences as possible each year but none of these individuals are in the Economics Department. In any case, presentations at meetings is not, in my view, critical to the production of research in our area.

We have had no issues with the availability of either computer software or hardware.

I. Future Direction of the Department

Below are some of the initiatives the department is either currently pursuing or currently investigating:

1. The department expects to have a functioning Honors Program up and running in the near future.

2. The department expects to have an advisory council/board attached to the Honors Program to provide guidance and assistance with job placement.

3. The department is currently studying the addition of a more rigorous tract for our master's program which will prepare students for second year research- focused Ph.D. courses in finance and accounting.

4. The department is considering the implementation of a fully online master's program to pitch to the military and other organizations.

J. Questions for the review team:

1. As previously stated, the department offers so many sections of service courses that also count as electives that it makes offering *actual* electives (courses taken after intermediate micro and intermediate macro) very difficult. Although flexibility is a big advantage of an econ major perhaps we would be better off eliminating "electives" as the School of Accounting did some years ago and simply *require* the additional 3 or 4 course “electives” that would make our graduates strong and competitive in the labor market. Our guess is that the result would be fewer and better economics graduates. Any advice?

1B. Should the department consider offering something approximating a full slate of electives, many of which would be taught as *Directed Independent Studies* to a few interested students?

2. Any ideas on getting faculty to spend more time in the office? Are there any benefits to having people come in to the office?

3. Any suggestions as to how the department might leverage expertise in econometrics into the data/business analytics realm at the undergraduate and graduate levels?

4. The current capstone course is *Cases in Economic Analysis.* Given the current emphasis on undergraduate research, should this course be replaced with a Senior Seminar course in which the students write a draft of a publishable research paper?

5. Should the department seek to become a local affiliate of the Stavros Center for Economic Education located at USF?

6. Any suggestions about how to raise funds for the South Florida Business and Economics Initiative would be appreciated.

7. The University has a very diverse student population. The Provost is seeking to increase the diversity among faculty and staff. Do you have any best practices you can share that could provide guidance for hiring in the future?

8. The pandemic is having an enormous impact on course delivery. It is not clear what long term impact this will have on course delivery in the future. Do you have any reflections on how we should think about and plan for course delivery in the future? What might be the goals and optimal consequences of future course delivery for pedagogy? For efficiencies? For rankings?

Appendix 1. Recent Graduate Placements

2014- 2015 MS Economics Graduates

-Business Operations Specialist at Boeing, Inc.

-Financial Compliance Officer at FINRA

-Financial Consultant at inDinero

-Financial Analyst at Bank of Korea

-Regional Originations Manager at Westlake Financial Services

-Professor of Business Analytics at Wilmington University

2015 - 2016 MS Economics Graduates

-Pricing Analyst at Royal Caribbean

-Senior Trading Associate at Tios Capital

-Portfolio Analyst at First State Bank

-Digital Marketing Analyst at TBC Corporation

-Ph.D. Students in Economics at University of Florida

2016 - 2017 MS Economies Graduates

-Senior Consultant at Deloitte

-Marketing Manager at ZRS Management

-Client Program Manager at Cirque du Soleil Entertainment

-Risk Consultant Analyst at PwC

-Research Analyst at Woolbright Development

2017 - 2018 MS Economics Graduates

-Financial Analyst at Lockheed Martin

-Economic Analyst at Mather Economics, LLC.

-Business Strategy Associate at Health Insurance Innovations, Inc.

-Professor at Lynn University

-Ph.D. Student in Economics at Florida State University

2018 - 2019 MS Economics Graduates

-Senior Analyst at Turnkey Trading Partners

-Assistant Professor of Economics at Palm Beach State College

-Ph.D. Student in Finance at Florida Atlantic University

-Automobile Accountant at Rick Case Auto Group

-Mortgage Loan Originator at Prime Equity Financial Corp.

Appendix 2. MS semester to semester retention percentages

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Fall to Spring	93%	89%	92%	91%	91%	100%
Spring to Fall	67%	89%	100%	80%	83%	100%
Academic Year Retention Rate	85%	89%	94%	88%	88%	100%

Appendix 3. A Summary of MS Recruitment Efforts

Application for the FAU Graduate Recruitment Grant. These funds are awarded by the FAU Graduate College and are used toward travel expenses (e.g. hotel costs for visiting prospective students), open house events, and promotional items. The Provost Fellowship provides students with an additional stipend of $2,500 per year. Recruiting funds and fellowships received are:

2014-2015: $2,000 and 2 Provost Fellowships

2015 -2016: $1,000 and 1 Provost Fellowship

2016-2017: $1,000 and 1 Provost Fellowship

2017 -2018: $1,000 and 1 Provost Fellowship

2018-2019: $1,000 and 1 Provost Fellowship

2019-2020: $2,500 and 0 Provost Fellowship

Open House and Welcome Events: These events are held in April of each year, and involve the cooperation of faculty and current graduate assistants to welcome new and prospective students to the MS program. A typical program includes:

11:30-12:00pm: Lunch

12:00 - 12:30pm: Welcome by the Graduate Director and Program Coordinator 12:30 –

1:00pm: Meet Our Current Students (hosted by current graduate assistants) 1:00 - 1:30pm: Meet the Faculty (hosted by the graduate faculty)

1:30 - 2:00pm: Campus Tour Qed by current graduate students)

Classroom Visits: Each semester, the Graduate Director or the Program Coordinator visits the capstone courses to introduce the M.S. program and to encourage students to apply.

Additional Recruitment Efforts: With the cooperation of other SUS universities in Florida, we are able to acquire email lists of graduating seniors with GPAs meeting our admissions requirements, from which we send information on our M.S. program.

Appendix 4. Brief Faculty Resumes (Including Publications 2018 to present)

KUNTAL BANERJEE

Education

Ph.D., Cornell University, 2007 (Economics)

FAU Experience

Assistant Professor, August 2007-July, 2014 Associate Professor, August 2014 to present.

Primary Teaching Interests/Teaching Load

Principles of Economics, Mathematical Economics and Advanced Mathematical Economics: Load2/2

Primary Research Interests

Microeconomic Theory, Dynamic Models of Resource Allocation and Intergenerational Equity.

Recent Publications

How Stationarity Contradicts Intergenerational Equity (with Geir Asheim and Tapan Mitra) accepted Economic Theory.

Banerjee, K., Mitra, T. (2018). On Wold's Sufficiency Approach to Representation of Preferences. *Journal of Mathematical Economics, 79,* 65-74.

Banerjee, K. (2018). On the Representability of a Class of Lexicographic Preferences.

Economics Bulletin, 38, 1213-1218.

WILLIAM D. BOSSHARDT JR.

Education

Ph.D., Purdue University, 1991 (Economics)

FAU Experience

Director of the FAU Center for Economic Education, August 1995 to present. Associate Professor, August 1999 to present.

Assistant Professor, August 1995 to August 1999.

Primary Teaching Interests/Teaching Load

Principles of Economics, Environmental, Intermediate Micro: 2/2 (one course for Center)

Primary Research Interests

Economic Education

Recent Publications

Bosshardt, W., Walstad, W. (2019). Grades in Economics and Other Undergraduate Courses.

AEA Papers and Proceedings 2019, 109: 1-6.

Bosshardt, W., Walstad, W. (2019). The Undergraduate Economics Coursework of Elementary and Secondary School *Teachers. Journal of Economic Education, 50(4),* 410-417.

Bosshardt, W., Walstad, W. (2018). Does Studying Economics in College Influence Loan Decisions Later in Life. *Journal of Economic Education, 49(2),* 130-141.

Bosshardt, W., Chiang, E. (2018). Evaluating the Effect of Online Principles Courses on Long-Term Outcomes. *International Review of Economics Education, 28,* 1-10.

CHRISTOPHER BOUDREAUX

Education

Ph.D., Florida State University, 2014 (Economics) MS, Florida State University, 2011 (Economics) BS, Nicholls State University, 2009.

FAU Experience

Assistant Professor, August 2007 to July 2020 Associate Professor, August 2020 to present.

Primary Teaching Interests/Teaching Load

Principles of Economics, Mathematical Economics and Advanced Mathematical Economics: Load2/2

Primary Research Interests

Public Choice, Entrepreneurship

Recent Publications

Boudreaux, C. (2020). Ethnic Diversity and Small Business Venturing. *Small Business Economics, 54(1*), 25-41.

Nikolaev, B., Boudreaux, C., Wood, M. (2020). Entrepreneurship and subjective well- being: the mediating role of psychological functioning. *Entrepreneurship Theory and Practice, 44(3).*

Boudreaux, C., Nikolaev, B. (2019). Capital is not enough: Opportunity entrepreneurship and formal institutions. *Small Business Economics, 53(3),* 709-738.

Walia, B., Boudreaux, C. (2019). Hospital Mergers, Acquisitions, and Regulatory Policy Implications: Price, Cost, Access, and Market Power Effects. *Managerial Finance, 45(10111),* 1354-1362.

Boudreaux, C., Escaleras, M., Skidmore, M. (2019). Natural Disasters and Entrepreneurship Activity. *Economics Letters, 182,* 82-85.

Boudreaux, C., Nikolaev, B., Klein, P. (2019). Socio-cognitive traits and entrepreneurship: The moderating role of economic institutions. *Journal of Business Venturing, 34(1*), 178-196.

Boudreaux, C., Holcombe, R. (2018). Is Institutional Improvement Possible? *Applied Economics Letters,* 25(11), 758-761.

Jha, A., Boudreaux, C., Banarjee, V. (2018). Political Leanings and Social Capital.

Journal of Behavioral and Experimental Economics, 72(C), 95-105.

Boudreaux, C., Nikolaev, B., Holcombe, R. (2018). Corruption and destructive entrepreneurship. *Small Business Economics, 51(1),* 181-202.

Nikolaev, B., Boudreaux, C., Palich, L. (2018). Cross-country determinants of early stage necessity and opportunity-motivated entrepreneurship: accounting for model uncertainty. *Journal of Small Business Management.*

STEVEN B. CAUDILL

Education

Ph.D., University of Florida, 1982 (Economics)

FAU Experience

Kaye Distinguished Professor and Chair, 2015 to present

Primary Teaching Interests/Teaching Load

Principles of Microeconomics, Economics of Sports, Managerial Economics, and Econometrics: Load 1/1

Primary Research Interests

Econometrics, Applied Econometrics, Applied Microeconomics

Recent Publications

Refereed Journal Articles

V. Tennekoon and S. Caudill (in press). Estimation of a Selectivity Model with Misclassified Selection. *Communications in Statistics-Case Studies and Data Analysis.*

S. Caudill, F.G. Mixon, M. Costello, and E. Affuso (in press). Food Deserts and Residential Real

Estate Prices, *Journal of Housing Research*

Caudill, S., Prunetti, D., Detotto, C. (in press). Bargaining Power in Apartment Sales in Corsica: A Latent Class Approach (forthcoming). *Urban Studies.*

Carrasco-Gallego, J. A., Caudill, S., Mixon, F. G., Cebula, R. J. (in press). Hunting Land Quality and Hunting Land Lease Prices: Evidence from Decomposition of Latent- Class Model Estimates (forthcoming). *Journal for Studies in Economics and Econometrics.*

Mixon, Jr., F. G., Calderon, D., Caudill, S. (2019). Valuing Recreational Water Clarity and Quality: Evidence from Bedonie Pricing Models of Lakeshore Properties. Applied Economics Letters, 26(3), *237-244.*

Mixon, Jr., F. G., Affuso, E., Starnes, K., Caudill, S. (2019). Is Airport Proximity an Amenity or Disamenity? An Empirical Investigation based on House Prices. *Land Economics, 95(3),* 391-408.

Caudill, S., Crofton, S., Faria, J. R., Manage, N. D., Mixon, F., Simonton, M. G. (2019).

Property confiscation and the intergenerational transmission of education in post-1948 Eastern Europe. *Public Choice,* 1-41; https://doi.org/10.1007/sl1127-019-00698-0.

Caudill, S., Mixon Jr., F. G., Richards, M. (2019). Ownership Structure and Hospital Service Costs and Fees: A Decomposition Approach. *Managerial and Decision Economics, 40(1),* 37-50.

Hourican, S., Mixon, Jr., F. G., Caudill, S. (2018). Does College Football Impact the Size of University Applicant Pools and the Quality of Entering Students? *Applied Economics, 50,* 1885-1890.

Mixon, Jr., F. G., Caudill, S. (2018). Guarding Giants: Resource Commons Quality and Informal Property Rights in Big-Wave Surfing. *Empirical Economics, 54(4),* 1697- 1715.

ERIC P. CHIANG

Graduate Director

Education

Ph.D., University of Florida, 2002 (Economics)

FAU Experience

June 2013 - July 2008: Assistant Professor, Department of Economics

July 2012-present: Director of Instructional Technology, College of Business August 2008 - present: Associate Professor, Department of Economics

Primary Teaching Interests/Teaching Load

Microeconomic Principles: 2/2

Primary Research Interests

Economic Education; International Development; Network Competition

Recent Publications

Sumell, A., Chiang, E. (2019). Are Your Students Absent, Not Absent, or Present?

Mindfulness and Student Performance. *Journal of Economic Education, 50,* 1-16.

Vishwasrao, S., Schneider, M., Chiang, E. (2019). The Effect of Military Occupations on Growth. *Kyklos,* 72(1), 183-207.

Bosshardt, W., Chiang, E. (2018). Evaluating the Effect of Online Principles Courses on Long-Term Outcomes. *International Review of Economics Education, 28,* 1-10.

MONICA P. ESCALERAS

Education

Ph.D., Florida International University, 2003 (Economics)

FAU Experience

Aug 2019-present: Professor, Department of Economics

Aug 2010-July 2019: Associate Professor, Department of Economics Aug 2006-July 2010: Assistant Professor, Department of Economics

Aug 2004-June 2006: Visiting Assistant Professor, Department of Economics

Primary Teaching Interests/Teaching Load

Intermediate Macroeconomics: 2/2

Primary Research Interests

Natural Hazards, Economics of Public Policy

Recent Publications

Mitsova, D., Escaleras, M., Esnard, A., Sapat, A., Lamadrid, A. (2019). The Effects of Infrastructure Service Disruptions and Socio-Economic Vulnerability on Hurricane Recovery. *Sustainability, 11(2),* 516-532.

Escaleras, M., Dukhong, K., Wagner, K. (2019). You Are Who You Think You Are: Linked Fate and Vote Choices Among Latino Voters. *Politics & Policy, 47,* 909-930.

Boudreaux, C., Escaleras, M., Skidmore, M. (2019). Natural Disasters and Entrepreneurship Activity. *Economics Letters, 182,* 82-85.

Escaleras, M., Calcagno, P. T. (2018). Does Fiscal Decentralization Affect Infrastructure Quality? An Examination of U.S. States. *Contemporary Economic Policy, 36(2),* 410- 422.

JOAO FARIA

Education

Ph.D., University of Kent at Canterbury, 1998 (Economics) MA, University of Brasilia, 1991 (Economics)

BA, University of Brasilia, 1988 (Economics) BA, University of Brasilia, 1987 (Geography)

FAU Experience

Associate Professor, August 2018 to July 2019 Professor, August 2019 to present.

Primary Teaching Interests/Teaching Load

Intermediate Microeconomics, Intermediate Macroeconomics, Economics of International Trade, and International Economic Development (all at FAU) and many other courses.

Load2/2

Primary Research Interests

Microeconomic Theory, Dynamic Games

Recent Publications

Faria, J. R., J.C. Cuestas, L. Gil-Alana and E. Mourelle (forthcoming) Self-employment by gender in the EU: convergence and clusters (forthcoming) *Empirica.*

Faria, J. R., Mixon, F., Mirror, Mirror on the wall, Modeling the U.S. Congress as an internal labor market (2020) *Journal of Public Finance and Public Choice.*

Faria, J. R., A. Novak, A. Bagchi and T. Mathews, The refugee game: The relationship between individual security expenditures. Games 11, 24.

Faria, J. R., Mixon, F., Johnson, K., Ferreira, J., Wanke, P. (in press). Agglomeration economies and university program creation in the knowledge economy (forthcoming). *Socio-Economic Planning Sciences.*

Faria, J. R., Mixon, F. (in press). The Peter and Dilbert principles applied to academe (forthcoming). *Economics of Governance.*

Faria, J. R., Mixon, F., Upadhyaya, K. (in press). Editor reputation and journal quality: The case of regional association journals (forthcoming). *B.E. Journal of Economic Analysis and Policy.*

Faria, J. R., Silva, E. (2020). Leadership delegation in rotten kid families. *Journal of Population Economics, 33(2),* 441-460.

Faria, J. R., Bagchi, A., Matthews, T. (2019). A model of a multilateral proxy war with spillovers. *Public Choice, 179,* 229-248.

Faria, J. R., Mixon, F., Upadhyaya, K. (2019). Alumni donations and university reputation. *Education Economics, 27,* 155-165.

Faria, J. R., Mixon, F., Upadhyaya, A., Upadhyaya, K. (2019). Gang Rivalry and Crime: A Differential Game Approach. *Review of Law & Economics, 15(2).*

Faria, J. R., Mixon, F., Upadhyaya, K. (2019). Public policy and the university-industry R&D nexus. Knowledge Management Research and Practice, 17(4), 499-506.

Faria, J. R., Matthews, T., Bagchi, A. (2019). Simple analytics of the impact of terror generation on attacker-defender interactions. *Public Choice, 179,* 287-299.

Faria, J. R., Gropper, D., Mixon, F., Santoyo, J. (2019). Academic scholarship, organization prestige and the earnings of U.S. business school deans. *Managerial and Decision Economics, 40(7),* 823-837.

Caudill, S., Crofton, S., Faria, J. R., Manage, N. D., Mixon, F., Simonton, M. G. (2019). Property confiscation and the intergenerational transmission of education in post- 1948 Eastern Europe. *Public Choice,* 1-41; https://doi.org/10.1007/sl l 127-019-00698-0.

Faria, J. R., Mixon, F. (2018). Entrepreneurial philanthropy and university creation. *Journal of the Knowledge Economy, 9,* 1067-1086.

Faria, J. R., Arce, D. (2018). On the Samaritan's dilemma, foreign aid and freedom. *Economies, 6(4),* 53; https://doi.org/10.3390/economies6040053.

Faria, J. R., Wanke, P., Ferreira, J., Mixon, F. (2018). Research and innovation in higher education: Emperical evidence from research and patenting in Brazil. *Scientometrics, 116,* 487-504.

Faria, J. R., McAdam, P. (2018). The green golden rule: Habits and anticipation of future consumption. *Economics Letters, 172,* 131-133.

Faria, J. R., Oliveira, A., Silva, E. (2018). Transnational terrorism: Externalities and coalition formation. *Journal of Conflict Resolution, 62,* 496-528.

SUMAN GHOSH

Education

Ph.D. in Economics, Cornell University, 2002.

FAU Experience

August 2009 to Present: Associate Professor, Department of Economics August 2003-2009: Assistant Professor, Department of Economics

Primary Teaching Interests/Teaching Load

Principles of Economics: 2/2

Primary Research Interests

Labor Economics, Development Economics and Public Economics

Recent Publications

Devaro, J., Ghosh, S., Zoghi, C. Job Characteristics and Discrimination in Firms. *Industrial Relations: a journal of economy and society.*

Devaro, J., Ghosh, S., Zoghi, C. (2018). Job Characteristics and Labor Market Discrimination in Promotions. *Industrial Relations: a journal of economy and society,* 57(3), 389-434.

ERIC J LEVY

Education

University of Florida - First year Ph.D. coursework August 2005-May 2006 MS Economics FAU 2003

FAU Experience

August 2009 - present: Visiting Instructor

August 2003-August 2005: Adjunct Instructor, Department of Economics

Primary Teaching Interests/Teaching Load

Principles of Microeconomics; Principles of Macroeconomics; Money and Banking: 4/4

Teaching Awards

2011 College of Business excellence in undergraduate teaching. 2011 University wide excellence in undergraduate teaching award.

Primary Research Interests

Macroeconomics; Political Economics

Recent Publications

Money and Banking a Macroeconomic Perspective; Kendall Hunt Publisher, August 2013.

TING LEVY

Education

Ph.D., University of Florida, 2010 (Economics)

FAU Experience

January 2011 - Present: Instructor, Department of Economics

May 2010-December 2010: Adjunct Professor, Department of Economics

Primary Teaching Interests/Teaching Load

Principles of Microeconomics, Principles of Macroeconomics, Economic Principles and Policies, Intermediate Microeconomics, Intermediate Macroeconomics, Money and Banking, Managerial Economics, International Economic Development, Mathematical Economics, Economics of International Trade, International Monetary Economics, Advanced International Trade

4/4 (with a course release)

Primary Research Interests

International Economics, Environmental Economics, Economic Growth, Economic Development, Political Economics.

Recent Publications

LONG LIU

Education

Ph.D., Syracuse University, 2008 (Economics). MA, Renmin University, 2001 (Management). BA, Renmin University, 1998 (Economics).

FAU Experience

Associate Professor: August 2019 to present.

Primary Teaching Interests/Teaching Load

Econometrics, 2/2

Primary Research Interests

Econometrics, Panel Data

Recent Publications

Books

Kao, C., Liu, L. (2019). High Dimensional Econometrics and Identification. *High Dimensional Econometrics and Identification.* World Scientific.

Refereed Journal Articles

Baltagi, B.H., Kao, C., Liu, L. (in press). Testing for Shifts in a Time Trend Panel Data Model with Serially Correlated Error Component Disturbances (forthcoming). *Econometric Reviews.*

Lien, D., Xu, H., Liu, L. (2019). Impact of the Disclosure of Audit Engagement Partners on Audit Quality: Evidence from the United States. *International Journal of Auditing, 23(1),* 112-124.

WILL LUTHER

Education

Ph.D., George Mason University, 2012. (Economics) MA, George Mason University, 2011, (Economics). BA, Capital University, 2008, (Economics).

FAU Experience

Assistant Professor, August 2018 to present

Primary Teaching Interests/Teaching Load

Intermediate Macroeconomics, Money and Banking, Advanced Macroeconomics, Advanced Monetary Economics: Load 2/2

Primary Research Interests

Macroeconomics, Monetary Economics

Book Chapters

Hogan, T., Luther, W. (in press). *SuboptIntermediate Macroeconomics, Money and Banking, Advanced Macroecommimal Equilibria from Nominal Income Targeting (forthcoming).* Journal of Private Enterprise.

Luther, W., Boettke, P. J., Stein, S. M. (in press). Labor Economics from an Austrian Perspective (forthcoming). In Bruce Kaufman (Ed.), *Models of Labor Markets.* Stanford University Press.

Refereed Journal Articles

Luther, W. (in press). Four Principles for a Base Money Regime (forthcoming). *The Cato Journal.*

Luther, W., Hazlett, P. K. (in press). Is Bitcoin Money? And What That Means (forthcoming). *Quarterly Review of Economics and Finance.*

Luther, W. (in press). Regulatory Ambiguity in the Market for Bitcoin (forthcoming). *The Review of Austrian Economics.*

Luther, W. (in press). Regulating Bitcoin: On What Grounds? (forthcoming). *Journal of New Finance.*

Luther, W., Salter, A. W. (2019). Adaptation and Central Banking. *Public Choice, 180(3),* 243-256.

Luther, W., Hogan, T. (2019). Endogenous Matching and Money with Random Consumption Preferences. *B.E. Journal of Theoretical Economics, 19(2),* 1-9.

Luther, W. (2019). Getting off the Ground: The Case of Bitcoin. *Journal of Institutional Economics,* 15(2), 189-205.

Luther, W., McElyea, J.P. (2018). Austrian Macroeconomics in Search of its Uniqueness. *Journal of Private Enterprise, 33(2),* 1-20.

Luther, W. (2018). Is Bitcoin Intrinsically Worthless? *Journal of Private Enterprise, 33(1),* 31-45.

NEELA D. MANAGE

Education

Ph.D., George Washington University, 1981 (Economics)

FAU Experience

7/1996-Present: Associate Professor of Economics, College of Business

6/1994-8/1995: Acting Co-Chair, Department of Economics 8/l 993-1/1996: Associate Dean, College of Social Science

8/1992-6/1996: Program Director, Social Statistics Program, College of Social Science 8/l 992-6/1996: Director, Statistics Computer Laboratory, College of Social Science 8/1989-6/1996: Associate Professor of Economics, College of Social Science

8/1981-8/1989: Assistant Professor (tenured in 1986), College of Social Science

Primary Teaching Interests/Teaching Load

Graduate: Monetary Economics, International Monetary Economics, Master's Thesis (Chaired 18, Member 39)

Undergraduate: Econometrics, Macroeconomics, Money & Banking (teaching load 3/4)

Primary Research Interests

Macroeconomics, Monetary Economics, Financial Regulation, and Applied Econometrics

Recent Publications

Caudill, S., Crofton, S., Faria, J. R., Manage, N. D., Mixon, F., Simonton, M. G. (2019).

Property confiscation and the intergenerational transmission of education in post- 1948 Eastern Europe. *Public Choice,* 1-41; https://doi.org/10.1007/sl l 127-019-00698-0.

RUPERT RHODD

Associate Dean

Education

Ph.D., Fordham University, 1990 (Economics)

FAU Experience

July 2011 to present -Associate Dean; College of Business

August 1996 to present - Associate Professor, Economics Department January 1995 to July 1996 -Associate Dean; College of Liberal Arts

January 1992 to December 1994, Chair; Division of Social Sciences, College of Liberal Arts August 1990 to July 1996 - Assistant Professor; College of Liberal Arts

August 1989 to July 1990 - Assistant Professor; Economics Department, College of Social Science

Primary Teaching Interests/Teaching Load

Cases in Economic Analysis: 1/1

Primary Research Interests

Economic Development, Economic Education, Regional Economics

Recent Publications Refereed Journal Articles

Archibald, C. M., Barnes, C. I., Rhodd, R., Adenmos11I4 E. 0. (2019). "Not in My House": Perspectives on HIV/AIDS of Afro-Caribbean Adolescents Living in South Florida *Journal of Religion and Health, 58(5),* 1857-1871.

Schrouder, S., Allen, M. T., Rhodd, R., Jones, T. (2019). Evidence of Faculty Salary Differences Across Business Disciplines and Employment Contracting Systems. *International Journal of Accounting and Financial Reporting, 9(1*), 469.

Liu, M., Rhodd, R. (2018). Review and Comments on Accrual Accounting Valuation Models. *International Journal of Accounting and Finance Reporting,* 8(1), 1-12.

Rhodd, R., Schrouder, S., Kolo, J. (2018). Strategies for Spatial and Economic Development. *Annals of Social Science* & *Management Studies, 1(3).*

Rhodd, R. (2018). Strategies for Spatial and Economic Development. *Annals of Social Sciences & Management Studies, 1*(3).

Liu, M., Rhodd, R. (2018). Review and Comments on Accrual Accounting Valuation Models. *International Journal of Accounting and Financial Reporting, 8(1),* 37.

ERIC VAN TASSEL

Education

Ph.D., University of California, Riverside, 1998 (Economics)

FAU Experience

2007 - Present: Associate Professor

2007 -2009: Chair, Department of Economics

2002 - 2007: Assistant Professor

Primary Teaching Interests/Teaching Load

Microeconomics and Money & Banking: 2/3

Primary Research Interests

Microfinance, Credit Markets

Recent Publications

Van Tassel, E. (in press). Relationship lending and liquidation under imperfect information (forthcoming). *Journal of Financial Services Research.*

Van Tassel, E. (2018). Multiple borrowing and adverse selection in credit markets. *Oxford Economics Papers,* 70(1), 286-299.

SHARMILA VISHWASRAO

Education

Ph.D. (Economics), Purdue University, 1991

FAU Experience

Associate Professor: 2002 to present Assistant Professor: 1996-2002

Primary Teaching Interests/ Teaching Load

International Development Economics, graduate and undergraduate. Principles of Microeconomics.

3/2 or2/2

Primary Research Interests

International, Health

Recent Publications

Bernet, P., Gumus, G., Vishwasrao, S. (2020). Maternal Mortality and Public Health Programs: Evidence from Florida, *The Milbank Quarterly, 98(1*), 150-171.

Vishwasrao, S., Schneider, M., Chiang, E. (2019). The Effect of Military Occupations on Growth. *Kyklos,* 72(1), 183-207.

Bernet, P., Gumus, G., Vishwasrao, S. (2018). Effectiveness of Public Health Spending on Infant Mortality in Florida, 2001-2014. *Social Science and Medicine, 21J,* 31-38.

Gardner, L., Vishwasrao, S. (2018). Physicians' use of medical technology: an analysis of the introduction and subsequent failure of drug-eluting stents. *Applied Economics, 50(24),* 2733-2745.

KY YUHN

Education

Ph.D. in Economics, Northern Illinois University, 1985

ABD in Finance, The Wharton School, University of Pennsylvania, 1988 - 1991

FAU Experience

August 1993 - Present: Associate Professor, Department of Economics

August 1997 - August 2006: Director of the Graduate Program, Department of Economics
January 2001 - December 2004: Internet Coast Adams of Professor, College of Business

Teaching Load: 2/2

Primary Research Interests

Asset pricing and market volatility; Economic growth and technological change

Recent Publications

Yuhn, K.-H., Kim, S. B., McCown, J. (2018). Stock Returns, Velocity Dynamics and Inflation Volatility. *European Journal of Finance, 24(18),* 1755-1771.

Appendix 5. Business and Economics Polling Initiative

Initiative Goals

The Business and Economics Polling Initiative (BEPI) was launched in August of 2014 with four main goals that are aligned with the objectives of the University: FAU's name recognition, undergraduate research, interdisciplinary collaboration and community engagement.

The Business and Economics Polling Initiative has had an extraordinary impact inside and outside the University. In less than seven years the Initiative has become the "Gallup" of Florida in terms of public opinion research. We have become the leader in polling that the media and the community see as the go-to source for measuring public opinion in Florida and beyond; thus enhancing FAU's visibility and reputation at the local, regional and national levels. In addition, align with the "undergraduate research and inquiry" strategic plan platform, the Business and Economics Polling Initiative provides students with valuable opportunities to enhance their educational experience by designing and carrying out public opinion research. Furthermore, every year since the inception of the Initiative at least half of the students representing FAU at the Florida Undergraduate Research Conference (regional) and the National Conference of Undergraduate Research (national) are from BEPI. Finally, the Business and Economics Polling Initiative has partnered with faculty in other colleges from FAU and the community to conduct public opinion research.

Initiative Faculty

Director: Professor Monica Escaleras

Monica Escaleras: Hispanic (origin: Ecuador), Professor of Economics, Full time faculty, Academic Specialties: Macroeconomics and Political Economy

Professor Escaleras oversees all areas of the Business and Economics Polling Initiative. Specifically, she is in charge in designing all surveys, analyzing the data and writing reports. In addition, Professor Escaleras teaches "hands on" public opinion research to undergraduate students and takes them to present their research findings at the Florida Undergraduate Research Conference (FURC) and the National Conference of Undergraduate Research (NCUR). Finally, Professor Escaleras looks for opportunities to partner with our community and faculty from other colleges to conduct public opinion research.

Assistant Director: Mr. Eric Levy

Eric Levy: American, Instructor of Economics, Full time faculty

Mr. Levy is in charge of the data collection of all the surveys of the Initiative. In addition, he assists in teaching undergraduate students and he travels with the students to conferences.

Initiative Research Collaborations

The Business and Economics Polling Initiative has collaborated with faculty from other colleges on projects that conduct public opinion research.

School of Public Administration: The Business and Economics Polling Initiative collaborated in a project funded via a RAPID grant from the National Science Foundation (NSF) to investigate the implications of COVID-19 for hurricane-prone areas. PI: Alka Sapat

School of Public Administration: The Business and Economics Polling Initiative collaborated in a project funded by the Abacoa Foundation to investigate the disaster readiness and resilience of older adults in Southeast Florida. PI: Alka Sapat

School of Urban and Regional Planning: The Business and Economics Polling Initiative collaborated with Diana Mitsova and Alka Sapat in conducting a public opinion survey for the *Probabilistic Resilience Assessment of Interdependent Systems project* (NSF grant: $296,7930). Specifically, the goal of the survey was to capture Floridians perceptions on infrastructure resilience and decision to evacuate or shelter during Hurricane Irma. PI: Diana Mitsova

Center for Environmental Studies: Business and Economics Polling Initiative partnered with the Center for Environmental Studies to conduct a quarterly Florida Climate Resilience Survey. The main purpose of the survey is to gauge Floridians' views on their preparedness and resilience to climate hazards.

College of Medicine: The Business and Economics Polling Initiative collaborated with Elaine Van Der Put (Senior Associate Dean for Administration) in designing a survey to capture the community's level of awareness of the College of Medicine and to measure their interest on the FAU primary care clinic. The results of the survey will be used to develop the marketing strategies for the launch of the "FAU MEDICINE" brand which is part of the strategic plan of the college.

Department of Political Science: The Business and Economics Polling Initiative collaborated with Kevin Wagner and Dukhong Kim in a project that analyzes whether Latino voters are more likely to act based on the view that their individual fates are connected with those of their racial or ethnic group, or are more likely to act based on individual self-interest.

College of Education: The Business and Economics Polling Initiative collaborated with Maria Vasquez-Colina (Associate professor) on a survey regarding Hispanics views on the effectiveness of standardized tests as a tool of classroom assessment.

Research Goals

When the Business and Economics Polling Initiative was funded one of the goals was for the initiative to facilitate survey design, data collection and analysis of data for research projects.

Below are the academic publications that have come out from collaborating with Business and Economics Polling Initiative for survey design, data collection and analysis:

- Mitsova D., A. M. Esnard, A. Sapat, A. Lamadrid, M. Escaleras, and C. Velarde-Perez. "Effects of Infrastructure Service Disruptions Following Hurricane Irma: A Multi-Level Analysis of Post-Disaster Recovery Outcomes," *Natural Hazards Review*, forthcoming
- Vasquez-Colina M. and J. Morris. "Hispanic Parents' Self Evaluation on Assessment Knowledge," *Journal of Latinos and Education*, forthcoming
- Escaleras, M., K. Dukhong and K. Wagner. "You Are Who You Think You Are: Linked Fate and Vote Choices Among Latino Voters," *Politics & Policy*, October 2019, 47, 909-930.
- Mitsova D., M. Escaleras, A. Esnard, A. Sapat and A. Lamadrid. "The Effects of Infrastructure Service Disruptions and Socio-Economic Vulnerability on Hurricane Recovery," *Sustainability*, January 2019, 11, 516-532.

Initiative Service and Community Engagement

The Business and Economics Polling Initiative (BEPI) offers leadership and expertise on public opinion research to our community. Below are the projects that the Business and Economics Polling Initiative has partnered with the community to conduct scientific polls.

1. March 2019: The Clear Water Coalition of Indian River County and the Brevard Indian River Lagoon Coalition partner with BEPI to conduct a survey regarding Floridians' attitudes about Florida's quality of water and waterways.
2. April 2018: The USA Today Network newspapers partnered with BEPI to conduct a scientific survey to address what issues are most important to Floridians for the Midterm elections; which served as a foundation for a series of articles for the Florida Voices project. The announcement of the launch of the *Florida Voices* project and partnership with the Business and Economics Polling Initiative was published on the front page of all six newspapers of the USA Today Network-Florida giving FAU significant media exposure and recognition across Florida. The six newspapers of the USA Today Network-Florida include *Florida Today* in Melbourne, *The New-Press* in Fort Myers, *Naples Daily News*, *Pensacola News Journal*, *Tallahassee Democrats* and *TCPalm* on the Treasure Coast. Furthermore, the results of the

poll have appeared in several articles of *Florida Voices* project on all six newspapers of the USA Today Network-Florida (couple articles are in supplemental section).

3. November of 2017: The League of Women Voters partnered with the Business and Economics Polling Initiative to conduct a survey regarding Floridians' perspectives on the Electoral College. The results were published in the following newspapers: *Florida Today*, *Florida Politics* and *Orlando Weekly*.

4. August 2016: The *Sun Sentinel* partnered with BEPI to conduct a poll regarding the Democratic primary congressional race of Florida's 23rd congressional district. Residents of South Florida were asked their views on the candidates and on current issues. The results were published in *Sun Sentinel* front page and *Miami Herald*.

5. December 2015: The *Sun Sentinel* partnered with BEPI to conduct a survey about the views of Cubans residents of Miami-Dade County on the "wet foot, dry foot policy" and other topics related to Cuban immigrants. The results were published in the *Sun Sentinel*.

Other Program Goals

Undergraduate Research- Supporting FAU's Quality Enhancement Program (QEP) *Distinction through Discovery* and the "undergraduate research and inquiry" strategic plan platform, the Business and Economics Polling Initiative provides students with valuable opportunities to enhance their educational experience by designing and carrying out public opinion research. Specifically, students learn "hands on" every aspect of the survey research process from learning how to write a questionnaire to analyze data in SPSS and write up reports.

In addition, one of the goals of the Initiative is to take students to present their research findings at the Florida Undergraduate Research Conference (FURC) and the National Conference of Undergraduate Research (NCUR). Below are the numbers of students from the Business and Economics Polling Initiative (BEPI) that have attended the conferences since 2016.

Participants at the Florida Undergraduate Research Conference				
Number of students	2016	2017	2018	2019
Students from other FAU programs	8	32	10	31
Students from BEPI	6	8	16	21
TOTAL students from FAU	14	40	26	52
Total students participating in the conference	684	330	375	600

Participants at the National Conference of Undergraduate Research			
Number of students	2017	2018	2019
Students from other FAU programs	7	10	2
Students from BEPI	7	14	20
TOTAL students from FAU	14	24	22
Total students participating in the conference	4,000	4,211	4,200

Initiative Strengths and Opportunities

- The Initiative has become the "Gallup Poll" of Florida in terms of public opinion research. We have become the leader in polling that the media and the community see as the go-to source for measuring public opinion in Florida and beyond
- Faculty from other departments are interested in collaborating with the Initiative to conduct public opinion research.
- Students are eager to learn about Public Opinion Research and they work hard on their research projects in order to present their findings at conferences.

Initiative Weaknesses and Threats

- Limited funding is a threat to the growth of the program.

Initiative Resource Analysis

This year the program faced a budget cut and the future is uncertain for the program.

Initiative Future Direction

Unless there are more budget cuts to the program, I don't foresee any changes to the program.

Appendix 6. Center for Economic Education

Center Mission and Purpose

Every student that graduates high school should have a working knowledge of personal finance, the economy, and their role in it. Because economics and financial literacy is often not taught at home, students rely on schools for this important life information. However, many teachers do not have a deep background in economics or financial literacy themselves.

The mission of the FAU Center for Economic Education is to help with this problem by providing area educators access to new and innovative ways to teach personal finance and economics in the K-12 classroom. The FAU Center for Economic Education does this in three ways:

1. Workshops. The center provides training in various economic and financial literacy topics by conducting training workshops for teachers in its service area school districts (Broward, Palm Beach, Martin, St. Lucie, Indian River and Okeechobee Counties).
2. Materials. The center's personnel develop teaching materials in economic education and financial literacy.
3. Research. The center's personnel conducts research into the effectiveness of economic education materials, programs, and techniques.

The FAU Center for Economic Education was established in 1975 and is an official state-recognized center.

Workshops:

The center had a successful 2019-2020 program year, despite the effective end of in-person workshops in March. Nonetheless, the total number of teachers reached was close to 500 (including non-Florida teachers). In total, the center conducted or participated in 26 events. The estimated total of students reached in 2019-20 was 39,000. The center's main point of contact is the teacher so FAU uses estimates of how many students are impacted by each workshop. We estimate 80 students are taught new materials or information for every high or middle school teacher trained and 35 students for each elementary school teacher trained. Table 1 shows the number of events held over the past five years.

Table 1: Annual Summaries

Academic Year	Events	Teachers	Total Hours
2019-20	26	494*	71
2018-19	23	437	83
2017-18	21	484	59
2016-17	24	372	56
2015-16	14	315	59
Totals since 2005	204	3928	753
Average Last Five Years	22	420	66

- 358 Florida teachers, 136 out-of-state teachers

A couple of the more well-attended programs were:

Ft. Lauderdale Walkabout – This special evening started at the Stranahan House in Ft. Lauderdale. Teachers learned about the economic history of Ft. Lauderdale while touring the house and then doing a walking tour.

Economics of Sea Level Rise – The FAU Center for Economic Education and the FAU Center for Environmental Studies teamed up to offer this teacher professional development event. Through the kind generosity of FPL, the event was held at the Manatee Lagoon. The event was held in conjunction with Colin Polsky, Director of the FAU Center for Environmental Studies.

Materials:

The FAU Center develops materials for a number of audiences. Below lists the teaching materials produced by FAU Center Personnel:

- COVID Economics Module, Council for Economic Education, forthcoming
- Saving the World with Economic Ideas, collaboration with St. Louis Federal Reserve Bank, 2019, William Bosshardt, Brett Burkey, 2019. https://www.stlouisfed.org/education/saving-the-environment-with-economic-ideas
- Behavioral Economic Module, Council for Economic Education, 2016, William Bosshardt, project director, writer (http://www.econedlink.org/topics/14)

- Election Economics Module, Council for Economic Education, 2016 (updated), William Bosshardt, project director, Brett Burkey, writer (http://www.econedlink.org/topics/6)
- *High School Economics,* Council for Economic Education, 2014, William Bosshardt, project director, Brett Burkey, writer. (http://store.councilforeconed.org/products/high-school-economics-3rd-edition)
- *National Standards for Financial Literacy*, Council for Economic Education, 2013, William Bosshardt, project director. (http://councilforeconed.org/resource/national-standards-for-financial-literacy/)

Center Faculty and Staff

William Bosshardt is the Director of the FAU Center for Economic Education. (White male) Lorraine Gallerani serves as administrative assistant. (White female)

The Center works in conjunction with the Florida Council on Economic Education. The FCEE's education specialist, Brett Burkey, works extensively with the Center. (White male)

Center Strengths and Weaknesses

In terms of weaknesses, the FAU center has lost some personnel over the last two years. One master teacher who was an integral part of the team took a job with the St. Louis Federal Reserve Bank as an education specialist. (St. Louis has the best economic education program in Federal Reserve System.) Brett Burkey was the assistant director until May, when he took a position at the Florida Council on Economic Education (FCEE). The Center will need to recruit new master teachers in the coming year.

In terms of strengths, the center has excellent relations with the school districts. The center continues to partner with the districts in workshop offerings. In addition, the center works with our national organization, the Council for Economic Education, based in New York. The center is acknowledged as an active center in the national network. The center won Center of the Year award in 2011. The director won the National Association of Economic Educator's Service Award in 2014 and the Multiplier Award (for mentorship) in 2017.

Center Goals and Future Direction

The pandemic has hampered efforts this year. The center continues to off online workshops, although participation has been less than hoped. Nonetheless, the center will strive to meet the following goals.

- Offer online workshops for FAU area teachers.
- Participate in national workshops presented by CEE.

- Develop new master teachers for future in-person workshops.
- Increase the board member size for the calendar year 2021, when the FAU Center will move back to in-person workshops.
- Support the efforts of Next Gen Personal Finance to reach local area teachers.

Overall, the FAU Center for Economic Education provides extensive community service for the local area schools. The center workshops are a part of the Broward County School's workshop schedule. The center also coordinates with the financial literacy specialist at Palm Beach County Schools.

Appendix 7. The South Florida Business and Economics Research Initiative

The South Florida Business and Economics Research Initiative is a College of Business initiative for conducting research with a focus on the three counties in the Miami metro area (Broward, Miami-Dade, and Palm Beach counties). Functions of this initiative include, among others, the collection and monitoring of data on key national, state, and local economic indicators (currently there are 35-40 indicators in the database), analysis of current economic conditions and important industries in the local economy, and the outlook for the local economy. The initiative is staffed by a Director (Neela Manage, Associate Professor of Economics) and a part-time graduate assistant who assists with data related functions. The Director of the initiative is a member of the Florida Council of Business Economists and regularly reports quarterly information about the South Florida economy compiled through this initiative to the Florida Chamber Foundation.

Initiative Goal

The long-term goal of the South Florida Business and Economics Research Initiative is to develop and advance it to a full-fledged center for economic research and forecasting, one that is consistent with the state of Florida guidelines and requirements for research centers.

Appendix 8. Dr. Will Luther's Outreach Activities 2015-Present

Opinion-Editorials

1. Filling Fed Vacancies Would Leave Biden with Few Options to Replace Powell. American Institute for Economic Research, November 18, 2020. https://www.aier.org/article/filling-fed-vacancies-would-leave-biden-with-few-options-to-replace-powell/
2. Average Inflation Targeting and Expectations. American Institute for Economic Research, September 6, 2020. https://www.aier.org/article/average-inflation-targeting-and-expectations/.
3. The Myth of the Crowding-Out Myth. American Institute for Economic Research, September 4, 2020. https://www.aier.org/article/the-myth-of-the-crowding-out-myth/. (w/ Nicolas Cachanosky)
4. Where Have All the Coins Gone? Alt-M, July 10, 2020. https://www.alt-m.org/2020/07/10/where-have-all-the-coins-gone/.
5. How the Federal Reserve Literally Makes Money. The Conversation, June 10, 2020. https://theconversation.com/how-the-federal-reserve-literally-makes-money-140305.
6. Negative Interest Rates Explained. American Institute for Economic Research, June 9, 2020. https://www.aier.org/article/negative-interest-rates-explained/. (w/ James L. Caton and Peter C. Earl)
7. The Recovery Has Begun, Ahead of Schedule. American Institute for Economic Research, June 5, 2020. https://www.aier.org/article/u-s-output-could-recover-90-or-more-by-the-end-of-august/.
8. State-level Stay-at-home Orders and the Willingness to Stay Home. American Institute for Economic Research, May 17, 2020. https://www.aier.org/article/stay-at-home-orders-and-the-willingness-to-stay-home/.
9. Even in a Crises, Student Loan Forgiveness is Bad Policy. American Institute for Economic Research, May 15, 2020. https://www.aier.org/article/even-in-a-crisis-student-loan-forgiveness-is-bad-policy/.
10. Soaring Unemployment Benefits Will Delay Recovery. American Institute for Economic Research, April 17, 2020. https://www.aier.org/article/exploding-unemployment-benefits-will-delay-recovery/.
11. More Sensational Reporting on COVID-19 Estimates American Institute for Economic Research, March 27, 2020. https://www.aier.org/article/more-sensational-reporting-on-covid-19-estimates/.
12. Good Reasons to Doubt the Estimate of COVID-19 Deaths. American Institute for Economic Research, March 18, 2020. https://www.aier.org/article/good-reasons-to-doubt-the-estimate-of-covid-19-deaths/.

13. Why Is Maduro Pushing the Petro? American Institute for Economic Research, February 20, 2020. https://www.aier.org/article/why-is-maduro-pushing-the-petro/.
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Florida Atlantic University

College of Business

Department of Economics

Program Review

March 10-11, 2021

Review Team

William Smith (University of Memphis)

Sally Wallace (Georgia State University)

Michael Harris (Florida Atlantic University)

The review team conducted a series of interviews as noted below on March 9-11. We received excellent support from the Dean's Office and the Office of the Provost. All of the interviews were well attended and insightful. We also received the Department's Self-Study in ample time to read the thorough report. Our Program Review report reflects the information that was shared with us. The intention of the review is to be helpful to the Department of Economics as they move forward. While the pandemic has impacted a lot (including seminars and face time among faculty and students), our review attempts to look past the current period. Finally, we acknowledge that errors in interpretation or information are our own.

Florida Atlantic University's Department of Economics is one of several academic units within the College of Business. The Department serves undergraduate students with two undergraduate degrees (B.S. and B.B.A.), an MS in economics, and participates in the Executive PHD program. The Department also serves the University at large through a variety of service courses including micro and macroeconomics. The Department is comprised of thirteen tenured faculty, two tenure-track faculty, two full time instructors, and a number of adjunct faculty and teaching assistants. Departmental faculty also direct two research centers (Business and Economic Polling Initiative and the Center for Economic Education). The faculty size is about average for economics programs in the U.S.

An economics department within a business school is often vying for the attention of students since many students enter a business school with a somewhat clear idea of a career—accounting, finance, marketing, etc. Economics on the other hand is a combination of technical skills and math as well as more nuanced problem solving and writing skills which may be overlooked by students seeking a specific "career in business." Economics programs within business schools can thrive by honing an identity (applied micro, environmental, financial and forecasting economics, etc.), using experiential learning, and marketing to students—including presenting evidence of career possibilities. At FAU, enrollment levels among majors in all degrees has declined over the past several years resulting in difficulty in offering courses and developing an active peer network and alumni base.

Strengths

- The Department faculty at large are publishing in a variety of academic outlets. Research areas include micro, macro, theory, and econometrics. There is a mix of applied and theoretical research. Recent hires suggest the Department may be developing a comparative advantage in econometrics and potentially in analytics and big data.

- Faculty members are active in research and publishing regularly in mid-level mainstream economics journals and occasionally high-level field journals, as well as in interdisciplinary and policy journals.

- The junior faculty feel supported by the Department and express a clear idea of expectations for tenure and promotion.

- Students, both undergraduate and graduate, are happy with their academic training and feel supported by the faculty. Students appreciate in person meetings with the faculty to consult on coursework and career choices.

- The MS has a history of placing students well in local companies.

- The Business and Economics Polling Initiative is a unique asset that contributes to undergraduate research and brings external recognition.

- The Department is fortunate to have such a strong group of Instructors and Adjuncts; they are unusually active in curriculum development.

- The Center for Economic Education is contributing to local economic literacy by interacting with the K-12 teachers, other academic programs such as Environmental Sciences, and administrators.

Challenges

- The Department has suffered a dramatic decline in the number of its majors, from 760 in academic year 2014-2015 to 105 in 2019-2020. There is a compelling argument that this was the result of the Department's position within the College of Business: Students could declare the Economics B.S. major as freshman, while other COB B.B.A. majors required 60 credits before a major could be declared. This situation has changed, such that Economics is no longer the "holding tank" for the College's pre-business B.B.A. majors. Although the Department seems remarkably insouciant about the loss in majors, it is a worrisome development, for two reasons. First, as enrollments in upper-division classes shrink it becomes increasingly difficult to for them to reach enrollment targets; it also makes it harder to offer the upper-division electives that are the life blood of a major. Second, the Department has enjoyed five new hires since the last review. The decline in enrollments might lead to questions about the utilization of faculty.

- In a business school, economics departments have a difficult time identifying value added to students (especially undergraduate students). The Department needs to engage in marketing and advertise its majors; it should also consider offering a smaller set of upper-division electives in specific areas of focus.

- Despite the erosion of majors, the Department is lobbying to create an undergraduate Honors program. This would require the creation of duplicate Honors sections of upper division required and elective classes. We question the feasibility of this strategy at this point in time. The new program might instead gain traction when offered as directed independent studies/research/honors thesis courses and/or is linked to the two centers' missions.

- The MS Program has also seen a decline in enrollment, from 46 in 2014-2015 to 36 in 2019-2020. This seems to be the result of increased competition from other local schools. The MS core is geared toward preparation for a PhD in Economics more than toward being an applied, stand-alone MA program. In our opinion, the focus should be shifted away from PhD preparation towards providing training in skills demanded in the local job market. This would entail revising the curriculum to emphasize expertise in analytics, forecasting, and big data, in addition to finance; another possibility would be to provide in-depth training on south and central economies, for which there may be a regional demand. As it is, the MS lacks an identifiable area of focus.

- On the one hand, we are impressed by Dr. Chiang's efforts to address the challenges to the MS program. On the other hand, we are also struck by the lack of urgency in the Department's response to the challenges to its undergraduate major; there seems to have been no coordinated effort to address meaningful solutions/strategies for the undergrad program. If there is an Undergraduate Committee, it needs to find ways to advertise the major and to address problems of curriculum and scheduling.

- The only complaint of undergraduate students (small sample) is that there is a paucity of electives and a great deal of uncertainty about when they will be offered. The former problem will be difficult be resolve as long as enrollments are low; however, it can be mitigated by offering a restricted set of in-demand classes. The latter can be resolved by publicizing, and adhering to, the regular cycle of classes. This will require a greater degree of coordination with, and support from, the schedulers in the Dean's Office than currently seems to exist.

- Interdisciplinary research is important to the College and University, but it is not incentivized. Most economics faculty have not engaged in research with other departments. While the Department has gained some faculty lines that can potentially connect with the pillars/platforms of the University Strategic Plan, these hires do not seem well connected with scholars outside of economics. The Department has broadened its journal ranking to include non-economic, business journals in the ABS list. To provide an incentive to do interdisciplinary research with disciplines outside of the College, we suggest that the Department should consider developing a mechanism to count publications in their journals.

- Similarly, the College and University value the acquisition of external grants but provide little incentive to do so. Furthermore, Economics as a discipline has historically not relied upon external funding. Nonetheless, we encourage the Department faculty to seek external funding where it can, perhaps by exploiting its growing strength in econometrics, analytics, and big data.

- Executive Education programs are popular nationwide and have become lucrative for the College of Business. However, the Economics Department is conspicuously inactive in these programs. Are there marketable executive education modules that play to your strengths, like certificates in entrepreneurship or big data analytics?

- The Department does not currently have a PhD program; nor does it have a Concentration in the PhD in Business while it does support the Executive PhD program. We strongly support requiring PhD students in Finance (and even in Accounting) to take the regular first year courses in microeconomic theory and econometrics; this is standard in major Finance PhD programs. However, we are dubious about creating a PhD Concentration in Economics. This would be resource-intensive and the market for PhDs from even major programs is weak.

Opportunities and recommendations

- A stand-alone, career oriented MS program (on-line and in-person) could create a valuable, identifiable asset to the Department. A review of the competition in terms of areas of focus could help to identify FAU's comparative advantage.

- The growing econometrics and analytic strengths of the Department could be leveraged at all levels to address the growing need of analytics-minded graduates. The University's pillars and platforms strategic initiatives could provide cross-campus opportunities for collaboration, interdisciplinary teaching and research in this space and we encourage the College to incentivize the Department of Economics via course releases, summer research support, and support for expanding this list of journals counted for tenure and promotion.

- The Department should consider developing a (small) Chair Advisory Committee, comprised of 3-5 faculty at different levels, meeting regularly to discuss curriculum, hiring plans, and strategic direction of the Department. Such a committee could help the Department develop agency regarding course offerings and other discussions with the College of Business as well as providing a long-term vision for the Department.

- The Honors program in Economics is a laudable initiative but with the decrease in undergraduate enrollment relative to what was reported in the previous review, the opportunity cost could be quite high. A two-semester capstone for undergraduates may be a reasonable alternative (potentially with a thesis option which could receive some form of distinction).

- We suggest a simple expedient to attract majors: Towards the end of the semester in every introductory class, have the teacher send a personal letter (by email) to every student making a grade of B or higher. In it, congratulate the student for his or her accomplishment and aptitude for economics, and invite them to become an Economics major. Create a template for the letter and distribute to all the relevant teachers. Students are flattered and appreciate the personal attention. This works!

- The 4+1 accelerated master's program is a great way of raising enrollment in the MS. Try sending letters like the one mentioned above to junior majors, inviting them to consider the 4+1. Be careful to approach them early, as juniors, so that they can start taking graduate classes in their last year.

- There were some mixed messages from faculty and students regarding departmental seminars and an economics club. This suggests that if there are regular events, they may need more promotion to help establish more of a life to the Department.

Reactions to specific questions raised by the Chair of the Department of Economics

- Question 1 relates to the changing electives to required courses (as done in Accounting). This is an interesting idea but may reduce the number of majors further. An alternative would be to require one more course (suggestion—something in applied analytics) and evaluate the course catalogue with an eye to removing classes that have not been offered in 2-3 years and/or are "dated" subjects. We realize that a department cannot be effective by chasing the most recent fad and that is not what we are suggesting. However, the current list of cancelled courses offers a way to hone the catalogue and new faculty bring expertise that could be reflected in revised courses. We do would not recommend offering a "full slate of courses" as directed readings (question 1b).

- The students expressed a need to meet with faculty in their offices. Research synergies can be created by physical presence. A regular, robust seminar series in person can help bring faculty to their offices, physical office hours might be required, research brown bags (especially with faculty throughout campus) could help with on-campus culture, and finally, student presentations could increase faculty presence on campus. The College and University may also have residency requirements that support an on-campus culture. The reviewers see merit in faculty spending time physically present on campus post-pandemic.

- Question 3 refers to leveraging econometrics at the undergraduate and graduate levels. Depending on faculty expertise, there are various ways to engage in this growing area. Broadly defined, analytics includes data visualization, machine learning and other AI techniques, and analysis of big data. A topics course on analytics from within economics could expose the students to several of these topics using data from the Survey Center or a data set developed with faculty in finance, marketing, etc. Practical, "real world" applications would seem to be the best in with students. The Department might consider collaborating on the development of a "hub and spokes" model of business analytics (MS level) where there are one or two required courses in data management and techniques (hub) and a set of spokes which are very applied courses in problem solving using various analytic techniques.

- Question 4, please see recommendation for capstone (above).

- We did not discuss the Stavros Center question (#5) with Department faculty. A review of the Stavros website suggests that it could be a very good place for collaboration with the Center for Economic Education.

- We did not discuss the South Florida Business and Economics Initiative with faculty or administrators. We were unable to locate specific information about the initiative until after our interviews. Based on the materials we received, there seem to be some synergies between the Department and the Initiative. In particular, if the Department chose to hone its expertise on analytics and forecasting, the Department (faculty and students) and the Initiative could have a productive relationship.

- Faculty and staff diversity is a critical issue across the country. We cannot recommend a specific set of best practices because the issue is systemic, long-standing, and complex. We can share the experiences of our own universities:

    - GSU has several initiatives, studies and activities aimed at increasing the diversity and equity across campus. The Provost established a committee for the Next Generation of Faculty and a Task Force for Racial Equity. Each group developed a background report and a series of recommendations that are in progress. Details on the background reports, committees, recommendations, and progress can be found here: https://dei.gsu.edu/

    - The University of Memphis also has established such a task force; our Dean in the College of Business is an important member of it. When we hire, the Department contacts the Committee on the Status of Women (CSWEP) to request a list of women PhD candidates on the market, with whom we share our job listing in JOE. We have also shared our job listings with graduates of the AEA's Summer Programs for minorities. (Two of our young faculty members were graduates of the program and are big supporters of it.)

- The pandemic acclimated more students and faculty to on-line learning, the result of which is likely to be increased demand for choice of modality. A review of student success in online learning will be helpful to understanding some of the consequences of that modality and should be used to inform future scheduling. Student preferences may be understood by watching fill rates of different modalities and also by surveys—perhaps done by BEPI. On-line teaching is not easy to do well, so the efficiencies of the modality may be limited and rankings will follow student success and satisfaction. However, the Department has strength in lecture-capture video and may be ahead of the discipline in terms of this quality technology enhanced modality.

Meetings:

Program Administration: Dr. Steven Caudill and Dr. Paul Hart
Provost's Office: Dr. Russ Ivy
Undergraduate Studies: Dr. Ed Pratt
Graduate College: Dr. Bob Stackman
Division of Research: Dr. Karin Scarpinato
Undergraduate students
Economics Instructors and Adjunct Faculty
Dean Dan Gropper
Graduate Students
Full Professors
Assistant and Associate Professors
MS Program Director: Dr. Eric Chiang
College of Business Dean's Office

Executive Summary
2021 Academic Program Review
College of Business

Economics [CIP: 450601]

Review Team

William Smith, University of Memphis
Sally Wallace, Georgia State University
Michael Harris, FAU College of Arts and Letters

Degree Programs by Level

Undergraduate Programs:
Economics (B.S.)
Business Economics (B.B.A.)

Graduate Programs:
Master of Science in Economics (M.S. Economics)

Mission and Purpose

Economics is often referred to as the science of decision-making. And all economic actors (individuals, families, political groupings and business groups) face myriad decisions daily. As such, the mission of the economics program is to provide students with the intellectual, analytical, quantitative and communications skills necessary to function successfully in a dynamic, increasingly inter-related global economy. Students will be given the training required to both understand and apply economic theory to real world situations and be required to effectively communicate such analyses to all stakeholders. With this background, students will be well-trained to enter graduate or law school and/or to develop a career path in general business, finance, marketing, or in any level of government or non-profit institution.

In addition, we recognize that we will not be able to fulfill this mission unless we as a faculty maintain currency and fluency in our discipline. As such, a significant part of the

department's mission is to advance the understanding of economic analysis through high-level research that focuses both on theoretical and empirical questions.
Finally, as a regional school within the State University System (SUS), we both recognize and encourage the contributions our program can make to South Florida's economic and social development.

Strategic Goals and Action Plans

Goal 1. Continue to strengthen the profile of the Economics Department and improve its contribution to the College of Business teaching mission**.**

In recent years, enrollments in economics courses at both the undergraduate and graduate levels have declined. This was largely due to the decline in economics majors, which was partly intentional to discourage low-performing students from using the economics major as a temporary solution as they sought admission to other business majors. Similarly, at the graduate level, efforts to increase admissions standards to improve the quality of incoming students led to a tradeoff of smaller enrollments.

To maintain the quality of both undergraduate and graduate programs while addressing declining enrollments, the following action plans are devised. First, efforts will be made to attract graduate students from both within the university as well as externally. Second, the Department will implement the recently approved Combined B.B.A./B.S. to M.S. Economics Degree program to allow high-performing undergraduate students to complete 9 graduate credit hours during their senior year, reducing the time required to complete the master's degree. Additional marketing efforts will be made at other Florida universities to attract students seeking a master's degree at in-state tuition rates. Third, increased efforts will be made to attract high-quality students into the undergraduate major. These efforts will include engaging in outreach to high-performing students in Macroeconomic and Microeconomic Principles courses following the process described in the report's 5th recommendation (see below), redoubling efforts to grow Omicron Delta Epsilon referred to as the "Economics Club" and using the honors society as a vehicle for reaching out to first and second year students to attract them to the major, as well as implementing the recently approved honors program.

Goal 2. Improve the marketability of the M.S. in Economics and revise the curriculum focusing on applied analytical skills.

The following action plans will be implemented. First, the M.S. program will continue to offer flexible learning options to attract students who have schedule conflicts or live far from campus. In addition to the existing traditional evening courses, online and mix-mode options will be offered. Second, the core course requirements will be revised. The advanced mathematical economics course will be changed from required to recommended, and students will be strongly encouraged to complete additional econometrics courses on panel data analysis and time series

analysis. Third, the department will encourage students in our M.S. program to take an elective course in Data Analytics offered by the Information Technology and Operations Management (ITOM) Department. Fourth, the Department will maintain a stronger network with alumni and with local and regional companies to facilitate job placements for future graduates.

Goal 3. Continue to enhance participation in the undergraduate research Quality Enhancement Plan (QEP) for Economics majors.

The following action plans will be implemented. First, the department will develop options to better integrate research into its undergraduate curriculum, including identifying "target" courses where research assignments can be required, and providing a thesis option for economics majors. Students in "target" courses will be encouraged to participate in the annual Undergraduate Research Symposium and to submit manuscripts to the FAU Undergraduate Research Journal. The department will identify faculty who will participate in the QEP initiative by collaborating with students and serving on the editorial review board of the FAU journal, perhaps on a rotating annual basis. Second, the recently approved Honors program will further increase the department's participation in the QEP and increase the visibility of its undergraduate program. Given the important role such a program will play in the QEP, the development of our Honors program received strong support and encouragement from the Provost's office. The implementation of the Honors program, however, is subject to enrollments and resources provided by the university.

Goal 4. Continue to improve coordination among faculty on course content and assessment.

The following action plans will be implemented. First, a review of the undergraduate and graduate curricula and discussion of curriculum issues should be undertaken on a regular basis by the department faculty. These reviews will be initiated by the department chair and led by the department representatives on the Undergraduate Council and Graduate Council, respectively, to ensure that redundancies are eliminated, potential gaps are filled, and new topics are explored. Second, a faculty committee will be created to ensure currency and consistency of course content for multiple/large section courses and reinvigorate existing assessment protocols to ensure ongoing student improvement.

Goal 5. Continue to build affiliations among Economics faculty and faculty in other disciplines who share interests in similar areas of research.

First, a senior faculty member(s) will be given a service assignment to oversee the Economics Department Seminar Series to be held on a regular basis to be determined (e.g., once every six weeks) and open to faculty and graduate students across the college. The faculty member(s) with this assignment will give due consideration to scheduling seminars across a mix of faculty and topics. For example, presentations should be scheduled by research faculty from the department, by research faculty from other departments in the college conducting research in

areas of shared interest (e.g., Entrepreneurship, Analytics, Public Health, International Business and so on), and by research faculty from other academic institutions conducting research in areas of shared or potential interest. This initiative could have important consequences for expanding research collaboration, identifying interdisciplinary projects, providing opportunity for working with graduate students (in both traditional Ph.D. and Executive Ph.D. programs in Business), and increasing the visibility of the College. Second, pending funding, the department should consider inviting visiting scholars for a semester to further increase interdisciplinary faculty research collaborations.

Goal 6. Continue to improve graduate course offerings through ongoing collaboration with the Department of Finance and the School of Accounting.

The following action plans will be implemented. The Department will continue to improve the existing three-course econometrics sequence by revising course content such that each course complements the others. The three courses should focus on general econometric modeling, advanced panel data and cross-section techniques, and time-series analysis, respectively. The Topics in Econometrics course will be revamped to better reflect topics and content, specifically analytics that are in high demand by employers. These courses should be designed to achieve two outcomes: to provide Masters students with the relevant skillset to conduct in-depth data programming and analyses that are in high demand by corporations and government organizations, and to train Ph.D. students to conduct sophisticated empirical research.

Goal 7. Continue to increase the visibility of the Economics Department and the College of Business and contribute to the economic development of South Florida.

The Business and Economics Polling Initiative (BEPI) was established in August 2014 and has developed a very successful reputation. Ongoing activities will continue to be presented in an annual report which will serve as a record of accomplishments in support of efforts to secure funding from external sources to continue and build upon the Initiative's successes.

The Business and Economics Research Initiative is another effort that has been underway for a few years. This initiative will focus on applied economics research and policy analysis pertaining to the South Florida economy. It will generate economic reports and forecasts useful to regional planners and policy makers, executives of private companies and public institutions, the media, and researchers in any number of areas. The Director of this initiative will oversee the development and maintenance of a webpage providing appropriate documents to the public. An annual report will serve as a record of accomplishments in support of efforts to secure funding from external sources.

FINANCE PROGRAM REVIEW

Department of Finance
College of Business
Florida Atlantic University

Self-Study Report

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A. Mission and Purpose of the Program

Mission Statement

The Department of Finance contributes to the mission of Florida Atlantic University by preparing students to embark in careers in Finance and related industries. The Department considers an integral part of its mission the production of scholarly research, and the involvement of its faculty in providing service to the College, the University and the community in the South Florida area. The Finance Department offers a Bachelor of Business Administration (B.B.A. and B.S.) a Master of Science in Finance, and a PhD in Business Administration with Finance concentration. In addition, we offer undergraduate minors in Finance and real estate, and risk and insurance certificates.

Department's Purpose in the Context of the BOG and FAU Mission and Strategic Plans

The Department of Finance as part of the College of Business makes significant contributions to the broader mission and goals of FAU. The Finance Department with its presence in both, Palm Beach and Broward counties, provides high-quality educational opportunities to serve the needs of local and international students in the South Florida area.

The Finance Program mission is aligned with the Florida Atlantic University Strategic Plan for the Race to Excellence (2015-2025) including the following:

The University's *aspiration* to recruit and retain the highest talent in faculty. Our faculty curriculum vitae, provided in this link provided. In recent years, the Department has hired outstanding faculty with very strong national reputations.

The University's *goal* of boldness, that is, a uniquely competitive and globalized student body. The Finance Program (CIP 52.0801) is listed as on the State University System of Florida Programs of Strategic Emphasis under the "Gap" category. This category is intended to identify areas in need of greater degrees to fill the gap between current and projected state job demand.

The University's *goal* of strategy, that is, wise and innovative allocation of resources. The Department of Finance recently revised the curriculum and reopened an MS in Finance degree as a "market rate" program.

B. Last Program Review

Strategic Goals and Action Plans

In 2014, the department went through a comprehensive program review. The reviewers offered a broad range of recommendations which were reviewed and considered. The following is a list of Strategic Goals (in bold) and Action Plans (in regular font) that were developed based on the review team's recommendations. The Actions taken since the last review pertaining to each Goal and Plan are provided.

Goal 1: To enhance the quality and currency of the undergraduate Finance curriculum. The following action plans should be implemented. First, a thorough review and revision of the curriculum for undergraduate Finance majors should be conducted. The last time a full review took place was in 2004. In addition, Assurance of Learning (AoL) outcomes, required for accreditation, for each course should be reviewed and updated. Second, the faculty should examine the course requirements for the Financial Services Track. In its present form, the track requires only six credit hours in Finance courses beyond the basic core course (FIN3403). This means that students can graduate with a major in Finance by taking only 9 credits in Finance courses, whereas our traditional track requires 15 credit hours beyond the core course. The Financial Service Track should be re-designed to be a more rigorous alternative to the existing traditional track.

Action: A full curriculum review for the program was conducted in 2015 by the Department of Finance Curriculum Committee. Two major changes were voted on by the full Finance Department faculty and approved. The following changes were implemented:

The Financial Services Concentration was eliminated.

The list for the Finance major electives was revised. The list of the "choose one" electives was augmented with the addition of the Corporate Risk Management (RMI4353) and Insurance and Financial Planning (RMI416), and Risk Management and Insurance (RMI3011) were removed from the list. All RMI courses are still to be offered, supporting the Insurance (RMI) Certificate and the general elective option for the College of Business.

All the learning outcomes for the various courses were found to be appropriate.

Goal 2: To use the recently redesigned Trading Room to brand the Finance program and to create an "experiential learning" course for undergraduate students. The action plan involves the development of a "Student Managed Fund" course (**Appendix A: Assessment Plan -- 2018-2019**). This course is offered by a number of Finance departments in top tier academic institutions throughout the country. This would be a strong vehicle for branding FAU's Finance Department by attracting better students and increasing the visibility of our undergraduate Finance degree. The course would be designed to strengthen the skills and abilities of students to conduct market analysis and portfolio management. Most importantly, an investment fund would need to be created from donations made by companies and individuals with interests in Finance. Financial industry professionals would

be invited guest lecturers providing students with more opportunities to interact with executives. These interactions, in turn, will help the College build new relationships with the financial industry in the South Florida area.

Action: A 3 - credit course (FIN4934) with the special topics designation of Student Managed Fund, has been offered in the trading room in the spring of 2016, 2017 and 2018. The course is taught by an adjunct faculty member who manages a hedge fund in the local area. The course provides opportunities for students to gain practical insights into the professional management of investment portfolios. Students who enroll in the course can get Bloomberg Certification during the term. We still have not had funding from either internal or external sources.

Goal 3: To strengthen the PhD curriculum by including courses offered by faculty in the Economics Department. To improve the quality of the PhD program curriculum, the following actions plans are proposed. First, a second econometrics methodology course will be added. The new course will increase the depth of knowledge about advanced tools and techniques used in empirical research. Second, the faculty will consider other possible Economics courses for the doctoral curriculum and take advantage of the depth of theoretical knowledge among the Economics faculty. Both of these actions will enhance the training of our doctoral students and increase their opportunity for career placement in high quality institutions of higher learning.

Action: The Ph.D. curriculum now includes two additional econometric courses, for a total of four: Regression Analysis, Time Series, Panel Data Analysis (offered with Economics) and Financial Econometrics. We have also increased a quantitative component of the program by requiring students to take 6000 level Quantitative MS in Finance course or 6000 level statistics course.

Goal 4: To grow the number of Finance majors on the Davie campus. Finance is an area that attracts talented students and in which it is difficult to acquire highly qualified faculty that is faculty salaries in this area are very high. For this reason, it is more difficult for institutions to compete with FAU in Finance compared to some other business disciplines. Enrollments in Finance in Davie have been steady. However, this is an area of important competitive advantage for FAU. The action plan is to ensure that sufficient faculty in Davie are maintained to ensure growth in Finance (Appendix B). Currently the program is staffed by a combination of tenure track faculty and doctoral students. In addition, going forward it will be important to find clinical faculty to teach Finance courses. Moreover, courses should be taught by an appropriate combination of faculty as needed to maintain AACSB accreditation.

Action: The table below shows the enrollments for all the Finance courses offered on the Davie campus, Lecture-Capture Video Streaming, and the Online BBA by academic year for which data were available. The Finance courses include those required of all business majors as well as those specific to students majoring in Finance.

In an effort to address this goal, the Department increased the number of course offerings on the Davie campus after the program review. In addition, the College hired a Manager of

Instructional Resources with oversight of course scheduling to ensure sufficient course offerings on optimum days and times on all campuses. The trends indicate that the overall number of Finance enrollments increased over the period in Davie, however there was a precipitous drop over the past academic year.

Upon further investigation, we noted that a very popular instructor who routinely had enrollments of approximately 130 students in her large sections went on maternity leave during the last academic year. The enrollments of the faculty member who covered her sections were approximately 40 students.

Enrollment in Finance Courses

	DAVIE - UNDERGRADUATE	LCVS	OBBA
2014-15	659	652	208
2015-16	667	1097	120
2016-17	738	1033	200
2017-18	560	1047	338

Another contributing factor includes the increase of enrollments in the Finance courses in the Online BBA. Also, over the past academic year, the Manager of Instructional Resources has increased the number of Finance sections on the Boca campus because Boca sections demonstrated a clear pattern of filling to capacity. It is possible that prior to this adjustment, students were traveling more often to Davie because they could not obtain seats in Boca sections; the effect of adding sections in Boca may have contributed to a downturn in Davie enrollments.

Lastly, the LCVS sections of the required Finance course for all business majors may also have affected Davie enrollments, however the difference in the last two academic years is not that significant.

Other Major Changes Made Since Last Review

The Department has made important hires this year and in the past recent years. These faculty hires have made a significant improvement in the research profile of the Department. The reputation of these faculty will hopefully have a similarly significant impact on the number of applications from individuals seeking a Ph.D. in the Finance concentration. We expect the number of these applications and the capacity of the faculty to work with more students to favorably impact the number of Ph.D. graduates in the College of Business over time.

C. Instruction

Baccalaureate Program

Goals for Student Learning: B.B.A/B.S. Program Assessment-Finance

Faculty of the Finance Department established learning outcomes for each of the Finance courses we offer. Our assessment plan is designed to measure student achievement in key Finance courses with regard to learning outcomes defined by the State of Florida Academic Learning Compacts or SLOA. These include content knowledge (declarative, research skills, and technical skills), critical thinking (analytical skills, and practical skills) and communication (oral and verbal). Our assessment plan for our Bachelor program is included in **Appendix A: Assessment Plan -- 2018-2019**.

Use of Assessment Results for Program Improvement

The Department of Finance uses the results from their assessment process to make changes that include course revisions, pedagogical adjustments, and curriculum changes. In addition, we periodically update our assessment plan. Results from the most recent assessment are found in **Appendix A: Assessment Plan -- 2018-2019.**

Curriculum

Lower-Level Prerequisites:

The Finance Department is in compliance with the State-approved lower- level prerequisite courses which include the following:

College Writing 1	ENC1101
College Writing 2	ENC1102
Financial Accounting	ACG2021
Managerial Accounting	ACG2071
Macroeconomics	ECO2013
Microeconomics	ECO2023
Methods of Calculus	MAC2233
Introductory Statistics	STA2023
Information System Fundamentals	ISM2000

Admission Criteria

The Bachelor's in Business Administration (BBA/BS) in Finance is a 4-year program requiring a minimum of 120 credit hours. Students must complete the foreign language admission requirement, Intellectual Foundations Program (IFP) requirement, the 11 College of Business lower-level pre-requisite courses listed above with a 2.5 GPA and minimum

grade of C, and have earned 60 credits before they can declare their College major in Finance.

College of Business Core Courses

Business Law	BUL4421
Introduction to Business Communication	GEB3213
Introduction to Management and Organizational Behavior	MAN3025
Global Strategy and Policy	MAN4720
Management Information Systems	ISM3011
Marketing Management	MAR3023
Principles of Financial Management	FIN3403
Operations Management	MAN3506
Quantitative Methods in Administration	QMB3600

Finance Major Courses

Advanced Managerial Finance	FIN4424
International Financial Management	FIN4604
Financial Institution	FIN4303
Investment Analysis	FIN4504
Cases in Financial Management	FIN4422

Plus **one** Finance major elective:

Corporate Risk Management	RMI4353
Financial Management of Institutions	FIN4313
Financial Derivatives	FIN4533
Real Estate Finance	REE4204
Real Estate Investments	REE4303
Special Topics	FIN4934

Comparison of FAU Finance Program to Peer/Aspirant Institutions

Major Requirements Comparison:

Comparisons of FAU Finance program to other peer/competitive institutions like Kennesaw State (Kennesaw/KS), University of Alabama (UAB) and University of Texas at San Antonio (UTSA) reveal some significant differences in required courses, available concentrations/ specialization tracks, and the variety of Finance elective courses offered by these programs.

In terms of required Finance courses, all four programs require a Principles of Financial Management (FIN3403) type core business school course. All peers require an Investment Analysis course similar to FIN4504 as part of the major degree requirement. FAU requires FIN4604, while Kennesaw offers an option of International Financial Management (FIN4420), Economic Development of International Trade (ECON4310), or International Trade and Finance (ECON4410). Neither UAB nor UTSA require International Financial Management as a major course, but UTSA offers a 4000-level International Finance elective. UAB does not offer International Finance as a major or elective course.

FAU and UTSA require a 4000 level Cases in Finance as a major requirement. Neither UAB nor Kennesaw offer a Cases course as a major or elective requirement. Furthermore, FAU requires FIN 4303, UAB requires a similar but broader, lower level (300) course in Institutions and Markets.

Kennesaw, UTSA and UAB all offer an Intermediate Corporate Finance or Intermediate Financial Management course as part of the Finance major. FAU requires Advanced Managerial Finance (FIN4424). In addition, UTSA and UAB also require a Money and Banking course. While Kennesaw and FAU do not have this requirement.

Finally, UTSA requires Computer Modeling of Financial Applications (FIN4873) and UAB has a pre-major requirement to complete Financial Analysis & Modeling (FIN389).

Please refer to Appendix B: Peer/Aspirant Schools Finance Course Requirements for a full list of major course requirements of these schools.

Elective Requirements Comparisons:

Peer programs offer and require a wider array of Finance elective courses to their majors. FAU requires one elective and offers three Finance choices: Financial Management of Institutions, Financial Derivatives, or Special Topics.

Kennesaw requires 5 electives. Four electives are selected from nine Finance courses: Short Term Financial Management, Fixed Income Securities, Directed Study, Financial Statement Analysis, Special Topics in Finance, Financial Derivatives and Financial Engineering, Behavioral Finance, Financial Management of Financial Institutions and Advanced Corporate Finance. The fifth elective comes from the Economics department.

UAB requires a concentration or a double major or approved minor, with credits ranging from 9-18 depending on choice. The Financial Engineering concentration requires five quantitative courses with a mix of Statistics, Finance, Math and Economics. The Banking and Financial Services concentration requires 3 courses and includes two Finance courses: Fundamentals of Risk Management & Insurance and Bank Administration. The Value Investing concentration requires 3 courses and includes two Finance courses: Value Investing Principles and Advanced Value Investing.

UTSA offers an option of Corporate Finance/Investment banking track, Investment Management Track and Financial Institutions Track. Finance majors at UTSA choose 3 electives from a list that includes: Debt Markets, Derivative Markets, Business Finance for Entrepreneurs, Introduction to Risk Management, Introduction to International Finance, Independent Study, Internship in Finance, Security Analysis, Investment Portfolio Management, Introduction to International Finance, Credit Analysis, Financial Institutions Management, Property-Liability Insurance Finance and Life and Health Insurance Finance.

Comparisons of FAU Finance Program to Aspirant Schools:

In terms of aspirant schools, we compared the Finance program at FAU to programs offered by Georgia State University (GSU), Texas Tech University (TTU), and University of South Florida (USF).

The Finance major at GSU requires two prerequisites (Fundamentals of Valuation FIN400, 6 credits, and Financial Analysis and Introduction to Loan Structuring, case based, FIN4020) and three Finance 4000 level elective courses. GSU also offers FIN3300 (equivalent to FIN3403 at FAU), which is a core course for all Business majors. FIN3300/FIN3403 is taken early in the program, and students may not retain the concepts for later on when they are used in advanced Finance courses. Thus, GSU has two layers of prerequisites - FIN3300 and FIN4000 for its students majoring in Finance. FIN4000 is particularly useful as it reviews the concepts of valuation and portfolio theories before the students take any other higher-level Finance course.

GSU offers a wider variety of elective courses for majors in Finance. A Finance major student can also select his/her courses in a way to specialize in *Corporate Finance* or *Investment* or *Financial Institutions* track. Each elective course at GSU covers a narrow range of topics but provides more depth. In other words, the course design stresses specialization rather than providing students a broader overview of many topics.

GSU offers a theory course in Advanced Corporate Finance (FIN4300) and another course in Financial Modeling (FIN4080).

The Finance major at Texas Tech University (TTU) requires FIN3320 (analogous to FAU's FIN3403) as a core requirement and the following 7 required Finance major courses: Financial Statement Analysis, Corporate Finance I and II, Financial Markets and Institutions, Investments, Real Estate Fundamentals and Financial Modeling. Students also select three electives: Personal Financial Management, Real Estate Finance, Student Managed Investment Fund, or any 3000-4000 level business course. TTU does not require an International Finance or Cases in Finance course.

In summary, the conclusions from the comparison of bachelor's degree programs in Finance for peer/competitive and aspirant schools to FAU bachelor program are:

1) Except for FAU, most programs reviewed require an intermediate Finance course in addition to the core course. Our program offers an Excel-based course on the Fundamentals Principles of Finance.

2) There are considerable differences in the Finance areas that each program requires of their Finance majors.

3) Compared to our Finance program, all schools reviewed offer a wider array of Finance elective courses to their majors. In contrast, our program requires courses that are broader in scope than the programs reviewed, and fewer Finance electives.

4) GSU, UTSA, UAB, and USF offer concentrations or specialized tracks for students to choose electives from whereas FAU, Kennesaw, and TTU do not.

Real Estate Minor

The Real Estate minor is designed for Business majors. Because part of the requirements include successful completion of the Business Core courses, the minor is usually not practical for General Economics or Health Administration majors. The Real Estate Minor requires the following three courses with a grade of "C" or better:

Required Courses (9 credits)	
Principles of Real Estate	REE3043
Real Estate Finance	REE4204
Real Estate Investment	REE4303

A maximum of 3 credits used for the Real Estate Minor may count toward other Business major requirements. A minimum of two courses (6 credits) must be exclusive to the minor. A minimum of 6 credits must be taken in residence at FAU. The acknowledgment of the minor is official upon successful completion of a College of Business degree program.

Risk Management and Insurance Certificate

The Risk Management and Insurance certificate provides students with an overall background in risk management and insurance. The certificate requires the following three courses with a grade of "C" or better.

Required Courses (9 credits)	
Risk Management and Insurance	RMI3011
Insurance and Financial Planning	RMI4116
Corporate Risk Management	RMI4353

Internships, Practicums, Study Abroad, Field Experiences

The Department of Finance does not have a formal internship program. Our majors are strongly encouraged to seek opportunities for meaningful internships prior to graduation. We do not offer credits in lieu of internship activities.

Pedagogy

The Finance Department recognizes the importance of pedagogy as a critical determinant to the efficacy and quality of instruction. For years we have used the McGraw-Hill CONNECT with Learn Smart online system in a number of our undergraduate courses. This system is required for all of the basic Principles of Finance sections. The system is also used in our Investment courses.

In addition, we introduced a course entitled "Student Managed Fund" offered in our trading room. This is practical course which allows students to understand the foundations of building and managing investment portfolios.

Lecture Capture Video Streaming (LCVS) Delivery. In this course delivery mode, lectures are transmitted live and recorded. Students choose to watch synchronously or asynchronously at a later time. Due to the large number of students in the lecture capture sections, teaching assistants provide support for the faculty of record by responding to student e-mails and are available for tutoring.

Online Delivery. Prior to the pandemic, faculty who teach online were required to complete training offered by the University's Center for eLearning. **eDesign** certifications ensured that faculty met national standards, and a number of faculty have obtained **Quality Matters** certifications for the specific courses they teach.

Since the pandemic, the University has mandated that those faculty who previously had no certifications from the Center for eLearning, had to enroll in "boot camp" training sessions prior to teaching online courses in the summer 2020 semesters. All faculty in the Finance Department have now been formally trained to teaching online courses.

Scope of Institutional Contributions to Programs Outside of Finance

We offer no lower division courses and we do not contribute to the Intellectual Foundations Program. We offer a certificate of risk management and insurance to our students.

Table 1 below provides a breakdown of the Department's contribution to enrollments. State Fundable Student Credit Hours (SCH) and Full Time Equivalents (FTE) are those for which the University receives funding from the State. Fundable SCHs and FTEs are those credit hours in which revenue is generated by students who pay full price from their own funds (or finance aid) in a Florida State University System program that the state tax dollars directly support.

Non-State Fundable SCHs and FTEs are those that have no State funding of support. These include credit hour revenues generated by market rate programs. They also include other non-state funded credit hours such as those for teaching assistants/research assistants, athletes, non-residents, employees, 60+ year old students, Department of Children and Families students, children of deceased first responders, and so on.

Table 1 shows that for the 2018-19 academic year, 49.1% of the Annualized State-Fundable FTEs were generated by majors within the Department of Finance. In that same year, 47.2% of the FTEs were generated by majors outside the Department due primarily to the

Principles of Financial Management (FIN3403) course required of all Business majors. Similarly, the graduate FTEs generated by students outside the Department are due to the Finance course required of all MBA students.

Table 1: Annualized State-Funded FTE Produced In/Out of Department of College

FTE produced by students who are:		2015- 2016	2016- 2017	2017- 2018	2018- 2019
Upper Division Undergraduate	Majors within the department	112.9	136.5	188.6	191.9
	Majors outside the department, but within the college	132.2	139.7	198.9	184.6
	Majors outside the college	10.8	13.6	15.4	14
	Total	**255.8**	**289.8**	**402.9**	**390.5**
Graduate	Majors within the department	0	0.1	0.1	0
	Majors outside the department, but within the college	21.7	17.5	28.4	24.2
	Majors outside the college	0.5	0.4	0.3	0.6
	Total	**22.2**	**18**	**28.8**	**24.8**
Total	Majors within the department	112.9	136.6	188.7	191.9
	Majors outside the department, but within the college	153.9	157.2	227.3	208.8
	Majors outside the college	11.3	13.9	15.6	14.7
	Total	**278**	**307.7**	**431.7**	**415.4**

Enrollment Information

Annualized State-Fundable FTE for the undergraduate program grew by 34.5% from 2016-17 to 2018-19 academic year, as shown in Table 2 below. For the graduate programs, the growth rate over the same period was 37.8%.

Table 2: Annualized State-Fundable FTE Produced by Level – Finance

	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate Total (FTE)	**255.8**	**289.7**	**402.9**	**390.5**
Graduate Total (FTE)	**22.2**	**18**	**28.8**	**24.8**
Grad I	17.3	12.3	19.4	16.3
Grad II	4.9	5.7	9.4	8.6
Classroom	20.6	16.7	25.3	22
Thesis-Dissertation	1.6	1.3	3.5	2.8
Grand Total (FTE)	**278**	**307.7**	**431.7**	**415.4**

The tables 3 and 4 below presents State Fundable and State Non-Fundable Student Credit Hours and Annualized FTE by academic years.

TABLE 3: Upper Division Undergraduate - State Fundable and Non-State Fundable FTE

	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	10,239	480	341	16.0
2015-16	10,233	399	341	13.3
2016-17	11,590	411	386	13.7
2017-18	12,087	306	403	10.2
2018-19	11,716	243	391	8.1
2019-20	11,558	324	385	10.8

TABLE 4: Total SCH and FTE (undergraduate and graduate)

AY	Total SCH	Total FTE
2014-15	12,730	441.79
2015-16	13,208	462.05
2016-17	14,883	519.83
2017-18	15,445	539.58
2018-19	14,988	525.48
2019-20	15,058	528.31

Note: Fulltime Equivalent (FTE) is a measure of instructional activity based on the number of student credit hours (SCH). Annualized FTE is based on the standard national definition and calculated as the undergraduate & graduate SCH divided by 30 and 24 respectively.

Headcount, FTE Production and Class Size

The table 5 below indicates a stable average class size for undergraduate and graduate courses.

TABLE 5: Average Class Size and Student/Faculty Ratios
(Lecture/Course Size Taught by Faculty)

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	44.5	49.1	49.9	50.9	48
Graduate	11.5	11.9	13	12.5	10.6
Total	56	61	62.9	63.4	58.6

Source: IEA Dashboard Indicators

Faculty to student ratios have risen for undergraduate and graduate Finance classes, as seen in Table 6.

TABLE 6: Student-Faculty Ratio
Annualized Student FTE Produced Per Faculty Instructional Person-Year

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	45.3	43.8	47.7	73.7	68.2
Graduate	5.3	3.8	3	5.3	4.3
Total	50.6	47.6	50.7	79	72.5

Source: IEA Dashboard Indicators

Finance Majors

Table 7 shows the number of Finance majors over the 2016-17 to 2018-19 periods. During this period, the number of Finance majors has grown by 3.35%.

TABLE 7: Majors Enrolled by Level (Annual Headcount)

Finance (Program CIP: 520801)				
	2015-16	2016-17	2017-18	2018-19
Bachelors	606	716	675	740
Total	606	716	675	740

Table 8 shows the number of first and second minors by academic year going back to 2014-2015. The number of Finance minors have remained steady over the past four academic years.

TABLE 8: First and Second Minors by Academic Year

ACADEMIC YEAR	FINANCE	REAL ESTATE
2014-15	54	25
2015-16	45	29
2016-17	37	43
2017-18	37	41
2018-19	31	44
2019-20	28	43

Quality of Instruction

Quality of instruction is assessed using the Student Perception of Teach (SPOT), which is a survey administered near the end of each class. Table 9 shows the average rating of overall teaching effectiveness, which is collected by question 6 of the SPOT survey. The SPOT survey uses a 5-point scale with 1 being excellent and 5 being poor. From left to right, first three columns of numbers refer to Finance, the second three columns to the College of Business, and the last three to the University in total. SPOT evaluations for Finance courses at both, the undergraduate and graduate levels, are less favorable in comparison to the College and the University. Given the quantitative nature of the Finance discipline, and the mix of non-Finance majors enrolled in our courses, one should not draw conclusions about the quality of instruction of the Finance faculty based on this data, alone. Even though the averages for Finance are not as favorable compared to the College and University, the ratings for Finance are within a respectable range.

TABLE 9: Finance Rating Instructor's Overall Teaching Effectiveness

Scale: 1 = Excellent, 5 = Poor		Finance			College of Business			University		
		Summer 18	Fall 2018	Spring 2019	Summer 18	Fall 2018	Spring 2019	Summer 18	Fall 2018	Spring 2019
Undergraduate	# Sections	11	27	30	146	330	347	889	2643	2438
	Mean Rating	1.8	1.8	2	1.7	1.6	1.7	1.6	1.6	1.6
Graduate	# Sections	6	17	20	81	193	194	189	533	548
	Mean Rating	1.9	2.6	2	1.7	1.6	1.7	1.6	1.6	1.6
Total	# Sections	17	44	50	227	523	541	1078	3176	2986
	Mean Rating	1.8	2.1	2	1.7	1.6	1.7	1.6	1.6	1.6

Source: Question 6, Student Perception of Teaching Results, Summer 2018 to Spring 2019

Student Profile, Including Student Diversity and Demographics:

Table 10 and 11 below present the profile of the Finance students by race, ethnicity, and gender. Table 10 present number of students while Table 11 presents percentages of totals. Information is presented separately for Finance, for the College of Business, and for the University.

Based on the information in Table 10, we see that Finance majors are diverse group. They are more likely to be male than female, with a ratio of male/female of 2.36. For the College of Business and the University as a whole, the male/female ratios are 1.16 and 0.77 respectively.

TABLE 10: Majors Enrolled (Annual Headcount) By Race, Ethnicity and Gender Finance (Program CIP: 520801) Undergraduate Program

Academic Year 2018-19		Finance	College of Business	University
American Indian/ Alaskan Native	Female	1	31	109
	Male	1	23	84
	Total	**2**	**54**	**193**
Asian or Pacific Islander	Female	17	203	872
	Male	25	219	718
	Total	**42**	**422**	**1590**
Black Non-Hispanic	Female	54	858	3897
	Male	76	709	2438
	Total	**130**	**1567**	**6335**
Hispanic	Female	67	1060	4537
	Male	138	1073	3192
	Total	**205**	**2133**	**7729**
White Non-Hispanic	Female	68	1372	5913
	Male	259	2047	5258
	Total	**327**	**3419**	**11171**
Non-resident Alien	Female	12	140	465
	Male	19	201	521
	Total	**31**	**341**	**986**
Not Reported	Female	1	37	129
	Male	2	33	103
	Total	**3**	**70**	**232**
Total	Female	220	3701	15922
	Male	520	4305	12314
	Total	**740**	**8006**	**28236**

Table 11 below shows percentages by ethnic origin for Finance majors, College of Business students and FAU students. The three largest groups by ethnic origin in Finance majors are White Non-Hispanic with 44.19 % followed by Hispanic with 27.7 %, and Black Non-Hispanic with 17.57 %. The College of Business and the University show a similar distribution of race and ethnicity as Finance majors.

Table 11: Majors Enrolled by Race and Ethnicity, Percentages of Totals

(Percent)	**Finance**	**College of Business**	**University**
American Indian/Alaskan Native	0.27	0.67	0.68
Asian or Pacific Islander	5.67	5.27	5.63
Black Non-Hispanic	17.57	19.57	22.43
Hispanic	27.7	26.64	27.37
White Non-Hispanic	44.19	42.7	39.56
Non-resident Alien	4.19	4.26	3.49
Not Reported	0.4	0.87	0.82
Total	**100**	**100**	**100**

Advising Procedures

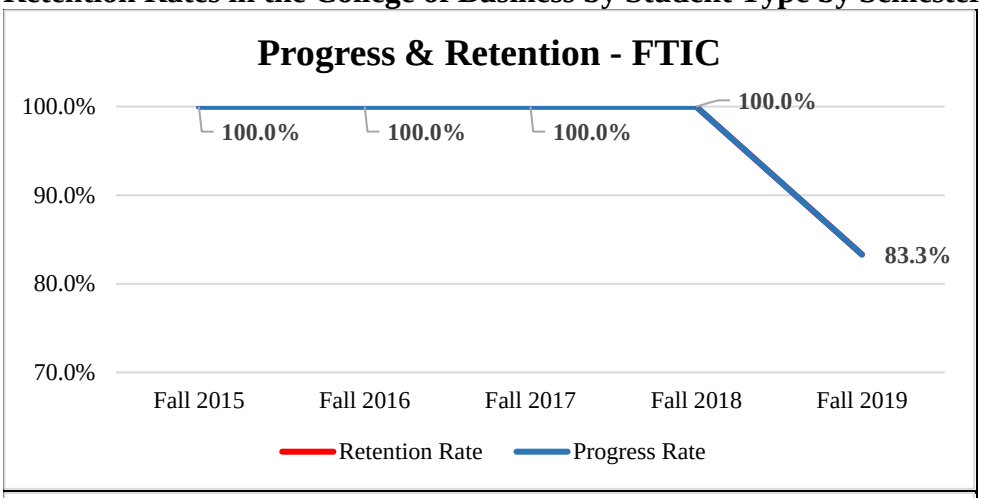
During their freshman and sophomore years, students are advised by the University Advising Services office. Students who list an interest in a specific Business major during their orientation and subsequent sessions with the University advisors are formally categorized as Pre-Business majors. Until they have completed 60 credits and successfully passed the required lower level nine Pre-Business foundation courses, the records of these Pre-Business majors show their major of interest as a concentration. The challenge for all departments in the College is to establish communication with students interested in their respective majors during the student's first two years at FAU. Pre-Business students are handed off from the University to the College's Student Academic Services office once they have completed 45 credits so that the advisors engages with students by the time they have completed the 60 credits. College advisors are able to provide direction on the appropriate courses to take to ensure timely graduation. Advisors sometimes refer students to the Department Chair for further guidance when appropriate. The Student Academic Services office provides advising to all undergraduate and graduate students in the College. Faculty do not have formal responsibility for advising students, although any number of faculty do provide guidance informally.

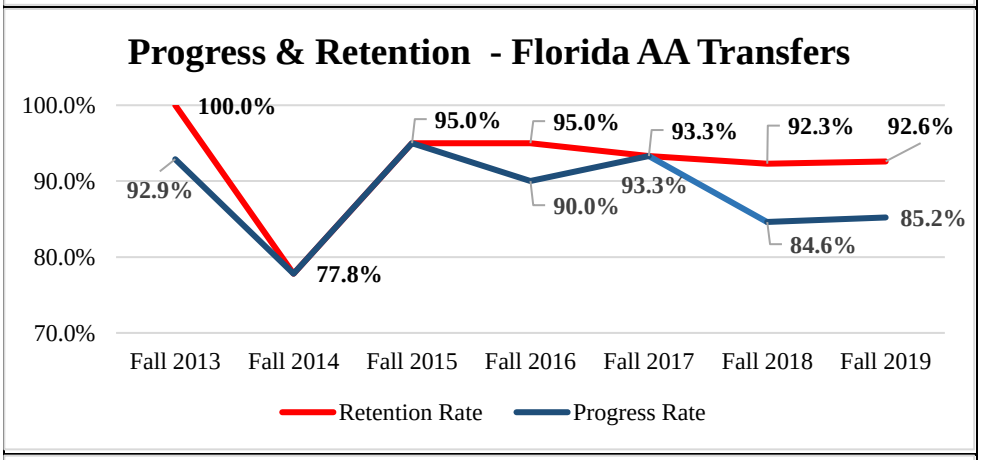
Retention Rates

Retention rate is the percentage of students that return each year. As shown in the following charts, the retention rates are separately reported for three types of students: First Time in College students (FTIC), Florida Transfer Students, and Other Transfer Students. The

retention rates which have remained relatively stable within the 4-year period (Fall 2015-Fall 2018), are showing slight declines in Fall 2019. Table 12 provides more detailed information with student count and degree type.

Retention Rates in the College of Business by Student Type by Semester





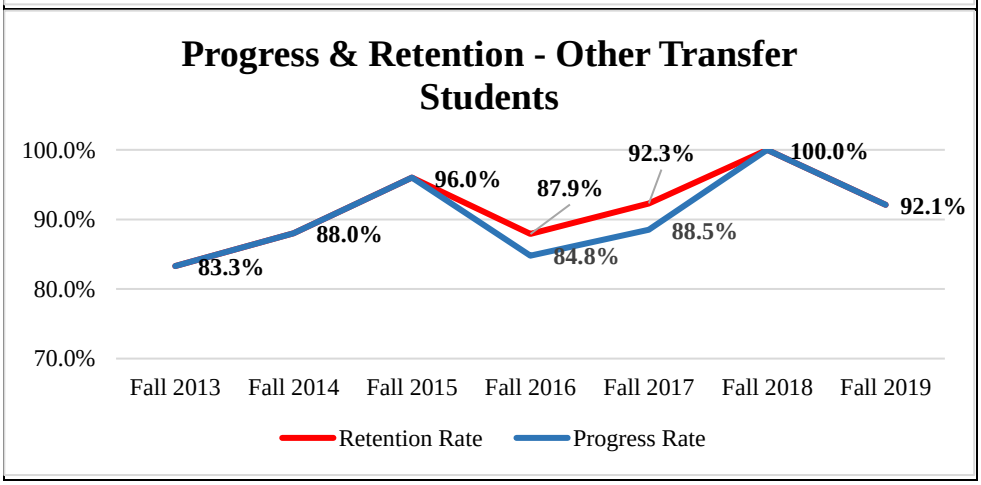


TABLE 12: Progress & Retention by Student Type and Degree

	First Time in College			Florida AA Transfers			Other Transfer Students		
Fall 2013									
	n	**Retention%**	**Progress%**	**n**	**Retention%**	**Progress%**	**n**	**Retention%**	**Progress%**
BBA Finance				14	100.0%	92.9%	17	82.4%	82.4%
BS Finance							1	100.0%	100.0%
Total				**14**	**100.0%**	**92.9%**	**18**	**83.3%**	**83.3%**
Fall 2014									
BBA Finance				9	77.8%	77.8%	24	87.5%	87.5%
BS Finance							1	100.0%	100.0%
Total				**9**	**77.8%**	**77.8%**	**25**	**88.0%**	**88.0%**
Fall 2015									
BBA Finance	1	100.0%	100.0%	20	100.0%	100.0%	23	95.7%	95.7%
BS Finance				1	0%	0%	2	100.0%	100.0%
Total	**1**	**100.0%**	**100.0%**	**20**	**95.0%**	**95.0%**	**25**	**96.0%**	**96.0%**
Fall 2016									
BBA Finance	6	100.0%	100.0%	20	95.0%	90.0%	31	87.1%	83.9%
BS Finance	1	100	100				2	100.0%	100.0%
Total	**7**	**100.0%**	**100.0%**	**20**	**95.0%**	**90.0%**	**33**	**87.9%**	**84.8%**
Fall 2017									
BBA Finance	3	100.0%	100.0%	28	92.9%	92.9%	25	92.0%	88.0%
BS Finance				2	100.0%	100.0%	1	100.0%	100.0%
Total	**3**	**100.0%**	**100.0%**	**30**	**93.3%**	**93.3%**	**26**	**92.3%**	**88.5%**
Fall 2018									
BBA Finance	7	100.0%	100.0%	26	92.30%	84.60%	22	100.00%	100.00%
BS Finance									
Total	**7**	**100.0%**	**100.0%**	**26**	**92.3%**	**84.6%**	**22**	**100.0%**	**100.0%**
Fall 2019									
BBA Finance	5	80.0%	80.0%	26	92.30%	84.60%	36	91.7%	91.7%
BS Finance	1	100.0%	100.0%	1	100.0%	100.0%	2	100.0%	100.0%
Total	**6**	**83.3%**	**83.3%**	**27**	**92.6%**	**85.2%**	**38**	**92.1%**	**92.1%**

Graduation Rates

Table 13 shows the 4-year and 6-year graduation rates for BBA and BS Finance majors. The 4-year graduation rate has increased since the last program review in 2013-14.

TABLE 13: Graduation Rates (4 Year and 6 Year)

4 year graduation rate (FTIC)			BBA & BS (FIN)	
2012-13	2013-14	2014-15	2015-16	2016-17
44.2%	50.0%	50.0%	59.5%	65.1%
6 year-graduation rate (FTIC)			BBA & BS (FIN)	
2010-11	2011-12	2012-13	2013-14	2014-15
7.8%	96.4%	92.3%	87.7%	90.9%

Table 14 shows the number of degrees awarded to first and second BBA and BS majors.

TABLE 14: Degrees Awarded (BBA and BS) First & 2nd Majors

BBA	**FIN-1st**	**FIN-2nd**	**TOTAL**
Fall 2014	61	8	69
Spring 2015	70	6	76
Summer 2015	31	2	33
TOTAL 2014-2015	**162**	**16**	**178**
Fall 2015	63	5	68
Spring 2016	69	6	75
Summer 2016	42	2	44
TOTAL 2015-2016	**174**	**13**	**187**
Fall 2016	57	4	61
Spring 2017	92	6	98
Summer 2017	58	0	58
TOTAL 2016-2017	**207**	**10**	**217**
Fall 2017	67	2	69
Spring 2018	84	4	88
Summer 2018	54	2	56
TOTAL 2017-2018	**205**	**8**	**213**
Fall 2018	88	2	90
Spring 2019	106	4	110
Summer 2019	47	1	48
TOTAL 2018-2019	**241**	**7**	**248**
Fall 2019	75	2	77
Spring 2020	107	1	108
Summer 2020	59	1	60
TOTAL 2019-2020	**241**	**4**	**245**
TOTAL 2015-2020	**1230**	**58**	**1288**

Salary and employment information for 2015-16 is shown in Table 15. Out of 182 graduates, 118 were employed, 102 were employed full-time and earned $49,748 per year, on average. Unfortunately, information on salaries was not available for more recent years.

TABLE 15: 2015-16 Salary Information
Florida Public University Graduates, Finance, General (CIP 520801)

# of Graduates from FAU	182
# Employed	118
Full time (#) employed	102
FT Average Earnings/year	$49,748
Quarter Earnings	$12,437
Continuing education	10%
Full time or continuing education	66%

Student Recruitment

The Department of Finance does not have a student recruitment program for undergraduate students.

Graduate Programs

Master Science Finance Program

The 16-month Master of Science in Finance (MSF) program is specially designed to allow participants to continue their professional responsibilities while earning an AACSB-accredited Master of Science in Finance degree. With courses offered on Monday and Wednesday evenings, our full-service, all-inclusive program is specially designed for those with busy personal and professional commitments as well as for those who prefer the experience of a structured cohort program. The Master of Science in Finance program trains current and future professionals for productive careers in financial management, investment banking, and investment management.

The program includes Bloomberg Certification and preparation courses for the Chartered Financial Analyst® (CFA) designation.

The MSF program uses real-world applications and access to the top faculty in Finance, complementing studies in the classroom to create a real-world learning experience. Courses are designed to develop abilities in critical thinking, analysis, and problem solving. Future Finance professionals will learn how to be adept at interpreting continually changing events and circumstances within this booming industry.

Admissions Criteria

The College of Business seeks a diverse, highly qualified group of graduate students. Applications are evaluated on several factors emphasizing prior academic performance, GMAT or GRE scores, work experience, and the potential for scholarly and professional success.

- Bachelor's degree in any discipline; no business prerequisites are required, Finance-related degree preferred
- GPA over the last 60 undergraduate credits:
  - Approximately 3.0 or higher from FAU
  - Approximately 3.2 or higher from an AACSB-accredited institution
- Four years of Finance-related work experience preferred
- GMAT/GRE (see waiver information below)
- Non-native speakers of English must provide evidence of proficiency in English from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).
- The minimum College of Business requirement for the TOEFL is 600 (Paper-Based Test) and 100 (Internet Based Test). The minimum College of Business requirement for IELTS is a band score of 7.0.
- GMAT/GRE waiver eligibility is based on evaluation of credentials listed under "Admissions Criteria." A waiver may also be granted with the completion of an advanced degree (Master's, Doctoral, Professional) from a regionally accredited university or institution. Students who are advised to re-apply to the program with a GMAT/GRE exam score are expected to obtain a GMAT total score of 500 or a GRE score of Verbal: 143, Quantitative: 144, Writing: 4.

Students start the program with a boot camp. The boot camp is designed to give students a refresher in Quantitative Methods, Finance, Accounting and Economics. The boot camp curriculum will cover materials from Financial Management (FIN 6406), Financial Accounting Concepts (ACG 6027) and Advanced Managerial Economics (ECP 6705). The boot camp is required, and a passing grade is required for each of the modules.

There are currently 44 active students enrolled in the program. Considering the accelerated pace of the program, this enrollment number has remained relatively constant over the past several enrollment periods. Table 16 shows the history of enrollments and State Fundable and Non-State Fundable Student Credit Hours (SCH) and Full Time Equivalents (FTE).State Fundable Student Credit Hours (SCH) and Full Time Equivalents (FTE) are those for which the University receives funding from the State. Fundable SCHs and FTEs are those credit hours in which revenue is generated by students who pay full price from their own funds (or finance aid) in a Florida State University System program that the state tax dollars directly support.

Non-State Fundable SCHs and FTEs are those that have no State funding of support. These include credit hour revenues generated by market rate programs. They also include other

non-state funded credit hours such as those for teaching assistants/research assistants, athletes, non-residents, employees, 60+ year old students, Department of Children and Families students, children of deceased first responders, and so on.

TABLE 16: Enrollment Information (Headcount and SCH Production)

Master of Science in Finance	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	828	1051	35	43.79
2015-16	552	1866	23	77.75
2016-17	393	2298	16	95.75
2017-18	465	2346	19	97.75
2018-19	390	2415	16	100.63
2019-20	315	2535	13	105.63

** Source: IEA SCH & FTE - Power BI IEA Internal Reports*

Average Class Size and Faculty/Student Ratio

The average class size is 15 students. The student/faculty ratio is approximately 15:1. This fosters stronger engagement potential and student support from faculty and administration.

Curriculum, Including Duration of Program and Comparison to Peer Programs

The MS in Finance is a 16-month program with a 30-credit curriculum of ten 3-credit core courses and a one 1-credit supplemental Finance Boot Camp course. Students can enroll in either the fall cohort or in the spring cohort. The fall and spring semesters are segmented into two terms. The first term is 10 weeks in duration and the second term is 5 weeks in duration. Table 17 below shows the progression of course credit hour requirements by semesters and terms for each cohort.

TABLE 17: Progression of Course Credit Hour Requirements - MSF

Cohort	Fall Semester		Spring Semester		Summer Semester
	Term 1 (10)	Term 2 (5)	Term 1 (10)	Term 2 (5)	(10 Weeks)
Fall	Boot Camp 3-Credit Course	3-Credit Course	3-Credit Course 3-Credit Course	3-Credit Course	3-Credit Course 3-Credit Course
Fall	3-Credit Course 3-Credit Course	3-Credit Course			

Cohort	Fall Semester		Spring Semester		Summer Semester
	Term 1 (10)	**Term 2 (5)**	**Term 1 (10)**	**Term 2 (5)**	**(10 Weeks)**
Spring			Boot Camp 3-Credit Course	3-Credit Course	3-Credit Course 3-Credit Course
Spring	3-Credit Course 3-Credit Course	3-Credit Course	3-Credit Course 3-Credit Course	3-Credit Course	

A minimum of 30 approved credits passed with an overall grade point average of 3.0 or greater must be achieved in order to successfully complete the program and confer the degree.

Finance Boot Camp

Students begin the program with a boot camp that is designed to provide students with a refresher in quantitative methods, Finance, Accounting and Economics. The boot camp curriculum will cover materials from FIN 6406, ACG 6027 and ECP 6705. The boot camp is required and a passing grade is required for each of the modules below.

Refresher Finance Boot Camp Covers:

- Financial Accounting Concepts (ACG6027)
- Principles applicable to the accounting cycle, financial reporting and basic business taxes
- Economics and Finance (ECP6705 and FIN6406)
- Micro-economic theories of supply, demand, and the price system; firm and industry organization.
- Time value of money
- Introduction to financial management concepts and basic financial instruments
- Quantitative Methods
- Basic Algebra, Business Calculus, Basic Statistics
- Tools and applications of financial analysis and forecasting.
- Basics of Financial Modeling in Excel (e.g., Solver. etc.)

Class 1: Financial Statement Analysis (3 credits)
The emphasis of this course is placed on the analysis, interpretation, and reporting of financial accounting data. The use of Bloomberg and other databases will be part of the curriculum.

Class 2: Communication Strategies for Business Professionals (3 credits)
This course links communication skills required in the field of Finance to the research and critical thinking skills necessary for a Finance professional's success.

Class 3: Theory of Financial Management (3 credits)
An in-depth study of corporate Finance theories related to corporate investment policies, capital structure, cash distribution policies and similar topics. Practical ramification of the theories is examined.

Class 4: Financial Markets (3 credits)
A study of macroeconomic factors affecting interest rates and prices in the money, savings, and capital markets. Attention is given to the institutions in these markets and interrelations among the institutions.

Class 5: Security Analysis (3 credits)
Emphasis on the characteristics of financial assets and on major valuation models to determine intrinsic value. This course focuses on equity and fixed income instruments.

Class 6: Quantitative Methods in Finance (3 credits)
Introduces financial applications of quantitative techniques covered in areas such as probability, Probability Distributions and Descriptive Statistics, Sampling and Estimation, Hypothesis Testing, Correlation Analysis and Regression, Optimization, Time-Series Analysis and Simulation Analysis. The course requires a project using statistical software.

Class 7: Financial Modeling (3 credits)
Financial modeling using spreadsheets to conduct financial analysis for managerial decision making; special attention will be given to models in mergers and acquisitions, leveraged buyouts, venture capital, etc. This is a hands-on course that will use the FAU Trading Room and Bloomberg and other databases.

Class 8: Financial Risk Management and Derivatives (3 credits)
This course focuses on financial risk. It deals with its measurement, the derivative instruments used to trade it and the techniques used to manage it. Derivative instruments examined include options, forwards, futures, swaps, and other related derivative instruments.

Class 9: Multinational Finance (3 credits)
Financial management for international companies. Sources of funds, capital structure, investment strategies, monetary exchange problems and governmental constraints on firms operating in more than one nation are discussed.

Class 10: Portfolio Management (3 credits)
An in-depth examination of the selection, construction, and management of portfolios,

typically including stocks, bonds and cash, for individuals and/or institutional investors. It also includes portfolio performance measurement and evaluation.

Comparison to Peer Program

The Master of Science in Finance program offered at Florida International University (FIU) is the most comparable peer program in the region to Florida Atlantic University. While the content and target markets are identical, there are a number of program formatting features that differentiate the programs.

Below is the FIU MS in Finance curriculum and program format:

- 36-credits, 12 courses
- 12 month program
- 8 week terms, 2 courses per term
- 3 location options. Courses taken at location based on the specialization selected by student.
- Core Courses:
  - Corporate Finance
  - Quantitative Methods in Financial Analysis
  - Securities Analysis
  - Financial Markets and Institutions
  - Financial Futures and Fixed Income Investments
  - Financial Risk Management
  - Global Financial Strategy
  - Financial Planning and Statement Analysis
  - Portfolio Management
- Specialization options:
  - International Banking
  - Financial Management
  - Investments
- Financial Innovations – Online component

According to Table 18 above, the majority of MSF students are male (78%). Hispanics account for 24% and blacks for 18% of the total enrolled in the Fall 2019.

TABLE 18: Student Profile, Including Student Diversity and Demographics as of Fall 2019

RACE	COUNT	%
Non-Hispanic	38	76.0%
Hispanic	12	24.0%
Asian	4	8.0%
Black	9	18.0%

RACE	COUNT	%
2 or more races	0	0.0%
Pacific Islander	0	0.0%
Native American	0	0.0%
White	37	74.0%
No Answer	0	0.0%
Female	11	22.0%
Male	39	78.0%

Student Profile and Further Information Summary

Additional Demographics of the Masters of Finance students include:

- 78% Male
- 22% Female
- 80% possess Finance-related degrees and/or field experience
- 25% international students
- Average age: 30
- Average work experience: 6 years
- Average undergraduate GPA from last 60 credits: 3.4

Advising Procedures

Once a student is admitted into the program they are required to meet with their advisor for an appointment to go over important details of the program. The advisor will start with program information, duration of the program, scheduling of the program, staff and faculty introductions, features and benefits. The advisor will discuss the resources available within the University as a whole, as well as in the Executive Education Office.

There will be discussion of Graduate Student requirements, including but not limited to Academic Integrity, Continuous Enrollment, and Satisfactory Academic Performance and Academic Progression Plan. Tuition along with the several payment method options will be discussed. An advising packet will be given to the student with several pages discussing items previously discussed during the presentation for the student to read and confirm by signing. Some new items will also be discussed during this time relating to photo/video release, classroom capture, conditions of acceptance, and the option for the student to choose their instructional material package to opt in for books to be provided, or opt out of books and materials being provided. The final page in the packet relates to policies and housekeeping regarding the Bloomberg lab and laptops.

Student will acknowledge all pages in the advising packing confirming their understanding. The final portions of the initial advising appointment will be going over registration procedures and the courses the student takes. Once all questions have been answered the session is complete and the advisor will move forward and register the student for classes so long as all admission steps have been fulfilled. Advisors will monitor student progress during the semester ensuring everyone meets the GPA requirements, and successfully completes all the required courses for graduation.

Placement Rates/Employment Profile

Master student's employer and their position for the Spring of 2020 is listed in Table 19 below.

TABLE 19: MSF Spring 2020 Graduates and Employment

STUDENT	EMPLOYMENT	POSITION	YEAR
Alawad, Abdullah	Pinnacle Financial Services/ Financial Services	Pension Specialist	Spring 2020
DeMaria, Karina	The School District of Palm Beach County/ Education	Treasurer II	Spring 2020
Hardemon, Ashley	ComplyRight, Inc./ Human Resources	Financial Analyst	Spring 2020
Hudson-Vassell, Michael	T3 Trading Group, LLC/ Brokerage Services	Proprietary Trader	Spring 2020
Kunkel, Sirlei	HUVEPHARMA/ Pharmaceuticals	Finance Manager/ Controller	Spring 2020
Lynch, Edward	Palm Beach County	Chairman of the Building Code Advisory Board	Spring 2020
Michel, Dieunor	Lennar/ Construction	Associate	Spring 2020
Raju, Jaison	Palm Beach County	Small Business Development Specialist II	Spring 2020

The placement of graduating students is shown in Appendix C: Master of Science in Finance - Placement Rates/ Employment Profile for graduates from Fall 2018 – Spring of 2020.

Table 20 below shows the retention rate of the Masters students, which averages 80% from Fall 2017- Fall 2020.

TABLE 20: Retention Rates – Masters of Science in Finance

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Started	19	16	16	8	13	14	28
Dropped	4	5	1	1	2	4	8
Continuing	1	0	0	1	2	1	20
Retained	15	11	15	7	11	10	20
Rate	**79%**	**69%**	**94%**	**88%**	**85%**	**71%**	**71%**

Table 21 shows the graduation rates of the Master students and the number of MSF degrees awarded are shown on table 22 by academic year.

TABLE 21: Graduation Rates – Masters of Science in Finance

	Fall 2017	**Spring 2018**	**Fall 2018**	**Spring 2019**	**Fall 2019**	**Spring 2020**	**Fall 2020**
Retained	15	11	15	7	11	10	20
Graduated	14	11	15	6	9	1	0
Continuing	0	0	0	1	2	NA	NA
Rate	**93%**	**100%**	**100%**	**86%**	**85%**	**NA**	**NA**

TABLE 22: Degrees Awarded 2014-2020 – Masters of Science in Finance

Degrees Awarded 2014 – 2020 MSF	
Fall 2014	0
Spring 2015	0
Summer 2015	0
Total AY 2015	**0**
Fall 2015	0
Spring 2016	7
Summer 2016	1
Total AY 2016	**8**
Fall 2016	12
Spring 2017	12
Summer 2017	0
Total AY 2017	**24**
Fall 2017	13
Spring 2018	6
Summer 2018	1
Total AY 2018	**20**
Fall 2018	9
Spring 2019	12
Summer 2019	1
Total AY 2019	**22**
Fall 2019	11
Spring 2020	12
Summer 2020	0
Total AY 2020	**23**

Degrees Awarded 2014 – 2020 MSF	
Total 2015-2020	**97**

Student Recruitment

Recruitment of prospective students into the Master of Science in Finance program is executed through multiple media channels and efforts.
Below are the main recruiting tactics:

- Information sessions held monthly
- Social media campaigning (Facebook, Instagram, Sun Sentinel, email distribution)
- Billboard advertisements throughout South Florida region
- Distribution of catalogs mailed to targeted markets
- Promoting at education and Career Fairs
- Recruiting at conferences and conventions
- Specialized information sessions for undergraduate Finance & business majors
- Website dedicated to covering program content and details
- Video advertisements
- Test-Drive option

Scope of Institutional Contributions

One of the features available for students enrolled in the Master of Science program is a Chartered Financial Analyst® (CFA) preparation courses. The Chartered Financial Analyst (CFA®) designation is the globally-recognized standard for establishing professional credibility within the field of financial analysis. Students interested in being a Finance or investment professional, the CFA® credential will solidify their position as a competent and credible member of the Finance profession, increase their marketability and salary potential, and certify their skills.

Master of Science in Finance students interested in pursuing the Chartered Financial Analyst designation can attend FAU Executive Educations CFA® preparation courses Level 1 & 2. Students are encouraged to start the CFA® preparation courses in their last semester.

The MSF program offers modules that complement the core courses to provide students with practical experience in the following areas:

- Python programing course
- Wealth Management series
- Bloomberg Certification and Corporate Finance Institute Courses
- Advanced Data Analytics and Excel for Financial Analysis

- Mathematical Modeling and Econometrics

PhD Program with Finance Concentration

The Ph.D. in Business Administration program is an academic degree program offered by the College of Business. Concentrations are available in Accounting, Finance, Information Technology and Operations Management (ITOM), Management, and Marketing. The program has a very strong emphasis upon research. Attention is also directed to the development of the necessary skills conducive to excellent classroom teaching.

The Traditional Ph.D. program offers a concentration in Finance. The program generally consists of two years of coursework, followed by comprehensive exams and a dissertation, and it usually takes a minimum of four years to complete. The program is designed to allow for many opportunities for conducting research. The dissertation involves comprehensive research on a Finance topic that is a significant contribution beyond the foundation of related research. Dissertations completed by Finance Ph.D. students at FAU have focused on a wide variety of research topics in Finance, including initial public offerings, acquisitions of bankrupt firms, mergers, bond offerings, mutual funds, investment banking, bank regulation, and poison pills. Finance Ph.D. students are expected to remain at FAU for at least two years after the completion of their Comprehensive Exams (at the end of their second year) so that they can focus full-time on completing their dissertation.

Student Headcount

Table 23 shows the number of PhD. students by concentration based on the number of students registered for each of the fall terms over the last six years.

Table 23: PhD Student Headcount by College of Business by Department, 2015-2020

Concentration	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	14	15	13	11	13	15
Finance	10	14	18	16	15	17
Management	11	9	9	6	8	3
Marketing	4	4	2	1	1	0
Executive	0	0	0	0	25	44
Total	**39**	**42**	**42**	**34**	**62**	**79**

Finance has had consistent and high levels of enrollment over a long period of time, and has had a successful history of placement of graduates.

Table 24 shows the number of admissions by concentration for the past six years. Students only begin the program in the fall term. The Finance area has admitted 2-4 students each

year over the past 6 years. Admissions are primarily based on the quality of applicants. In particular, we consider grades, GMAT scores, writing samples, letters of recommendation, and any other signals of research ability (such as research papers, work experience, or other things indicated in the applicant's CV). We also try to ensure a fit with the research interests of the faculty to ensure that the student will receive the best support possible.

Table 24: PhD Student Admissions by College of Business Department, 2015-2020

Concentration	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	3	3	4	3	4	4
Finance	3	4	4	2	4	4
Management	1	5	2		3	
Marketing						
Executive					25	23
Total	**7**	**12**	**10**	**5**	**36**	**31**

Table 25 shows the number of graduating PhD students by concentration during the indicated academic year for the past five years.

During 2014-2017, there were only a few faculty members that were chairing dissertations and/or serving as dissertation committee members. During 2016 – 2018, the Finance Department hired three new faculty members, including two chaired full professors, each of which is working with PhD student in one or both of these roles. Rebel Cole joined the faculty in Fall 2016, while Douglas Cumming and Sofia Johan joined in Fall 2018. As the graduation numbers show, the graduation numbers have increased markedly during the past three academic years.

Table 25: PhD Student Graduates by College of Business by Department, 2015-2020

Concentration	2014-2015	2015 - 2016	2016 – 2017	2017 - 2018	2018 - 2019	2019 - 2020
Accounting	4	1	6	4	2	2
Finance	2	0	0	4	4	2
Management	1	5	2	1	1	3
Marketing	0	0	2	1	0	1
Executive	0	0	0	0	0	0
Total	**7**	**6**	**10**	**10**	**7**	**8**

Curriculum Compared to Peer Programs

Table 26 shows a comparison of PhD coursework at FAU and four peer programs, Georgia State University (GSU), Oklahoma State University (OSU), Florida State University (FSU)

and Florida International University (FIU). Each peer institution, except GSU, completes its courses in 2 years, with the comprehensive exams at the end of the second year. (GSU is now 2.5 years, but their program director informed us that it is moving to 2 years shortly). Our recent (2020) move from comprehensive exams in January of the 3rd year to the end of the second-year fits with the normal PhD Finance standard practice.

Other programs have fewer required elective courses, and fewer courses required in total.

GSU, OSU, and FSU are 5-year programs with an option for a 6th year at GSU. FIU is the only other 4-year PhD program in Finance (other than FAU).

Table 26: Comparison of PhD Coursework with Peer Programs

Courses	**FAU**	**GSU**	**OSU**	**FSU**	**FIU**
Teaching seminar	3				
Foundation courses	9	18	15	21	18
Statistics	12	9	15	21	6
Concentration seminars	18	15	24	21	18
Independent research courses	6				
Electives	15				
Dissertation	18		15		
Total	**81**	**42**	**69**	**63**	**42**

Pedagogical Innovations

There have been four main pedagogical innovations in the past five years.

First, we shortened the time to writing comprehensive exams. Prior to 2020, comprehensive exams were written in January of the third year of the program. In 2020, we moved the comprehensive exams to May of the second year of the program. The shortened time to writing the comprehensive exams has allowed students more time to work on their thesis topics. The two students that wrote their exams in comprehensive exams in May 2020 passed by a large margin. This change was made possible by rearranging the timing of PhD seminars to both the fall and spring semesters (previously they were only in the spring semesters).

Second, we increased the scope and depth of the oral exams that go along with the written part of the comprehensive exams. The lengthier oral exams have enabled us to not only identify problematic students (including one that had to be removed from the program in 2019), but also to identify students that in fact were much better than we had initially thought based on a written exam.

Third, we introduced The Empirical Methods Seminar (FIN 7932) in 2016. This course focuses on providing Ph.D. students with the modern empirical toolkit necessary for corporate Finance and accounting research, including modern econometric tools to address endogeneity concerns, cross-sectional methods, structural estimation, and bivariate models. Lectures, readings, and empirical assignments are designed to help student learn the econometric intuition behind each method and exposes them to examples of these methods used in published and working papers. In addition, course assignments require students to use the methods analyzed in the course (learning by doing). Finally, referee reports assignments help student to think critically regarding the methods used and identification challenges of the papers.

Fourth, we introduced a Financial Institutions Seminar (FIN7932) taught by Prof. Cole in Spring 2017. This course introduces Ph.D. students to a wide variety of databases beyond Compustat and CRSP, and provides them with another area of Finance in which to conduct research. The seminar requires students to identify a research topic that uses one of these non-traditional databases and write a first draft of a working paper.

Placement Rates/Employment Profiles

Placements have been largely directed at teaching schools that have a "3-3" teaching load. With the move of our comprehensive exams to the end of the second year, we could aim to place students at more research-intensive schools that have 2-3 or 2-2 teaching loads. Table 27 shows an abbreviated listing of PhD placements, while **Appendix D: Finance PhD Placements (since inception of program)** has a complete listing of placements.

Table 27: Finance PhD Placements, 2015 - 2020

STUDENT	YEAR	INITIAL PLACEMENT
BhyuyN, Md Nazmul Hasan	2020	North Carolina A&T State University
Tindall, Greg	2020	Palm Beach Atlantic University
Faulkner, Matthew	2019	San Jose State University
Shelton, Austin	2019	California State University - San Bernardino
Carrete-Rodriguez, Angel	2018	Concordia College - Moorhead, Minnesota
Danso, Charles	2018	California State University - Los Angeles
Hossain, Miran	2018	University of North Carolina - Wilmington
Jansen, Benjamin	2018	Middle Tennessee State University
Kaprielyan, Margarita	2017	Elon University - North Carolina
Smith, Garrett	2015	University of Wisconsin - Whitewater
Volkov, Nikanor	2015	Mercer University - Georgia

Faculty - Currently Teaching Doctoral Students

Anna Agapova is an Associate Professor of Finance at Florida Atlantic University. She holds PhD in Finance and MA in Economics from Georgia State University, and an

undergraduate degree in Marketing from Karaganda State University. Her primary research interests are investments, ETFs and mutual funds, financial markets, and corporate Finance. She has published in peer-reviewed journals including the *Journal of Banking and Finance*, *Financial Management*, the *Journal of Financial Markets*, the *Financial Review*, the *Journal of Portfolio Management*, the *International Review of Financial Analysis*, the *European Journal of Finance*, the *Journal of Applied Finance*, the *Quarterly Review of Economics and Finance*, the *North American Journal of Economics and Finance*, *Research in International Business and Finance*, *Advances in Quantitative Analysis of Finance and Accounting*, the *Journal of Asset Management*, the *Journal of Investing*, and the *Journal of Index Investing*. According to Google Scholar, her research has been cited 375 times. She has received Outstanding Paper Award from the Eastern Finance Association and was a Finalist in the Whitebox Selected Research search for the Best Financial Research paper. She teaches graduate and undergraduate courses in investments and corporate Finance. Prior teaching experience includes teaching corporate Finance and derivatives markets courses at Georgia State University, and principles of economics at Karaganda State Industrial University, Kazakhstan. Industry experience includes consulting work at INTECH.

Rebel Cole, Ph.D., CRE, is the Lynn Eminent Scholar Chaired Professor of Finance in the College of Business at Florida Atlantic University in Boca Raton, FL. Previously, he has taught at DePaul University in Chicago, UNSW in Sydney and the University of Auckland in New Zealand. He received his PhD in Business Administration from the University of North Carolina in 1988, after which he spent ten years working as a financial economist in the Federal Reserve System. Dr. Cole is a special advisor to the Asian Development Bank, the International Monetary Fund, the World Bank and other non-governmental organizations, providing training and technical assistance to central banks around the world in more than 60 countries. Dr. Cole has published peer-reviewed articles in many of top academic Finance journals, including *The Journal of Finance*, the *Journal of Financial Economics*, the *Journal of Financial & Quantitative Economics*, the *Journal of Financial Intermediation*, the *Journal of Corporate Finance*, the *Journal of Banking & Finance*, the *Journal of Real Estate Finance and Economics*, *Real Estate Economics*, and the *Journal of Portfolio Management*, *among others.* His research has been featured in *Business Week*, the *Financial Times*, *Fortune*, the *New York Times* and the *Wall Street Journal*. According the Google Scholar, his research has been cited more than 10,000 times. His primary areas of research are corporate governance, entrepreneurship, financial institutions, and real estate.

Douglas Cumming, J.D., Ph.D., CFA, is the DeSantis Distinguished Professor of Professor of Finance and Entrepreneurship at the College of Business, Florida Atlantic University in Boca Raton, Florida. Douglas has published over 185 articles in leading refereed academic journals in Finance, management, and law and economics, such as the *Academy of Management Journal*, *Journal of Financial Economics*, *Review of Financial Studies*, *Journal of Financial and Quantitative Analysis*, and *Journal of International Business Studies*, and has been cited over 17,000 times according to Google Scholar. He is the Editor-in-Chief of the *British Journal of Management* (2020-2022), the *Journal of Corporate Finance* (2018-2020), and the *Review of Corporate Finance* (2021-). He is the Founding Editor of *Annals of Corporate Governance*, and a former Co-Editor of *Finance Research Letters* and *Entrepreneurship Theory and Practice*. Douglas has published 18

academic books. His most recent book is *Crowdfunding: Fundamental Cases, Facts, and Insights* (Elsevier Academic Press, 2019) complete with companion materials. He is the coauthor of *Venture Capital and Private Equity Contracting* (Elsevier Academic Press, 2nd Edition, 2013), and *Hedge Fund Structure, Regulation and Performance around the World* (Oxford University Press, 2013). He is the Editor of the *Oxford Handbook of Entrepreneurial Finance* (2013), the *Oxford Handbook of Private Equity* (2013), the *Oxford Handbook of Venture Capital* (2013), the *Oxford Handbook of Sovereign Wealth Funds* (2018), the *Oxford Handbook of IPOs* (2019), the *Research Handbook of Finance and Sustainability* (2018), and the *Research Handbook of Investing in the Triple Bottom Line* (2019). Douglas is a regular speaker at academic and industry conferences around the world. He has given recent keynote speeches at the British Academy of Management Corporate Governance Conference, Entrepreneurial Finance Association, Financial Research Network Corporate Finance Conference, French Finance Association, Infiniti Conference on International Finance, Vietnam Symposium in Banking and Finance, the Budapest Liquidity and Financial Markets Conference, and the Humbolt University of Berlin Fintech Conference, among numerous others. Douglas' work has been reviewed in numerous media outlets, including the *Chicago Tribune*, *The Economist*, *The New York Times*, the *Wall Street Journal*, the *Globe and Mail*, *Canadian Business*, the *National Post*, and *The New Yorker*.

Dr. Luis García-Feijóo, CFA, CIPM, is an Associate Professor of Finance at Florida Atlantic University. He teaches Investments, International Finance, and Corporate Finance. He also serves as Co-Editor of *Financial Analysts Journal* and as Associate Research Director for *CFA Institute Research Foundation.* Prior to joining FAU, he worked as Director, Exam Development at CFA Institute, and was an Associate Professor at Creighton University. Dr. García has published his research in leading academic and practitioner journals such as the Journal of Finance, Review of Asset Pricing Studies, Journal of Banking and Finance, Financial Analysts Journal, and the Journal of Portfolio Management. He is the co-author of the book "Invest with the Fed: How to Maximize Portfolio Performance following Federal Reserve Policy." According to Google Scholar, his research has been cited more than 860 times. Dr. García earned the Chartered Financial Analyst (CFA) designation in 2001 and the Certificate in Investment Performance Measurement (CIPM) in 2011. He holds a Ph.D. in Finance from the University of Missouri-Columbia. He actively served on the Board of Directors of the CFA Society of South Florida from 2009-2014, and has been an active volunteer for CFA Institute since 2009.

Dr. David Javakhadze is an Associate Professor of Finance at the College of Business. He joined Florida Atlantic University in 2014 after completing his PhD in Finance at the University of Missouri. Dr. Javakhadze has published a dozen articles in high-quality Finance journals. His research interests focus on empirical corporate Finance, including examining the role of social and economic networks on various aspects of corporate policies, policy implications of corporate social responsibility, and government contracting. His research papers have been featured on The Harvard Law School Forum on Corporate Governance and Regulation, which is the top online resource for discourse on corporate governance. Although published relatively recently, Dr. Javakhadze's publications have made an important contribution to the literature as reflected in more than 350 citations per Google scholar. His papers posted on Social Science Research Network were listed on the

Top Ten download list a number of times in several distinct categories. His papers have been nominated and won best paper awards in reputable Finance conferences. Dr. Javakhadze's research has been cited in the popular press, including Forbes.

Dr. Anita Pennathur is a professor in the Department of Finance. Her research covers financial markets and institutions, corporate governance and policies, real estate Finance, and fintech. She has published widely in leading journals in Finance, real estate, and accounting, to include *Real Estate Economics*, the *Journal of Banking & Finance*, and the *Journal of Accounting, Auditing, and Finance*. According to Google Scholar, her research has been cited almost 600 times She teaches financial institutions and markets in the undergraduate and graduate programs, Corporate Finance in the Executive Education program, and a doctoral seminar in Capital Markets.

D. Faculty

Administrative Structure of the Finance Department

The administrative structure of the department consists of a Department Chair, 6 full professors (includes the COB Dean, and Associate Dean), 7 Associate professors (includes the Department Chair), one assistant professor, and two instructors.

Faculty Profile, Rank and Teaching Load

Table 28 shows the Faculty in the Department of Finance, their academic specialty and teaching load.

TABLE 28: Finance Faculty Profile, Rand and Academic Specialty

FACULTY NAME	RANK	ACADEMIC SPECIALTY	TEACHING LOAD
Agapova, Anna	Associate Professor	Investments, ETFs, Mutual Funds, Capital Markets, Corporate Governance	2/2
Barnhart, Scott	Associate Professor	Corporate Finance, Investments	2/3 LCVS Course
Cheng, Ping	Professor	Real estate – Investment, Portfolio Management, Liquidity Risks, Housing Market	2/2
Cole, Rebel	Lynn Eminent Scholar Chaired Professor of Finance	Corporate Governance, Entrepreneurship, Financial Institutions, Real Estate	1/1

FACULTY NAME	RANK	ACADEMIC SPECIALTY	TEACHING LOAD
Cumming, Douglas	DeSantis Distinguished Professor of Finance and Entrepreneurship	Corporate Finance, Entrepreneurial Finance, Financial Intermediation, Fraud, Securities Regulation, Law and Finance	3/YR - Finance Boot Camp, Theory of Financial Management, Crowdfunding
Garcia-Feijoo, Luis	Associate Professor	Empirical Asset Pricing, Real Options, Payout Policy, Mergers and Acquisitions, Security Issuance	2/2
Giannetti, Antoine	Associate Professor	Asset Pricing, Real Estate, Derivatives	2/2
Javakhadze, David	Associate Professor	Empirical Corporate Finance	2/2
Johan, Sofia	Assistant Professor	Corporate Finance, Entrepreneurial Finance, Alternative Investments (VC/PE/Hedge Funds), Alternative Finance (Fintech/Peer to Peer Lending/Crowdfunding	2/2
Johnson, Kenneth	Investments Limited Professor and Associate Dean	Real Estate - Housing (Pricing, Duration, and Likelihood of a Transaction), Buy vs Rent, Real Estate Cycles	4/yr.
Knight, Rainford	Instructor	Investment Management and Portfolio Construction, Hedge Funds and Private Equity Funds, Financial Modeling	4/4
Pennathur, Anita	O'Maley Distinguished Professor and Stone Fellow	International Financial Market Integration, Developing Countries and Economic Development, Performance, Governance, and Regulation of Multinational Institutions and Markets	2/2

FACULTY NAME	RANK	ACADEMIC SPECIALTY	TEACHING LOAD
Pomeranets, Anna	Instructor	Market Microstructure, Regulations and Financial Innovations	4/4
Yang, Charles	Associate Professor	Insurance, Risk Management, Financial Services	2/2
Zarruk, Emilio	Associate Professor and Department Chair	Financial Management, International Finance	2/2

Faculty Diversity

The table 29 below lists the Finance faculty and their ethnic origin.

TABLE 29: Finance Faculty Diversity

FACULTY NAME	ETHNICITY
Agapova, Anna	Caucasian (Russian)
Barnhart, Scott	Caucasian
Cheng, Ping	Asian (Chinese)
Cole, Rebel	Caucasian
Cumming, Douglas	Caucasian
Garcia-Feijoo, Luis	Caucasian (Spanish)
Giannetti, Antoine	Caucasian (French)
Javakhadze, David	Caucasian (Georgian)
Johan, Sofia	Asian (Austronesian)
Johnson, Kenneth	Caucasian
Pennathur, Anita	Asian (Indian)
Pomeranets, Anna	Caucasian (Russian)
Yang, Charles	Asian (Chinese)
Zarruk, Emilio	Hispanic (Nicaraguan)

Faculty Teaching Load and Methods of Calculation

Faculty teaching loads are determined primarily as a function of research productivity in high-quality journals. In addition, administrative assignments are also factored in the assignment of teaching loads.

Summary of Faculty Scholarship and Research Productivity, Including Grants and Publications

Please refer to **E. Research** regarding Faculty Research and Productivity.

Strategic Planning for Hires

Given the current uncertainty due to the COVID 19 pandemic, and considering our recent hires (2 full professors and one assistant professor) over the past three years, we have no plans for new hires for the foreseeable future.

E. Research

Review of Part II of the Departmental Dashboard Indicators for the Department of Finance

The Finance faculty has had a very strong record of research productivity over the past 5 years. The output of peer-reviewed publications and professional meeting presentations has followed an upward trend as shown in the table 30 below. One area we do not show activity is in grant proposals.

TABLE 30: Research/Scholarly Productivity Finance

Finance				**College Total**	**University Total**
(by count)	**2016-2017**	**2017-2018**	**2018-2019**	**2018-2019**	**2018-2019**
1. Books (including monographs & compositions)	1	2	2	3	95
2. Other peer-reviewed publications	17	29	36	137	1,376
3. All other publications	1	1	5	35	565
4. Presentations at professional meetings or conferences	26	29	33	168	1,676
5. Productions/Performances/Exhibitions	0	0	0	0	514
6. Grant proposals submitted	0	0	0	4	290

Interdisciplinary Efforts and Community Engagement Efforts

- The Finance Department worked with the Management Department in February 2020 to organize two international conferences at the FAU Office Depot Center for Executive Education. These conferences have helped strengthen the College of Business's academic reputation by bringing a variety of international and nationally renowned scholars to FAU to present and discuss their research. More importantly, the conferences provided both constructive and practical experiences for both Finance and Management PhD students as they were involved in organizing and hosting the conferences. As they welcomed the participants to FAU, they were able to network and share ideas with academics from around the world and we at FAU were able to showcase the strength of our faculty and PhD programs.

- The Finance department hosted the Boca Corporate Finance and Governance Conference from November 13 to November 15, 2020. This 3-day virtual corporate Finance conference enabled 69 international and nationally renowned scholars to present and discuss their research. Due to COVID-19 this conference, initially planned to be held in person, was moved online. This enabled us to open registration for this event to participants from around the world. The link to the full program: https://sites.google.com/view/review-of-corporate-Finance/boca-conference?authuser=0

- Beracha, Hardin and Johnson Buy vs Rent Index is found at the website: https://business.fau.edu/departments/Finance/real-estate-initiative/bhj-buy-vs-rent-index/ The index measures the upward or downward pressure on the demand for homeownership. Directional pressure, measured on a scale between 1 and -1, provides an indication of the next movement in housing prices in 23 major metropolitan areas around the country. Index scores enable consumers of real estate, industry professionals and policy makers to make more informed decisions. BH&J is produced by department member Dr. Ken H. Johnson in conjunction with two faculty (Dr. William G. Hardin and Dr. Eli Beracha) at FIU's Hollo School of Real Estate. The index is housed in FAU COB's Department of Finance with results provided quarterly. Results have gained attention in national media outlets such as the New York Times. (https://www.nytimes.com/2016/04/02/your-money/to-buy-or-rent-a-home-weighing-which-is-better.html)

- The COVID-19 Florida Tracker at Florida Atlantic University was developed during June 2020 as a community resource for monitoring key metrics related to the COVID-19 situation in Florida and 22 select Florida counties. The tracker relies upon publicly available data provided by the state of Florida. The tracker creators have arranged the figures in a format to give users the clearest picture of the coronavirus pandemic in the Sunshine State. There are key metrics for monitoring: testing, hospitalizations, and deaths. A variety of charts are presented for each metric in each jurisdiction. The tracker was developed by department member Prof. Rebel A. Cole in conjunction with department PhD student Jon Taylor. It is housed in the FAU College of Business and is updated daily. Results have gained attention in the local, state, and national media.

Establishment of Goals for Research

Goals for research are established by the College of Business/Finance Department Guidelines for promotion and tenure. In addition, our faculty annual evaluations provide faculty with feedback about their progress toward tenure and promotion. Untenured faculty

also receive an appraisal towards tenure with recommendations to the faculty member about their research progress and productivity.

Assessment of How Well Research Goals are Being Met

Table 31 below shows the average Chair evaluation results of the Finance faculty for the research area from 2015 to 2019. The primary factor in these evaluations are the number of papers accepted for publication in refereed journals for the indicated calendar year. Finance faculty research productivity has improved over time.

Publication quality is based on the Association of Business Schools (ABS) journal rankings. Over the period from 2015 to 2020, the Finance faculty have had 8 articles published in ABS 4*, 28 articles published in ABS 4, and 77 articles published in ABS 3 journals.

TABLE 31: Chair Evaluations of Research, 2015-2020

Year	Research Evaluation Average 5=Exceptional to 1=unacceptable
2019	4.08
2018	4.04
2017	4.04
2016	3.42
2015	3.25

In terms of efficiency, with the exception of "All other publications per faculty", the Finance faculty surpasses the College of Business and the University for 2018-2019 as indicated by the data in the table 32 below.

TABLE 32: Finance Efficiency Data

Finance				College Total	University Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions) per faculty member	0.1	0.2	0.2	0	0.1
2. Other peer-review publications per faculty member	1.3	2.4	2.8	1.5	2
3. All other publications per faculty member	0.1	0.1	0.4	0.4	0.8
4. Presentations at professional meetings or conferences per faculty member	2	2.4	2.5	1.9	2.4
5. Productions / Performances/ Exhibitions per faculty member	0	0	0	0	0.7
6. Grant proposals submitted per faculty member	0	0	0	0	0.4

Scholarly output (Section II, C 1-9) per tenured and tenure earning faculty member (Section I B). Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include 2019 Calendar Year Activity.

F. Service and Community Engagement.

- Dr. Cole served as a short-term expert for the Asian Development Bank (ADB), the International Monetary Fund (IMF), and the World Bank (WB).
  During 2017, Dr. Cole led an IMF mission to Sierra Leone to train the staff of the Central Bank of Sierra Leone on how to design, develop and implement stress tests for the Sierra Leone banking system. During 2017, Dr. Cole also assisted the WB in developing a suite of bank stress tests for the Central Bank of Qatar to use in supervising its banking sector. During 2018, Dr. Cole led and participated in three WB missions to design and develop bank stress tests for the Reserve Bank of India to use in supervising its banking sector. During 2018, and again in 2019, Dr. Cole also participated in WB missions to advise and assist the Central Bank of Zimbabwe on how to restructure its banking system. During 2020, Dr. Cole participated in an assessment of the financial sector of Sierra Leone as part of the IMF's Financial Sector Surveillance Program. Because of Covid-19, the IMF team conducted interviews with member of the Central Bank of Sierra Leone remotely

via WebEx. During 2020, Dr. Cole also worked with the ADB to produce a policy brief on how the U.S. Small Business Administration provides credit and credit guarantees to small businesses as an example of "best practices" for governments seeking to improve access to credit by their small businesses.

- Dr. Cole regularly serves as a resource for staff of the U.S. Senate's Small Business committee, advising them on developments in access to credit by small businesses in the US.

- Dr. Cole serves on the advisory boards of two U.S. start-up companies.

- Starting in Fall 2020, students in FIN4422 Cases in Financial Management taught by Sofia Johan will take part in a semester-long project to help entrepreneurs in Palm Beach and Broward counties sustain and grow their businesses. Working with the Florida SBDC at FAU, part of a national network that provides specialized consulting services to small businesses, we have created 10 case studies that reflect common problems firms are facing in the era of COVID-19, such as reduced customer bases, financial losses and the lack of available investment capital. The students will strategize and prepare consulting reports that aim to highlight financial management issues and offer solutions that SBDC business consultants will share with small business owners in the region. The assignment allows the students to develop real-world problem-solving skills, while affected companies can benefit from fresh ideas from our senior Finance students that could lead to new business models (see http://www.fau.edu/newsdesk/articles/entrepreneurs-covid.php)

- Department of Finance faculty appear regularly in local, regional and national media outlets providing insight and expert opinion on issues such as asset valuation, corporate performance and investment analysis, among others. Direct links to much of their work can be found at FAU Business in the Media (https://business.fau.edu/our-college/in-the-media/).

- On October 28, 2020 Luis Garcia was one of the three speakers at a free COVID-19 webinar organized by Caridad Center as a fund - raising event. Caridad Center is the largest free clinic in Florida: https://caridad.org/. The other speakers were Dr. Terry Adirim from FAU and Dr. Jack Michel, founder of Larkin Health Systems and Larkin University.

- On August 19, 2020 Luis Garcia was the first speaker to present in Spanish at FAU's Research in Action (Descubrimiento en Acción). He spoke about the impact of Covid-19 on financial markets: http://www.fau.edu/research/research-in-action-espanol/index.php

Review of Part III of the Departmental Dashboard Indicators for Department of Finance

The Finance faculty are fully engaged in service activities to the Department, the College, and the University. Table 33 below shows the Finance faculty are committed to service in community and professional committees as well. We have a strong faculty representation in academic Finance journals as referees and editors. One example is Douglas Cumming who currently serves as managing Editor in-Chief for the *Journal of Corporate Finance* (2018-2020), and for the *British Management Journal* (2020-2022), both category 4 journals in the ABS list of journal rankings.

Table 33: Service Productivity Finance

	Finance			College Total	University Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018- 2019
1. Faculty memberships on department, college or university committees	18	33	27	299	2,561
2. Faculty memberships on community or professional committees	8	9	7	122	1,246
3. Faculty serving as editors or referees for professional publications	25	7	48	146	619

Source: College Dean's Offices; Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include 2019 Calendar Year Activity.

Establishment of Goals for Service

Service assignments for faculty vary by faculty rank. Assistant professors are initially given lighter service assignments to allow them to advance their research productivity.

The numbers reported in the table below are not an accurate representation of the service efforts for the Finance faculty. The data are annually reported by the Department to the University's Office of Institutional Effectiveness and Analysis. The data are probably taken from the Annual Activity Reports submitted each year, providing input to the Chair for the faculty Annual Evaluations. Efforts will be made to ensure that all service activity is accurately reported each year.

While the average numbers per faculty look more or less accurate for (1) below, they look under representative for (2) and (3). A more accurate impression of service activity by each faculty member can be obtained by reviewing the resumes of each faculty member in this link, a supplemental file to this document.

Table 34: Service Efficiency Data

	Finance			College Total	University Total
	2016-2017	**2017-2018**	**2018-2019**	**2018-2019**	**2018- 2019**
1. Faculty memberships on department, college or university committees per faculty member	1.4	2.8	2.1	3.3	3.7
2. Faculty memberships on community or professional committees per faculty member	0.6	0.8	0.5	1.4	1.8
3. Faculty serving as editors or referees for professional publications per faculty member	1.9	0.6	3.7	1.6	0.9

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1); Beginning with the 2018-2019 year the Departmental Dashboard Indicators include 2019 Calendar Year Activity.

G. Strengths and Opportunities that Support Achievement of Program Goals

High-Quality Pool of Applicants to our PhD Program and Good Enrollments

We have a steady pool of high-quality applicants and enrollments. We have a successful record of graduations and placements. The dissertations produced have likewise been successful and translated into journal articles for students.

We could increase the ranking and visibility of the program. Improved rankings could come from enabling more research opportunities for students. In particular, we could extend the length of the time to complete a dissertation and program from the end of year 4 to the end of year 5. Alternatively, we could offer a one-year post-doctoral fellowship to students that can defend by the end of year 4. Currently, most PhD programs in Finance are 5 years. A four- year program is quite short, and does not enable students to be as competitive on the market. The additional time in the program would afford the development of better thesis projects, as well as enable more time to go to conferences and get feedback on work. The extra time could also enable more networking opportunities for students, and enable time to secure R&R decisions or publications prior to graduation. Faculty engagement is growing, and with a 5-year program there would be even more incentives for faculty to be engaged with students.

Great Location

We have a highly sought after tourist location which helps to attract students and faculty. Also, Florida has no personal income tax. The Boca Raton and South Florida area is home to a significant number of companies in the financial services industry. Our location also provides us with opportunities to host academic and professional meetings.

New Executive Education Center

The new Executive Education Center housed at the Schmidt Family Foundation Complex for Academic and Athletic Excellence opened in 2020. The state-of-the art technology will attract more quality students to our Master of Science in Finance program.

H. Weaknesses and Threats that Impede Program Progress

PhD Student's Teaching Requirements, Financial Aid and Data

Our weaknesses are in the extent to which we have sufficient resources. There is limited financial aid for students, and it is unclear if there is enough funding for a 5-year program. Likewise, subscriptions to Finance databases are sparse, which limited the topic on which students and faculty can conduct research. A list of subscription databases is attached in **Appendix E: Research Databases.**

Currently, PhD students are required to teach, which detracts from the students' research activities, especially during their later years.

Changes in the Department's standards for promotion and tenure

Rising standards for promotion to full professor evident in recent decisions have created a challenging environment for some associate professors with weak records of publications and citations. This could affect the cohesiveness of the department's faculty, and the ability to work together.

Lack of Grading Standards

Lack of grading criteria for courses could lead to grade inflation. Many other schools require average grades fit within a specified range, while we do not.

I. Resource Analysis

Cancellation of Datasets

Likely cancellations of subscriptions to some research datasets following budgetary issues resulting from the COVID 19 pandemic could pose some problems for our faculty and doctoral students in the future

J. Future Direction

We will introduce an Entrepreneurial Finance Seminar that will be taught by Professor Cumming starting in the Fall 2021. This course introduces Ph.D. students to numerous datasets in entrepreneurial Finance, such as data in crowdfunding, venture capital, private equity, trade credit, and other sources. The course provides opportunities to conduct new research in entrepreneurial Finance. The seminar requires students to identify a research topic that uses these non-traditional databases and write a first draft of a working paper.

K. Questions for the Review Team

1) We need students to have a competitive advantage as they join the extremely challenging job market. In view of the changes in the financial industry, how do we prepare our students for the new landscape?

2) Compared to our undergraduate Finance program, all schools reviewed offer a wider array of Finance elective courses to their majors. In contrast, our program requires courses that are broader in scope than the programs reviewed, and fewer Finance electives. Should we change our curriculum to offer concentrations or specialized tracks for students to choose from?

3) Should the PhD program be 5 years instead of 4? Or should we offer a one-year postdoctoral fellowship to students who defend prior to the end of their fourth year? Should teaching requirements in the PhD program be changed, perhaps with the same requirements overall but spread out over 5 years?

4) The Covid-19 pandemic and anticipated difficulty in placing student, should enrollment in the PhD program be reduced?

5) Should we require a teaching course in the PhD program? It seems to be an outlier relative to other programs.

6) The use of technology is changing how courses are developed and delivered. Course development with technology can be described as having early and heavy faculty input/investment with a decrease in faculty effort per unit of delivery for future courses. What are the implications for: (a) faculty ownership of developed content; and (b) courses loads?

7) The Covid-19 pandemic has dramatically affected the number of sections taught online and in hybrid mode. What are your reflections on how this will and should affect the use of our online/remote course delivery in the future?

8) Do you have any best practices you can share with how to increase the diversity of our faculty and staff profile? How we can attract more minority students to our PhD program?

9) The Covid-19 pandemic has dramatically affected the population of Manhattan, one of the most important centers/concentrations of finance in the world. Various media have reported stories of finance firms migrating to south Florida, particularly West Palm Beach and Fort Lauderdale. How would you advise the Department to monitor and respond to this trend? What initiatives might the Department/College undertake to strengthen our relationship with the finance sector in south Florida?

Appendix A: Assessment Plan -- 2018-2019

Finance majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

Business Law I	BUL4421
Operations Management	MAN3506
Writing for Management	ENC3213
Global Strategy & Policy	MAN4720
Principles of Financial Management	FIN3403
Quantitative Methods in Administration	QMB3600
Management Information Systems	ISM3011
Marketing Management	MAR3023
Introduction to Management & Organizational Behavior	MAN3025

Content Knowledge (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including capital budgeting, forecasting cash flows, estimating the cost of capital, valuation of real and financial assets.

Specifically, the learning outcomes that accompany this objective are the following:

- Interpret and apply financial ratio and common size analyses to financial statements and other financial disclosures to evaluate the financial health and performance of a company.
- Facilitate financial decision-making by applying financial math and valuation principles to value securities, capital projects, and other assets.
- Assess the risk associated with a financial or capital asset, identify the relevant risk, and estimate the cost of capital for financial decision-making purposes.
- Apply the net present value and internal rate of return techniques to make project selection decisions in a capital budgeting context and perform sensitivity analysis in capital project decision-making.

The assessment is administered by the Coordinator of Principles of Financial Management (FIN3403), but all instructors of the course participate by contributing questions, reviewing questions, and updating questions. Other faculty members in the department are encouraged to participate in these tasks as well. The assessment will be conducted during final exams. Students enrolled in FIN3403 in each semester, will be given a set of questions in their final exams for the purpose of assessment. Each instructor of FIN3403 will incorporate the same set of questions in the final exam for their respective sections.

Instructor will not identify to students the specific questions in their final exams that will be used for assessment. The results from every section will be collected and analyzed by the coordinator for the course.

Each instructor is invited to review the results of the students taking their course. However, the primary purpose of the assessment is to provide information that will be productive for continual improvement of the course in general. To this end, the results of the assessment will be reported to the entire Finance faculty, with breakdowns provided in terms of demonstrated learning on the elements of the Body of Knowledge. The assessment is not intended as a device to evaluate instructors and no results will be compiled or distributed identified by instructor. This information will then be used by the FIN3403 Coordinator, in conjunction with the entire Finance faculty, to address whether the students are mastering the Principles of Financial Management Body of Knowledge and what course of action must be taken, if any, to help students master this body of knowledge. Table A1 shows the summary results of assessments from Fall 2019 and Spring 2020.

Table A1: Assessment Data Summary

Course	**Spring 2020**	**Fall 2019**
Sample Size	248	377
Test Average	57	55
New 2017	Latest	Latest
	% correct	**% correct**
1. You are investigating two mutually exclusive…	72.18%	68.17%
2. You borrow $200,000	70.56%	73.47%
3. Great Owl Corp	75.40%	69.50%
4. Ginger Baker	64.11%	55.17%
5. Snapdog Inc (Calc NPV)	81.85%	81.96%
6. Razer Inc (Calc CFs)	58.06%	57.56%
7. The risk -free rate	73.79%	75.86%
Average	**70.85%**	**68.81%**

Students will demonstrate their abilities to report results from their financial analyses both orally and in written form in a clear and grammatically sound manner. Students will also demonstrate skills in discussing case solutions presented by peers.

Use Cases in Financial Management (FIN4424) and Writing for Management (ENC/GEB 3213) as vehicles for preparation of students taking FIN4422. FIN4422 requires at least one oral case presentation, participation in class discussion and the execution of written case solutions. Students requiring remediation of writing skills will be referred to Florida Atlantic University's Center for Excellence in Writing (UCEW). Students requiring remediation of presentation skills will be encouraged to address problems in a second case presentation.

Formal assessment methods (documented below) and program improvement strategies (documented below) underwrite this process.

Assessment of communication skills will include:

• Faculty evaluation of individually written case reports for clarity of exposition, strength of argumentation and grammatical soundness. Feedback to students will minimally consist of a report grade and advice.

• Faculty evaluation of student (either individual or group) presentations of cases. Faculty will evaluate these presentations for clarity of exposition, strength of argumentation, responsiveness to audience questions and engagement of audience. Feedback to students will minimally consist of a presentation grade and advice.

• Faculty evaluation of student (either individual or group) discussion of cases. Faculty will evaluate these discussions for degree of participation and effectiveness of their interaction with peers and presenters. Feedback to students will minimally consist of a discussion grade and advice.

To complete the communications component of the degree, a student will have to be successful in achieving 70% of the cumulative score in case presentations, discussion of presentations, and the written cases. Table A2 provides the assessment results for two recent semesters.

Table A2: Assessment Data Summary

Course	**Spring 2020**	**Fall 2019**
Sample Size	320	320
Test Average	90.51	89.23
	Median	**Latest**
	% correct	**% correct**
Case Assignment 1	90	85
Case Presentation	90	90
Case Assignment 2	89	85.5
Case Assignment 3	89	88
Final Exam- Requires Respondus LockDown Browser	88	89
Excel Crash Course	100	100
Class participation	100	100
Midterm		89.5
Test average	**90.51**	**89.23**

The data from the 8 assessment questions for Spring of 2020 (9 in Fall 2019) show a slight increase in the average percent of median correct responses of 90.51% over the Fall 2019 figure at 89.23%. This same data over time and individual assessment components in each term however indicates an increase in the knowledge base of the courses and the material tested in the questions. Questions 1, 3 and 4, which are case reports with a 10-page minimum continue to be challenging for students, but the increase in median grades reflects an increased understanding of expectations as the course progresses. The decrease in median grades for Question 6 (Final Exam) reflects the added rigor to the final exam to further ensure the integrity of the progress in view of the take home component of 4 of the 8 assessment questions.

The program could further be improved by incorporating an assessment of improvement in skills with Excel-based financial models to help analyze cases. Currently it comprises 10% of the final grade but students still require significant help with financial modelling in class. Students could also be appraised on their ability to apply strategic concepts and market-based concepts from magazine and journal articles to better understand the strategic issues that companies are facing.

Cases in Financial Management (FIN4422) students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

FIN4422 is the primary course vehicle used to ensure satisfaction of Outcome 10. FIN4422 requires students to apply the principles of, and tools developed in FIN3404 and FIN4424 to case studies of actual and fictitious companies. Students must submit a number of individually written case reports, present at least one case (either individually or in a group), and participate in discussion of cases. These activities provide opportunities for students individually and collaboratively to improve and demonstrate their ability to process financial information and conduct a critical analysis that applies this information to financial decisions. Formal and informal assessment methods (documented below) and program improvement strategies (documented below) underwrite this process.

Assessment of students will include:

• Faculty evaluation of individually written case reports on a range of financial topics for effectiveness of the tools and concepts used to analyze and resolve the issues raised by the cases. Feedback to students will minimally consist of a report grade and advice.

• Faculty evaluation of student (either individual or group) presentations of cases for effectiveness of the tools and concepts used to analyze and resolve the issues raised by the cases. Feedback to students will minimally consist of a presentation grade and advice.

• Peer assessment of student (either individual or group) presentations of cases. Peer feedback to students will minimally consist of questions, corroboration (or lack thereof) of presenter recommendations and analysis, advice and opinion arising from case discussions.

• Faculty evaluation of student (either individual or group) discussion of cases for comprehension of the effectiveness of the tools and concepts used to analyze and resolve case issues by presenters. Feedback to students will minimally consist of a discussion grade and advice.

To satisfy the requirements of FIN4422, a Finance major must demonstrate competency on the subject by earning a cumulative score of 70% or better. Students with less than 70% must retake the course. Table A3 provides assessment information for this requirement.

Table A3: Assessment Data Summary

Course	Spring 2020	Fall 2019
Sample Size	320	320
Test Average	90.51	89.23
	Median	**Latest**
	% correct	**% correct**
Case Assignment 1	90	85
Case Presentation	90	90
Case Assignment 2	89	85.5
Case Assignment 3	89	88
Final Exam- Requires Respondus Lock-Down Browser	88	89
Excel Crash Course	100	100
Class participation	100	100
Midterm		89.5
Test average	**90.51**	**89.23**

The data from the 8 assessment questions for Spring of 2020 (9 in Fall 2019) show a slight increase in the average percent of median correct responses of 89.23% over the Fall 2019 figure at 90.51%. This same data over time and individual assessment components in each term however indicates an increase in the knowledge base of the courses and the material tested in the questions.

Questions 1, 3 and 4, which are case reports with a 10-page minimum continue to be challenging for students, but the increase in median grades reflects an increased understanding of expectations as the course progresses. The decrease in median grades for Question 6 (Final Exam) reflects the added rigor to the final exam to further ensure the integrity of the progress in view of the take home component of 4 of the 8 assessment questions.

The program could further be improved by incorporating an assessment of improvement in skills with Excel-based financial models to help analyze cases. Currently it comprises 10% of the final grade but students still require significant help with financial modelling in class.

Students could also be appraised on their ability to apply strategic concepts and market-based concepts from magazine and journal articles to better understand the strategic issues that companies are facing.

FIN3403 Assessment Questions

1. You are investigating two mutually exclusive investment projects for the firm, project A and project B. After your analysis you find that the $IRR_A > IRR_B$, but that the $NPV_A < NPV_B$. Given this information you should:

A. Choose neither project because of conflicting results
B. Choose both projects as the results indicate either will work
C. Choose B because IRR results are not conclusive with mutually exclusive projects
D. Choose A because NPV results are not conclusive with mutually exclusive projects
E. See if you can get a different job because you have no idea what you are doing

2. You borrow $200,000 to buy a house. The mortgage rate is 4.5 percent and the loan period is 30 years, with payments made monthly. What is your monthly mortgage payment?

A. $913.37
B. $1013.37
C. $1113.37
D. $1213.37
E. $1313.37

3. Great Owl Corp. offers a 7.5 percent coupon bond with annual payments. The yield to maturity is 5 percent and the maturity date is 20 years from today. What is the market price of this bond if the face value is $1,000?

A. $1011.55
B. $1111.55
C. $1211.55
D. $1311.55
E. $1411.55

4. Ginger Baker, Inc. just paid an annual dividend of $3 a share and this dividend is expected to grow at a rate of 4% per year for the foreseeable future. If the discount rate for Ginger Baker is 9%, what is the current price of the stock?

A. $22.40
B. $32.40
C. $42.40
D. $52.40
E. $62.40

5. SnapDog Inc. is considering buying a new server system with an initial cost of $4 million. The server system will have zero salvage value at the end of its 6-year life. The project will increase after tax Operating Cash Flows (OCF's) (including appropriate depreciation) to the

firm by $1,250,000 a year, as shown in the table below. If the firm requires a 14 percent rate of return what is the Net Present Value of this project?

Year	OCF
0	-$4,000,000
1-6	$1,250,000

A. -$725,000.84
B. -$245,820.48
C. $251,860.93
D. $860,834.39
E. $981,683.39

6. Razor Inc needs to calculate after tax Operating Cash Flows for a new razor it is manufacturing. The upfront machinery cost is $3,000,000 and this cost will be depreciated using straight line depreciation over the project's three-year life. The project will increase sales revenues by $2,000,000 per year. If Razor's tax rate is 35%, what are Razor's after tax OCF's for this project over the years 1-3?

A. $1,250,000 per year
B. $1,500,000 per year
C. $1,650,000 per year
D. $1,850,000 per year
E. $1,950,000 per year

7. The risk-free rate of return is 3.9 percent and the market risk premium is 6.2 percent. What is the expected rate of return on a stock with a beta of 1.21?

A. 10.92 percent
B. 11.40 percent
C. 12.22 percent
D. 12.47 percent
E. 12.79 percent

Appendix B: Peer/Aspirant Schools Finance Course Requirements

Florida Atlantic University (FAU): Finance Major Courses

Financial Markets and Institution	FIN4303
Investment Analysis	FIN4504
Advanced Managerial Finance	FIN4424
Cases in Financial Management	FIN4422
International Financial Management	FIN4604

Plus select **one** of the following:

Financial Management of Institutions	FIN4313
Life Insurance and Pensions	RMI4116
Corporate Risk Management	RMI4353
Real Estate Finance	REE4204
Real Estate Investments	REE4303
Special Topics	FIN4934

Kennesaw University (KU): Finance Major Courses

Corporate Finance	FIN4220
Investments	FIN4360

Choose one of the following:

International Financial Management	FIN4420
Economic Development in Global Perspective	ECON4310
International Trade and Finance	ECON4410

Electives

Choose 4:

Short Term Financial Management	FIN4260
Fixed Income Securities	FIN4320
Directed Study	FIN4400
Financial Statement Analysis	FIN4460
Special Topics in Finance	FIN4490
Financial Derivatives and Financial Engineering	FIN4520
Behavioral Finance	FIN4560
Financial Management of Financial Institutions	FIN4620
Advanced Corporate Finance	FIN4660
Principles of Risk Management and Insurance	INS4500
Real Estate Finance	REE4500

Choose 1:

Money and Financial Markets	ECON4210
Directed Study	ECON4400

Microeconomics	ECON4510
The Economics of Strategy	ECON4550
Macroeconomics	ECON4610
Econometrics	ECON4710
Multivariate Data Analysis	ECON4750
Quantitative Decision Models	ECON4810
Decision Analysis and Simulation	ECON4850

University of Alabama Birmingham (UAB): Finance Major Courses

Intermediate Microeconomics	EC308
Intermediate Macroeconomics	EC309
Intro Financial Inst. & Markets	FI301
Intermediate Financial Management	FI410
Money & Capital Markets	FI412
Investments	FI414

Financial Engineering concentration (5 courses)	
Required:	
Calculus 1	Math 25
Financial Derivatives	FI419
Choose 1:	
Corporate Financial Reporting	AC352
Financial Analysis – Investing	AC444
Choose 2:	
Econ Forecasting & Analysis	EC413
Advanced Investment Topics	FI415
Financial Econometrics	FI472
Mathematical Statistics I	ST454
Mathematical Statistics II	ST455

Banking & Financial Services Concentration (3 courses)	
Corporate Financial Reporting	AC352
Fundamentals of Risk Mgt. & Insurance	FI341
Bank Administration	FI421

Value Investing Concentration (3 courses)	
Financial Analysis – Investing	AC444
Value Investing Principles	FI417
Advanced Value Investing	FI418

University of Texas San Antonio (UTSA): Finance Major Courses

Intermediate Accounting for Finance	ACC3053
Intermediate Corporate Finance	FIN3023
Principles of Investment	FIN3033
Money and Banking	FIN3313
Computer Modeling of Financial Applications	FIN4873
Cases and Problems in Finance	FIN4893

Choose 3: option of Corporate Finance/Investment banking track, Investment Management Track, Financial Institutions Track.

Debt Markets	FIN3463
Derivative Markets	FIN3453
Business Finance for Entrepreneurs	FIN4333
Introduction to Risk Management	FIN4523
Introduction to International Finance	FIN4613
Independent Study	FIN4913
Internship in Finance	FIN4933
Security Analysis	FIN3423
Investment Portfolio Management	FIN4423
Intro to International Finance	FIN4613
Credit Analysis	FIN4543
Financial Institutions Management	FIN4323
Property-Liability Insurance Finance	FIN4813
Life and Health Insurance Finance	FIN4823

Georgia State University (GSU): Finance Major Courses

Fundamentals of Valuation	FIN4000 (six semester hours)
Financial Analysis	FIN4020

Three additional 4000-level Finance courses-suggested courses:

Corporate	
Advanced Corporate Finance	FIN4300
Cases and Readings in Corporate Finance	FIN4320
Introduction to Derivatives	FIN4200
or	
Foundations of International Finance	FIN4040
Financial Institutions	
Financial Institutions	FIN4400
The Financial System	FIN4420
Introduction to Derivatives	FIN4200
or	
Foundations of International Finance	FIN4040
or	
Advanced Corporate Finance	FIN4300
Investments	
Introduction to Derivatives	FIN4200
Global Portfolio Management	FIN4240
Foundations of International Finance	FIN4040
or	
Advanced Corporate Finance	FIN4300
Suggested Electives	
Real Estate Finance and Mortgage Banking	REE4150
Investment Property Analysis and Mortgage Banking	REE4160

Texas Tech University (TTU): Finance Major Course

Intermediate Accounting I	ACCT3304
Intermediate Accounting II	ACCT3305
Financial Statement Analysis	FIN3321
Corporation Finance I	FIN3322
Introduction to Financial Markets & Institutions	FIN3323
Investments	FIN3324
Real Estate Fundamentals	FIN3332

Corporate Finance II	FIN4330
Financial Modeling	FIN4331

Choose 3 electives:

Personal Financial Management	FIN3319
Real Estate Finance	FIN3334
Student Managed Investment Fund	FIN4326
Any 3000 or 4000 level business course	

University of South Florida (USF): Finance Major Course

Financial Modeling and Analytics	FIN4453
Principles of Investments	FIN4504
Financial Policies and Strategies	FIN4443

Electives - Students complete a Finance program of study or complete one of three (3) concentrations:

- Investment Analysis
- Corporate Finance
- Real Estate

Select a minimum of four of the following courses:

Financial Planning Fundamentals	FIN3144
Money and Banking	FIN3233
International Finance	FIN3604
Personal Financial Planning Process and Development	FIN4128
Financial Institutions and Markets	FIN4303
Working Capital Management	FIN4412
Advanced Corporation Finance	FIN4414
Financial Statement Analysis	FIN4461
Advanced Investment Analysis and Management	FIN4514
Financial Option & Futures	FIN4533
Applied Securities Analysis	FIN4560
Finance Internship	FIN4940
Principles of Insurance	RMI3011
Real Estate Decision Making	REE3043
Real Estate Internship	REE4940
Any other Finance or Related Course with approval from Department Chair	

Appendix C: Master of Science in Finance - Placement Rates/ Employment Profile

L Name	F Name	Company/Industry	Job Title	Graduated
Alanazi	Raed			Spring 2020
Alawad	Abdullah	Pinnacle Financial Services/ Financial Services	Pension Specialist	Spring 2020
Alismaeel	Abdulmajeed	The Consulting Co/ Consulting	Trainee Consultant/ MiSK Consulting Program	Fall 2020
Alshahrani	Ali			Spring 2020
Alsunaidi	Abdulaziz	Unifonic Inc./ Software and Tech Services	Accounting Officer	Spring 2019
Aronstam	Daniel	Elite Footy Tours/ Sports Hospitality	CEO	Fall 2019
Atinsky	Rod (Darren)	Crestmark (division of Metabank)/ Financial Services	Jr. Field Examiner	Fall 2019
Baker	Matthew	Unified Dream/ Non-profit	Treasurer	Fall 2020
Bendeck	Elias			Fall 2020
Bucknor	Curtis	Nationwide Automotive Services/ Automobile	Data Analyst	Fall 2018
Cole	Matthew	NCCI/ Workers Compensation	Data Analyst	Spring 2019
Conatser	Andrew	NextEra Energy Resources/ Electric and Gas Utilities	Financial Analyst	Fall 2019
Costa	Mayara			Spring 2019
Costello	Michael			Fall 2018
Davis	James	NextEra Energy/ Electric and Gas Utilities	Financial Controller	Spring 2019
DeMaria	Karina	The School District of Palm Beach County/ Education	Treasurer II	Spring 2020
Dorminey	Brett	N/A	Currently Unemployed	Fall 2019
Enciso	Alejandro	Algoma Central Corporation/ Shipping	Financial Analyst	Fall 2020
Fenwick	Courtney			Fall 2018
Frangos	Michael	Pet Supermarket/ Retail & Wholesale	Financial Analyst/ FP&A	Fall 2020
Gaior	Antoine	Société Générale/ Investment Banking-Financial Services	Market Back Officer	Spring 2019
Gonzalez	Michael			Spring 2019
Guerrero	Matias	Centene Corporation/ Healthcare	Finance Manager	Fall 2018
Hardemon	Ashley	ComplyRight, Inc./ Human Resources	Financial Analyst	Spring 2020
Hein	Helia	Integrated Solutions/ Financial Services	Accounting Associate	Summer 2019
Heller	Adam	Morgan Stanley/ Financial Services	Financial Advisor	Fall 2019
Hudson-Vassell	Michael	T3 Trading Group, LLC/ Brokerage Services	Proprietary Trader	Spring 2020
Humphries	Daniel	FAU	Advising Office Facilitator	Fall 2020
Junqueria Hevia	Nicholas	Eland Engineering/ Consulting Services	Traffic Engineer	Fall 2018
Kunkel	Sirlei	HUVEPHARMA/ Pharmaceuticals	Finance Manager/ Controller	Spring 2020
Kurdziel	Nicholas	Florida Power & Light Company/ Electric Utilities	Associate Financial Analyst	Fall 2019

Appendix C - Placement Rates/Employment Profile (Continued)

L Name	F Name	Company/Industry	Job Title	Graduated
Lynch	Edward	Palm Beach County	Chairman of the Building Code Advisory Board	Spring 2020
Mada	Sara			Spring 2020
McDougle	Priscilla	Broward Health/ Healthcare	Senior Payroll Processor	Spring 2019
McLay	Patrick			Fall 2018
Messner	Kyle	Northwestern Mutual/ Financial Services	Financial Advisor	Fall 2020
Michel	Dieunor	Lennar/ Construction	Associate	Spring 2020
Paulone	Anthony	84 Lumber/ Building Materials and Retail	Manager-Trainee	Summer 2019
Perini	Matthew	PFT Ventures, LLC (His own business)	Business Administrator	Fall 2018
Petelle	James	Pilot Company/ Convenience Stores & Gas Stations	Analyst, Petroleum Pricing	Fall 2018
Price	Anna			Spring 2019
Qadri	Karamat	MD Now Urgent Care/ Healthcare	Financial & Business Analyst	Fall 2020
Raju	Jaison	Palm Beach County	Small Business Development Specialist II	Spring 2020
Rowars	Jackson	Cano Health/ Health & Wellness	Mergers and Acquisitions Analyst	Fall 2020
Ruby	Alexander			Spring 2019
Ruditz	Sean	Woolbright Development/ Commercial Real Estate	?	Spring 2019
Sahel	Sylvain	FAU	Graduate Teaching Assistant	Fall 2019
Salmon	Mathieu	N/A	Currently Unemployed	Spring 2020
Samuels	Vernon	Palm Beach State College	Mathematics Instructor	Fall 2020
Souffrant	Bethsaina			Fall 2019
Tobkes	Michael	N/A	Currently Unemployed	Fall 2018
Torres	Pedro	N/A	Currently Unemployed	Spring 2019
Tsvetkov	Nikolay			Fall 2019
Uddin	Ahmed	Independent	Equity Trader	Fall 2019
Woloski	Michael	US Department of the Interior, Office of the Special Trustee	Fixed Income Financial Analyst	Fall 2019

Information as of November 30, 2020. Information not available for blue highlighted students.

Appendix D: Finance PhD Placements (since inception of program)

STUDENT	YEAR	INITIAL PLACEMENT
Bhuyan, Md Nazmul Hasan	2020	North Carolina A&T State University
Tindall, Greg	2020	Palm Beach Atlantic University
Faulkner, Matthew	2019	San Jose State University
Shelton, Austin	2019	California State University - San Bernardino
Carrete-Rodriguez, Angel	2018	Concordia College - Moorhead, Minnesota
Danso, Charles	2018	California State University - Los Angeles
Hossain, Miran	2018	University of North Carolina - Wilmington
Jansen, Benjamin	2018	Middle Tennessee State University
Kaprielyan, Margarita	2017	Elon University - North Carolina
Smith, Garrett	2015	University of Wisconsin - Whitewater
Volkov, Nikanor	2015	Mercer University - Georgia
Premti, Arjan	2014	University of Wisconsin - Whitewater
Chira, Inga	2013	Oregon State University
Coy, Jeffrey	2013	Penn State University - Erie
Marciniak, Marek	2013	West Chester University of PA
Cao, Kien	2012	Foreign Trade University, Vietnam
Smith, Deborah	2012	Cleveland State University
Davis, Sean	2011	University of North Florida
Evans, Charles	2011	Florida Atlantic University
Johnson, Will	2011	Louisiana Tech University
Susnjara, Jurica	2011	Kean University - New Jersey
Murdock, Marina	2010	University of North Georgia
Glambosky, Mina	2009	American Public University - Online Institution
Brigida, Mathew	2008	Clarion University of PA
Harris, O'Neil	2008	East Carolina University
Jory, Surendranath	2007	University of Michigan - Flint
Kaushik, Abhay	2007	Radford VA
Ngo, Thanh	2007	University of Texas - PanAmerican
Glegg, Charmaine	2006	East Carolina University
Dempere, Juan	2005	Metropolitan State College of Denver
Rotaru, Camelia	2005	St. Edwards University - Texas
Sturm, Ray	2005	University of Central Florida
Benou, Georgia	2004	BHD Bank, Dominican Republic
Richie, Nivine	2004	University of North Carolina - Wilmington
Wiggenhorn, Joan	2003	Florida Institute of Technology
Jackson, Dave	2002	University of Texas - PanAmerican
Bley, Jorg	2000	American University, Sharjah
Johnston, Jarrod	2000	Appalachian State University
Porras, Eva	2000	Instituto de Empresa,Madrid- Spain
Krishnamoorthy, Anand	1999	Troy University - Alabama
Schnusenberg, Oliver	1999	University of North Florida
Taylor, Don	1999	Penn State University - Brandywine
Schmidt (Bers), Martina	1998	University of South Florida

STUDENT	YEAR	INITIAL PLACEMENT
Larson, Stephen	1998	Ramapo College of NJ
Jones, Wesley	1997	The Citadel - South Carolina
Knight, Rainford	1997	Florida Atlantic University
Spencer, Carolyn	1996	Dowling College - Oakdale, New York
Zera, Steve	1996	California State University - San Marcos
Martin, Anna	1995	St. John's University - New York
Wright, Frank	1995	CEO NRB (National Religious Broadcasters)
Borde, Stephen	1993	University of Central Florida
Lyroudi, Katerina	1993	University of Macedonia, Thessaloniki
Picou, Armand	1992	University of Texas - Corpus Christi
Whyte, Ann Marie	1991	University of Central Florida

Appendix E: Research Databases

Note: WRDS (Wharton Research Data Services) – Faculty and doctoral students may obtain an account to access WRDS by contacting Peter Goumas. WRDS also includes a number of free databases.

Database (Access Method)	Description	Coverage
Audit Analytics (WRDS)	Detailed audit information on over 1,200 accounting firms and 15,000 publicly registered companies. SEC filings of bankruptcy declarations	2000 - present
BoardEx (WRDS)	The BoardEx database contains biographical information on most board members and senior executives around the world.	1999-present
Center for Monitoring the Indian Economy (CMIE) Prowess DX database (contact Anita Pennathur for further information)	23,000 medium and large firms in India and includes data on daily stock prices, annual financials, ownership, banking relationships, and reports on mergers and acquisitions for a ten year period	?
Compustat – Banking (WRDS)	Fundamental information on active and inactive U.S. and Canadian publicly held banks.	1950 - present
Compustat – Segment (WRDS)	Segment data for U.S. and Canadian publicly held companies.	1979 - present
Compustat Global (WRDS)	Financial and market data, focusing on the non-U.S. and non-Canadian marketplace.	1987 - present
Compustat North America (WRDS)	Fundamental and market information on more than 30,000 active and inactive publicly held U.S. and Canadian companies. It provides thousands of Income Statement, Balance Sheet, Statement of Cash Flows, and supplemental data items for both annual and quarterly periods.	1950 - present
CRSP – Mutual (WRDS)	Historical performance of open-ended mutual funds by using survivor-bias-free data.	1961 - present

Database (Access Method)	Description	Coverage
CRSP – Stocks (WRDS)	Comprehensive collection of security price, return, and volume data for the NYSE, AMEX and NASDAQ stock markets on a daily and monthly basis. Additional CRSP files provide stock indices, beta- and cap-based portfolios, and treasury bond and risk-free rates.	1925 - present
CUSIP Master (WRDS)	Provide CUSIP numbers, standardized descriptions and additional data attributes for over 5 million corporate, municipal and government securities offered in North America	N/A
Datastream (Contact Peter Goumas for access information)	International stock price and economic data	1953 - present
Eventus (WRDS)	Performs event studies using data read directly from CRSP stock databases or pre-extracted from any source. The Eventus system includes utility programs to convert calendar dates to CRSP trading day numbers, convert CUSIP identifiers to CRSP permanent identification numbers, and extract event study cumulative or compounded abnormal returns for cross-sectional analysis.	N/A
Execucomp – S&P (WRDS)	Executive compensation data collected directly from each company's annual proxy (DEF14A SEC form). Detailed information on salary, bonus, options and stock awards, non-equity incentive plans, pensions and other compensation items are available.	1992 - present
IBES (WRDS)	Summary and individual analyst forecasts of company earnings, cash flows, and other important financial items, as well as buy-sell-hold recommendations.	1969 – present (individual data) 1974 – present (summary data)
KLD Stats (WRDS)	MSCI (formerly KLD Research & Analytics, Inc.) provides corporate social responsibility information for over 3,000 firms.	1991 - present
Morning Star (Contact Peter Goumas for access information)	Mutual Fund data including some hedge fund coverage	

Database (Access Method)	Description	Coverage
NAIC (Contact Charles Yang for further information)	Various insurance company / industry databases	Various
Nastraq (WRDS)	Intraday trades and quotes for all Nasdaq stocks.	1999 – 2007 (no longer updated)
ISS (formerly RiskMetrics) (WRDS)	Four datasets identified roughly including the S&P 1500 firms: • RiskMetrics Group Historical Governance • Historical Directors data • Voting Results data • Shareholder Proposal data	 1990 – 2006 1996 – 2006 1997 - 2006 1997 - 2007

College of Business
Finance
Program Review
January 28-29, 2021

Review Team
Betty Simkins (Oklahoma State University)
Christopher Anderson (University of Kansas)
William Kalies (Florida Atlantic University)

OVERVIEW

On January 28-29, 2021 the team of Dr. Betty Simkins, Dr. Christopher Anderson, and Dr. William Kalies reviewed the FAU College of Business's Department of Finance. The department chair, Dr. Emilio Zarruk, provided the reviewers with a self-study and other documentation. A detailed itinerary was provided, and the department chair and his faculty together with Sharon Brown, Asst. VP of Finance & Admin, provided exemplary logistical support. The review team met virtually with the following:

- Russell Ivy, Senior Associate Provost for Programs and Assessment
- Daniel Gropper, Dean, College of Business
- Edward Pratt, Dean, Undergraduate Studies
- Robert Stackman, Dean, Graduate College
- Paul Hart, Associate Dean for Academic Affairs, College of Business
- Siri Terjesen, Associate Dean for Research and External Relations, College of Business
- Kenneth Johnson, Associate Dean for Graduate Programs, College of Business
- Marc Rhorer, Assistant Dean for Accreditation & International Programs, College of Business
- Vegar Wiik, Assistant Dean for Academic Programs and Executive Director of Executive Education, College of Business
- Karin Scarpinato, Senior Associate Vice President for Research
- Sybil Alfred, Director of Executive Education, College of Business
- Emilio Zarruk, Chair, Department of Finance
- Faculty: Sophia Johan, Assistant Professor; Anna Agapova, Associate Professor; Scott Barnhart, Associate Professor; David Javakhadze, Associate Professor; Ping Cheng, Professor; Rebel Cole, Professor; Douglas Cumming, Professor; Luis Garcia-Feijoo, Professor; Antoine Giannetti, Professor; Anita Pennathur, Professor; Charles Yang, Professor; Rainford Knight, Instructor; Anna Pomeranets, Instructor; Travis Jones, Adjunct; and Jane Schappert, Adjunct.
- Graduate and undergraduate students

The findings below are based on a review of the self-study document and the information shared by faculty, students, and administrators during the January 28th and 29th, 2021 review.

STRENGTHS OF THE DEPARTMENT

- The faculty has a large number of research-active tenure-track faculty members – all tenured or soon to be so – and several experienced non-tenure track faculty.
- Recent faculty hires at the senior professor level have enhanced the research profile of the department.
- Non-tenure track faculty are experienced and engaged, and they feel valued by the department for their contributions.
- While slightly unorthodox in the mix of required and elective coursework, the undergraduate curriculum comprises demanding and rewarding courses.
- Undergraduate programs are delivered at an efficient scale with efficient throughput.
- The Masters of Science in Finance program is a so-called market-rate program designed to be resource-positive for the institution. The program seems to be well-positioned and thriving in a highly competitive regional market for Masters-level programs.
- The Ph.D. program is large, contributes heavily to the teaching mission, and has a consistent record of academic placements, mostly at institutions that place an emphasis on teaching rather than research excellence.

CHALLENGES/THREATS FACED BY THE DEPARTMENT

- Some tenure track faculty members noted that they were stretched thin in delivering too many academic programs.
- Several of the faculty members suggested that there was not enough support for research in terms of databases and journal subscriptions beyond the most basic data service subscriptions, further indicating that this was symptomatic of weak overall research support at the university level.
- A perception of higher research expectations for promotion and tenure has negatively affected faculty cohesiveness and morale among associate professors.
- The department chair and the faculty members do not seem to possess much in the way of agency over the resources they generate and utilize – or resources that they could generate through external development activities. Instead, there was a sentiment that the college or university centrally controlled budgets and resources, external development, and Ph.D. program structure and funding.
- The undergraduate finance major curriculum has an unorthodox imbalance in the mix of required and elective courses, preventing finance students from specializing in their programs of study toward desired career paths.
- Co-curricular engagement involving the department's faculty and undergraduate students does not appear to be highly structured.
- There is not a structured and strategic effort to develop external relations to enhance the department and promote co-curricular engagement by students.

PROGRESS ON RECOMMENDATIONS FROM PREVIOUS PROGRAM REVIEW

The previous program review was conducted in 2014. With one exception, the department has

made progress toward responding to the recommendations of that review and to fulfilling the objectives regarding personnel, curriculum, and outreach. Specifically,

- The undergraduate curriculum was revised to eliminate a financial services concentration and modify the set of elective courses.
- Assessment and assurance of learning practices were reviewed and found to be sound.
- The Ph.D. program was enhanced by requiring additional coursework in economics and econometrics. However, the targeted four-year duration of the program has not changed nor has a high Ph.D. student teaching requirement. One faculty member reported that Ph.D. students struggle to squeeze in the new course requirements early in their programs of study.
- The department successfully increased the number of undergraduate finance majors across programs and campuses.
- Recent senior faculty hires have elevated the research profile of the department and are anticipated to enhance the ability to recruit, train, and place Ph.D. graduates.

- However, the objective of promoting a student-managed investment fund and a course linked to it has <u>not</u> been sustainably achieved. No investible funds have been raised. The course remains a special topics course without a permanent course number and description, and it has not been offered following the death of the adjunct faculty member who had been teaching it.

RECOMMENDATIONS CONCERNING SELF-STUDY GOALS AND QUESTIONS

Question 1 directed at the review team asked how the department could better equip students for a changing and competitive job market. Question 2 asked for comment on the structure of required and elective courses in the undergraduate curriculum. Question 9 requested ideas for initiatives to strengthen the department's relationship with the finance sector in south Florida. The first three recommendations address these questions.

1. Consider restructuring the undergraduate curriculum.

The undergraduate program's structure of five (5) major courses plus one (1) elective course from a list of six (6) appears anomalous relative to peer schools and to a broader set of programs familiar to the review team. Such a structure does not allow students to differentiate themselves or to signal focused preparation for alternative career tracks.

In contrast, other undergraduate finance programs typically require only two or three major-specific courses in investments, corporate finance, and sometimes financial markets/institutions, but they then allow student choice among a broad set of electives within the major. Sometimes these elective combinations compose formal or informal "tracks" that align with career paths for graduates, for example in investment management, business finance, investment banking/private equity, commercial banking, real estate, or insurance and risk management.

There do not appear to be any current courses that are obvious candidates to exclude from the mix of electives, although exposing some currently mandated courses to student choice would

reveal which courses may require more or fewer sections. However, offering some challenging new electives designed to appeal to the most talented and ambitious students would allow FAU to develop a higher reputation pipeline of such students to demanding employers in the local financial community that might be otherwise reluctant to hire from FAU.

One such course might be an advanced business valuation course, as it is not clear that the current curriculum allows students interested in ambitious career paths such as investment banking or private equity to develop advanced financial modeling and valuation skills.

Another challenging course would be the one identified in the last curriculum review, namely a class associated with a student-managed investment fund. However, this goal has not been sustainably realized in terms of obtaining investible funds, securing a permanent course number and description, or identifying faculty to teach such a class after the recent passing of an engaging adjunct teacher. Offering such a course on a restricted enrollment basis to high-performing undergraduate students -- perhaps in a joint class with graduate students -- in a formal or informal investments track might make sense.

In addition, finance employers increasingly place a premium on technical skills such as advanced Excel skills, financial modeling, and data analysis. Some finance programs at other institutions have introduced dedicated courses in which undergraduate students develop such skills. The department should investigate whether such skills might be best acquired in a dedicated course (e.g., financial modeling and analysis) or by diffusing or scaffolding acquisition and application of such skills throughout the finance major curriculum.

Finally, providing students more elective choice – among formal or informal tracks of electives – would require that students be made aware of alternative career paths in finance so they can make informed choices. Making sure that students are advised appropriately by academic advisors and informed through co-curricular programming early in their academic careers would be required. The next two recommendations address this challenge.

2. Develop a finance department advisory board.

Several faculty members – both tenure track and non-tenure track – identified personal or professional relationships with finance professionals from local firms or organizations that they leverage for the advantage of their students, often in the classroom as guest speakers. However, there did not seem to be a structure for developing and managing these relationships in a systematic way that would benefit the department and students strategically.

A departmental advisory board frequently is used as a vehicle for such engagement. Most business schools have active advisory boards for their accounting programs. The clustering of major accounting employers and the deeply grooved career paths for accounting graduates (e.g., public accounting and consulting) facilitate the founding and operation of such boards.

Finance careers and finance employment channels are more diverse than for accounting, which makes assembling and managing a finance advisory board challenging in some respects. Board members could be drawn from a mix of successful alumni, current or prospective employers of FAU finance graduates, and junior associates of top finance executives who serve on the dean's

advisory board – across a mix of firms and career paths. To connect with students more effectively, it would be advisable to purposefully include some younger professionals and mid-career professionals as opposed to solely late-career or retired professionals.

The board's agenda would be to pay dues or otherwise raise private funds for targeted departmental initiatives, advise the department chair and faculty on strategic initiatives – perhaps with subgroups focused on undergraduate vs. masters programs, and to interact with students in co-curricular events and events organized by the college's career services center.

Helping to develop and deliver co-curricular programming for students would be the advisory board's most important function. In particular, students – as early as sophomore or even freshman year -- need to develop informed opinions about careers in finance, the aptitudes and skills required for success, and how they can map their way through the undergraduate finance curriculum toward their desired goals. Interaction with working professionals motivated to serve as mentors is key to that process.

Getting a departmental advisory board started, cultivating relationships with board members, and managing its ongoing activities are costly activities. In general (not just at FAU), most faculty members possess neither the talent nor inclination for this kind of leadership and service. Therefore, key tasks for the department would be to identify who would best lead this effort, structure that person's position description and targeted allocation of effort appropriately, and identify other College of Business team members to assist (e.g., from career services, dean's office, and the external development entity).

3. Enhance student organizations and co-curricular programming.

There is no discussion about undergraduate student organizations or co-curricular programming in the self-study document. This may just be an omission, but the small number of students the team interviewed suggested that there is not a formal student organization such as an FMA student chapter. One student suggested that he was a member of a privately organized and by-invitation student club focused on private equity.

The department should look for opportunities to invigorate and sustain student organizations and co-curricular opportunities. In addition to a general finance club such as an FMA student chapter, more focused student organizations should be encouraged, such as a women in finance group or career-focused organizations such as an investment club or private equity club. Success in this dimension would require cultivation of student leaders and involvement of faculty advisers, career services staff, and external partners such as advisory board members and members of the local business community.

4. Suggestions for the Ph.D. program in finance

Questions 3, 4, 5, and 8 in the self-study report were directed at the Ph.D. program. We realize that FAU will have another team conduct a separate evaluation for the college's Ph.D. programs. Our comments here will focus on the finance department. Questions are in italics, and our responses are in regular font.

Should the Ph.D. program be five years instead of four? Or should we offer a one-year postdoctoral fellowship to students who defend prior to the end of their fourth year?

Five years seems to be more common now in Ph.D. programs, especially for finance programs endeavoring to place students with the best possible research potential and more mature portfolios of papers and projects. A fifth year provides candidates more time to publish articles on their own or as coauthors with faculty members prior to going on the market. Does the department have a goal to enhance prestige of placement by having more placements beyond the more commonly observed placement at schools with a heavy emphasis on teaching instead of research? If so, then lengthening the program to allow more time for research maturation should be considered. However, offering a post-defense doctoral fellowship may not be an effective way to assist students, as that is not likely to be viewed by prospective employer institutions as a signal of strength.

Should teaching requirements in the Ph.D. program be changed, perhaps with the same requirements overall but spread out over five years?

For doctoral students seeking to place at teaching-heavy institutions, a diverse portfolio of teaching experiences can be helpful. However, the teaching load for Ph.D. students at FAU seems very heavy. Many Ph.D. programs in finance offer students a research year in which they are funded but not asked to teach or assist with teaching. This provides more time for Ph.D. students to develop working papers, have papers under review, and in some cases even have papers accepted for publication. Again, if the department aspires to recruit better students and place them more frequently at research-focused institutions, then the current teaching load should be reduced.

Given the Covid-19 pandemic and anticipated difficulty in placing student, should enrollment in the Ph.D. program be reduced?

The size of the finance Ph.D. program seems larger than other departments of similar reputation and faculty size. Is a goal to have Ph.D. students to deliver lots of undergraduate courses as teachers and then place them at teaching-focused institutions? Or is the goal more selectivity in recruitment, higher research reputation, and better placements? Are most or at least several faculty members devoted to the task of advising and working with such a large number of Ph.D. students? The answer to this last question was not clearly addressed in our interviews. For example, one accomplished faculty member stated that he viewed Ph.D. students as a complement to his research efforts, another saw doctoral students as a potential detriment to his productivity, and another said that faculty workload in advising Ph.D. students was uneven with only a few faculty members actively involved as advisors and committee members. We recommend that more work be done among the finance faculty on these questions to achieve faculty consensus and buy-in regarding the goals, size, and structure of the Ph.D. program.

Should we require a teaching course in the Ph.D. program? It seems to be an outlier relative to other programs.

Forthcoming AACSB guidelines will require more formal training of Ph.D. students in the area of teaching. Consequently, adaptation of the current teaching course to emerging AACSB

demands will be required.

Do you have any best practices you can share with how to increase the diversity of our faculty and staff profile? How we can attract more minority students to our Ph.D. program?

FAU's designation as a Hispanic-Serving Institution should be leveraged, reinforced, and reflected among the faculty, staff, and students. However, recruiting with diversity for tenured finance faculty is a difficult challenge given the demographics for finance Ph.D. graduates entering the academic job market each year. Recruiting for diversity among non-tenure-track faculty might prove more fruitful, especially for the undergraduate student experience if student co-curricular engagement were included in the allocation of time and effort in the position descriptions for non-tenure-track faculty.

We recommend that the department create a more formal Ph.D. recruiting program, with a goal of achieving more ethnic and gender diversity in the finance concentration. Currently, most Ph.D. students in the finance concentration would be classified as white males. Lack of diversity also impacts placement. Having a formal approach takes time, but it will help when competing with more established programs to attract the higher quality Ph.D. students.

The department should continue to recruit female students to the Ph.D. program. In fall 2018 there was one female student, but by fall 2020, there were four (24%). This is a good increase, especially given that the field of finance typically has a high percentage of male students.

We recommend recruiting more Black and Hispanic Ph.D. students. Based on the information provided for fall 2020, there is one Black student in the program and no Hispanic or Latino students. These students are generally underrepresented in the hiring pool, and they might potentially have improved opportunities upon graduation. One way to recruit African-American students is through the Ph.D. Project held annually in Chicago each November. An alternate approach would be to focus recruiting attention on high quality regional schools that do not offer a doctoral program. Perhaps target regional schools for recruiting that have been historically Black or minority.

The department may want to consider offering some higher scholarships/fellowships to selective doctoral students. Recruiting from one to a few exceptional and highly motivated students with enhanced support packages should be considered as a strategy. Such students raise the bar for all other students, and they are likely to have improved placement opportunities after graduation

5. Other Questions and Recommendations

Questions 6 and 7 to the review team concerned the impact of technology and online course delivery on faculty ownership of course content and teaching loads. Like all institutions adapting to the demands of the COVID-19 pandemic, FAU has no doubt developed new capabilities and accelerated progress toward more effective integration of technology in its teaching mission. However, these issues are not specific to the finance department, and the review team was not provided any materials that would allow us to address these issues.

Executive Summary
2021 Academic Program Review
College of Business

Finance [CIP: 520801]

Review Team

Christopher Anderson, University of Kansas
Betty Simkins, Oklahoma State University
Bill Kalies, FAU College of Science

Degree Programs by Level

Undergraduate Programs:
Finance (B.B.A. and B.S)

Graduate Programs:
Master of Science in Finance (M.S. Finance)
Doctor of Philosophy in Business Administration with Finance concentration (Ph.D.)

Mission and Purpose

The Department of Finance's mission is to prepare students to embark in careers in Finance and related industries. The Department considers an integral part of its mission the production of scholarly research, and the involvement of its faculty in providing service to the College, the University and the community in the South Florida area.

Strategic Goals and Actions Plans

Goal 1. Introduce a Multiple-Track Curriculum Structure for Finance Majors

The Finance Department will consider the feasibility of switching our current curriculum program to a multi-track structure. The department curriculum committee will evaluate the relevant factors associated with a change from our current structure to a multiple track structure. Any change of our current structure must consider the resources that will be needed to support a multi-track curriculum structure to serve both the Boca and the Davie campuses, as well as a fully online delivery option.

Goal 2. Form an Advisory Board for the Finance Department

The Finance Department will invite all faculty to submit names and information on individuals from the business and local professional community that could be asked to serve as an advisory board. Individuals could include former students of the MS in Finance program and former PhD students. A department committee composed of faculty of all ranks will be asked to devise a plan for creating an advising board, the following University Policy 2.5 on Advisory Bodies, which includes a template Guidelines and Operating Principles. Consideration should be given to first create an advisory board for the Student Managed Portfolio course.

Goal 3. Form a Financial Management Association (FMA) Chapter Organization.

The Finance Department will consider the formation of a FMA Student Chapter at FAU. There are very successful student organizations in three other departments in the college whose leadership will be consulted when deliberating the formation of the chapter. In each of these cases, a non-tenure track faculty member with appropriate skills has demonstrated outstanding success in attracting students and placing in nationally ranked student competitions. The department will identify an appropriate faculty member to champion this initiative. If a current faculty member is not available, the department may consider requesting a NTT line from the Dean's Office. This individual will spearhead the formal process of creating a student organization at FAU in accordance with University Regulation 4.006 on Student Government and Student Organizations.

Florida Atlantic University
2014-20 Academic Program Review
Self-Study Report

Program:	Health Administration
Program Director/ Coordinator Name:	Pierre K. Alexandre, PhD; MS; MPH
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Health Administration (Program CIP: 51.0701: Bachelor of Health Administration (BHS) and Master of Health Administration (MHA))

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A. MISSION AND PURPOSE OF THE PROGRAM

Mission Statement: Our mission is to prepare students to become future health care managers and leaders, who are committed to organizing and improving the health delivery system in the U.S. and throughout the world. The Health Administration (HEAD) program offers both undergraduate and graduate degrees that will provide students with the knowledge needed to work in a dynamic health care setting. Due to the continuously changing environments of the health care system, these degrees are designed to provide a flexible, rigorous, and comprehensive academic curriculum blending didactic and practical experience.

Conformity with the University and the College Mission and Strategic Plans: The health administration major provides students with a university education that promotes personal and professional growth as well as concentrated awareness of health systems and their effects on society. Flexibility in course selection empowers and encourages students to study in a program that will not only sharpen their analytical skills and expose them to a new way of thinking, but will also develop their leadership skills and reinforce social responsibility as citizens and future health administrators.

The rising cost of healthcare provides great opportunities for graduates of health administration who can demonstrate affective business solutions. Graduates have a choice of working in hospital administration, mental health facilities, medical group practices and many other healthcare settings.

The program offers two degrees – a Bachelor of Health Services (BHS) and a Master of Health Administration (MHA). These degrees, offered through the Department of Management at FAU, College of Business, are Associate Members of the Association of University Programs in Health Administration (AUPHA.org). The programs are also fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the Southern Association of Colleges and Schools (SACS).

The purpose or objectives of the Bachelor of Health Services (BHS) are as follows. Students will:

1. Demonstrate management knowledge about the industrial organization, management, financing, environmental, and political context of the health care industry. They will possess knowledge of the history, administrative vocabulary, technology, and the concepts common to management of the many processes in health care.

2. Demonstrate effective communication skills and be able to create a detailed report on a healthcare management project, including the organizational and environmental contexts.

3. Demonstrate the ability to analyze and evaluate problems within a healthcare organization and propose solutions.

The purpose and objectives of the Master of Health Administration (MHA) are as follows.

Students will:

1. Demonstrate business knowledge to function in a managerial role in the health care industry

2. Use acquired critical thinking and professional skills to analyze problems and make sound, ethical managerial decisions

3. Demonstrate oral and written business communications skills and strategies.

The Health Administration program contributes in many ways to the mission of the College of Business (CoB) that is to "sustain an environment of entrepreneurial action and intellectual achievement through research and teaching, creating access to educational programs and opportunities for our constituents emphasizing the diverse people, industries, and issues of the South Florida region and beyond." The activities of program fit within the CoB strategic plan that harnesses the college's assets to enhance our engagement and impact initiatives, and boldly launches collaborative efforts among faculty, students, staff, alumni, and the business community of our region, and beyond. More specifically, the strategic plan (https://business.fau.edu/images/business/our-college/at-a-glance/files/2017-11-09%20Strategic%20Plan.pdf) approved by the full CoB Faculty Assembly proposes to:

1. Attract, develop, and retain a diverse faculty qualified in teaching, scholarship, and service.
2. Prepare students for careers in business through relevant curricula as well as proactive and responsive academic advising.
3. Enhance excellence in teaching.
4. Enhance research.
5. Promote faculty, student, and business community engagement experiences through experiential activities.
6. Provide enhanced student and faculty experiential learning experiences, including internships, with exposure to business practitioners.
7. Secure sufficient resources and support for sustainability

The Health Administration program is one of the fastest-growing programs in CoB. In the academic year 2019-20, the unduplicated enrollment count was 407 in the BHS program, 53 in the traditional MHA, and 193 in the executive MHA. Additionally, several students are earning minors in our BHS program. Currently, the full-time faculty count is 12 faculty members, including two full professors, three associate professors, two assistant professors, and five instructors. Five of the faculty members were hired in the past 5 years. The program also relies upon a handful of credentialed part-time (adjunct) faculty members, depending upon the adjunct availability and courses needed to be taught. Most courses are offered via face-to-face (F2F) format with a growing number offered online. Since the coronavirus pandemic (COVID-19), all the courses have been taught remotely.

The mission of the Health Administration program is also tied concretely to the University mission and strategic plan (https://www.fau.edu/provost/files/approved.plan2015.pdf). The mission statement for the University states that "Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities." Its vision is to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners. The University developed the Strategic Plan to attract many collaborators for the mutual benefit of Florida Atlantic and its external constituents. The University proposes to recruit and retain the highest talent in faculty, staff, and students and to develop programs in focal areas, known as Pillars and Platforms.

In summary, we strive to enhance the quality of our academic programs by:

- Recruiting and retaining nationally competitive students
- Recruiting a diverse student body
- Supporting the development of writing skills in students
- Identifying and expanding programs that develop in students the talents and skills that promote economic development
- Supporting an organizational culture in which faculty and staff are dedicated to student success
- Involving students at all levels in research, scholarship, and creative activity
- Supporting students' participation in directed independent study (DIS) courses, which have led to output in terms of papers, reports, and presentations
- Participating in University's research pillars
- Increasing participation in Community Engagement
- Expanding opportunities for experiential learning through internships, field experience, and academic service learning
- Developing strong relations with health care providers in the community to create to foster private-public partnerships

Overall, our mission is to develop an exceptional program while staying completely housed within the broader college and university strategic plan. The VISION of our program is to develop the best health care executives who will positively impact the local, state-wide, and national healthcare community.

B. DATE AND DESCRIPTION OF THE LAST ACCREDITATION AND RESPONSES TO LAST REVIEW

SACS Accreditation/Reaffirmation. Florida Atlantic University was accredited by the Southern Association of Colleges and Schools (SACS) in 1967. The accreditation was reaffirmed in 2013. The next SACS accreditation review is scheduled for 2023.

AACSB accreditation/Reaffirmation. All the CoB programs including the Health Administration program are fully accredited by the Association to Advance Collegiate Schools of Business (AACSB). For business degree programs at the undergraduate,

masters, and doctorate level, AACSB Accreditation is the largest and most recognized specialized accreditation worldwide. The requirements for AACSB Accreditation are very stringent. In fact, most AACSB-accredited schools say that the AACSB Accreditation Standards are the most stringent as compared to other types of accreditation they hold. The CoB was first accredited in 1977. The most recent accreditation was in 2018 and the next review is scheduled for 2023.

Responses to last review of this program - The Florida Board of Governors mandates formal program reviews every 7 years to be conducted in a process approved by the institution's Board of Trustees. As part of the review process, FAU requires programs to file a post-review report on progress made on the individual action items that came out of the formal review.

Recommendation #1: The number of full-time faculty should increase by at least four.

This recommendation has been fully met and surpassed. Five (5) full-time faculty have been hired since the last review. In August 2015, the College of Business hired an associate professor who is the director of the Health Administration program and an assistant professor. In August 2016, an instructor was hired and in August 2017 a visiting instructor was hired. The visiting instructor was hired as a full-time instructor in August 2019. At the same time, another instructor was hired. And, in October 2019, an assistant professor was hired. The Health Administration program continues to take steps to increase the number of full-time faculty.

Recommendation #3: The faculty should review both the undergraduate and graduate programs through curriculum mapping to eliminate redundancies and determine knowledge/skill gaps.

The health administration faculty collected feedback from students and received advice from hiring organizations to guide curriculum changes. Most emphasized is the need to enhance graduate and undergraduate students' quantitative skills in analyzing data for healthcare management. Following several meetings among faculty who teach the Research Methods and Finance classes, we decided to incorporate more quantitative skill-building projects in these courses. More specifically, epidemiologic concepts that were not discussed before are now incorporated into these courses. In addition, new undergraduate and graduate electives that have been offered -- as "Special Topics" courses -- in global health, public health, healthcare reimbursements, and healthcare analytics. An introduction to pandemic course was introduced, as "special topics", in Summer 2020.

Curriculum committees have been formed for the Bachelor of Health Services and the Master of Health Administration, but no significant action has occurred in terms of curriculum mapping for the BHS program. For the MHA program, there have been several meetings with the associate dean of graduate programs, the department chair, the associate director of the health administration, and other faculty members. No

redundancies were noted, rather skill gaps in quantitative analyses were found. Rather than increasing the number of courses in the program, the research methods course was redesigned to include basics of epidemiology analysis.

Recommendation 5: The faculty should explore opportunities for external grant funding, either with government or private agencies, and possibly with researchers in other departments within or outside of the College of Business. External funding should also become an expectation for hiring future tenure track faculty since Health Administration is an area where external funding is relative more available compared to other business disciplines.

Grant funding has become an essential part of research in the Health Administration program. Three of the new faculty members hired since the program review was conducted have extensive experience in grant funding, increasing to four the number of faculty who are involved in external grant funding. Over the past five years, these faculty members have worked with the College of Medicine, College of Nursing, and College of Engineering to submit major grants (RO1, RO3, and Center grants) to the National Institutes of Aging, National Institutes of Mental Health, National Institutes on Drug Abuse, Health Services and Services Administration (HRSA), and the Center for Diseases Control and Prevention (CDC). Most recently, we submitted an R-15 grant to NIH to request funds to train students in biomedical research. In addition, health administration now provides a liaison between the College of Business and the Schmidt College of Medicine to enhance medical student interest in business education.

More importantly, there have been major changes in the Promotion & Tenure documents of both the Department of Management Programs and the College of Business to recognize and credit research grant projects undertaken by faculty. These changes will certainly increase interests by faculty in exploring opportunities for external grant funding.

Recommendation 6: The faculty should identify courses where there are opportunities for enhancing QEP (Quality Enhancement Plan) initiatives with undergraduate students.

The Health Administration program has taken this recommendation very seriously and made considerable progress. Faculty have begun to incorporate external activities and organizations with classroom activities. For example, faculty invite the Future Healthcare Executives to the class. Extra credit is given to students who attend Future Healthcare Executive career-building activities. We encourage students to join the Future Healthcare Executive student club, along with other organizations such as the Upsilon Phi Delta Honor Society, South Florida Healthcare Executive Forum, and the South Florida case study competition.

Faculty in courses such as Health Professions, Health Policy, and Organizational Behavior frequently invite field experts into the classroom to share real-world experiences with students, adding professional depth to course content.

Bachelor of Health Services students have been encouraged to engage in undergraduate research and to date several students have participated. As indicated above, the director of health administration submitted a grant to request funds to have students involved in research training.

Recommendation #7: A Health Administration Board of Advisors should be created. A CEO in South Florida has already committed to serving as Chair.

An advisory board has been formed for the Health Administration program. The board is chaired by the CEO of the second largest ENT (Ears, Nose, and Throat) medical practice in the U.S. The board is comprised of representatives of medical group practices, local hospitals, the publisher of a healthcare newspaper, and leaders from Broward and Palm Beach Counties' medical associations.

Recommendation #8: The current practicum requirement should be reviewed and strengthened. For example, a structure for organizing health agency partnerships with appropriate commitments and public acknowledgement should be explored.

The Health Administration program has affiliation agreements with numerous South Florida healthcare organizations and other healthcare entities, including Broward Health, Boca Regional Hospital, Memorial Health Systems, and other state, local, not-for-profit, and private healthcare agencies. These agreements are important for sustaining the practicum required course in the program.

The College of Business is the Gold Sponsor for the South Florida Healthcare Executive Forum, which is the local chapter of the American College of Healthcare Executives. Faculty members serve on the board.

In 2017, the college established an active chapter of Upsilon Delta Phi, a nationally recognized honor society for health administration students at both the undergraduate and graduate. The inaugural induction ceremony was sponsored by Promise Healthcare and hosted by Boca Regional Medical Center. Five South Florida CEOs attended and guided students in their career planning.

For the past 5 years, the college has actively participated in the South Florida Hospital and Healthcare Association as a sponsor, participated in various committees and as industry experts for various educational functions.

A student club, Future Healthcare Executives, has been conducting educational and career development programs, which have included healthcare executives and healthcare employers from the community. All of these activities strengthened our partnerships with local health care organizations.

In reviewing the items on the action plan that came about from the last formal review of programs in your department/school, please comment on EACH item where progress has not been made. What have been the roadblocks in achieving success on those items? What steps is the department taking to overcome those roadblocks?

Recommendation #2: A separate academic unit for the Health Administration programs should be created. Hopefully, this event would coincide with a third action plan of naming a Department or School of Health Administration with a $15 million donation.

This has been an area of continued discussion among several faculty members of the Health Administration program. A separate academic unit for health administration has not been created, and faculty remain within the Department of Management Programs. This must be included in the strategic agenda for the College of Business as well as the University.

Recommendation #4: A competitive analysis should be undertaken to determine whether to invest in concentrations such as Long-Term Care, Medical Group Management, or Hospitality Operations to be offered in the master's program.

At this point, we have not addressed this recommendation, as we do not have faculty with the capability to develop these concentrations and teach the required courses.

What other major changes have been made or have occurred in department/school programs that will likely impact (positively or negatively) the next BOG-mandated program review?

While the program review action plans did not address the creation of a "market rate" Master of Health Administration program as a recommendation, the program review documents noted that the creation of such a program was an opportunity in anticipation of strong student demand. Indeed, the Executive Master of Health Administration (EMHA) has been a success. The EMHA began in fall 2014 with 22 students. In 2016, the program converted from weeknight to weekend format. In 2017, a fully online EMHA was initiated. To date, there have been 392 graduates from the EMHA program, including 237 graduates from the traditional program and 155 from the online program. Total EMHA enrollment reached its peak at 231 in 2017-18 and currently counts 193 students.

C. INSTRUCTION

C.1. Baccalaureate Program: Bachelor of Health Services (BHS)
www.business.fau.edu/undergraduate/majors/health-administration/

C.1.1. Educational goals

The Bachelor of Health Services (B.H.S.) is concentrated at the upper division of the baccalaureate program. This curriculum provides students with a university education that promotes personal and professional growth as well as concentrated awareness of health systems and their effects on society. Flexibility in course selection allows students to strengthen their analytical skills and develop their awareness of leadership and responsibility as citizens and future health administrators. The graduate of this program is prepared to assume entry managerial positions in health; to continue the study of health administration or other relevant disciplines at the graduate level; and to advance to health administration positions with broader responsibility and leadership.

Students in the BHS program will:

1. Demonstrate management knowledge about the industrial organization, management, financing, environmental, and political context of the health care industry. They will possess knowledge of the history, administrative vocabulary, technology, and the concepts common to management of the many processes in health care.

2. Demonstrate effective communication skills and be able to create a detailed report on a healthcare management project, including the organizational and environmental contexts.

3. Demonstrate the ability to analyze and evaluate problems within a healthcare organization and propose solutions.

C.1.2. Admissions Criteria

There is no separate admission application to the College of Business, but admission to FAU does not guarantee admission to any specific major in the College of Business. All prospective students for traditional business majors, including the health administration major, are admitted to FAU as “Pre-Business”. To declare the health administration major, students must have completed the pre-major courses listed below, earned 60 credit hours, satisfied the foreign language admission requirement, and achieved a minimum 2.25 FAU GPA.

It is recommended that transfer students complete all the requirements for declaring a major prior to starting at FAU. Students who transfer with missing pre-requisites must be eligible to declare within two semesters of entering FAU. The University policy states that students may not generally change their major or declare a minor, second major, or dual degree after earning 90 credit hours.

Pre-Major Courses (Minimum grade of "C")		
Course Title	**Prefix and Number**	**Pre-requisites (Minimum grade of "C")**
Accounting I (Financial)	ACG2021	30 credits
Accounting II (Managerial)	ACG2071	ACG2021
Introductory Statistics	STA2023	MAC1105, MGF1106, MAC2233, or ALEKS score 45
Information Systems Fundamentals	ISM2000	

C.1.3. Undergraduate Student Enrollment

In the last six years, enrollment in the BHS program averages more than 400 students each year. Enrollment steadily increased from 426 in 2014-15 to a peak at 491 in the academic year 2017-18; however, enrollment has since been decreasing reaching a low of 407 in 2019-20. This represents close to a 17 percent decrease in student enrollment from the 2016-17 peak, which might be due to the competition from the Bachelor of Arts in Health Science in the FAU- Charles E. Schmidt College of Science, starting in 2017.

The BA in Health Science is designed for students interested in pursuing careers in healthcare-related professions. Enrollment in this program has increased exponentially since its inception. Indeed, student enrollment in this program increased from 315 in 2017-18 to 861 in 2018-19 and to 1229 in 2019-2020, representing almost a 300 percent increase over the last three years. It is likely that our program will continue to experience a decrease in student enrollment as the Bachelor of Arts in Health Science program continues to increase. It is noteworthy that admission and GPA requirements in that program are less stringent than in our program.

The recent enrollment history for the BHS program is presented in Figure 1.

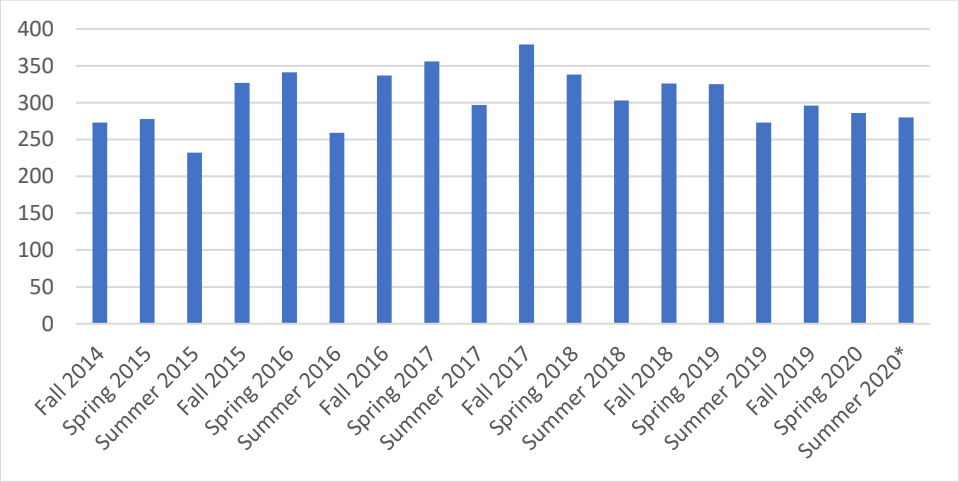


Fig. 1. Six-year history of student enrollment in the BHS program.

C.1.4. Undergraduate Program Diversity

The diversity of the BHS program based on ethnicity, race, and gender is presented in Table 1. The program maintains extensive racial and ethnic diversity. Since the last review, the percentage of African Americans and Hispanics increased slightly while the percentage of non-Hispanic whites decreased slightly. For the 2019-20 academic year, African Americans represent the largest student group (38.1%), followed by non-Hispanic whites (30.7%), Hispanics (21.4%), Asians (5.7%), and other racial and ethnic groups including students belonging to two or more racial groups (4.1%). Most of the BHS students are female, representing an average of 77% of the study body over the past 6 years. This gender-specific share of student enrollment has not changed much since the last review. Figure 2 presents 5-year history of gender-specific enrollment in the BHS program.

Table 1. Student Diversity in the BHS program for 2014-15 and 2019-20

	AY 2014-15			AY 2019-20	
	COUNT	%		COUNT	%
NOT HISPANIC	325	78.7%	NOT HISPANIC	305	77.8%
HISPANIC	88	21.3%	HISPANIC	87	22.2%
ASIAN	19	4.8%	ASIAN	25	6.3%
BLACK	165	41.7%	BLACK	160	40.5%
2 OR MORE RACES	16	4.0%	2 OR MORE RACES	15	3.8%
PACIFIC ISLANDER	3	0.8%	PACIFIC ISLANDER	1	0.3%
NATIVE AMERICAN	2	0.5%	NATIVE AMERICAN	4	1.0%
WHITE	191	48.2%	WHITE	190	48.1%
NO ANSWER	30		NO ANSWER	12	
FEMALE	328	77.0%	FEMALE	312	76.7%
MALE	98	23.0%	MALE	95	23.3%

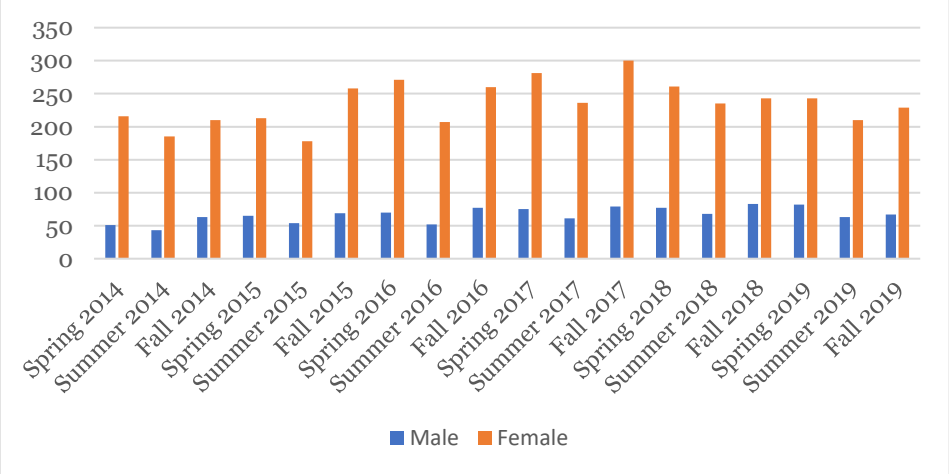


Fig. 2. Semester history of gender-specific enrollment in the BHS program

C.1.5. Class Size and Student-to-Faculty Ratio

Data on the average lecture/course section size and student to faculty ratio are available only for all majors within the Department of Management Programs (Health Administration, Management, and International Business) from 22014-15 to 2018-19. A indicated in Table 2, the average lecture/course section size for the department of management undergraduate programs increased from 30.4 to 35.1 students per faculty from 2014-15 to 2018-19. The average size for the BHS program might be slightly higher given that enrollment limit tends to be higher for our program. Although there is a slight increase, the program average lecture/course section size is generally below the university undergraduate lecture/course section size.

As indicated in the bottom of Table 2, the annualized student FTE produced per faculty instructional person-year or student faculty ratio for the Department of Management Programs increased from 56.5 in 2014-15 to 82.6 in 2018-19.

Table 2. Average Class Size and Student to Faculty Ratio

	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Class size	30.4	32.1	33.5	33.5	35.1
Student to faculty ratio	56.5	52.0	51.2	82	82.6

C.1.6. Curriculum

Health Administration Program

The Health Administration program follows state approved requirements. The program provides students with a university education that promotes personal and professional growth as well as concentrated awareness of health systems and their effects on society. The following information is a general overview of the curriculum for our Bachelor of Health Services (B.H.S) degree.

General Requirements

A minimum of 120 credit hours is required for the degree.

Maximum Course Attempts

FAU counts a "course attempt" as any time a student is enrolled in a course (at any institution) and earns either a grade or a "W". Students may not attempt any course more than twice; third attempts are not permitted. Transfer students who have not successfully completed a pre-business course within three attempts are not eligible to declare a business major at FAU. The College of Business will not permit fourth attempts for transfer students. Transfer students who have already attempted a pre-business course twice at a previous institution should speak with an advisor for more information.

Intellectual Foundation Program (IFP) Courses

The pre-business foundation courses discussed below satisfy much of the IFP, but the following additional coursework is required. Students with an AA (Associate of Arts) degree from a regionally accredited Florida Public Institution are deemed to have met the IFP. To view the entire IFP course list, use this case sensitive URL: http://www.fau.edu/ugstudies/IFP_curriculum_sheets.php.

Category	Required Credits	Notes
Written Communication	6 credits	
Natural Science	6 credits	One course must include a lab
Mathematics & Quantitative Reasoning	3 credits	STA2023 counts in this category; 3 cr MAC or MGF also needed
Society and Human Behavior	3 credits	ECO2023 satisfies Group B of this category; 3 cr needed Group A
Global Citizenship	6 credits	Choose one Writing Across the Curriculum (WAC) course from either Global Citizenship or Humanities
Humanities	6 credits	

Pre-Business Foundation Courses (Minimum Grade "C")

Course Title	Prefix and Number	Pre-requisites (Minimum Grade of "C")
Accounting I (Financial)	ACG2021	30 credits
Accounting II (Managerial)	ACG2071	ACG2021
Microeconomics	ECO2023*	30 credits
Introductory Statistics	STA2023	MAC1105, MGF1106, MAC2233, or ALEKS score 30
Information Systems Fundamentals	ISM2000	

*This course is not required to declare, but it is required for graduation and recommended before declaring the major.

Requirements to Declare the Major and Timely Graduation

To declare the health administration (HEAD) major, students must have earned 60 credit hours, satisfied the foreign language admission requirement (FLENT), achieved a minimum 2.25 FAU GPA, and completed ACG2021, ACG2071, ISM2000, and STA2023 with a C or better. For timely graduation, students should plan courses in consultation with an academic advisor, create a balance between taking business core and major courses each semester, and prioritize major courses as they are not offered every term.

Upper Division Business Elective (UDBE): Minimum Two Courses Required (Updated 12/4/18)

All health administration majors must choose two 3000 or 4000 level courses offered by the College of Business in addition to the courses required above. Suggestions to complete this requirement include:

1) Taking additional courses from the HSA elective list below
2) Completing a College of Business minor. The most popular options are listed below, but an advisor can provide a complete list of minor options (Healthcare

Information Systems, Business Administration, Leadership and Human Resource Development).

3) Requesting a list of the eligible UDBE options from an advisor and choosing any two courses of interest

Health Administration Major Courses (Minimum Grade "C")

Course Title	Prefix and Number	Pre-requisites (Minimum Grade of "C")
Health Delivery Systems	HSA3111	
Health Care Organization & Administration	HSA4110	Declared in major; must be taken with or after HSA3111
Planning in Health Organizations	HSA4140	Declared in major; HSA3111 and HSA4110
Health Law	HSA4423	Declared in major
Health Research Methods	HSA4700	Declared in major; HSA3111 and STA2023
Health Care Financial Management	HSA4170*	Declared in major; ACG2021
Health Practicum	HSA4817	Declared in major; ALL SIX HEAD major courses above; attendance at practicum orientation; instructor permission

Health Administration (HSA) Elective Courses: 9* Credits Required (Minimum Grade "C")

Course or Requirement Title	Prefix and Number	Pre-requisites (Minimum Grade "C")
Choose any THREE:	Choose THREE:	
Introduction to Health Professions	HSA3104	
Health Care Medical Terminology	HSA3534	
Technology in Health Care	HSA3191	HSA3111
Organizations	HSA4124	HSA3111
International Healthcare Systems	HSA4109	Declared in major; HSA3111 and
Managed Care	HSA4113	HSA4110
Issues and Trends in Health Care	HSA4222	Declared in major; HSA3111
Long-term Care Administration	HSA4223	Declared in major; HSA3111 and
Management of Long-Term Care	HSA4383	HSA4110
Facilities	HSA4511 HSA4930	Declared in major
Health Care Quality Management		Declared in major; HSA3111 and
Practice Management		HSA4110
Special Topics (subject matter varies)		Declared in major; HSA3111 and HSA4110 Declared in major

*Note: Students who minor in business administration can replace HSA4170 in the health administration major courses with FIN3403; however, they will need to complete 12 credits (four courses) of HSA electives instead of 9 credits.

College of Business Cognate Courses (Minimum Grade "C")

The courses below are not offered under the Health Administration program, but they are required for all health administration majors.

Course Title	Prefix and Number	Pre-requisites (Minimum Grade of "C")
Management Information Systems	ISM3011	Declared in major; 60 credits; ISM2000
Healthcare Economics and Policy	ECP4530	Declared in major; ECO2023
Intro. to Business Communication	GEB3213	Declared in major; 60 credits

Health Administration Undergraduate Program Peers:

The above curriculum is consistent with similar programs in peer institutions. The following five peer programs are selected for comparative analysis: University of Central Florida, Florida International University, and University of North Florida. Please see Appendix 1 for descriptions.

C.1.7. Student Learning Outcomes Assessments (SLOA)

Consistent with our primary goal of improving the overall quality of education and engaging in continuous improvement, we have established methods to achieve the education goals discussed above and a process to determine whether the achievement plans of the Health Administration program are being met. Hence, after review of our assessment methods in 2018, we noted that there was too much overlap in the competencies being assessed. For example, communication was assessed in every course.

The following competencies constitute the current assessment rubrics for the BHS program:

(1) Procedural Knowledge (technical skills and research skills)
(2) Critical Thinking
(3) Practical Skills
(4) Analytical Skills
(5) Content Knowledge
(6) Oral and Written Communication

Presently, three courses are used to assess the above competencies.

1- HSA 4140— Planning in Health Organizations.

Learning objectives: Students will demonstrate management knowledge about the industrial organization, financing, and environmental context of the health care industry. They will possess knowledge of the administrative vocabulary, technology, and concepts common to management of the many processes in healthcare. Students will demonstrate knowledge in management information systems and proficiency in software programs (word processing and spreadsheets) to their applications of business practices.

The assessment methods include a group strategic plan for a healthcare organization and two exams. The group strategic plan consists of a 13 to 18-page written assignment that assess procedural knowledge, critical thinking, practical skills, and analytical skills, while the two exams assess content knowledge.

2- GEB 3213— Communicating Business Information

Learning objectives: Students will acquire common written and oral communication skills needed to function within an entry-level position.

The competencies assessed in this course include oral and written communication. The criteria to assess written communication include format, organization, content, references, clarity, conciseness, style, and tone. The criteria used to assess oral communication include organization, content, visuals and use of visuals, nonverbal delivery, verbal delivery, and question-and-answer session. Students are rated on each criterion as "accomplished," "acceptable," or "insufficient." Percent scoring at each level is reported.

3- HSA 3111—Health Delivery Systems

Learning objectives: Students will demonstrate management knowledge about the political context of the health care industry. They will possess knowledge of the history concepts common to management of the many processes in healthcare.
The competency assessed in this course is content knowledge, which is determined by satisfactory performance on four exams.

As indicated earlier, we reviewed our assessment approaches in 2018 and implemented appropriate changes. It was then determined that exams in this course were too demanding and the actual volume of materials needed to be reduced. The number of questions were reduced in these exams and the volume of content delivered during the semester was also reduced. One hundred twenty-seven students (N=127) were delivered these exams on course content throughout the semester. Exam questions were developed by the instructor that incorporated exam questions provided from the textbook publisher. It appears that content comprehension and exam delivery have yielded the results sought. The following results were obtained:

Grade	N	%
<60	4	3%
60-69.99	7	6%
70-79.99	32	25%
80-89.99	52	41%
90+	32	25%
TOTAL	127	100%

We will continue to carry over action items as identified student's learning outcomes continue to require attention. The 2019-20 assessment year was impacted by the corona pandemic as the delivery of educational content was disrupted by moving to remote and virtual instruction.

C.1.8. Undergraduate Degrees Awarded

The number of BHS degrees awarded has decreased from a total of 191 in 2014-15 to 174 in 2019-20 (see Table 3). Figure 3 presents the graduates in the fall, spring, and summer terms from fall 2014 to summer 2020. Please note that some of the data in figure 3 for the semesters might not add up to the total in Table 3 due to discrepancies in the sources of the data.

Table 3. BHS Degree Awarded

	HEAD
AY 14-15	191
AY 15-16	172
AY 16-17	184
AY 17-18	185
AY 18-19	184
AY 19-20	174
TOTAL	1090

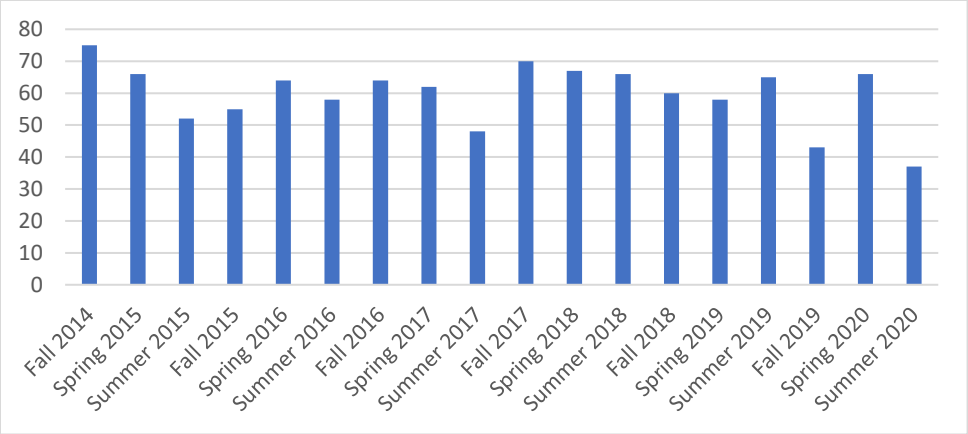


Fig. 3. History of BHS degrees awarded in HEAD

C.1.9. Description of Internships and Practicum

The Health Practicum (HP) is an internship wherein students are encouraged to practice much of what they have learned in previous academic classes. HP allows students to engage in a one semester project at a health care facility and work with a health care provider and FAU health administration faculty.

This practicum is a 6-credit hour course. Each semester preceding the practicum, each faculty who teaches the Practicum conducts at least 6 orientation meetings for students who are interested in taking the Practicum. These meetings answer questions students may have and help students find Practicum preceptors and sites.

Students also participate in weekly class meetings to share their successes, shortcomings, anticipations, ideas, and issues in a group setting. For many health administration students, the health practicum represents an opportunity wherein the student can truly "learn by doing".

Students work a minimum of nine hours per week in a health care organization for the entire Fall and/or Spring semester. During the Summer semester, they must work a minimum of 12 hours per week. Students generally focus their efforts on a project that the preceptor (the person who you will report to at the organization) and the student

have agreed after the practicum starts. The project is expected to have value to the organization and will let the student experience what it is like to work in a health care organization. Over the years, student projects have covered almost everything. A few general examples include: developing a marketing brochure, conducting a patient satisfaction survey, doing a market analysis for growth or business development, coordinating a major training session or seminar, identifying the source of a business problem in an inventory or billing department. Students are NOT to be receptionists, clerks, or telephone operators, except to the extent that everyone else who works their chips in to handle those tasks.

Students also participate in weekly class meetings to share their successes, shortcomings, anticipations, ideas, and issues in a group setting. For many health administration students, the health practicum represents an opportunity wherein the student can truly "learn by doing".

Health Practicum (HSA 4817) Prerequisites

Open only to health administration seniors with permission of instructor, application must be made during previous semester. The criteria to take the practicum is that the student:

1) has successfully completed the other core courses in health administration,

2) has an overall grade point average of 2.5 or better in courses attempted at FAU,

3) has successfully completed at least 33 credits at the upper-division level,

4) is a program major, and

5) is not on academic probation.

Selection of the Healthcare Facilities and Preceptors

Any health care area is appropriate for the practicum, including traditional institutions (e.g., hospitals, long-term care facilities); commercial (e.g., gyms, job placement, medical equipment); non-profits (e.g., hospice, free clinics); government (e.g., Public Health, Florida Agency for Health Care Administration); pharmaceutical; philanthropic (Palm Coast Health Council, Quantum Foundation); trade associations (e.g. South Florida Health and Hospital Association, County Medical Societies). Any healthcare organization that, in the opinion of the professor, can provide a meaningful work experience for a Practicum is appropriate.

The following criteria are considered important in the selection of preceptors and/or health care facilities:

1. The philosophy of professional practice or service within the health care facility must be compatible with the educational objectives and ethical concerns of the Health Administration program as well as the objectives relating to the individual learner.
2. The health care facility must be in good standing in the community.
3. The preceptor must possess either a bachelor's degree with an established record of achievement or a master's degree (or above) or an interest in serving as a preceptor for a student.

4. Health care facilities and the preceptors must be willing to provide the student with an assigned space to conduct the activities of the project during the scheduled work time.

The Health Administration program has affiliation agreements with almost all the major local health care providers. We also provide health care providers a model affiliate agreement, which is generally useful for physician practice placement. A copy of the model agreement is attached in Appendix 2.

Course goals and Accomplishments

At the conclusion of the practicum, students will have accomplished the following:

1. Completed a management and/or research project that will benefit the health care facility and serve as a learning experience for the student.
2. Expanded their analytical and managerial skills through collaboration with practicing health care administrators and the faculty advisor.
3. Conducted a comprehensive review of the health administration literature.
4. Identified the mission, goals and values of the health care facility serving as the practicum site, as well as the facility's relationship to other health care facilities in that area.
5. Collected data and conducted analysis of data as essential steps in the problem-solving process.
6. Identified and observed how healthcare administrators work together as a team within the practicum facility site.
7. Practiced verbal, listening, and writing skills in one-to-one encounters as well as formal presentations to individuals or groups.
8. Chronicled relevant health care articles from the Wall Street Journal, www.southfloridahospitalnews.com to understand issues and trends in health care and business.
9. Completed and understood the work environment by utilizing the Work Environment Scale (WES).

The accomplishment of these goals will occur through the weekly experience at the health care facility; the individual meetings with the preceptor and facility; the class projects, and seminars; and the library research time.

The Health Practicum: an "Academic Service-Learning (A S-L)" course

Due to the nature of the course content, HP is designated as an "Academic Service-Learning (A S-L) Project" course. The assistance the students provide to the agency/organization during the A S-L experience is a service to the community. Throughout this course students participate in A S-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. They also reflect on their Academic Service-Learning experience and the impact on the community as well as their professional development.

C.1.10. Pedagogical Innovations

The Health Administration program features highly effective and innovative teaching practices based on a curriculum that is highly relevant to today's challenges. Our teaching methodology emphasizes best practices in health care industry and

employs a variety of pedagogical innovations. Our high-quality faculty is dedicated to enriching student learning through stimulation of intellectual growth and promotion of continuous improvement. We foster a highly interactive learning environment that encourages our students to participate and succeed.

Our faculty use a variety of pedagogical tools for instruction. They include the following:

- Current news, reviews, and discussion in specialized and academic health care sources
- Group industry analysis projects
- Acting skits on leadership and decision making in health care
- Poster sessions for group projects
- Strengths Weakness Opportunities, and Threats (SWOT) analysis for health care organizations
- Mock job interviews
- Discussion posts on health topics
- Guest speakers primarily, health care leaders
- Site visits of health care facilities
- E-learning
- Videos specific to healthcare
- Case studies related to health care finance and management
- Student-centered group activities
- Oral presentations
- Competency building exercises

An example of pedagogical innovation tool used by our faculty is the LearnScapes toolwire. LearnScapes are immersive learning environments that provide day-in-the-life internships with video characters, photo-realistic worlds, authentic natural assessments, and engaging storylines. They are developed in collaboration with Jones & Bartlett Learning (JBL). The Health Administration program implemented 3 Toolwire courses, including Health Care Delivery, Health IT, and Health Care Marketing.

Finally, our department is very active in undergraduate research. Some of our faculty members engage in research with undergraduate students and actively participate in the research activities of the Office of Undergraduate Research and Inquiry (OURI).

As indicated earlier, our program is actively using guest speakers from local health care industries as a pedagogical tool. The following is a list of diverse groups of speakers used during the 2018-19 academic year

Table 4. List of speakers for 2018-2019

Name	Race	Gender
John Dalton	W	M
Megan Mackey	W	F
Ken Mandell	W	M
Kevin Allen	W	M
Todd Blum	W	M
Justin Brown	W	M
Virginia Lee	W (Asian American)	F

Lincoln Mendez	W (Hispanic)	M
Kevin Allen	W	M
Natalee Covitz	W	F
Stuart Miro	W	M
Simone F. Thomas,	AA	F
Earl Bills	AA	M
Jennifer L. Bloom	W	F
Ileana Barreto-Pettit	W (Hispanic)	F
Peter Verlezza	W	M
Phillip Duong	W (Asian)	M
Jodi-Kay Reece	AA	F

C.1.11. Scope of Institutional Contributions

All entering freshmen, transfer students with less than 30 credits, and transfer students who have not earned an AA Degree must fulfill the University's intellectual foundations program (IFP) requirements as part of their pursuit of the baccalaureate degree (see section C.1.6). The university requires 36 credits of IFP courses for all students. These courses provide a foundation of knowledge leading to education of well-rounded students. The University IFP is composed of the following:

- 6 hours of Foundations of Written Communication
- 6 hours of Foundations of Society & Human Behavior
- 6 hours of Foundations of Science & the Natural World
- 6 hours of Foundations of Mathematics & Quantitative Reasoning
- 6 hours of Foundations of Global Citizenship

In addition to the general FAU-IFP, HEAD requires a series of pre-business foundation courses that satisfy much of the IFP. Moreover, our program contributes to a broad range of minors and certificate programs, with particularly strong offerings at both the undergraduate and graduate level in health care information systems and gerontology.

C.1.12. Advising Procedures

While the primary focus is on first- and second-year students, the University Advising Services office offers students a broad, comprehensive array of services aimed at aiding students in developing and implementing an appropriate and meaningful education plan. All new, first-year baccalaureate degree-seeking students are required to attend an FAU orientation session. “Virtual Orientation” is available as an option to incoming transfer students who have earned 60 or more credits.

Most of our students are advised through the CoB undergraduate advising office. Moreover, some students are advised by health administration faculty, primarily the Director and the Associate Director of the program. Advisement is often in person, by telephone, or by e-mail. The College of Business undergraduate advising office is located on the Boca Raton and Davie campuses. All College of Business students can meet with an academic advisor either by scheduled appointments or as walk-ins. Scheduled appointments are available on Mondays, Wednesdays, and Fridays. Walk-in advising is available Tuesdays and Thursdays from 8:30 am-4:30 pm.

C.1.13. Retention Rates

The retention rate metric was included in the new Performance-Based Funding (PBF) Model by the Florida Board of Governors in 2014. It is defined as the second fall retention rate for first-time-in-college (FTIC) students with at least a 2.0 GPA. FTIC also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. From the Pre-Business students with a concentration in health administration, HEAD has above average retention rates, which increased from 78.9% in Fall 2015 to 93.3% in Fall 2018 as indicated in Figure 4 below. However, in the Fall 2019, the rate slipped to 85%.

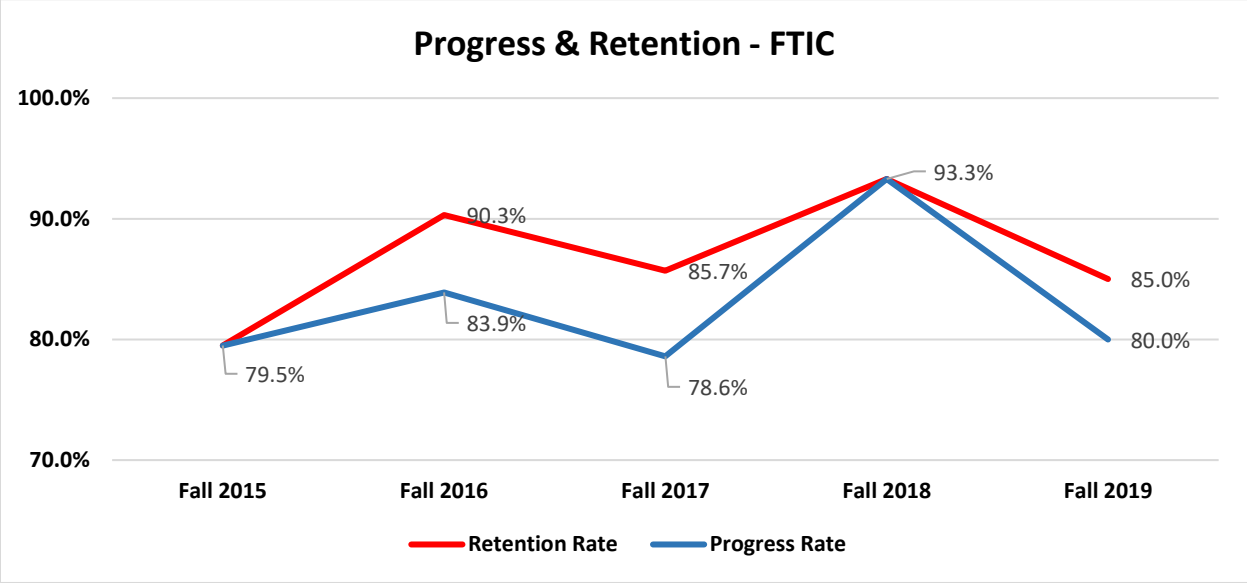


Fig. 4. Retention rates in BHS program from Fall 2015 to Fall 2019

C.1.14. Graduation Rates

Table 5 presents data for 4-year graduation rates and 6-year graduation rates for the BHS program. These rates are based on the percentage of first-time-in-college (FTIC) students who started at FAU in the fall term (or summer continuing to fall) were enrolled full-time in their first semester and had graduated from the BHS program by the summer term of their fourth or sixth year.

The four-year graduation rates for the BHS program for the 2013-14, 2014-15, and 2015-16 cohorts increased from 54.7% for the 2013-14 cohort to a peak of 78.8% for the 2015-16 cohort. The rate for the fall 2016-17 cohort is not yet finalized as data for students who graduated during summer 2020 are not available at the time this report is written.

The six-year graduation rate for the BHS program is available for the 2014-15 cohort only and was excellent at 93.8%. It compared favorably to the university 6-year graduation rates.

Table 5. First-Time-In-College (FTIC) 4-yr Graduation Rates and 6-year Graduation Rates

Cohorts	2013-14	2014-15	2015-16
4-year graduation rates	54.7%	60.8%	78.8%
6-year graduation rates	93.8%	N/A	N/A

C.1.15. Placement Rates

The placement data are based on information collected by the Florida Department of Education. The latest files are for all 2015-16 FAU graduates. Table 6 presents placement data for all the baccalaureate programs within the College of Business. It shows that HEAD ranks well relative to the bachelor's programs within the college. In terms of employment (full or part time), HEAD ranks second (79%) out of the 9 bachelor's degrees awarded by the CoB in 2015-2016, fourth for full time employment (67%), but ranks only 8th out of 9 for annual earnings ($36,964). Fifteen (15%) of our 2015-16 graduates continued to graduate school. The data indicate that 82% of them were employed or continued their education in 2017.

Table 6. Placements for College of Business 2015-2016 Bachelor's Graduates

Program Title	Employed	Employed Full-time	Full Time Average Yr Earnings	Continuing Education	Employed FT or Continuing Education
Accounting	81%	71%	$ 49,220.00	15%	86%
Mgmt. Info. Systems/Business Data Proc.	78%	71%	$ 49,860.00	___	71%
Hospitality Administration/Management	78%	68%	$ 36,376.00	___	68%
Health Services Administration	79%	67%	$ 36,964.00	15%	82%
Management	78%	66%	$ 54,688.00	___	66%
Marketing Management	68%	56%	$ 41,696.00	10%	66%
Finance, General	65%	56%	$ 49,748.00	19%	75%
Economics	69%	53%	$ 42,280.00	___	53%
International Business Management	59%	51%	$ 47,088.00	17%	68%

C.1.16. Student Recruitment

The undergraduate Health Administration program does not have a person doing recruitment outreach as part of his or her full-time job. Recruitment activities for our

program are pursued by a designated person in the Student Academic Services office of the College of Business. Moreover, the Director and the Associate Director of the program are responsible for recruiting students from high schools and community colleges that have an interest in the Health Administration program. We are continuously working on developing plans to increase enrollment. Our faculty also participate in high school's campus visits organized by the University. Continuous recruitment is particularly important given the competition we face from the new health science program that the College of Science started in 2017.

C.2. Graduate Program: Master of Health Administration (MHA)

The Master of Health Administration (MHA) program includes a traditional MHA program (TMHA) that began in Fall 2005 and an Executive MHA (EMHA). The EMHA includes a 15-month on campus MHA program (XMHA) that began in Fall 2014 and a 15-month 100% Online MHA program (OMHA) that began in Fall 2016. Upon completion of these programs, the students earn a Master of Health Administration (MHA) degree that is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the Southern Association of Colleges and Schools (SACS).

C.2.1. Educational Goals of the MHA program

The Master of Health Administration (MHA) program trains future administrators to follow a productive and rewarding career in the healthcare industry.

Students in the MHA programs will:

- Demonstrate business knowledge to function in a managerial role in the health care industry.
- Use acquired critical thinking and professional skills to analyze problems and make sound, ethical managerial decisions.
- Demonstrate oral and written business communications skills and strategies.

C.2.2. Admissions Criteria

Applications for the MHA program are evaluated on several factors emphasizing prior academic performance, standardized scores, and the potential for scholarly and professional success. The admission decision is based on the strength of the whole application. A candidate for the MHA program must meet the following requirements:

- Bachelor's degree in any field of study from a regionally accredited institution
- Minimum 3.0 GPA in the last 60 hours of undergraduate study
- Graduate Management Admission Test (GMAT) score and/or Graduate Record Examination (GRE) score taken within the last 5 years
    - GMAT: 500
    - GRE Verbal: 153
    - GRE Quantitative: 144

- GRE Analytical Writing: 4

- Scores are required regardless of GPA. GMAT waiver may be available for applicants to the EMHA program
- Official transcript or transcript evaluation reflecting bachelor's degree
- Four years of healthcare field work experience is preferred for the EMHA program.

Returning FAU Graduate student: Former graduate students who have not been enrolled in classes (at least 1 credit) in three consecutive semesters must reapply to the College of Business. To be considered for re-admission, an applicant should:

1) Be in good standing (eligible to return) at FAU and at any institution attended since last enrollment at FAU. If the applicant was academically dismissed from FAU, he/she needs to petition to be reinstated to FAU before the admission application can be processed.

2) Reapply online through the Graduate College. Student must file a new admissions application and pay the applicable application fee.

3) Submit appropriate documents (GRE and/or GMAT and Official Transcripts) to the Graduate College. Applicants should already have necessary documentation on file; however, it is important to check on the status of each. If the student has attended another institution since the last period of enrollment at FAU, official transcripts must be submitted directly to the Graduate College.

C.2.3. Graduate Student Enrollment

The MHA enrollment has significantly increased since the last review. The unduplicated count of MHA enrollment has increased from 113 in 2014-15 to 246 in 2019-20 (See Table 7). The major reasons for this growth were the executive MHA program, which picked to 2331 in 2017-18. Indeed, while the traditional MHA count slightly decreased (5%) over the 2014-2020 period, the executive MHA more than doubled (117% increase) over that period.

Table 7. Unduplicated count of Graduate Enrollment in the MHA programs

	MHA	EMHA	Total
AY 2014-15	56	57	113
AY 2015-16	64	103	167
AY 2016-17	51	169	220
AY 2017-18	46	231	277
AY 2018-19	49	216	265
AY 2019-20	53	193	246

The recent histories of enrollment data for the traditional MHA and the executive MHA are presented in Figures 5 and 6, respectively.

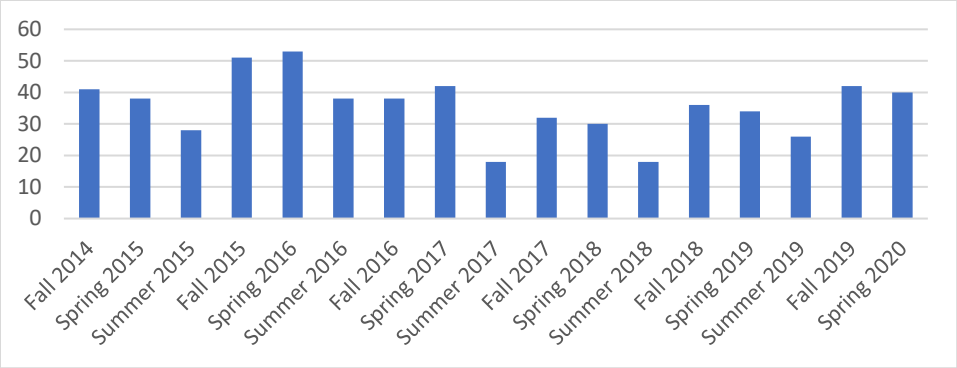


Fig. 5. History of enrollment for the traditional MHA

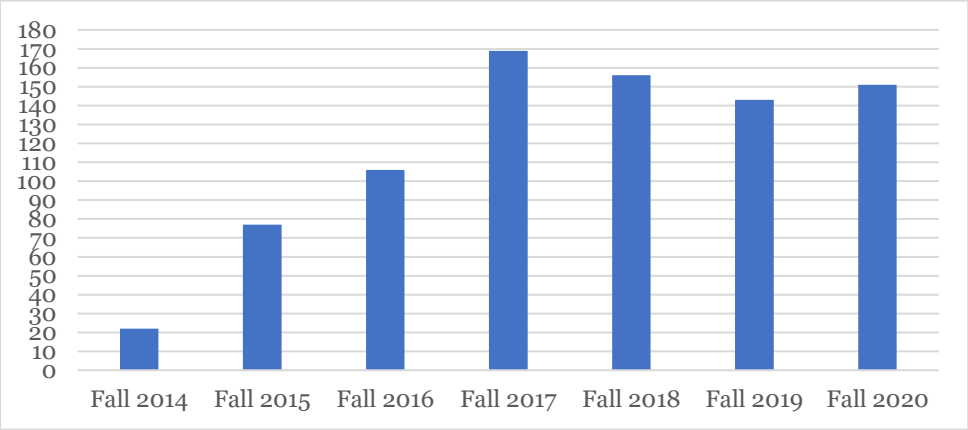


Fig. 6. History of enrollment for the executive MHA

C.2.4. Graduate Degrees Awarded

Table 8 presents data on MHA degrees awarded by the graduate program. After experiencing a year-increase of 19% between 2014-15 (21) and 2015-16 (26), the number of traditional MHA (TMHA) degrees awarded has decreased by 14 % since the last review, to a total count of 18 MHA degrees awarded in 2019-20. The total number of HMA degrees awarded by the executive MHA (XMHA) program for the first time was 49. This count increased to 101 when the first cohort from the online MHA (OMHA) graduated, then to a peak of 106 MHA degrees awarded for 2018-19. There was a decrease of ~17% percent (88) in the number of MHA degrees awarded from 2018-19 to 2019-20, which was expected given the decrease in enrollment experienced in Fall 2018.

Table 8. MHA degrees awarded

	TMHA	OMHA	XMHA	TOTAL
AY 14-15	21	0	0	21
AY 15-16	26	0	49	75
AY 16-17	20	0	48	68
AY 17-18	18	50	51	119
AY 18-19	12	61	45	118
AY 19-20	18	44	44	106

	TMHA	OMHA	XMHA	TOTAL
TOTAL	115	155	237	507

Figures 7, 8, and 9 present the MHA degrees awarded in the fall, spring, and summer terms from fall 2014 to summer 2020 for the traditional and the Executive MHA programs (XMHA and OMHA).

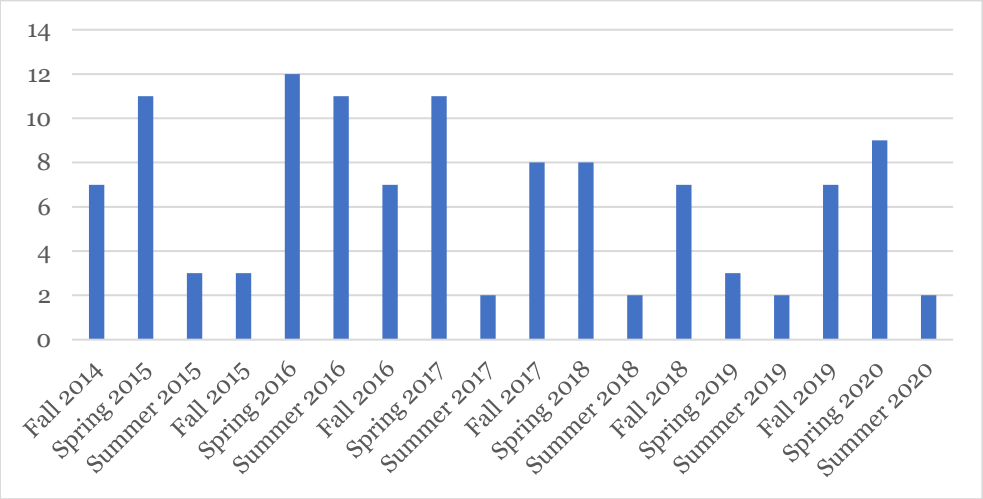


Fig. 7. History of MHA degrees awarded in the Traditional MHA program

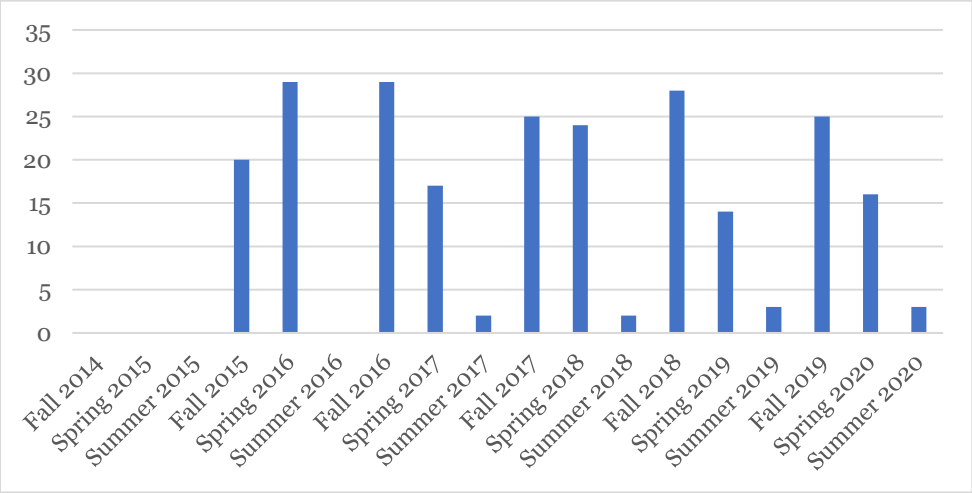


Fig. 8. History of MHA degrees awarded in the Executive XMHA program

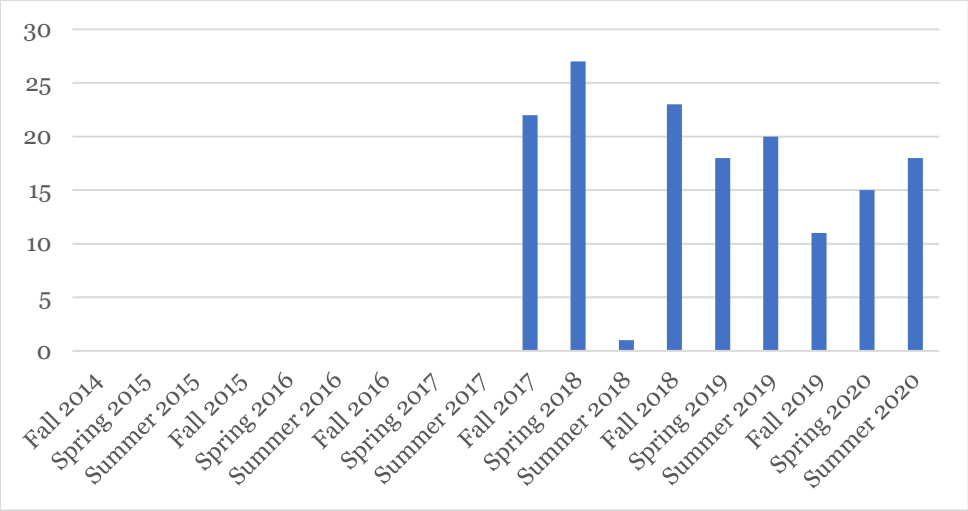


Fig. 9. History of MHA degrees awarded in the Executive OMHA program

C.2.5. Graduate Program Diversity

Table 9 presents data on student diversity in the traditional MHA program based on ethnicity, race, and gender for 2014-15 and 2019-20. It shows that the number of non-Hispanic students decreased from 79.6% to 77.4% while the Hispanic group grew from 20.4% to 22.5%. The percentage of Asian students doubled, from 5.6% to 11.2%. The percentage of black and white students decreased from 25.9% to 22.6% and from 66.7% to 60.7%, respectively. There was no significant change in gender representation over that period, the percentage of females was about 66.0%.

Table 10 presents data on student diversity in the executive MHA program based on ethnicity, race, and gender for 2014-15 and 2019-20. It shows only small changes in ethnicity over that period. The non-Hispanic group decreased from 21.1% to 20.2%. The percentage of Asian students more than doubled, from 1.8% to 4.1%. The percentage of black students decreased from 40.4% to 38.3% while the percentage of white students increased from 50.9% to 52.3%. Contrary to the traditional program, there was significant change in gender representation over that period, the percentage of females in the executive MHA program decreased from 73.7% to 71.0%.

Table 9. Student Diversity in the Traditional MHA for 2014-15 and 2019-20

	AY 2014-15				AY 2019-20	
	COUNT	%			COUNT	%
NOT HISPANIC	43	79.6%		NOT HISPANIC	41	77.4%
HISPANIC	11	20.4%		HISPANIC	12	22.6%
ASIAN	3	5.6%		ASIAN	6	11.3%
BLACK	14	25.9%		BLACK	12	22.6%
2 OR MORE RACES	1	1.9%		2 OR MORE RACES	2	3.8%
PACIFIC ISLANDER		0.0%		PACIFIC ISLANDER		0.0%
NATIVE AMERICAN		0.0%		NATIVE AMERICAN	1	1.9%
WHITE	36	66.7%		WHITE	32	60.4%
NO ANSWER	2			NO ANSWER		
FEMALE	37	66.1%		FEMALE	35	66.0%
MALE	19	33.9%		MALE	18	34.0%

Table 10. Student Diversity in the Executive MHA for 2014-15 and 2019-20						
	AY 2014-15				AY 2019-20	
	COUNT	%			COUNT	%
NOT HISPANIC	45	78.9%		NOT HISPANIC	154	79.8%
HISPANIC	12	21.1%		HISPANIC	39	20.2%
ASIAN	1	1.8%		ASIAN	8	4.1%
BLACK	23	40.4%		BLACK	74	38.3%
2 OR MORE RACES	4	7.0%		2 OR MORE RACES	9	4.7%
PACIFIC ISLANDER		0.0%		PACIFIC ISLANDER	1	0.5%
NATIVE AMERICAN		0.0%		NATIVE AMERICAN		0.0%
WHITE	29	50.9%		WHITE	101	52.3%
NO ANSWER				NO ANSWER		
FEMALE	42	73.7%		FEMALE	137	71.0%
MALE	15	26.3%		MALE	56	29.0%

C.2.6. Average Class Size and Student-to-Faculty Ratio

The average lecture/course section size for the graduate programs in the Department of Management Programs increased from 16.2 to 16.6 from 2014-15 to 2018-19 (See Table 11). This is likely representative of the average lecture/course section size of the MHA.

The faculty-student ratio decreased from 9.5 in 2014-15 to 5.6 in 2019-20, a significant decrease. This might be explained by the increasing number of faculty that have been hired since the last review.

Table 11. Average Class Size and Student to Faculty Ratio					
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Class size	16.2	20.6	19.0	16.9	16.6
Student to faculty ratio	9.5	6.0	5.2	6.9	5.6

C.2.6. Curriculum

The flow chart that follows gives details on the MHA curriculum. The MHA academic requirements are grouped into four categories:

1. Foundation courses

2. Core courses

3. Elective courses

4. Internship

Foundation courses: The MHA program is part of the Department of Management Programs within the College of Business. Graduates of the program will have knowledge of basic business tenets. However, many of our students have taken few or no business courses as undergraduates. Generally, a good foundation in accounting and marketing is necessary. It means that students are expected to have taken an introductory financial accounting course and/or an introductory marketing course as undergraduates and earned a "C" or better. Otherwise, students will be required to take introductory

accounting and marketing courses during their first semester because they are direct prerequisites for two of the core courses.

Core courses: Core courses are at the heart of the program. They can be divided into two groups: a skills course and several knowledge courses. The skills course, Graduate Business Communications, focuses on communication abilities, writing and making presentations. Virtually everyone earning any type of master's degree in the College of Business takes this course. As the name implies, the course is a refresher, or reclamation of business writing and presentation skills.

The remaining seven core courses offer knowledge about the culture of the healthcare industry and doing business in the healthcare industry. There are courses in management, marketing and planning, finance, research methods, law, policy, and one that provides a thorough overview of all the pieces that make up the industry.

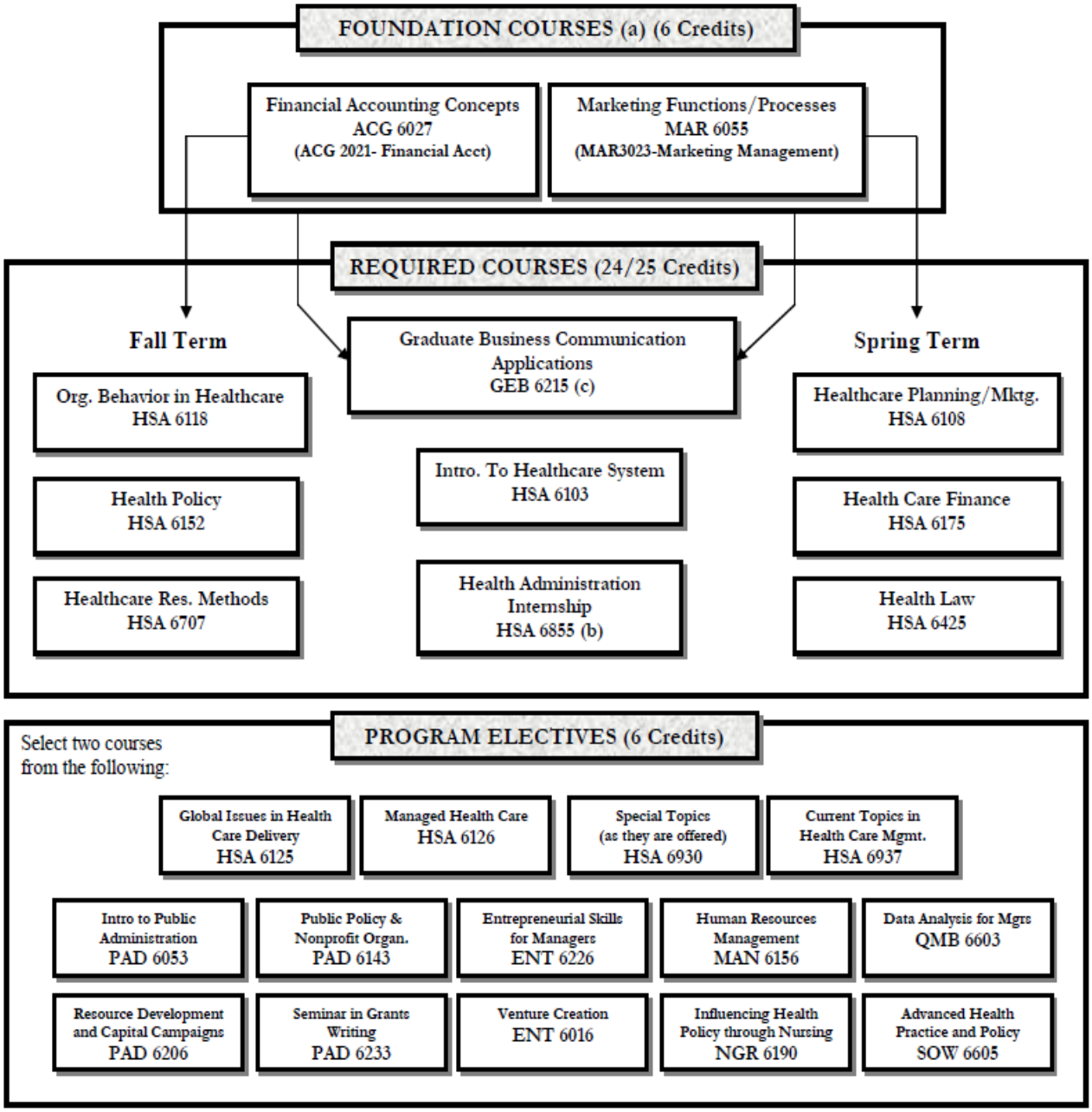
Electives: The program offers a variety of electives within the MHA program. In addition, there is a list of other graduate courses that can be taken in the College of Business or in other FAU colleges.

Internship: This is a key feature of the program. It is required for students who have not had significant management positions in healthcare organizations for two or more years. Students spend 15-20 hours per week working with upper level healthcare management learning about the healthcare business and the continuing balance between regulation, revenue, and, if applicable, how the organization responds to patient needs.

Internships are a one credit class, and, in fact, there is not a formal class meeting. Students doing their internships communicate with the internship coordinator through weekly memos. Internships are typically 15-20 hours/week, the program and the organizations tend to be very flexible in scheduling to accommodate student's academic schedule.

MASTER OF HEALTH ADMINISTRATION

College Calculus, Statistics, and Computer Literacy are assumed.
Minimum 30/31 Hours Required for Graduation



(a) Once admitted to the program, the Foundation courses must be taken as outlined above. Foundation courses may be waived if equivalent courses have been taken at the undergraduate level.
(b) Students who do not have a minimum of two years of supervisory/management work experience in healthcare will take HSA6855 Health Admin Internship (1 credit).
(c) GEB 6215 must be taken in your first semester unless taking only Foundation coursework.

C.2.7. Student Learning Outcomes Assessment (SLOA)

As with the undergraduate program, we changed the assessment methods in 2018 because of significant overlap in the competencies that were assessed. Originally, the plan was to assess:

1. HSA 6175 (Healthcare Finance) for procedural knowledge (technical and research), communication (oral, written, team, multimedia), critical thinking, practical skills, creative skills, analytical skills.
2. HSA 6103 (Introduction to Healthcare system) for content knowledge (technical, research), communication (team, oral, written, multimedia), practical skills, creating skills, analytical skills.
3. GEB 6215 (Graduate Business Communication Applications) for oral and written communication, critical thinking, and analytical skills

Since 2018, we have been assessing:

1. HSA 6108 (Healthcare Planning/Marketing) for procedural knowledge (tech and research), critical thinking, practical skills, analytical skills
2. HSA 6103 (for content knowledge)
3. GEB 6215 (Graduate Business Communication Applications) for oral and written communication

"Closing the Loop" summary: Changes were made to the following courses.

1. In HSA 6175, more focus was placed on analytical skills and no additional changes were recommended.
2. HSA 6108 should have more emphasis on the insurance and reimbursement methods that impact healthcare e.g. MACRA (Medicare Access and CHIP Reauthorization Act of 2015), Value Based Medicine, Billing and Coding and ICD 10. The assessment methods should focus more on related concepts and less discussion questions. In terms of procedural knowledge, those students who had taken the medical practice course prior to HSA 6108 felt better prepared and utilized materials (program development) from that course to assist them as they completed their assignments. In terms of Analytical Skills - additional class time was needed to review financial analysis including P & L statements, balance sheets, and several financial ratios. Some students indicated that they were not confident providing strategic financial analysis in developing a business plan.
3. HSA 6103 requires more content knowledge. Additional activities using virtual case studies were added to improve critical thinking.
4. GEB 6215 saw improvement in students' oral communication skills. Emphasis was placed upon improving written communication, particularly using APA formatting. Faculty continues to provide students with additional one-on-one feedback.

C.2.8. Advising Procedure

After a student is admitted to the MHA program, the student must meet with the graduate academic advisor before starting the program. Advisor will review the student transcripts, determine whether any perquisites must be taken, and help the students design a coursework flow to assure timely graduation. Located on the Boca Raton campus, the CoB Graduate Advising Services staff is available to answer questions on the college's traditional graduate programs.

Advising for the executive MHA is handled differently. As part of the onboarding process for newly admitted students, students are required to schedule a one-on-one appointment with their academic advisor prior to being registered for classes. The primary goal of this appointment is to establish an ongoing relationship between advisor/advisee and to orient students to the Executive MHA program. Topics discussed include student's schedule, tuition and methods of payment, resources available to students, and graduate student requirements.

C.2.9. Student Recruitment

The Director and the Associate Director of the program are responsible for recruiting students from our undergraduate program as well as from other programs throughout South Florida. As for the undergraduate program, recruitment activities for the MHA program are pursued by a designated person in the Student Academic Services office of the College of Business. The Graduate College also provides funding for recruitment related activities. Moreover, the Graduate College provides an annual Presidential grant and two Provost Scholarships to be used for recruitment of high-quality graduate students. These scholarships are merit-based tuition awards to two outstanding incoming MHA students. Eligible applicants must have a minimum 3.3 undergraduate GPA in any major and excellent references. The deadline to apply is generally May 1.

We are also currently developing plans to increase enrollment in the traditional MHA, including an accelerated bachelor to master's degree program and a graduate pathway to the MHA program with the Scholars Program of the FAU-Division of Student Affairs and Enrollment Management. The graduate program will serve as a pipeline for National Merit Scholars as well as the FAU High School students interested in the Medical Pipeline who are often asked to complete a master's degree before beginning medical schools.

The proposal MHA – accelerated program is being discussed and not approved yet. The description is as follows. To be accepted into the combined program, students must meet the following:

1. Students apply to the program in the spring semester of their junior year, along with a resume, personal statement and two letters of recommendation from their professors. Students can take up to 9-12 credits of graduate coursework during the senior year of their bachelor's degree. No more than two graduate courses can be taken in any given semester.

2. Students must have a cumulative GPA and FAU GPA of at least 3.25 by the end of their junior year in their undergraduate degree program.

3. Students must maintain a 3.0 GPA and full-time status each semester of their senior year during their undergraduate degree.

Health Administration: 4+1 combined program: Students would be allowed to take up to 9 credits of graduate coursework that will count for both their bachelor's degree and master's degree. Possible courses to take during the student's senior year would be:

1.HSA6707 Health Care Research Methods (HSA4700)

2. HSA6175 Health Care Finance (HSA4170)

3. HSA6425 Health Law (HSA4423) (HSA4110)

4. HSA6118 Org Behavior

5. Up to 6 credits of program electives

Students that complete HSA 4817 Internship in their undergraduate program will have HSA 6855 Internship waived in their master's degree.

The Executive MHA uses several tools to recruit students, including

1. Open Houses (approximately 15 in total throughout each school year)
2. Paid social media advertising on Facebook
3. Sun-Sentinel advertising (paper and digital issues)
4. Billboards along major roads in south Florida (Turnpike and I95)
5. Mailing physical Executive Education catalogs to more than 200,000 specifically targeted addresses
6. Timely follow up with those who request more information from our website "inquiries."
7. Prospective students can schedule a 1:1 phone appointment with an admissions representative

C.3. Faculty

C.3.1. Administrative Structure

The Health Administration program is a unit within the Department of Management Programs. The unit leadership consists of the Chair (reports to the Dean), Director of the Program (reports to the Chair), Assistant Director of Program (reports to the Director). The Department Chair, the Program Director and Assistant Director are appointed by the Dean of the College of Business. These positions are full-time 12-month positions. Apart from the assessment committee, all committees (Research, Personnel, etc…) are assigned at the department level and report to faculty and Chair. Ad-Hoc committees are assigned as needed for faculty hiring, curriculum revisions, etc. Our faculty are involved in all decisions that affect the instructional and educational issues. Depending on the issues being discussed, the recommendations of the committees are discussed with other faculty and the program leadership in a health

administration meeting and/or Department of Management Programs meeting and a final decision is made by consensus.

The Department Chair and the Program Director participate weekly in an executive committee meeting led by the Dean. All the Chairs, Associate Deans, Assistant Deans, and a few other program Directors attend this meeting to discuss issues of general interest faced by the College of Business and its departments.

C.3.2. Faculty Profile

As of Fall 2020, the total headcount of HEAD full-time faculty is 5 tenured faculty, 2 tenure earning faculty, and 5 instructors. As recommended by the previous review committee, the Health Administration program took steps to increase the number of full-time faculty. Five (5) full-time faculty have been hired since the last review. In August 2015, the College of Business hired an associate professor who is the Director of the Health Administration program and an assistant professor. In August 2016, an instructor was hired. In August 2017, CoB hired a visiting instructor who, in August 2019, was hired as a full-time instructor. Also, in August 2019, another instructor was hired. And, in October 2019, an assistant professor was hired.

Since the last review, an associate professor was promoted to full professor and an assistant professor was promoted to associate professor with tenure. The program director was also granted tenure last year. One of our tenured faculty is eligible for the Sustained Performance Evaluation (SPE), which is a periodic review of tenured faculty that is designed to foster sustained excellence and professional development. The SPE focuses on long-term accomplishments over a period of multiple years. With a few exceptions, the SPE will follow a seven-year cycle for each tenured faculty member. Also, one of the assistant professors is currently in his fifth year, having already went through his third-year review, but has requested a stop in the promotion clock for health reasons. It is noteworthy that all the FAU faculty was recently given the option of requesting a year clock stop for promotion due to COVID-19. Several of our faculty have taken that option.

The Health Administration program has also made significant progress in diversifying its faculty since the last review (See Table 12). From an all-white faculty body, the program now counts two African American and an Indian Faculty. During our recent hiring efforts, we were able to hire two outstanding female faculty. Our active adjunct list also includes several minority faculty.

Table 12. Fulltime Faculty Diversity

Names	Race/ethnicity	Gender
Tenured or Tenure Track Faculty		
Pierre Alexandre	African American	M
Patrick Bernet	White	M
Scott Feyereisen	W	M
Elizabeth Goodrick	W	F
Gulcin Gumus	W	F
Dennis Palkon	W	M
Neeraj Puro	W (INDIAN)	M
Instructors		
Jennifer Attonito	W	F
Salvatore Barbera	W	M
Judith Monestime	AA	F
Lawrence Newman	W	M
Alan Whiteman	W	M

C.3.3. Faculty Workload

Annual assignment for fulltime faculty consists of the following: teaching, research, scholarship and creative activity, instructions and other assigned related duties, and service. An assigned undergraduate or graduate course is normally 20% FTE. Other instructional percentage can be awarded for graduate student supervision or participation on graduate committees. Research and scholarship activities include publication, presentation at conferences, and proposal preparation and submission. Service activities include service on program unit, department, college, or university committees. Service assignment may also include professional society activities. In consultation with the faculty member, the Health Administration Program Director and the Department Chair develop the assignment for each faculty member from the above categories to total 100% time.

The standard teaching load for tenure-track faculty is 2-2. The standard teaching load for full-time instructors is 4-4. The Program Director and Assistant Director, working on a 12-month basis, are released from one course per academic year. Course releases can also be negotiated for service assignments that involve extensive work. This is generally negotiated on a case-per-case basis.

C.3.4. Abbreviated Vita for Fulltime Faculty

The Abbreviated Curriculum Vitae of health administration Faculty are listed in Appendix 3. The faculty are organized in alphabetical order:

1. Dr. Pierre Alexandre, Associate Professor and Director, Tenured
2. Dr. Jennifer Attonito, Instructor
3. Dr. Sal Barbera, Instructor
4. Dr. Patrick Bernet, Associate Professor, Tenured
5. Dr. Elizabeth Goodrick, Professor, Tenured
6. Dr. Gulcin Gumus, Associate Professor, Tenured
7. Dr. Scott Feyereisen, Assistant Professor, Tenure-earning
8. Dr. Dennis S. Palkon, Professor, Tenured
9. Dr. Judy Monestime, Instructor
10. Dr. Lawrence Newmann, Senior Instructor
11. Dr. Neeraj Puro, Assistant Professor, Tenure-earning
12. Dr. Alan Whiteman, Instructor and Associate Director

D. RESEARCH

D.1. Research Productivity of Faculty

The Health Administration program has seen a significant increase in research productivity among the faculty. As Table 13 below shows, our peer reviewed publications have increased from only 1 in 2014-2015, to six in 2016-2017, and up to twelve in 2019-20. It is worth nothing that our junior faculty and instructors already published several papers and op-eds on the COVID-19 pandemic.

As recommended in the previous review, our faculty has participated in grant proposals. Our faculty has participated as co-investigators in most of these proposals. However,

the program recently director submitted a proposal (NIH R15) as Principal Investigator in collaboration with another HEAD instructor to seek funding to increase students' participation in research.

Table 13. Recent History of Research/Scholarship Productivity

	Healthcare Administration					
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
1. Peer-reviewed publications	1	6	6	4	6	12
2. Books (including monographs & compositions)				1	1	
3. Grant proposals submitted (funded and non-funded)	1	1	1	2	2	4
4. Presentations at professional meeting or conferences	7	8	7	9	8	13
5. All other publications (Productions/ Performances/ Exhibitions, Op-eds)	250	248	248	247	246	248

D.2. Interdisciplinary Efforts

The health administration faculty actively collaborate with researchers within our program, the Department of Management Programs, and the College of Business in general. Our faculty have also conducted interdisciplinary research with other colleagues at FAU and other universities. We collaborated with newly formed multidisciplinary Pillars of research at FAU, including the Institute for Human Health and Disease Intervention (I-HEALTH) and the Sensing and Smart Systems (I-SENSE) pillars. Our most successful interdisciplinary collaborations have been with the Lynn College of Nursing and the College of Medicine. We have recently received two major Health Services and Service Administration (HRSA) grants as Economic Investigators in collaboration with the Lynn College of Nursing and unsuccessfully submitted two NIH grants with the College of Medicine.

E. SERVICE AND COMMUNITY ENGAGEMENT

The Department of Management Programs policy is to limit the service responsibilities of tenure-earning faculty in the department. Hence, the tenured faculty in the department and the instructors in the Health Administration program have assumed heavy service responsibilities in recent years. While most service activities are shared at the department level, a few activities specific to HEAD are managed solely at the unit. Faculty serve on college standing committees, department standing committees, faculty search committees in the department, and task oriented departmental sub-committees.

Our faculty also do significant professional service, organizing conference panels, reviewing manuscripts for journals, and reviewing book proposals. Our faculty serve as reviewers on NIH review committees and the Florida Department of Health grant review committee as well as journal editors.

Large amount of time is also dedicated by HEAD faculty in serving on search committees to hire new faculty. As indicated earlier, we have hired four new faculty positions in the past three years. Every HEAD faculty member has served in some capacity in at least one of the faculty search committees.

The Health Administration program is one of the most community-oriented programs within the entire college. Our practicum in the BHS program and our internship in the MHA program are perhaps the only two, continuous academic service-learning courses in the college in which students receive academic service-learning hours on their transcripts. In addition, our faculty strongly encourage students to volunteer in various health care agencies and projects before their practicum and/or internship. Our faculty sponsored grant for undergraduate students for the Office of Undergraduate Research and Inquiry program.

In addition, our full-time and adjunct faculty both serve on a variety of health care related committees and/or projects, including, among others, the Palm Beach County Fetal and Infant Mortality Review - Community Action Group, Broward Fetal and Infant Mortality Review Committee, Weppner Center for Civic Engagement and Service, South Florida Future Healthcare Executive, John Knox Village of Fort Lauderdale, and Humanitarian Services to Children with Cancer at Jackson Memorial Hospital (Please see faculty CVs in Appendix 3 for some of the more noteworthy services of our full-time faculty).

F. OTHER PROGRAMS

F.1. Minors

F1.1. Health Services Administration Minor

The Health Services Administration minor is available to both business and non-business majors.

Business Majors

Students pursuing a bachelor's degree in the College of Business with a major other than health administration may concurrently earn a minor in health services administration by completing nine credits with a grade of "C" or better from the following courses.

Health administration courses taken for the minor cannot be applied towards any other major or College of Business requirements except as business electives.

Required:

- Health Delivery Systems HSA 3111 (Pre: 50 credits)

And any two of the following:

- Health Care Terminology HSA 3534
- Managed Care HSA 4109 (Pre: HSA 3111 & 4110)

- Health Care Issues and Trends HSA 4113 (Pre: HSA 3111)
- International Healthcare Systems HSA 4124 (Pre: HSA 3111)
- Health Law HSA 4423

At least two of the three courses (6 credits) must be completed at FAU. Completion of the minor requires successful completion of the College of Business baccalaureate degree.

Non-Business Majors

Students pursuing a bachelor's degree with a major from a college other than the College of Business may concurrently earn a minor in health services administration by completing fifteen credits with a grade of "C" or better from the following courses.

Required:

- Health Delivery Systems HSA 3111 (Pre: 50 credits)

And any four of the following:

- Introduction to Health Professions HSA 3104
- Health Care Terminology HSA 3534
- Managed Care HSA 4109 (Pre: HSA 3111 & 4110)
- Health Care Organization and Admin. HSA 4110 (Pre: HSA 3111 or concurrent with HSA3111; 50 credits)
- Health Care Issues and Trends HSA 4113 (Pre: HSA 3111)
- International Healthcare Systems HSA 4124 (Pre: HSA 3111)
- Planning in Health Organizations HSA 4140 (Pre: HSA 3111 & 4110)
- Health Care Financial Management HSA 4170 (Pre: ACG 2021)
- Health Law HSA 4423
- Health Research Methods HSA 4700 (Pre: HSA 3111 & STA2023)

At least four of the five courses (12 credits) must be completed at FAU. Completion of the minor requires the successful completion of the student's college baccalaureate.

F.1.2. Healthcare Information Systems Minor

The Healthcare Information Systems minor is offered in conjunction with the Information Technology and Operations Management (ITOM) Courses of the College of Business. This minor, available to all undergraduate degree-seeking students, enhances the qualifications of students pursuing careers in fields related to healthcare. Professions and majors benefiting from the minor include healthcare administration, nursing, medicine, biomedical sciences, actuaries, insurance, information technology and management information systems, among others.

Information Technology and Operations Management Courses

Select two courses from the following three)

- Healthcare Information Systems ISM 4381
- Social, Legal and Ethical Issues of Digital Data ISM 4041
- Service Operations MAN 4029

Health Administration Courses

- Health Delivery Systems HSA 3111
- Technology in Health Care Organizations HSA 3191

Minor requirements include successful completion of the courses below with minimum grades of "C." At least 9 of the 12 credits required must be earned at FAU. For non-Business majors, waiver of prerequisites will be made on a case-by-case basis.
A maximum of 3 credits used for the minor may count toward other business major requirements. A minimum of two courses (6 credits) must be exclusive to the minor. For exceptions, a petition should be submitted to the ITOM Department Chair or the Health Administration Program Director.

F.2. Certificates

F.2.1. Gerontology Certificate

The purpose of the Gerontology Certificate program is to provide an in-depth understanding of the business of Long-Term Care (LTC) and to build awareness of the nature of LTC patients, residents, and clients depending upon the organization.

The gerontology certificate program is 15 credit hours in length, comprised of two core courses, and three elective courses.

Core Courses

Long Term Care Administration	HSA 4222
Foundations of Gerontology	NSP 4285

Electives

Three electives are required, one from each of the following groups:

Group A – Nursing:

Dynamics of Aging	NUR 4284
Aesthetics of Aging	NUR 4287
Health Literacy for Older Adults	NUR 4930

Group B – Social Sciences:

Sociology of Aging and Dying	SYP 3740
Social Work with Aging Populations	SOW 4643

Group C – Health Care Administration:

Management of Long-Term Care Facilities	HSA 4223

Health Delivery System	HSA 3111

Important Facts to Consider are the following:

1. A degree is not necessary to enter the program
2. Being an FAU student is not necessary. Participants simply register as non-degree seeking students.

F.2.2. Graduate Certificate in Health Administration

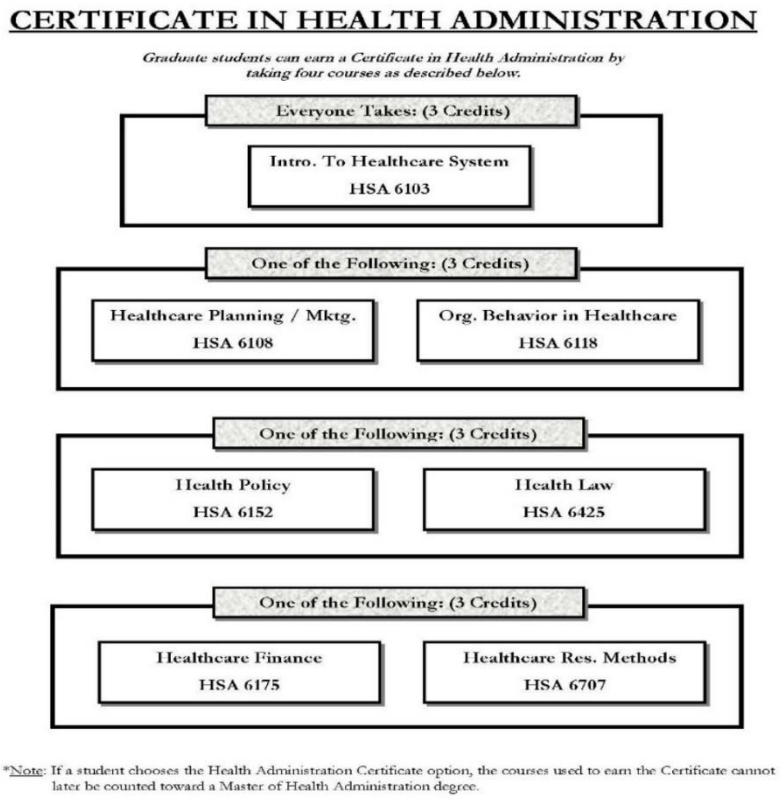
Graduate students at Florida Atlantic University can earn a Certificate in Health Administration by taking four courses listed in the chart below.

Graduate student must first apply as a non-degree seeking student and register for course(s) during the appropriate dates assigned by the registrar's office. Student should contact a graduate academic advisor for assistance. *Note: if a student chooses the certificate option, the courses used to earn the certificate cannot later be counted toward a Master of Health Administration degree.

College of Business
101 Fleming West (Bldg. 23)
777 Glades Road
Boca Raton, FL, 33431

FAU
STUDENT ACADEMIC SERVICES
College of Business
Florida Atlantic University

Phone: 561-297-2545
Fax: 561-297-1315
Email: cobgradadvising@fau.edu



*Note: If a student chooses the Health Administration Certificate option, the courses used to earn the Certificate cannot later be counted toward a Master of Health Administration degree.

G. STRENGTHS AND OPPORTUNITIES

G.1. Strengths

1. Strong health community relationships.

Some faculty members have significant industry experience to enhance provider relationships and identify potential adjunct faculty. This creates opportunities to create new internship sites by utilizing contacts with the various hospitals and medical group practices.

2. Student diversity

We have a diverse student body that allows us to attract members of various ethnic, religious, and cultural groups to strengthen the program.

3. Faculty with diverse areas of expertise

Our program includes faculty in almost all of the important areas of health care administration. Moreover, located within the CoB both undergraduate and graduate programs are covered because multiple courses can be offered to students.

4. Career Center dedicated to supporting students' interest and mentorship

The CoB has a career advisor embedded in the Career Center Services that is dedicated to help students in career placement and internships. Several healthcare career events are organized throughout the semester in conjunction with healthcare providers in the community for networking, internships, and job opportunities.

5. Strong relationships with the MBA, Executive MBA program and the MPA programs

There is a growing number of MBA, Executive MBA, and MPA students who are seeking the Certificate in Health Administration (12 credits). Some of these candidates are health care professionals, but most are those seeking to get some education in the Health Care area. Some of these students have desired to do both the MBA and MHA degrees.

6. Robust MHA Course Offerings

In the past because of limited offerings, MHA students took 5 to 6 semesters to complete their degrees. Currently, students can complete the MHA in 3 or 4 semesters instead of 5 to 6.

7. Strong Relationships with the College of Nursing

We have a strong relationship with the Master of Science in Nursing Administration and Financial Leadership. Several master's degree students and some doctoral nurse candidates take several our courses primarily, HSA 6103 Introduction to Health Care Systems and HSA 6175 Healthcare Finance, as well as our electives. Hence, we can offer several courses every semester, making it easier for our students to enroll and to complete their degree earlier.

8. Strong Connection with Health Care Professional Groups

We are a member of the American College of Healthcare Executives (ACHE) - Higher Education Network. We compete in the national ACHE student essay competition and since 2011-2012 have always had undergraduate and graduate teams in the South Florida Future Healthcare Executive Case Competition. This allows our students to interact with health care leaders and peers from other graduate programs.

We also encourage our students to join the following organizations:

1. ACHE, American College of Healthcare Executives
2. MGMA, Medical Group Management Association
3. HFMA, Healthcare Financial Management Association
4. APHA, American Public Health Association
5. ACMPE, American College of Medical Practice Executives

9. Distance Learning

Both BHS and MHA programs offer a significant number of courses online. These courses are generally full within a week. Almost the entire BHS degree program can be taken online via offerings through the OBBA (Online Bachelor's in Business Administration) program.

10. Academic Service-Learning

The Health Practicum (BHS) and Health Internship (MHA) both are designated Academic Service-Learning courses. This designation is very important as the time and effort of our student's contributions to the health care community are recognized on their transcripts.

G.2. Opportunities

1. Enhanced curriculum.

Although there have been on-going discussions about the curriculum and minor changes have been implemented, the undergraduate and graduate curriculum has not undergone a complete revision. Possible considerations for review include the following.

BHS Degree

- Add a course in reimbursement/insurance or revise the existing Managed Care course to incorporate these topics.
- Begin offering the Practice Management course, which on the books, and revise it to meet current issues in medical practices since as medical practice management is an excellent and growing career path.

- Develop and begin offering a BHS to MHA track. This will provide qualified students with incentives to complete graduate studies and be better prepared for a leadership career.
- Review all courses for relevancy and current content.

MHA (traditional)

- Add Health Economics to the curriculum.
- Add new electives including Healthcare IT, Practice Management, Big Data, Managerial Epidemiology
- Add Healthcare Quality Management
- Add Healthcare Reimbursement/Insurance
- Create a dual MHA/Healthcare Information Technology track

MHA (Executive)

- Revise the curriculum to include a second higher level managerial finance course and build Reimbursement/Insurance into the existing HC Finance course.
- Restrict entry to the program to those with 4 years of industry experience as it was originally established.

2. Create a new specialized career path training to address changes occurring within the industry.

    - Medical group practice management
    - Ambulatory surgical center management
    - Long-term care management
    - Health care IT.

3. Enhanced marketing of all degrees in health administration

    - More funding is needed to market the BHS and the traditional MHA

4. Create a doctoral specialization within the Executive Ph.D.

There are continuous inquiries for a doctoral level program. The basic program already exists, and it would only require creating healthcare courses

5. Align the traditional MHA and Executive MHA structure so they do not compete for students but fill different needs.

H. WEAKNESSES AND THREATS

H.1. Weaknesses

1. Lack of the Commission on Accreditation of Healthcare Management Education (CAHME)

While the program is AACSB accredited, CAHME accreditation would provide further assurance that the program reflects changes in knowledge and practice.

2. Program is more like a Department within a Department

As the Health Administration program continues to grow, the program might be better served if it was a full functioning department with clear-cut budget and lines of authority. While relationships between the Chair of Management and the Director of Health Administration are solid and good, sometimes health administration faculty try to go around the Director to the Chair. This can result in strained relationships.

Even though we have all academic formats available for students both undergraduate and graduate, there is a lack of synergy and program identity. This could be addressed if all HSA programs are integrated and developed into an academic unit that students can engage and embrace. Such an academic unit will bring together a critical mass of students that will become energized about their academic and professional career path. This approach would also enhance the commitment of faculty and their future recruitment.

3. Internal competition for graduate students in the traditional MHA and the Executive MHA

The Executive MHA waives the standardized test requirement for admission. This creates an internal competition for graduate students in the traditional MHA and the Executive MHA. We believe the Executive MHA should continue to restrict entry to the program to those with 4 years of industry experience as it was originally established.

4. Lack of Health Informatics at the Graduate Level

With the increasing popularity and necessity for electronic health records (EHR), there is a great need to have a graduate course(s) in Health Informatics. One of our new hires has a background in health informatics and has started teaching health informatics as a special course at the undergraduate level, but this course is needed at the graduate level.

5. Funded Research is Low

Our faculty have been active in scholarly research and creative activities, but there is very little funded research. While there have been more faculty participating in funding research recently and the CoB made significant effort to incorporate funded research into promotion and tenure, research is not bringing revenue into the program as it could be. There has been a new Associate Dean for Research and External Relations position created in the CoB. Hopefully, we expect this will create incentives for the faculty to seek more research money.

6. Paucity of Scholarships

While being housed in the College of Business has created scholarship opportunities for our students, unique scholarships solely for health administration students could be greatly increased.

H.2. Threats

1. Competition with the Bachelor of Health Sciences at the FAU College of Science

Since the start of the Bachelor of Arts in Health Science in 2017 by the College of Science, there has been a decrease in enrollment in our program and an exponential increase in enrollment in the College of Science program. This threatens enrollment in our program. A rational explanation might the fact that admission requirements, which we think should stay for our program, are more stringent in our program.

2. Competition from colleges outside FAU

There are relatively low barriers to offer health administration courses and/or programs, especially at the undergraduate level. There are a few for-profit colleges that are offering health administration and/or health services courses in our area. These programs are attracting students who otherwise would come to our program.

3. Rising Cost of Education

As everyone knows the cost of education has been rising significantly in the past several years. The risk-reward ratio of higher education at universities today is being questioned by students and their families and if jobs are not available, students may consider other options and/or majors.

4. Proliferation of Open-Admissions to MHA online programs

Several graduate programs in health administration have open admissions, where no standardized testing is required. Several students may not test well in standardized tests, and/or do not desire to take these tests. Requiring standardized tests such as the GRE or GMAT reduces the number of applicants in the traditional MHA.

I. FUTURE DIRECTIONS

1. Increase the amount of scholarships available for both the BHS and MHA students.
2. Encourage involvement of more faculty in learning newer teaching technologies.
3. Continued recruitment of qualified faculty with terminal degrees
4. Health Administration program becoming a separate department.

Questions for the Review Team: We thank you for your review and would ask you to consider a few questions relevant to some of the challenges that we have identified in the self-study report.

1. How does the review team perceive the current curriculum and what are your recommendations?
2. Our program is in the College of Business. Often, the metrics used to evaluate departments and units in College of Businesses do not apply to healthcare administration units, which tend to be in health-related colleges. What are some of the strategies that you have used in your institution to improve ranking and visibility?
3. What are some of the strategies that you have used in your institution to improve student performance in quantitative methods without increasing the number of courses?
4. What are some of the strategies that you have used in your institution to generate revenue for your units?
5. The College and University have a reasonably strong student profile of diversity. What strategies could be implemented to increase diversity among faculty and staff?
6. What are your reflections about the lasting impact of the pandemic on courses delivery? All of our courses are currently offered online or in hybrid modes. When the pandemic is over, how should we configure the ratio of online/hybrid/traditional modalities?

APPENDICES

Appendix 1: Bachelor of Health Services (BHS) Program Peers

1) **University of Central Florida Bachelor of Health Services Administration**

Bachelor of Health Services Administration (B.S.)

College of Community Innovation and Education

Department of Health Management and Informatics

Dr. Phillips Academic Commons (DPAC) - UCF Downtown, 401

407-823-2359

hsainfo@ucf.edu

Undergraduate Program Director: Dr. Mark Bush

mark.bush@ucf.edu

This program is currently available online and in the classroom. Students who choose to take online courses are urged to complete either CGS 2100C or CGS 1060C prior to enrolling in online-based courses. After enrolling in online courses, students should visit http://learn.ucf.edu. Students must complete all University-wide graduation requirements (general education, foreign language, Gordon Rule, etc.), some of which are rarely online. Prerequisite courses are rarely offered online. For more information, see http://distrib.ucf.edu/home. Students in this major are required to have an overall GPA or 2.5 or better upon graduation. Although a minimum overall GPA of 2.5 is needed for the program, students should plan to maintain a higher GPA to be competitive for graduate programs in Health Services Administration as those programs require a GPA of at least 3.0 for admission.

Health Services Administration (B.S.) may be completed fully online except for internship, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

Degree Requirements

Students who change degree programs and select this major must adopt the most current catalog

Students should complete the General Education Program and the Common Program Prerequisites before transferring within the Florida College System or State University System.

Students should consult with a departmental advisor prior to first semester of enrollment.

The courses designated in sections 1 and 2 below may be taken at a Florida College System institution, and should usually be completed in the first 60 hours

UCF Residency Requirement: 30 hours

HSA Residency Requirement: Students must complete at least 42 credit hours of the core requirements at UCF in the department of Health Management and Informatics.

Students must achieve at least 2.5 overall GPA for graduation.

Satisfactory completion of HSA 4850 - Health Services Administration Internship

General Education Program (GEP) (36 Credit Hours)

Communication Foundations (9 Credit Hours)

Cultural and Historical Foundations (9 Credit Hours)

Mathematical Foundations (6 Credit Hours)

Select One: (3 Credit Hours)

CGS 1060C - Introduction to Computers Credit Hours: 3 (Required)

CGS 2100C - Computer Fundamentals for Business Credit Hours: 3 (Required)

Social Foundations (6 Credit Hours)

ECO 2023 - Principles of Microeconomics Credit Hours: 3 (Required)

Science Foundations (6 Credit Hours)

Common Program Prerequisites (CPP) (9 Credit Hours)

Students must earn a “C” (2.0) or better in each Common Program Prerequisite

See “Common Prerequisites” in the Transfer and Transitions Services section for more information.

ECO 2023 - Principles of Microeconomics Credit Hours: 3 (GEP)

ACG 2071 - Principles of Managerial Accounting Credit Hours: 3

ACG 2021 - Principles of Financial Accounting Credit Hours: 3

STA 2023 - Statistical Methods I Credit Hours: 3

Select One:

CGS 2100C - Computer Fundamentals for Business Credit Hours: 3 (GEP)

CGS 1060C - Introduction to Computers Credit Hours: 3 (GEP)

Core Requirements: Basic Level

None

Core Requirements: Advanced Level (48 Credit Hours)

Students must earn a “C” (2.0) or better in each Core Requirement

1 Course must be completed no more than one semester prior to HSA 4850.

HSA 3104 - Health Services Administration Cornerstone Credit Hours: 3

HSA 3111 - U.S. Health Care Systems Credit Hours: 3

HSA 3170 - Health Care Finance Credit Hours: 3

HSA 3222 - Long Term Care and Administration Credit Hours: 3

HSA 3430 - Health Care Economics Credit Hours: 3

HSA 4109 - Principles of Healthcare Reimbursement, Insurance, and Managed Care Plans Credit Hours: 3

HSC 4201 - Community Health Credit Hours: 3

HSA 4180 - Organization & Management for Health Agencies I Credit Hours: 3

HIM 4508C - Quality Management Credit Hours: 3

HSC 3537 - Medical Terminology Credit Hours: 3

HSC 4500 - Epidemiology Credit Hours: 3

HSC 4652 - Health Law and Ethics Credit Hours: 3

HSA 4184 - Organization & Management for Health Agencies II Credit Hours: 3

HSA 4191 - Fundamentals of Health Information Technology Credit Hours: 3

HSA 4853 - Internship Orientation Credit Hours: 0 1

HSA 4850 - Health Services Administration Internship Credit Hours: VAR

Select one:

HSA 4702 - Health Sciences Research Methods Credit Hours: 3

HSA 4003 - The Patient Experience from an Administrator’s Perspective Credit Hours: 3

Capstone Requirements (3 Credit Hours)

HSA 4939 - Health Services Administration Capstone Credit Hours: 3

Electives

Students are encouraged to select with their advisor additional Health Service Administration courses as electives or other courses that will enhance their background in the health care industry. These may be used to build minors and certificates offered by the University. Examples include: Health Informatics and Information Management, Health Sciences, Aging Studies, Public Administration, and Business.

Foreign Language Requirements

Admissions

Two years of one foreign language in high school, or one year of one foreign language in college (or equivalent proficiency exam) prior to graduation.

Graduation

Students who transfer with an AA degree from a Florida College System institution and will be pursuing a BS degree must meet the University foreign language admission requirements for graduation.

Required Minors

None

Departmental Exit Requirements

Students earn an overall GPA of at least 2.5 for all coursework.

University Minimum Exit Requirements

A 2.0 UCF GPA

48 semester hours of upper division credit completed

60 semester hours earned after CLEP awarded

30 of the last 39 hours of course work must be completed in residency at UCF.

A maximum of 45 hours of extension, correspondence, CLEP, Credit by Exam, and Armed Forces credits permitted.

Complete the General Education Program, the Gordon Rule, and nine hours of Summer credit.

Total Undergraduate Credit Hours Required: 120

Additional Information

Honors In Major

Interested students should consult with a faculty advisor.

Related Programs

Public Administration (B.A. or B.S.)

Health Informatics and Information Management (B.S.)

Certificates

Aging Studies Certificate

Related Minors

Aging Studies Minor

Health Informatics and Information Management Minor

Health Sciences Minor

Public Administration Minor

Advising Notes

Students are urged to have access to a personal computer, modem, and appropriate software to interact with the University and professors.

A variety of internship opportunities is available for HSA majors all over the country. Students do not have to reside in Central Florida to complete the internship but must meet Eligibility Requirements.

Students will be referred to a faculty member for the purpose of career advising.

Acceptable Substitutes for Transfer Courses

None

Plan of Study

Freshman Year - Fall (15 Credit Hours)

1 Suggested Introductory Elective

ENC 1101 - Composition I Credit Hours: 3

HSA 2117 - Civic Engagement in the US Healthcare System Credit Hours: 3 [1]

MAC 1105C - College Algebra Credit Hours: 3

Free Elective Credit Hours: 3

GEP Social Credit Hours: 3

Freshman Year - Spring (12 Credit Hours)

ENC 1102 - Composition II Credit Hours: 3

GEP Communication Credit Hours: 3

GEP Science Credit Hours: 3

GEP Cultural Credit Hours: 3

Sophomore Year - Fall (15 Credit Hours)

ECO 2023 - Principles of Microeconomics Credit Hours: 3

GEP Science Credit Hours: 3

CGS 2100C - Computer Fundamentals for Business Credit Hours: 3

ACG 2021 - Principles of Financial Accounting Credit Hours: 3

GEP Historical Credit Hours: 3

Sophomore Year - Spring (12 Credit Hours)

ACG 2071 - Principles of Managerial Accounting Credit Hours: 3

STA 2023 - Statistical Methods I Credit Hours: 3

Free Elective Credit Hours: 3

GEP Historical Credit Hours: 3

Sophomore Year - Summer (8 Credit Hours)

1 If not satisfied in high school

Select One: (3 Credit Hours)

Free Elective Credit Hours: 3

Foreign Language Credit Hours: 4 [1]

Select One: (3 Credit Hours)

Free Elective Credit Hours: 3

Foreign Language Credit Hours: 4 [1]

Junior Year - Fall (15 Credit Hours)

1 Must be taken in First Semester in the Major

HSA 3104 - Health Services Administration Cornerstone Credit Hours: 3 [1]

HSA 3111 - U.S. Health Care Systems Credit Hours: 3

HSC 3537 - Medical Terminology Credit Hours: 3

HSC 4201 - Community Health Credit Hours: 3

HSA 3222 - Long Term Care and Administration Credit Hours: 3

Junior Year - Spring (15 Credit Hours)

HSA 3170 - Health Care Finance Credit Hours: 3

HSC 4500 - Epidemiology Credit Hours: 3

HSA 4180 - Organization & Management for Health Agencies I Credit Hours: 3

HSA 4191 - Fundamentals of Health Information Technology Credit Hours: 3

Elective / Minor Credit Hours: 3

Senior Year - Fall (15 Credit Hours)

HSA 3430 - Health Care Economics Credit Hours: 3

HSA 4184 - Organization & Management for Health Agencies II Credit Hours: 3

HIM 4508C - Quality Management Credit Hours: 3

Free Elective Credit Hours: 3

HSA 4853 - Internship Orientation Credit Hours: 0

Select one:

HSA 4702 - Health Sciences Research Methods Credit Hours: 3 or

HSA 4003 - The Patient Experience from an Administrator's Perspective Credit Hours: 3

Senior Year - Spring (15 Credit Hours)

HSA 4109 - Principles of Healthcare Reimbursement, Insurance, and Managed Care Plans Credit Hours: 3

HSC 4652 - Health Law and Ethics Credit Hours: 3

HSA 4939 - Health Services Administration Capstone Credit Hours: 3

HSA 4850 - Health Services Administration Internship Credit Hours: 3

Elective / Minor Credit Hours: 3

2) Florida International University Bachelor of Health Services Administration

Bachelor of Health Services Administration (BHSA)

FIU Health Services Administration at the Nicole Wertheim College of Nursing & Health Sciences emphasizes ethical change management, interprofessional collaboration, leadership, informatics and communication so these professionals can manage and shape policy in a fast-changing, fast-paced technological environment.

This accredited **Bachelor of Health Services Administration (BHSA)** degree program qualifies graduates for entry-level management positions in a variety of health-related organizations. It also prepares them for graduate studies in health service administration or other related health sciences programs.

The **60-credit, upper-level curriculum** underscores systems engineering and financial management of health organizations, health services research, economics, politics and legal aspects of health systems, and program planning and evaluation.

The program can be completed part-time or full-time.

Admission Requirements

Students seeking admission into the upper division of the FIU Bachelor of Health Services Administration (BHSA) program must meet the following minimum requirements.

1. **Completed 60 hours of course work** – OR – completed the **Associate in Arts (AA)** degree or its equivalent – at an accredited college or university.
2. Satisfied the **general University requirements** for admission, including the University's Core Curriculum requirements.
3. Met the **University's lower division requirements**.

4. **Complete the following BHSA prerequisite** courses** as part of their 60 credit-hours of lower-division course work and **achieve a minimum "C" required grade** in any one course for the following required prerequisites:

Course #	Course Title	Course Prerequisites
ECO 2023	Principles of Microeconomics	None
ACG 2021	Accounting for Decisions	ECO 2023
ACG 3301	Accounting for Planning and Control	ACG 2021 or equivalent
CGS 2060	Introduction to Microcomputers	None
STA 2122 or STA 3111 or STA 3145 or STA 2023	Introduction to Statistics I or Statistic I or Statistics for the Health Professions or Statistics for Business and Economics	High School Algebra

5. **NOTE: Applicants can be in the process of completing the prerequisites when applying to the program; however, all admitted students must complete all prerequisites before taking BHSA courses.
6. Have achieved a **minimum overall 2.5 GPA** or higher.
7. **Recommended for admission** by the Admissions Committee.

Curriculum

A total of 120 credit hours are required for the Bachelor of Health Services Administration. Students must complete 60 credit hours of lower division University Core Curriculum (including pre-requisite courses) and 60 credit hours of upper division coursework that consists of foundation courses, core courses, integrative courses and electives.

Foundation Courses:

Foundation courses are pre-requisites to core courses. Student must earn a “C” or higher to count towards the online BHSA degree (18 credit hours):

Introduction to Health Services Systems HSA 3111
Students examine the history and current functions of health and social services delivery systems in the United States. Focus is on the components, their interaction, and internal/external controls.

Leadership and Management for Health Professionals HSA 3180
This course introduces students to an overview of the basics of leadership and management with an emphasis on the roles, functions, and skills necessary in the changing health care environment.
Prerequisites: ECO 2023, ACG 2021, CGS 2060, STA 2023 or STA3145 or department consent

Values, Ethics, and Conflict Resolution in Health and Urban Affairs HSA 4431
Explores individual and organizational values, related values, related theories, ethical

systems and their influence on behavior of individuals in government agencies, law enforcement, and health care professions.

Cultural Competency in Health Sciences HSA 3412C
Focus on selected systems of beliefs and values of cultural groups to develop cultural competence to minimize barriers in healthcare.
Prerequisite or co-requisite HSA 3111

Communication Theory and Practice for Health Professions HSC 3661
Theory and practice of effective communication for health care professionals. Emphasis on communication between healthcare provider-client; provider-provider; provider-family.
Prerequisite or Co-requisite: HSA 3111

Students must choose one of the 3 courses below:

- **Professional and Technical Writing** ENC 3213
- **Business and Professional Communication** COM 3110
- **Communication Skills for Policy and Management** PAD 3438

Core Courses:

Students must complete the Core courses with a "C" or higher (15 credit hours):

Quality and Evidence-Based Healthcare Services HSA 4700
This course incorporates basic research methods, processes, and models in analyzing research studies and incorporating current quality standards and evidence-based protocols into healthcare.
Prerequisites: HSA 3111, HSA 3180, ENC 3213 or COM 3110 or PAD3438

Communication and Information Technology for Healthcare Professionals HSA 4190
This online course assists the student in developing information and communication skills using the Internet. It demonstrates the use of technology in clinical practice, research and education.
Prerequisites: HSA 3180, HSC 3661

Healthcare Financial Management HSA 4170
This course is an introduction to economics and financial management in diverse healthcare organizations.
Prerequisites: HSA 3111, HSA 3180

Healthcare Organizational Behavior and Resource Management HSA 4110
This course is an analysis of organizational behavior and resource management, and the implications for leadership and management of healthcare systems.
Prerequisites: HSA 3111, HSA 3180

Legal Aspects of Healthcare HSA 4421
Corporate structure and legal liabilities of health care institutions and professionals is studied from a local, state, and federal regulatory position.
Prerequisites: HSA 3111, HSA 3180, ENC 3213 or COM 3110 or PAD 3438

Integrative Courses:

Students must complete the Integrative courses with a "C" or higher (12 credit hours):

Program Planning and Evaluation HSA 4140
Basic concepts of planning and evaluation as the fundamental tools of program design and development are examined.
Prerequisites: HSA 4421, HSA 4700

Global Healthcare Systems and Policy HSA 4150
Develop basic knowledge of Global healthcare systems and policies including healthcare outcomes, evidence-based practices, sociopolitical systems, and roles of various healthcare providers.
Prerequisites: HSA 3412C, HSA 4431, HSA 4421, HSA 4700

Healthcare Quality Management HSA 4192
Develop and evaluate healthcare quality management techniques including work systems, job analysis, space utilization, inventory control, and operations management.
Prerequisites/Co-requisites: HSA 4700, HSA 4190, HSA 4170, HSA 4110, and HSA 4421

Global Issues and Trends in Healthcare HSA 4113
Developing issues and trends involving global healthcare systems are analyzed to determine their impact on service, delivery, financing, quality measures, evidence-based practice, and accessibility.
Prerequisites: HSA 4431, HSA 3412C, HSC 3661, HSA 4170, HSA 4110, HSA4421, or department consent

Elective Courses

Students must earn a "C" or higher to count towards the BHSA degree. Students are encouraged to consult with their advisor for a list of approved electives. Below are suggested 3000-4000 level electives (15 credit hours)

- Introduction to Information Systems CGS 3300
- Organizational Communication COM 3120
- Managerial Communication COM 3135
- Nonverbal Communication COM 3404
- Organizational Change COM 4124
- International Business Communication COM 4430
- Conflict Management COM 4462
- Political Communication COM 4510
- Communication on Ethics COM 4620
- Psychology of Adolescence DEP 3305
- Psychology of Aging DEP 4464

- Personal Financial Management FIN 3140
- Medical Terminology HSC 3537
- Fundamentals of Pathology HSC 4553
- Clinical Physiology for Health Professionals HSC 3549
- Organization & Management MAN 3025
- Managing Diversity MAN 4102
- Marketing Management MAR 3023
- Communication Theory SPC 3210
- Interpersonal Communication SPC 3301
- Small Group Communication SPC 3425
- Gender and Communication SPC 3711
- Communication for Effective Leadership SPC 4445

3) University of North Florida Bachelor of Health Sciences

Bachelor of Health Administration Undergraduate Program

The Department of Health Administration offers an undergraduate program culminating in a Bachelor of Health Administration (BHA) degree. This degree is designed to prepare graduates for entry-level administrative positions in hospitals, clinics, nursing homes, mental health organizations, insurance companies, public agencies and many other types of health care organizations. It also serves to help enhance careers of students already working in the health services industry.

The primary goal of the BHA program is to provide students with the entry skills needed by health administrators and management professionals. Students interested in long term care management may select course work and an internship that will allow them to qualify to take the Florida Nursing Home Administrator's licensing examination. An opportunity to pursue other special interests is provided with selection of 9-12 hours of elective course work.

Prerequisites (15 credits)

Must be completed with a grade of "C" or higher

ACG2021 Prin of Financial Accounting (3 Credits)

ACGX021, ACGX024 or ACGX001 and ACGX011 are acceptable substitutes for ACG2021.Prerequisite: MAC1105

ACG2071 Prin Managerial Accounting (3 Credits)

ACGX071 and ACGX301 are acceptable substitutes for ACG2071. Prerequisites: MAC1105, ACG2021

ECO2023 Principles of Microeconomics (3 Credits)

STA2023 (GM) Elem Statistics-Business (3 Credits)

STAX023 is an acceptable substitute for STA2023. Prerequisite: MAC1105

SELECT ONE COMPUTER APPLICATIONS COURSE

CGSX061, CGSX100 and ISMX000 are acceptable substitutes for the CGS requirement. Recommend CGS 1100 or CGS 1570

Requisites

Must be completed with a grade of "C" or higher.

HSA2530 The Language of Healthcare (3 Credits)

Major Requirements (42 credits)

Must be completed with a grade of "C" or higher

HSA3101 Intro to Health Administration

HSA4111 U.S. Health Care System (3 Credits)

HSA3522 Managerial Epidemiology (3 Credits)

HSA4553 Health Law and Ethics (3 Credits)

HSA4170 Health Care Finance (3 Credits)

Prerequisite: ACG2021, ACG2071, ECO2023, HSA3111 & HSA4111 effective summer 2019

HSA3430 Health Economics/Quant Analysis (3 Credits)

Prerequisites: STA2023, ECO2023

HSA3210 Long Term Care Administration (3 Credits)

HSA4150 Introduction to Health Policy (3 Credits)

Prerequisites: HSA3111, HSA4111 effective summer 2019

HSA3191 Health Information Systems I (3 Credits)

HSA3340 Healthcare Human Resources (3 Credits)

HSA3383 Quality Management Healthcare (3 Credits)

HSA3160 Health Care Marketing (3 Credits)

HSA4004 Professional Skills Dev (3 Credits)

Prerequisite: HSA4170
Co-requisite: HSA4922

HSA4922 Capstone: Health Admin (3 Credits)

Prerequisites: ACG2021, ACG2071, ECO2023 , STA2023, CGS1100, HSA4170

Co-requisite: HSA4004
Must be completed the semester prior to Internship

Internships (6 credits)

Must be completed with a grade of "C" of higher.

- HSA4850 must be completed in the last academic semester of enrollment.
- All program pre-requisites and major requirements must be completed prior to start of the Internship.
- Up to two major elective courses may be taken with the internship. You must petition to take coursework with the Internship.
- Students wishing to qualify for the HSA4941 Long Term Care Administration Internship must complete the concentration in Aging Services. See a Brooks College of Health advisor to add the concentration.

HSA4850 Health Administration Internship (6 Credits)

Prerequisites: ACG2021, ACG2071, ECO2023, STA2023, CGS1100, HSA4170, and HSA4004. 360 hours required

Major Electives (12 credits)

Must be completed with a grade of "C" or higher.

- Students completing the 6-semester hour Health Administration Internship (HSA 4850) must take 12 semester hours of elective (total 4 courses). Up to 2 electives can be taken while interning.
- Students applying for the 9-semester hour Long Term Care Internship must complete the Aging Services concentration instead of the major electives. Required courses are
- GEY3503 Assisted Living Administration (starting spring 2019, offered in Fall semester only)
- GEY3660 Aging Policy and Politics (starting spring 2019, offered in Spring semester only)
- GEY3004 Aging in America (starting spring 2019, offered in Summer semester only)
  See a Brooks College of Health advisor to add the concentration.

SELECT 4 COURSES FROM THE FOLLOWING:

Elective options

- HSA3514 Essentials of Practice Management
- GEY, HSA, HSC, or MAN courses at the 3000/4000 level
- Other upper level (3000/4000) courses with approval of the program director.

4) University of Florida Bachelor of Health Sciences (BHS)

The Health Science program leading to the Bachelor of Health Science (BHS) degree includes didactic and experiential activities for students to learn the foundation skills necessary for success in the dynamic health environment.

The program has two major goals: to teach foundational skills to students whose career goal is to work in health care, particularly for those who want to become health care providers, and to teach foundational skills to students who want to work with individuals, groups or communities who face social, economic or health challenges. In addition, interested students have the opportunity to explore a combination-degree program in public health.

COURSE SEQUENCE

While all specializations are designed for students interested in health care, students should select the specialization that most closely approximates their career plans and overall academic performance. Included in specific tracks are typical prerequisites for UF graduate and professional programs.

All course specializations in the health science program require a minimum 3.0 overall and prerequisite GPA for admission at the junior level.

Each specialization incorporates general education math and writing requirements and health science prerequisites. All specializations accept AP, IB, or AICE credit for any prerequisite course. Students must earn a minimum of C in any BHS prerequisite course that is not satisfied by AP/IB/AICE credit. NOTE: While students can use AP/IB/AICE credit to satisfy BHS prerequisites, students should be aware that graduate/professional programs may not accept AP/IB/AICE credits in lieu of letter grades for their respective prerequisites. Students should consult a college advisor if they need assistance or have questions about a specific course schedule.

GENERAL HEALTH SCIENCE

The general specialization is designed to accommodate students interested in diverse health care fields (e.g., health administration, nursing, clinical psychology). To be on-track for the junior year, students must meet the critical-tracking criteria listed below, beginning with the first fall or spring term. To be considered for admission at the junior level, students must:

- Remain on track each fall and spring term, for a total of four semesters.
- Complete the following prerequisites or equivalents by the end of the fourth semester:

Course	Title	Credits
BSC 2005	Biological Sciences	3

or BSC 2010	Integrated Principles of Biology	1
PSY 2012	General Psychology	3
STA 2023	Introduction to Statistics 1	3
CLP 3144	Abnormal Psychology	3
or DEP 3053	Developmental Psychology	
APK 2105C	Applied Human Physiology	4
ENC 3453	Writing in the Health Professions	3
or ENC 2210	Technical Writing	

Curriculum

Emphasis is on four aspects of research: understanding research principles, evaluating journal articles, applying research findings to clinical settings and designing programmatic evaluation projects.

HSA 3111 U.S. Health Care System

Credits: 3; Prereq: APK 2105C, and BSC 2007 or BSC 2009 or BSC 2010, and PSY 2012 and STA 2023; health science or communication sciences and disorders majors or health science minor.

HSC 3192 Alternative Health Care, Credits: 3.

HSC 3502 Survey of Diseases and Disability, Credits: 3.

HSC 3661 Therapeutic Communication Skills with Patients, Families and the Health Care Team, Credits: 2; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only; Coreq: RCS 4415L.

HSC 3801 Clinical Observation / Health Care Volunteer Work. Credits: 1 to 4; Prereq: health science majors only and department permission.

HSC 4184 Health Care Leadership - Skills and Styles, Credits: 3; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only.

HSC 4558 Survey of Diseases and Disabilities 2, Credits: 3; Prereq: HSC 3502; health science or communication sciences and disorders majors or health science minor.

HSC 4608L Critical Thinking in Health Care, Credits: 4; Prereq: HSA 3111, HSC 3502, HSC 4558, HSC 3661 and health science majors only.

HSC 4652L Ethical and Legal Issues in the Health Professions, Credits: 3; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only.

HSC 4930 Special Topics, Credits: 1 to 4.

OTH 3416 Pathophysiology, Credits: 3; Prereq: APK 2105, HSA 3111, HSC 3502, and health science majors/minors only or instructor permission.

PHC 2100 Introduction to Public Health, Credits: 3.

Overview of public health as a multifaceted field. Includes discussion of contemporary public health challenges with input from discipline experts.

PHC 3440 Global Public Health

Credits: 3; Prereq: HSC 3502 and PHC 4101.

PHC 4024 Applied Epidemiology, Credits: 3; Prereq: HSC 3057, HSC 3502, HSC 4558, PHC 4101 and health science majors only.

PHC 4101 Public Health Concepts, Credits: 3; Prereq: APK 2105C, and BSC 2007 or BSC 2009 or BSC 2010, and PSY 2012 and STA 2023; health science majors/minors only and department permission.

PHC 4117 Public Health Management Leadership, Credits: 3; Prereq: HSA 3111, HSC 3502, HSC 4558, PHC 4101 and health science majors only.

PHC 4943 Service-Learning Practicum 1, Credits: 3; Prereq: HSC 3502, HSC 4558 and PHC 4101; Coreq: HSC 3661.

Appendix 2: Example of Practicum Affiliation Agreement

AFFILIATION AGREEMENT

THIS AFFILIATION AGREEMENT ("Agreement") is made and entered into as of the later of _____, or the execution of the Agreement by both parties (the "Effective Date") between the Florida Atlantic University Board of Trustees ("School"), and the _____

_____ ("Healthcare Organization").

R E C I T A L S:

School offers to be enrolled students, bachelors and master's degree programs in the field of *Health Administration*.

Healthcare Organization operates clinical and non-clinical health programs.

School desires to provide to its students a healthcare learning experience through the application of knowledge and skills in non-clinical healthcare management activities.

The Healthcare Organization has agreed to undertake training activities and to make its facility available to identified students at School for such purposes.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties hereby agree as follows:

RESPONSIBILITIES OF SCHOOL.

Program. School shall be responsible for the implementation and operation of the academic component of its Health Administration training requirement ("Program") at the Healthcare Organization, which Program shall be approved in advance by the Healthcare Organization. Such responsibilities shall include, but not be limited to, the following:

provision of classroom theory and practical instruction to students prior to their assignments at the Healthcare Organization.

review and approval of assignments for each student and coordination of same with the Healthcare Organization.

continuing oral and written communication with Healthcare Organization regarding student performance and evaluation, absences and assignments of students, and other pertinent information.

performance of such other duties as may from time to time be agreed to between School and the Healthcare Organization.

All students at School participating in the Program while on the Healthcare Organization's premises ("Program Participants") shall be accountable to the Healthcare Organization supervisor.

Dress Code; Meals. School shall require the students assigned to the Healthcare Organization to dress in accordance with dress and personal appearance standards adopted by the Healthcare Organization. All Program Participants shall pay for their own meals at the Healthcare Organization.

Performance of Services. All faculty provided by School shall be duly licensed, certified or otherwise qualified to participate in the Program. School shall require all Program Participants to perform their duties and services hereunder in accordance with all relevant local, state, and federal laws and comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of the Healthcare Organization and any rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of the Healthcare Organization or the performance of services therein.

RESPONSIBILITIES OF THE HEALTHCARE ORGANIZATION.

Prior to a student's first assignment at the Healthcare Organization, the assignment of a School employee, agent or representative to work at the Healthcare Organization or the first date of service (after the Effective Date) of a faculty member at the Healthcare Organization, Healthcare Organization may at its discretion require that the individual attend training regarding the Healthcare Organization's information privacy policies and practices.

The Healthcare Organization shall accept the student Program Participants assigned to the Program by School and shall supervise such students while they are on the Healthcare Organization's premises. The Healthcare Organization shall provide learning opportunities and training by allowing such students to observe and assist in various non-clinical management activities of healthcare operations. The Healthcare Organization shall at all times retain ultimate control of the Healthcare Organization and responsibility for patient care.

Upon the request of School, the Healthcare Organization shall assist School in the evaluation of each Program Participant's performance at the Healthcare Organization. However, School shall at all times remain solely responsible for the evaluation and grading of Program Participants.

MUTUAL RESPONSIBILITIES. The parties shall cooperate to fulfill the following mutual responsibilities:

Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Healthcare Organization or School.

Any courtesy appointments to faculty or staff positions by either the School or the Healthcare Organization shall be without entitlement of the individual to compensation or benefits for the appointed party.

WITHDRAWAL OF PROGRAM PARTICIPANTS.

The Healthcare Organization may immediately remove from the premises any Program Participant who poses an immediate threat or danger to personnel or to the quality of medical services or for unprofessional behavior.

The Healthcare Organization may request School to withdraw or dismiss a Program Participant from the Program at the Healthcare Organization when his or her performance is unsatisfactory to the Healthcare Organization or his or her behavior, in the Healthcare Organization's discretion, is disruptive or detrimental to the Healthcare Organization and/or its members, staff or patients. In such event, the Healthcare Organization will immediately notify School, and such Program Participant's participation at the Healthcare Organization shall immediately cease.

INDEPENDENT CONTRACTOR. The parties hereby acknowledge that they are independent contractors, and neither the School nor any of its agents, representatives, students or

employees or Program Participants shall be considered agents, representatives, or employees of the Healthcare Organization. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto. School and Health Organization shall be liable for their own respective debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to the Healthcare Organization for any salaries, insurance or other benefits. The provisions set forth herein shall survive expiration or other termination of this Agreement regardless of the cause of such termination.

NON-DISCRIMINATION. There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, sexual orientation, veteran status, disability or other legally protected classification in either the selection of students, or as to any aspect of the training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the Program.

PATIENT INFORMATION. No Program Participant shall disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the Healthcare Organization in writing, any medical record or other patient information regarding the Healthcare Organization patients, and Program Participant shall be required to comply with all federal and state laws and regulations, and all bylaws, rules, regulations, and policies of the Healthcare Organization and the Healthcare Organization's medical staff, regarding the confidentiality of such information.

8. TERM. The initial term of this Agreement shall commence on the Effective Date and shall continue for a period of three (3) years thereafter.

9. TERMINATION. Either party may terminate this Agreement at any time without cause upon at least thirty (30) days' prior written notice; provided, however that all active Program Participants shall be permitted to complete their Program at the Healthcare Organization for a period not to exceed six (6) months.

10. SEVERABILITY. If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

11. ENTIRE AGREEMENT; MODIFICATION; GOVERNING LAW; COUNTERPARTS; NOTICES; WAIVER; BINDING EFFECT. This Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such

subject matter. This Agreement may not be amended or modified except by mutual written agreement. This Agreement shall be construed in accordance with the laws of the State of Florida. This Agreement may be executed in one or more counterparts, all of which together shall constitute only one Agreement. All notices hereunder shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or upon receipt. A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure. Neither party shall assign or transfer, in whole or in part, this Agreement or any of its rights, duties or obligations under this Agreement without the prior written consent of the other party, and any assignment or transfer without such consent shall be null and void.

HEALTHCARE ORGANIZATION

_____

By: _____

Name: _____

Title: _____

Date: _____

THE FLORIDA ATLANTIC UNIVERSITY

BOARD OF TRUSTEES

By: _____

Name: _____

Title: _____

Date: _____

Appendix 3: Faculty CVs

OMB No. 0925-0001 and 0925-0002 (Rev. 03/2020 Approved Through 02-28-2023)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Pierre K. Alexandre

eRA COMMONS USER NAME (credential, e.g., agency login): kebreau

POSITION TITLE: Associate Professor and Director

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
College of Agronomy – State University of Haiti	B.S.	1986	Agronomy
State University of New York at Syracuse, NY	M.S.	1991	Environmental Science
Florida International University, Miami, FL	Ph.D.	1998	Economics
Harvard School of Public Health, Boston, MA	M.P.H.	2005	Quantitative Methods

A. Personal Statement

My experience in conducting economic evaluation analyses of substance abuse and in conducting secondary data-analyses using large datasets make me highly qualified to serve as Principal Investigator (PI) on the proposed study. My NIH funding experience includes 11 years as a faculty in the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health and 5 years in the Department of Epidemiology at the University of Miami – School of Medicine. I have excellent training in theoretical and applied economics, and quantitative methods with advanced applications in the field of substance use and mental disorders. My research interests include substance use and mental disorders research, health economics, policy and program evaluation, economic impact analysis and cost-effectiveness analysis. I have taught courses in economics of substance use and mental disorders, business statistics, biostatistics, and economic evaluation methods. I was Principal Investigator on RO1 and RO3 grants from the National Institute of Drug Abuse (NIDA), and a KO1 grant from the National Institute on Alcoholism, and Alcohol Abuse (NIAAA). I was also been co-investigator on other grants funded by the national institute on mental Health (NIMM), NIDA, NIAAA, and the Robert Wood Johnson Foundation. Most recently, I have been the economic investigator on two Health Resources and Services Administration (HRSA) grants with the FAU-College of Nursing.

As the Director of the Health Administration Program, my goals are to train graduate and undergraduate students in healthcare administration and research and to develop a strong research agenda that can be competitive in securing external funding. In my five years at FAU, I have hired four new faculty members (2 new assistant professors and two instructors). I have served as the faculty advisor for three cohorts of undergraduate practicum/internships totaling 58 students, has supervised 6 research assistants, and developed independent study courses for 2 graduate students and 1 undergraduate student. I have developed and taught undergraduate courses in health research methods, introduction to healthcare system and introduction to health professions. I also developed and taught graduate courses in health research methods and healthcare policy. I recently submitted a paper for review with a research assistant

student (see publication # 4 below). I look forward to the opportunities that an AREA grant award will afford me to expand my work with students.

I have published several peer-reviewed articles on the economics of substance abuse and mental disorders, more particularly economic evaluations of substance abuse programs. The following four peer-reviewed journal articles, selected from more than 50 peer-reviewed publications, highlight my relevant experience.

1. Fairman, B. Hwang, S., **Alexandre, P**., Gallo, J., Eaton. 2017: "Costs of Substance Use Disorders from Claims Data for Medicare Recipients from a Population-Based Sample" Journal of Substance Abuse Treatment 77: 174-177.
2. **Alexandre, P.,** Beulaygue, I., Bisma, S., **French, M.T**., McCollister, K., Popovici, I. 2012. "The Economic Cost of Substance Abuse Treatment in the State of Florida". *Evaluation Review.* 36(3): 167-185
3. **Alexandre, P.K., M.T.French**, C. Weisner, et al. 2006. "The Effects of Treatment History and Cost on Long-Term Outcomes for Problem Drinkers". *Journal of Addictive Diseases* 25(1): 105–117.
4. **Alexandre, P**., Paz[a], V., Patrick, R. 2020. Prescription Opioid Misuse and Employment: Does the Level of Misuse Matter? (2020). Under Review. *American Journal on Addictions*
   [a] Graduate research assistant

B. Positions and Honors

Positions and Employment

1986 to 1992	Assistant Professor of Natural Resources, College of Agronomy of Haiti, (On leave 89-91).
1987 to 1988	Field Supervisor, Project of Lavisite Park Development, Seguin, Haiti.
1987 to 1989	Field Director, Drinking Water Project of Seguin, Seguin, Haiti.
1990 to 1991	Research Assistant in Biostatistics, State University of NY at Syracuse, NY.
1993 to 1997	Adjunct Professor in Economics, Florida International University, Miami, Florida.
1998 to 1999	Adjunct Professor in Business Statistics, Barry University, Miami, Florida.
1998 to 1999	Adjunct Professor in Business Statistics, Miami Dade Community College, Miami, Florida.
1998 to 1999	Adjunct Professor in Economics, Broward Community College, Fort Lauderdale, Florida.
1995 to 1999	Personal Financial Analyst, Smith Barney & Primerica Life Insurance (The Travelers Group), Miami, Florida
1999 to 2001	Assistant Scientist, School of Medicine, University of Miami, Miami, Florida.
2001 to 2004	Research Assistant Professor of Health Economics, Department of Epidemiology and Public Health, and Health Services Center, School of Medicine, University of Miami, Miami, Fl
2004 to 2009	Assistant Professor of Health Economics, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, Maryland
2010 to 2015	Associate Professor of Health Economics, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, Maryland
2015 to Present	Associate Professor and Director, Health Administration Program - Department of Management Programs, College of Business, Florida Atlantic University, Boca Raton, Florida

Other Experience and Professional Activities

1998-	American Economic Association (AEA), Member
2002-	American Public Health Association (APHA), Member
2002-	international Health Economic Association (iHEA), Member
2002-	Association Haitienne des Economistes (AHE), Member

2004-	Caribbean Economic Association (CEA), Member
2006-	American Society of Health Economists (ASHE), Member
2007- 2014	Scientific Advisory Committee Member – *"ARVs distribution in Ivory Coast: Performance Determinants Study".* Universite Victor Segalen – Bordeaux 2, France, t
2009	Scientific Committee Member, *"international Health Economics Association (iHEA)* Beijing Congress.
2002 – 2004	NIH – National Institute on Drug Abuse (NIDA): Special Emphasis Review Panel
2002 – 2004	NIH - National Eye Institute (NEI): Special Panel Review Section.
2008 – 2012	National Institutes of Health – National Institute on Drug Abuse (NIDA) -Health Services Research Subcommittee (NIDA-F), Temporary Member
2004 – Date	National Institutes of Health (NIH) – Center for Scientific Review: Behavioral and Social Consequences of HIV/AIDS (BSCH) Study Section, Temporary Member
2004 – Date	NIH – Center for Scientific Review: Behavioral and Social Sciences Approaches to Preventing HIV/AIDS (BSPH) Study Section, NIH, Temporary Member
2004 – Date	NIH – Center for Scientific Review: NICHD/AARR F Special Emphasis Panel "Religious Organizations and HIV/AIDS", Temporary member
2006 – Date	Core Faculty – Center for Health Disparities Solution

Honors and Awards

2020	Editorial Board, *Journal of Mental Health Policy and Economics*, Milan, Italy
2015	United States Agency for International Aid (USAID) – Haiti, Research Award to Help the Dept of Agriculture, Damien, Haiti
2003	*Special Guest*: Workshop, Mental Health Economics in Developing Countries – World Health Organization and London School of Economics – London, UK
2003	*Special Guest*: "Twentieth Anniversary – Special Conference Meeting of the Centre for Health Economics". University of York, York, U.K
2003	*Research Methods Award*: Mental Health Policy and Economics Research – Venice, Italy, International Center of Mental Health Policy and Economics
2001	*Guest Lecturer* – Instituto Nacional de Salud Publica – Mexico, D.F., Mexico.
1989 - 1991	*Fulbright Scholar*, Latin-American Scholarship Programs for American Universities

C. Contributions to Science

1. A major contribution of my research to science is the estimation of treatment cost for substance use disorders for state and local governments. Public and private stakeholders of substance use disorder treatment services require economic cost information to guide program evaluations and funding decisions; particularly at the state and local level. For the past 20 years I have conducted rigorous cost assessments of treatment programs for State and local governments; more importantly I participated in the only systematic evaluation of all publicly-funded programs in a US state, conducted for the state of FL. My most recent work in this area is an evaluation of Baltimore city outpatient methadone treatments programs conducted for the Behavioral Health System – Baltimore for the purpose of providing information to unbundle treatment services provided to patients. I conducted similar work for other organizations in Baltimore city, MD; Broward County, FL department of health; Miami-Dade County, FL; and several public and private organizations throughout the US.

a. Alexandre, P.K., Hayes, C.F., Barsky, B.A. 2015. Opioid Treament Cost Analysis in Baltimore. Report submitted to the Behavioral Health System – Baltimore.

b. Alexandre, P.K., Beulaygue, I., Bisma, S., French, M.T., McCollister, K., Popovici, I. 2012. "The Economic Cost of Substance Abuse Treatment in the State of Florida". *Evaluation Review.* 36(3): 167-185.

c. Alexandre, P.K., M.C. Roebuck, M.T. French, and M.A. Barry. 2003. The Cost of Residential Addiction Treatment in Public Housing. *Journal of Substance Abuse Treatment* 24: 285-290

d. Alexandre, P.K., M.T.French, C. Weisner, et al. 2006. "The Effects of Treatment History and Cost on Long-Term Outcomes for Problem Drinkers". *Journal of Addictive Diseases* 25(1): 105–117.

2. A second contribution of my research is the use of advanced econometric methods in evidencing the impacts of substance use and mental health disorders on employment opportunities. My work is published in both in economic and public health journals to bring information to a larger audience. One of my papers received the Award for best Research Methods by the Journal of Mental Health Policy and Economics.

a. Alexandre, P.K. and M.T. French. 2001. "Labor Supply of Poor Residents in Metropolitan Miami, Florida: The Role of Depression and the Co-Morbid Effects of Substance Use". *Journal of Mental Health Policy and Economics* 4: 161-173.

b. Alexandre, P.K., and M.T. French. 2004. "Further Evidence on the Labor Market Effects of Addiction: Chronic Drug Use and Labor Supply in Metropolitan Miami." *Contemporary Economic Policy* 22(3): 382-393

c. French, M.T., M.C. Roebuck, and **P.K. Alexandre**. 2001. "Illicit Drug Use, Employment, and Labor Force Participation." *Southern Economic Journal* 68(2): 349-368.

d. Alexandre, P.K., J. Fede, M. Mullings. 2004. "Gender Differences in the Labor Effects of Serious Mental Illnesses." In *The Economics of Gender and Mental Health*", D. Marquotte et al. (eds.). University of Maryland – Baltimore County, Baltimore, MD.

3. A third contribution to science is the establishing evidence on the disparities of adequacy of health care as well as employment among minorities affected by substance use disorders (double disadvantage). There is a long literature on disparities in health care as well as in the labor markets. But very little is done in the area of "double disadvantage" whereas minorities affected by substance use disorders and mental health problems would face higher levels of disparities compared to minorities not affected by these problems. Another area of disparities literature I significantly contributed is in establishing evidence of disparities in not only health care utilization for minorities but also in the adequacy of health care. The question I answered was not just whether there were disparities in use but rather whether disparities exist in the level of recommended health care use.

a. Alexandre, P.K., S. Martins, P. Richard. 2009. "Disparities in Adequate Mental Health Care for Past-Year Major Depressive Episodes among Caucasian and non-Hispanic Youth". *Psychiatric Services* 60 (Oct): 1365-1371

b. ,Richard, P., Alexandre, P.**,** Anthony, L., Akamigbo, A. 2011. "Racial and Ethnic Disparities in the Quality of Diabetes Care in a Nationally Representative Sample" *Preventing Chronic Disease*. 8(6): A142 (PMCID: 3221581)

c. Alexandre, P.K., P. Richard, A. Beauliere, S. Martins. 2009. "Racial Disparities in Employment Effects of Psychological Distress: A Comparative Study of African- Americans and non-Hispanic Whites". *Social Science Journal* 46*: 201-210* (PMCID : 2779039)

d. Alexandre PK, Younis M, Martins SS, Richard P. 2010. Disparities in Adequate Mental Health Care for Past-Year Major Depressive Episodes among White and Non-White Youth. *Journal of Health Care Finance*, 2010, 36 (3): 57-72

4. Another contribution of my research is the use of my work to developing countries. I used and adapted many aspects of my work to developing countries though collaborative work with other researchers in Mexico, Haiti, Ivory Coast and Uganda.

a. Alexandre, P.K**.,** G. Saint-Jean, and L. Crandall. 2005. "Prenatal Care Use in Haiti: Urban and Rural Differences." *Pan American Journal of Public Health* 18(2): 84 – 92

b. Rely, K; Alexandre, P.K., Anaya, P.; Salinas, G.E. 2011. Cost-Effectiveness of Fluticasone Furoate Compared with Mometasona Furoate for the Primary Treatment of Allergic Rhinitis Patients. *Value in Health,* 14(7): A556

c. Nakimuli-Mpungu, E., Bass, J.K., Alexandre, P.K., Mills, E.J., Musisi, S., Ram, M., Katabira, E., Nachega, J.B. 2011. "Depression, Alcohol Use and Adherence to Antiretroviral Therapy in Sub-Saharan Africa: A Systematic Review." *AIDS Behavior*. 2012 Nov;16(8):2101-18. doi: 10.1007/s10461-011-0087-8.

d. Beaulière, A., Touré, S., Alexandre, P.K., Koné, K., Pouhé, A. et al. 2010. The Financial Burden of Morbidity in HIV-Infected Adults on Antiretroviral Therapy in Côte d'Ivoire. PLoS ONE 5(6) (PMCID: 2887850)

D- Ongoing Research Project (Past 3 years)

Health Resources and Services Administration (HRSA) UK1HP31715
10/2018-9/2022
Caring-based Academic Partnerships in Excellence (CAPE) RNs in Primary Care (P.I.: Dr. Williams)
The innovative educational program that we envision, referred to as the "CAPE Model," has the ultimate aim of creating healthier communities in rural and underserved areas through the education and clinical training of the BSN student in primary care workforce that will be practice ready and willing to serve rural and underserved communities.
Role: Economic Investigator

Completed Research Support (during the last three years)

Health Resources and Services Administration (HRSA) D09HP29975 10/2017 – 09/2019
Caring-based Academic Practice Partnerships (CAPP) to Enhance Nurse Practitioner Readiness & Willingness-to-Practice in Rural and Underserved Communities (P.I.: Dr. Dunphy)
This grant is inspired by the Christine E. Lynn College of Nursing's long-standing commitment to a caring-based framework for nursing education and practice and the college's history of service to the underserved. The CAPP Model has the ultimate aim of creating healthier communities in rural and underserved areas through the education and clinical training of a primary care workforce that will be practice ready and willing to serve rural and underserved communities upon program completion.
Role: Economic Investigator

NINR NR014068
09/28/14-6/30/18
Decision Making at the End of Life: A Mixed Methods Study (P.I.: Joseph Gallo)
That study was part of the ongoing Johns Hopkins Precursors Study involving members of Johns Hopkins School of Medicine classes of 1948 through 1964, who volunteer to keep a running medical chart of their entire lives with detailed annual updates. One of the longest longitudinal studies of aging in the world, this study will use mixed-methods study with the surviving 800 physicians in the Precursors Study to decision making at end of life.
Role: Investigator

Behavioral Health System – Baltimore Inc.
2/14 – 4/15

"Baltimore City Opitate Treatment Cost Analysis"

The goal was to o estimate the treatment program costs as well as the direct labor costs of specific activities for opioid use disorder treatment services.
Role: Principal Investigator

US State Department, Bureau of Educational and Cultural Affairs *6/2010 - 9/2013*

"Johns Hopkins Hubert H. Humphrey Fellowship Program",
The Humphrey Program on Drug Abuse and Public Health Issues is carried out within the framework created by the World Health Organization. The Humphrey Fellowship Program seeks to expose mid-career professional (Fellows) from other countries to as much relevant information as possible by means of formal coursework, special seminars, short-term professional development visits and long-term professional affiliations. The NIDA Humphrey Drug Abuse Fellowship Program, which is housed in the Johns Hopkins Bloomberg School of Public Health, Department of Mental Health, places special emphasis on professional experience. Fellows meet with leaders in the public health and drug abuse field and participate in a series of orientation visits to local, state, and national agencies.
Role: Principal Investigator

NIMH R01DA026652

9/2009 -8/2014

"ECA Data Link, Mortality, and Costs (P.I.: William Eaton)

The overall objective of this project was to link data on mortality, crime, accidents, and Medicare/Medicaid health care utilization to the Epidemiological Catchment Area – Baltimore Follow-up study to estimate the burden of substance use disorder.

Role: Investigator

Jennifer Attonito, Ph.D.
940 NW 6th Ave
Boca Raton, FL 33432
786-256-0522 (Mobile)
miamijen@gmail.com

EDUCATION

- 2010—2013 Ph.D.
  Florida International University, Robert Stempel College of Public Health & Social Work
  Ph.D. Public Health
  Dissertation: *The influence of neurocognitive impairment, alcohol and other drug (AOD) use, and psychosocial factors on antiretroviral treatment adherence, service utilization and viral load among HIV-seropositive adults*
- 1991—1994
  Florida International University
  M.S. Diagnostic Teaching
- 1986—1989
  University of Miami
  B.A.Psychology / Mathematics

EMPLOYMENT

- May, 2019—present
  Six Red Marbles
  Subject Matter Expert (consulting)
  Developing academic materials in healthcare administration

- August, 2015—present
  Instructor
  Florida Atlantic University, College of Business, Health Administration Programs
  Boca Raton, FL
  Teaching courses at graduate and undergraduate levels; community and university service; and research.

- January, 2014—present
  Dissertation Advising (consulting)
  Florida
  Assisting graduate students in preparing and completing graduate dissertations and defenses.

- April 2014—August 2015
  Executive Director (currently board secretary)
  Robert David Lion Gardiner Foundation
  Hampton Bays, NY
  Providing funding for projects of historical significance in Long Island, NY

- December 2006—December 2013
  Consultant

Grant writing, CBO capacity building, community assessment, curriculum development. Clients included Miami organizations: O Cinema, Youth Expressions Inc., Switchboard of Miami, and Dade Community Foundation (now Miami Foundation), Alliance for LGBTQ Youth, and The Children's Trust.

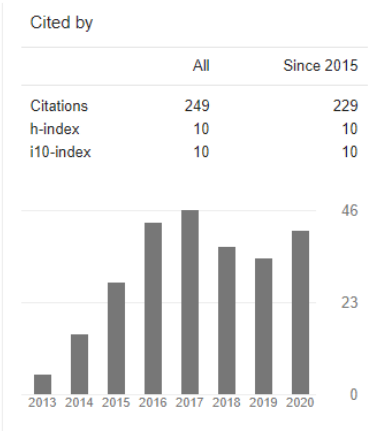
- October 2003—December, 2006
  Director of Education
  University of Miami Miller School of Medicine, Department of Pediatric Infectious Diseases
  Miami, FL
  Delivered HIV-related, health promotion and disease prevention programs within the local Miami community; assessed maternal-fetal HIV needs in South Africa and Mozambique at perinatal HIV clinics; and managed a visiting international physician program for specialty training in pediatric HIV care.

- Jan 1999—June 2003
  Director of Education
  American Foundation for AIDS Research (amfAR)
  NY, NY
  Coordinated the 11th—15th National HIV/AIDS Update Conferences, continuing medical education (CME) courses and community education events around the U.S. Secured ACCME accreditation.

- April 1996—December 1998
  Senior Public Health Educator
  New York City Department of Health & Mental Hygiene
  NY, NY
  Responsible for designing curricula and conducting workshops for New York City health and mental health professionals in areas of HIV/AIDS, addictions and harm reduction, sexuality, counseling skills, quality assurance, and program management.

PUBLICATIONS

Google Scholar h-index as of October 26, 2020



Refereed Published Articles

- Villalba K, **Attonito J**, Jean-Gilles M, Rosenberg R, Sanchez M, Devieux J. The effects of childhood sexual abuse: the role of anxiety and alcohol use among Haitian women living with HIV. Journal of child sexual abuse. 2020 Aug 1:1-4. https://www.tandfonline.com/doi/pdf/10.1080/10538712.2020.1801939

- Villalba K, **Attonito J**, Jean Gilles M, Rosenberg R, Devieux J. Gender differences in the association between childhood sexual abuse and risk behaviors among people living with HIV in Haiti. *AIDS Care*. 2020. Available online at https://www.tandfonline.com/doi/full/10.1080/09540121.2020.1757022
- **Attonito J**, Villalba K, Dévieux, JG. Effectiveness of an evidence-based intervention in improving treatment adherence, service utilization and viral load among HIV-seropositive adult alcohol users. Accepted by *AIDS and Behavior*. Available online at https://link.springer.com/article/10.1007/s10461-019-02702-6
- Villalba K, Ramirez-Ortiz D, Dévieux JG, **Attonito J**, Rojas P. Gender-Role Attitudes among Immigrant Latinas: Empowering Women. *World Medical & Health Policy*. 2018. Available online at https://onlinelibrary.wiley.com/doi/abs/10.1002/wmh3.288
- Shehadeh N, **Attonito J**, Rubens M & Sanchez J. The Impact of Depression and Acculturation on Injection Drug Users among Male Latino Injection Drug Users. *Journal of HIV and AIDS*. 2018; 4(1):1-6.
- Shehadeh N, Rubens M, **Attonito J**, Jennings T. Social Support and Its Impact on Ethnic Identity and HIV Risk among Migrant Workers. *Journal of racial and ethnic health disparities*. 2018;5(1):96-103.
- Rubens M, Ramamoorthy V, Saxena A, George F, Nancy S, **Attonito J**, McCoy HV, Beck-Sague CM. Relationship between Metabolic Syndrome and Cognitive Abilities in U.S. Adolescents. *Metabolic Syndrome and Related Disorders*. 2016; 14(8): 397-403.
- Dévieux JG, Jean-Gilles M, Rosenberg R, Beck-Sagué C, **Attonito J**, Saxena A, Stein JA. Depression, abuse, relationship power and condom use by pregnant and postpartum women with substance abuse history. *AIDS and Behavior*. 2016; Feb 1;20(2):292-303.
- Rubens M, Ramamoorthy V, **Attonito J,** Saxena A, Appunni S, Shehadeh N, Dévieux JG. A review of 5-HT transporter linked promoter region (5-HTTLPR) polymorphism and associations with alcohol use problems and sexual risk behaviors. *Journal of community genetics*. 2016; 7(1):1-0.
- Dévieux JG, Jean-Gilles M, Frankel A, **Attonito J,** Saxena A, Rosenberg R. Predictors of sexual activity in Haitian-American adolescents. *Journal of immigrant and minority health*. 2016; 18(1):161-72.
- Villalba, K., **Attonito, J.,** Mendy, A., Devieux, J. G., Gasana, J., & Dorak, T. M. A meta-analysis of the associations between the SLC6A4 promoter polymorphism (5HTTLPR) and the risk for alcohol dependence. *Psychiatric genetics*. 2015; 25(2):47-58.
- **Attonito J;** Devieux JG; Hospital M; Rosenberg R. Antiretroviral treatment adherence as a mediating factor between psychosocial variables and HIV viral load. *Journal of the Association of Nurses in AIDS Care*. 2014; 25(6): 626-637.
- **Attonito J**, Dévieux JG, Lerner BD, Rosenberg R. Exploring substance use and HIV treatment factors associated with neurocognitive impairment among people living with HIV/AIDS. *Frontiers in public health*. 2014;2:105.
- McKelvey K; **Attonito J;** Madhivanan P; Yi Q; Mzayek F; Maziak W. Determinants of cigarette smoking initiation in Jordanian schoolchildren: Longitudinal analysis. *Nicotine & Tobacco Research*. 2014; *17(5):* 552-558.
- McKelvey K; **Attonito J**; Madhivanan M; Jaber R; Yi Q; Mzayek F; Maziak W. Determinants of waterpipe smoking initiation among school children in Irbid, Jordan: a 4-year longitudinal analysis. *Drug and Alcohol Dependence*. 2014; 142:307–313.
- Rubens M, **Attonito J,** Saxena A, Shehadeh N, Ramamoorthy V, Nair RR. Health promotion and disease prevention strategies for today's physicians. *The American journal of the medical sciences*. 2015; 349(1):73-9.
- Dévieux JG, Malow R, **Attonito J**, Jean-Gilles M, Rosenberg R, Gaston S, Saint-Jean G, Deschamps M. Post-traumatic stress disorder symptomatology and alcohol use among HIV-seropositive adults in Haiti. *AIDS Care*. 2013; 25(10):1210-1218.
- Malow R, Dévieux JG, Stein J, Rosenberg R, Jean-Gilles M, **Attonito J**, Koenig S, Raviola G, Sévère P, Pape J. Depression, substance abuse and other contextual predictors of adherence to antiretroviral therapy (ART) among Haitians. *AIDS & Behavior*. 2013; 17(4): 1221-1230.

- Malow R, Dévieux J, Stein J, Rosenberg R, Lerner B, **Attonito J**, Villalba K. Neurological function, information-motivation-behavioral skills factors, and risk behaviors among HIV-positive alcohol users. *AIDS & Behavior.* 2012; 16(8): 2297-2308.

Works under review

- **Attonito J,** Villalba K. Buffering the Second Wave: Priorities for Alcohol Use Disorder Treatment and Prevention during COVID-19. Submitted to *American Journal of Public Health.*
- Dévieux, JG, Rosenberg R, Jean-Gilles M, Stein J, Saxena A, Villalba K, **Attonito J,** Beck-Sague C, Cook R. Impact of a Cognitive Behavioral Intervention on Information-Motivation-Behavioral Skills Factors and Risk Behaviors among HIV-Positive Alcohol Users. Submitted to *Journal of Clinical Psychology in Medical Settings.*

Non-refereed published articles

- Horvath R, Tanaka H, **Attonito J**, Suzuki K. Responses to Psychological Distress Caused by Natural Disaster: A Contrast between Japan and the United States. *The Florida Public Health Advocate.* 2018. Florida Public Health Association. August issue.
- **Attonito J**. The Future of Obamacare under President-Elect Trump. *South Florida Hospital News and Healthcare Report.* 2016.

Book chapters

- Villalba K**, Attonito J**, Khoury, WA, Rojas, P. The History of the AIDS Epidemic in the United States: Lessons Learned and Future Directions. Book chapter in *HIV/AIDS, Migration and Human Rights: International Perspectives.* CLASCO, 2019. http://biblioteca.clacso.edu.ar/clacso/gt/20191202102019/VIH-Migraciones-y-Derechos-Humanos.pdf
- McMahon R, Yocom B, **Attonito J**, Sussman S, Malow R. Disaster Exposure, Substance Use, and Related Outcomes Among Youth: Linkage and Treatment Implications. In *Textbook of Addiction Treatment: International Perspectives.* 2015 (pp. 2195-2209). Springer, Milano.

In development

- **Attonito J**, Villalba K, Rosenberg R, Jean-Gilles M, Dévieux JG. Factors associated with healthcare utilization among people living with HIV who abuse alcohol and drugs: Gender differences. For submission to *Health Services Research.*
- **Attonito J**, Dodge K, Villalba K, Aronberg D. Regulatory Responses to Illegitimate Recovery Residences and Patient Brokering in Palm Beach County, Florida. For submission to *Health Services Research.*
- Villalba K, **Attonito J**, Devieux JG. Association between childhood sexual abuse and HIV risk factors. For submission to *AIDS Care.*

PRESENTATIONS

Refereed Presentations and Proceedings

International

- **Attonito, J**; Devieux, JG. Testing a mediated biopsychosocial model to predict viral load among people living with HIV. Poster at the 2014 International Conference on HIV Treatment and Prevention Adherence.
- **Attonito J**, Malow R, Devieux JG, Villalba K, Lerner B, Saxena A. Examining relationships between neuro-cognitive impairment and antiretroviral treatment adherence among HIV-positive adults who

abuse alcohol. Poster at the 2013 International Conference on HIV Treatment and Prevention Adherence.

- Saxena A, **Attonito J**, Lerner B, Devieux J, Malow R. Predictors of antiretroviral adherence among HIV-positive alcohol abusing adults: a Bayesian Network Model. Poster presentation at the 2013 International Conference on Treatment and Prevention Adherence.

National

- **Attonito J**, Villalba K, Devieux JG. Effectiveness of an intervention for improving treatment adherence, service utilization and viral load among HIV-positive adult alcohol users. Accepted for oral presentation at the American Public Health Association 2019 annual meeting in Philadelphia, PA.
- **Attonito J**, Dodge K, Villalba K, Aronberg D. Regulatory Responses to Illegitimate Recovery Residences and Patient Brokering in Palm Beach County, Florida. Oral presentation at the American Public Health Association 2018 annual meeting.
- Villalba K, **Attonito J**, Rosenberg, R., Jean-Gilles, Dévieux, J.G. Effects of Neurocognitive Impairment and Alcohol Use Disorders on Sexual Risk Behaviors Among HIV+ Individuals. Abstract presented at the Research Society on Alcoholism 2018 annual meeting.
- Shehadeh N, Sanchez J, Jennings T, **Attonito J**, Rubens M. Latina Heroin Users: Changes in Sex Exchange Behaviors. Poster at the American Public Health Association 2017 annual meeting.
- **Attonito J,** Shehadeh N, Sanchez J, Jennings T, Rubens M. Depression and Acculturation among Hispanic, Injection Drug Using Males. Poster at the American Public Health Association 2016 annual meeting.
- Saxena A, Gaston S, Rosenberg R, Jean-Gilles M, Dévieux JG, **Attonito J.** Cognitive-Behavioral Intervention Decreases High Risk Behavior and Reduces Distress Among HIV+ MSMW in Haiti. Poster at the American Public Health Association 2015 annual meeting in Chicago.
- **Attonito, J**. Devieux, JG; Beck-Sague, C; Saxena, A. Effectiveness of evidence-based intervention for increasing service utilization, improving ART adherence and decreasing VL. Oral presentation at the 2014 American Public Health Association Conference.
- **Attonito, J**. Devieux, JG; Beck-Sague, C; Jean Gilles, M. Psychological predictors of HIV risk behavior in pregnant and postpartum recovering drug abusers. Oral presentation at the 2014 Annual Meeting of the Association of Nurses in AIDS Care.
- **Attonito J**, Devieux JG, Beck-Sague C, Jean Gilles M. Exploring factors associated with neurocognitive impairment among people living with HIV/AIDS. Oral presentation at the 2014 Annual Meeting of the Association of Nurses in AIDS Care.
- **Attonito, J**; Villalba, K; Saxena, A; Lerner, B; Dévieux, JG; Malow, RM. Relationships between antiretroviral treatment adherence and neuro-cognitive functioning among HIV-positive adults who abuse alcohol. Poster at the American Public Health Association 2013 Annual Meeting.
- Villalba K, Malow RM, Dévieux JG, Lerner B, **Attonito J**, Dorak M. Serotonin-transporter (SLC6A4) gene polymorphisms and cognitive flexibility among HIV+ alcohol abusing individuals. Poster at the American Public Health Association 2013 Annual Meeting.
- Malow R, Devieux J, Stein J, Rosenberg R, Lerner B, **Attonito J,** Villalba K. Associations between Information-Motivation-Behavioral (IMB) variables and neurological functioning to predict risk behaviors among HIV-positive adults who use alcohol. Oral presentation at American Public Health 2012 Annual Meeting.
- Das S, Saxena A, **Attonito J**, Jean-Gilles M, Lerner B, Rosenberg R, Dévieux J, Malow R. Adherence to Anti-Retroviral (ARV) Medications among HIV+ Adults in Haiti. Poster at the American Public Health Association 2012 Annual Meeting.
- Das S, Saxena A, **Attonito J**, Jean-Gilles M, Rosenberg R, Lerner B, Dévieux J, Malow R. Relationship between Parental Closeness and Sexual Activity among Haitian American Adolescents. Poster at the American Public Health Association 2012 Annual Meeting.

- Saxena A, Das S, **Attonito J**, Jean-Gilles M, Rosenberg R, Lerner B, Dévieux J, Malow R. Correlates of poor anti-retroviral (ARV) adherence among a sample of HIV+ adults in Haiti: Implications for intervention. Poster at the American Public Health Association 2012 Annual Meeting.
- Dévieux JG, Gaston S, Deschamps M, **Attonito J**, Pape JW. Predictors of Post Traumatic Stress Disorder (PTSD) Symptoms in a Cohort of HIV-Positive Haitian Adults 3 Months Post-Earthquake. 2011 Caribbean HIV Conference, Nassau, Bahamas.

Regional

- **Attonito J**, Saxena A, Villalba K, Rosenberg R., Jean Gilles M, Dévieux JG. Cognitive impairment on risk behaviors among HIV+ adults over and under 50 who use alcohol. Poster at the 2016 Southern HIV and Alcohol Research Consortium.
- **Attonito, J**; Devieux, JG; Lerner, B; Hospital, M; Rosenberg, R. Exploring factors associated with neurocognitive impairment among people living with HIV/AIDS. Poster at the 2013 Southern HIV and Alcohol Research Consortium.
- **Attonito J**. Designing Sexual Health Programs for College Students. 1994 Southern College Health Association Conference.

Non-refereed or invited presentations

- Attonito, J. COVID-19 Podcast Series for Florida Atlantic University:
    - Flattening the Curve https://www.youtube.com/watch?v=sUvwxd1FhpQ
    - Social Distancing https://www.youtube.com/watch?v=Q2v-IzGd3O0&t=2s
    - Public Health Systems https://www.youtube.com/watch?v=FYZJ2SNAa0w
    - The Future of Healthcare and Public Health https://www.buzzsprout.com/209791/4215644
- **Attonito, J.** The opioid epidemic: How did it happen and where is it headed? Webinar January 29, 2020. www.waldenu.edu/opioidepidemic
- **Attonito, J**. Fraud and abuse in the south Florida substance use treatment industry and legislative responses. Oral presentation at the Florida Public Health Association regional meeting. May, 2019.
- **Attonito J**. HIV and Latinas. Oral presentation at the University of Texas, San Antonio. 2009
- **Attonito J.** Conducting Unforgettable Educational Events. Oral presentation at the 2000 National HIV/AIDS Update Conference.
- **Attonito J.** Women and HIV/AIDS: Prevention and Transmission. Plenary moderator at the 1999 National HIV/AIDS Update Conference.

OTHER RESEARCH EXPERIENCE

- April 2020—present
  Research Consultant
  Integrating Big Data and Implementation Science to End the Youth HIV Epidemic: Testing a State-Wide Youth Learning Health System Plus Healthforce Training Intervention (Y-LHS+)
  PI: Silvie Naar, Ph.D. Florida State University

- August 2011—August, 2015
  Research Consultant (formerly Graduate Assistant)
  Florida International University
  Robert Stempel College of Public Health & Social Work
  Miami, FL
  Data analysis, interpretation, manuscripts for the following research projects
  P.I.s: Dr. Robert Malow (deceased) and Dr. Jessy G. Dévieux:
    - *Intervening with HIV+ Alcohol Abusers: Influence of Neuro-Behavioral Factors* (1 R01 AA017405)

- *Intervening with Haitian HIV+ Alcohol Abusers: An Environmental Psychosocial Framework* (1 R01 AA018084-01)
- *Multi-level HIV Prevention for Pregnant Drug Abusers* (R01 DA021521-01A1)

GRANT APPLICATIONS

- September 2019 (Not funded)
  Pew Charitable Trusts & Robert Wood Johnson Foundation
  Community Opioid Response and Evaluation (CORE) Project—Letter of Intent submitted
  To evaluate the effectiveness of a Medication Assisted Treatment (MAT) Medical Home Model. In conjunction with the FAU College of Design and Social Inquiry as well as the Healthcare District of Palm Beach County.

INSTRUCTIONAL EXPERIENCE (* indicates courses designed for in-person and online instruction)

- **Palm Beach County Medical Society**
  - November 2015—present
    Workshop Delivery: Project Access Care Coordination Training
    West Palm Beach, FL
      - Motivational Interviewing
      - Working in teams to Coordinate Care

- **Florida Atlantic University**
  - August 2014—present
    Instructor
    College of Business, Health Administration
    Boca Raton, FL
      - Graduate courses
        - Health Research Methods*
        - Health Care Policy*
        - Introduction to Health Care Systems*
        - Organizational Behavior*
        - Introduction to Public Health*
      - Undergraduate courses
        - Health Delivery Systems*
        - Health Research Methods*
        - Health Professions*
        - Introduction to Public Health*

- **Florida International University**
  - Fall 2014
    Adjunct Professor & Teaching Assistant
    Florida International University
    Robert Stempel College of Public Health & Social Work
    Miami, FL
      - Graduate course: Public Health in Minority/Urban Populations*
      - Undergraduate course: Introduction to Public Health
  - August 2003—December, 2011
    Adjunct Professor
    College of Nursing & Health Sciences
      - Undergraduate course (on-campus and online): Healthy Lifestyles

- **New York City Department of Health**
  - 1997—1999
    Senior Public Health Educator
    HIV Training Institute
    NY, NY
    Instructional design and professional education. Courses included:
      - HIV Pre/Post-Test Counseling
      - Quality Assurance
      - Motivational Interviewing
      - AIDS Basic Medical/Technical Information
      - AIDS Advanced Medical/Technical Information

- Harm Reduction
- Advanced Counseling Skills

SERVICE AND PROFESSIONAL DEVELOPMENT

Florida Atlantic University Service

- Member, Search Committee for Assistant/Associate Professor position in the Brain Institute, 2020.
- Member, Search Committee for Instructor Position in Health Administration. 2018—2019
- Academic advisor for Upsilon Phi Delta health administration honor society. 2018—present
- Addiction Research Collaborative. 2017—present
- Academic advisory committee, International Center for Emergency Management. 2017—present
- Traditional and Executive master's and bachelor's curriculum development committees. 2016—present
- Department representative for Assurance of Learning (curriculum assessment). 2016—present
- South Florida Healthcare Executive Forum Student Case Study Competition. 2015—present

Community Service

- Chair, Awards committee, Alcohol, Tobacco, and Other Drugs (ATOD) section of the American Public Health Association. 2019—present
- Advisory Board, Palm Beach County Medical Society, Care Coordination Program (Triple Aim). 2018—present
- Proviso Group Sober Home Task Force, Florida State Attorney's Office: 2017—present
- Secretary, Robert David Lion Gardiner Foundation: 2015—present
- Abstract review for American Public Health Association Annual Meeting: 2014—present
- Manuscript peer review: Journal of American Public Health Association: Psychology, Health and Medicine; AIDS Care, Drug and Alcohol Dependence: 2012—present
- Board of Directors, O Cinema, Miami, FL: 2010—present
- Interview panel/committee for student admission to the new College of Medicine at Florida International University: 2008 (inaugural year)
- Host committee for the 16th National HIV/AIDS Update Conference organized by amfAR, New York, NY: September 2003—May, 2004
- Conference planning committee for the bi-annual international microbicides meeting organized by the Alliance for Microbicide Development, Washington DC: 1999—2003

AWARDS AND FELLOWSHIPS

- Florida Atlantic University Dean's Distinguished Service Fellowship—November, 2018
- Florida International University Dissertation Year Fellowship: April—December, 2013

CERTIFICATIONS

- Motivational Interviewing (Miami Area Health Education Center): 2011
- HIV Pre/Post-Test Counseling (State of New York): 1997
- Basic and Advanced Instructional Design (Langevin Learning Services, Canada): 1997
- Clinical Hypnotherapy (American Society for Clinical Hypnotherapy): 1992
- HIV Pre/Post-Test Counseling (State of Florida): 1992

MEMBERSHIPS

- American Public Health Association (HIV/AIDS; Alcohol, Tobacco and Other Drugs: and Health Administration communities)

- Florida Public Health Association
- International AIDS Society
- American College of Healthcare Executives / South Florida Healthcare Executive Forum (SFHEF)
- U.S. Masters Swimming (USMS)

ACADEMIC CURRICULUM VITAE
OF
Salvatore A. Barbera, D.H.A., M.S., FACHE

EDUCATION

Degree	Institution	Field	Dates
DHA	Central Michigan University	Health Services Administration	2017
MS	Florida International University	Health Services Administration	1972-1974
BA	Florida Atlantic University	Education	1967-1971

FULL-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
Florida Atlantic Univ.	Instructor	HSA	8/19-Present
Florida International U.	Chair HSA	HSA	8/17/13-8/19
Florida International U.	Clinical Assistant Professor	HSA	8/17/12-8/17/13
Florida International U.	Visiting Clinical Assistant Professor	HSA	12/30/11-8/17/12

PART-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
Florida International U.	Adjunct Professor	Health Services Administration	8/07-12/11
South University	Adjunct Professor	Health Services Administration	3/07-6/08

NON-ACADEMIC EXPERIENCE

Place of Employment	Title	Dates
EthicSolutions, LLC	Founding Partner	10/07-Present
KARA Management Strategies	CEO	8/96-10/07
GEO Care, Inc.	V. P. – Operations	9/03-7/06
Atlantic Shores Healthcare – SFSH	CEO	1/99/9/03
Tenet Healthcare Corporation – NMS	CEO	12/95-8/96
Methodist Evangelical Hospital	CEO	10/90-12/95
Our Lady of Peace Hospital	CEO	4/87-10/90
DePaul Hospital	CEO	1984-1987
Truckee Meadows Hospital	CEO	1982-1984
Highland Park General Hospital	CEO	1980-1982
UM/Jackson Memorial Hospital	Assistant Administrator	1975-1980

PUBLICATIONS IN DISCIPLINE

Glymph DC, Olenick M, Barbera S, Brown EL, Prestianni L, Miller C. Healthcare Utilizing Deliberate Discussion Linking Events (HUDDLE): Systematic Review. *AANA J* 2014; (In Press).

Barbera, S. A., Berkshire, S. D., Boronat, C. B., & Kennedy, M. H. (2017). Review of Undergraduate Student Retention and Graduation Since 2010: Patterns, Predictions, and Recommendations for 2020. *Journal of College Student Retention: Research, Theory, and Practice.* Advance online publication. doi: 10.1177/1521025117738233

PAPERS IN PROFESSIONAL JOURNALS

South Florida Hospital News and Healthcare Report – *The Future of Hospital/Physician Relations,* March 2012 – Volume 8 – Issue 9.

South Florida Hospital News and Healthcare Report – *FIU Reactivates MHSA Program in Health Services Administration,* September 2016 – Volume 13 – Issue 3.

South Florida Hospital News and Healthcare Report – *Bridging Worlds,* February 2018 – Volume 14 – Issue 8.

OTHER PUBLICATIONS

Doctoral Dissertation: *Predictors of Retention and Graduation in an Undergraduate Health Services Administration Program.* Central Michigan University Doctor of Health Administration (DHA), Mount Pleasant, Michigan.

PRESENTED PAPERS, LECTURES, EXHIBITIONS, AND PERFORMANCES

Barbera, S., & Friedman, T., Young-Whiting, C., (March 2017). Defensive medicine: a comparison of independent and hospital affiliated physicians. Poster presentation at Florida International University. Conference for undergraduate research/Honor's College at FIU.

Barbera, S., & Friedman, T., Young-Whiting, C., (April 2017). Defensive medicine: a comparison of independent and hospital affiliated physicians. Abstract presentation at NCUR 2017, University of Memphis.

Presenter: *Health Care Fraud* – Florida International University – Athletic Training Students (Jennifer Doherty-Restrepo), November 2013, 2014, 2015, 2016, Miami, Florida

Presenter: *Health Care Fraud* – Florida International University – Occupational Therapy Students (Dennis McCarthy), February 18, 2013, Miami, Florida

Presenter: *Professionalism & Ethics* – American College of Healthcare Executives Board of Governors' Examination Study Group 2012, March 2012, Pembroke Pines, Florida

Presenter: *Health Care Fraud and the False Claims Act* – Florida International University – Occupational Therapy Students (Pamela Shaffner), February 1, 2012, Miami, Florida

Presenter: *Health Care Trends – Employed Physicians* – Florida Medical Association, November 16, 2012, Tallahassee, Florida

Presenter: *Health Care Fraud and the False Claims Act* – University of Miami Executive MBA Class (Anita Cava), November 2010, 2011, 2012, Miami, Florida

Presenter: *Health Care Fraud and the False Claims Act* – University of Miami Business Law Students (Anita Cava), October 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, Miami, Florida

Presenter: *When Silence Isn't Golden: Working with Potential Whistleblowers and Avoiding Future Litigation* – American Health Lawyers Association and Health Care Compliance Association FRAUD AND COMPLIANCE FORUM, September 2011, Baltimore, Maryland

Presenter: *Avoiding the Nightmare on Compliance Street: Lessons Learned* – Seventh Annual Education Retreat – Florida Hospital Association - Florida Healthcare Corporate Compliance Association (FHCCA), June 2010, Bonita Springs, Florida

Presenter: *Developing and Bringing Health Care Fraud Cases Panel* – Ninth Annual Taxpayers Against Fraud Education Fund Conference & Awards Dinner, October 2009, Washington D.C.

Presenter: *Health Care Ethics* – 2009 Maryland Fraud Conference – Maryland Chapter – Certified Fraud Examiners, April 2009, Baltimore, Maryland

Presenter: *Health Care Fraud and Ethics* – Florida International University – Robert Stempel School of Public Health Educational Event, July 2009, Miami, Florida

Presenter: *Inside a Whistleblower's Brain: How You Can Avoid a Costly Qui Tam Lawsuit* – Medicare Compliance Alert Webinar, December 2007

Presenter: *Health Care Fraud* – Clifton Gunderson Annual Team Health Care Conference, October 2007, Des Moines, Iowa

Presenter: *Fraud, Ethics, Internal Investigations and Whistleblowing* – Alabama Bar Institute for Continuing Legal Education, White Collar Practice, February 2007, Birmingham, Alabama

Presenter: *Stark Panel* – Sixth Annual Taxpayers Against Fraud Education Fund Conference, October 2006, Washington, D.C.

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS

Fellow – American College of Healthcare Executives

Board Certified – American College of Healthcare Executives

OFFICES HELD IN PROFESSIONAL SOCIETIES

Board Member – South Florida Healthcare Executive Forum (2011-2012)

Board of Governors – Florida Medical Association (FMA) (2012 - 2014)
- FMA Executive Committee
- FMA Committee on Finance & Appropriations

American College of Healthcare Executives Regional Advisory Counsel (2012-2014)

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Healthcare Cases Testified as an Expert

- Gordon Utgard v. Ethicus Healthcare Group, LLC; Ethicus Healthcare Management, LLC; Ethicus Hospital – Grapevine, LP; Ethicus Grapevine, GP, LLC; Ethicus Hospital – Waco, LP; Ethicus Hospital – Waco, GP, LLC; B. John Lange, III; Robert A. Loepp, Jr.; and Anthony Brown (No. 2008-44962 – District Court of Harris County, Texas, 127th Judicial District) – Deposition, January 21, 2010

- United States of America ex rel. Dilbagh Singh, M.D., Paul Kirsch, M.D., V. Rao Nadella, M.D., and Martin Jacobs, M.D. v. Bradford Regional Medical Center, V&S Medical Associates, LLC, Peter Vaccaro, M.D., Kamran Saleh, M.D., et al. (Civil Action No. 04-186E) – Deposition, July 1, 2008

- United States of America ex rel. J. Michael Mastej v. Health Management Associates, Inc., et al, Cause No. 8:10-CV-66-T-23TBM, in the United States District Court for the Middle District of Florida, Tampa Division – Deposition, October 19, 2011

- Ronald V. Metzdorf, et ux. v. St. Joseph Medical Center, et al., (Civil No. 03-C-11-003213 MM) in the Circuit Court of Maryland for Baltimore County – Deposition, December 7, 2012

- Carl W. Sullivan, et al. v. Mark G. Medei, M.D., et al., (Case No.: 03-C-10-012624 MM) in the Circuit Court of Maryland for Baltimore County – Deposition, April 30, 2013

Healthcare Cases Retained as an Expert

- Sam Fishbein, individually and on behalf of Leslie Fishbein, deceased, v. Daniel Brookoff, M.D., HCA – HealthONE, LLC, d/b/a Presbyterian/St. Lukes Medical Center and HealthONE Clinic Services – Medical Specialties, LLC, d/b/a Center for Medical Pain Management (Denver District Court – Denver County, Colorado, Case No. 08CV9281)

- United States of America ex rel. Ted D. Kosenske, M.D. v. Carlisle Regional Medical Center, Carlisle Regional Surgery Center and Health Management Associates, Inc. (Civil Action No. 1: CV-05-2184)

- Thomas Guilfoile v. Shields Pharmacy, LLC, et al., Case: 1.16-cv-10652-DJC (D. Mass.)

Board of Directors – John Knox Village, 2013-Present

Expert Commentary Provided

- Miami Herald – November 5, 2019, *Jackson Health bet its bond money on attracting insured patients. Will the plan work?*

- Miami Herald – May 26, 2016, *Patients flocking to Jackson South trauma center, hospital CEO says*

- Miami Herald – February 10, 2016, *Baptist Health's Miami Cancer Institute joins Memorial Sloan Kettering alliance*

- Miami Herald – September 18, 2014, *Healthcare price averages don't give Miami-Dade tools to cut costs*

- Miami Herald – April 30, 2014, *Tenet Healthcare Corp. pays $5 million to settle False Claims Act case*

- Miami Herald – February 7, 2014, *International patients who pay cash may be target market for Metropolitan Hospital buyer*

- Miami Herald – October 20, 2013, *Jackson Health System upgrade plan goes to Miami-Dade voters*

- Miami Herald – September 30, 2013, *Health insurance marketplace key to reform opens Tuesday*

- Miami Herald – June 29, 2013, *Jackson plans $830 million overhaul*

- Miami Herald – May 14, 2013, *In Miami, more hospital prices may see light of day*

- NBC Miami – May 11, 2013, *New Federal Government Report Details Price Disparities at South Florida Hospitals*
- Miami Herald – May 8, 2013, *Want to compare hospital costs in South Florida? Here's how:*
- Miami Herald – March 1, 2013, *Jackson Health System—in "the calm before the storm"*
- Miami Herald – February 2, 2013, *Hollywood cardiologist's ties with St. Jude sales rep raises red flags*
- Miami Herald – November 17, 2012, *Survivors celebrate anniversary of Kendall Regional's trauma unit*
- Miami Herald – October 1, 2012, *Medicare starts new hospital payment plan*
- Miami Herald – June 28, 2012, *Healthcare ruling could have big impact on South Florida*
- Miami Herald – May 29, 2012, *HCA doctors complain about firing*
- Miami Herald – May 14, 2012, *Competition to perform organ transplants is heating up in South Florida*
- Miami Herald – April 29, 2012, *Strong leaders, wise investments keep Baptist healthy*
- Miami Herald – April 24, 2012, *'Significant' UM medical school cutbacks coming in May*
- FHIcommunications – March 26, 2012 (Volume 1, Issue 13), *US Supreme Court to Debate the Individual Mandate; Future of Healthcare Delivery at a Crossroads*
- Miami Herald – March 26, 2012, *South Florida VA hospital nearly finished with renovations of operating rooms*
- Miami Herald – March 19, 2012, *Jackson Health System is laying off workers, but will that help fix its problems?*
- Miami Herald – February 28, 2012, *Jackson Health System to cut 1115 jobs*
- Miami Herald – January 22, 2012, *Hospitals hiring doctors to get ready for reform*
- Miami Herald – December 22, 2011, *Short ER wait times? Billboards tout hospitals' claims*
- Miami Herald – November 27, 2011, *Labor tensions mount at Jackson Health System*
- Miami Herald – November 22, 2011, *Jackson Health System board meets privately*
- Miami Herald – November 10, 2011, *Three hospitals interested in setting up trauma centers in Miami-Dade*
- Miami Herald – November 10, 2011, *Jackson Health System orders furloughs for 11,000 workers*
- Miami Herald – September 27, 2011, *South Broward public hospitals prosper as Miami-Dade's struggle*

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EDUCATION

2001-2004	**Temple University.** Ph.D. in Healthcare Finance.
1991-1993	**Temple University** M.B.A. in Health Administration. M.S. in Healthcare Financial Management.
1977-1981	**State University of New York at Albany** B.S. in Economics and Management Information Systems.

ACADEMIC EXPERIENCE

2010-present	**Florida Atlantic University**, Associate Professor. Teach courses in Healthcare Management, Health Research and Health Finance in the department of Health Administration, College of Business.
2014-2015	**Louisiana State University, School of Public Health**, Associate Professor (On leave from FAU.) Teach courses in Health Finance and Health Research in the department of Health Policy & Systems Management (HPSM).
2004-2010	**Florida Atlantic University**, Assistant Professor.

RESEARCH INTERESTS AND CONTRIBUTIONS

- Cost efficiency and effectiveness of public health programs explored through academic research and consulting with practitioners.
- Pregnancy outcomes and socioeconomic determinants, explored through research and participation in practitioner community.
- Health impact of racial bias, segregation, and public programs, explored through research and community group interaction.
- Public health funding at the state and local levels, explored through research and on-going consulting assignments with public health departments in multiple states.
- Healthcare consumer behavior, out-of-pocket spending, transparent pricing and billing inaccuracies, explored through research and volunteer patient counseling.
- Workforce diversity, corporate performance and quality healthcare services, explored through research and community group involvement.

REFERRED ARTICLES

- "Maternal Mortality and Public Health Programs: Evidence from Florida." P Bernet, G Gumus, S Vishwasrao. The Milbank Quarterly, 98: 150-171; 2020.
- "Diversity improves performance and outcomes." LE Gomez, P Bernet. Journal of the National Medical Association: 2019.

- "Effectiveness of public health spending on infant mortality in Florida, 2001–2014." P Bernet, G Gumus, S Vishwasrao. Social Science and Medicine 2018; 211(Aug-2018):31-38.
- "Impact of organizational networks on the cost of core services in Ohio's local health departments." JE Orcena, M Petros, P Bernet. *Frontiers in Public Health Services and Systems Research* 2015; 4(4):7–12.
- "Economies of scale in the production of public health services: An analysis of local health districts in Florida." P Bernet, S Singh. *American Journal of Public Health*: April 2015, Vol. 105, No. S2, pp. S260-S267.
- "Public health capacity in the provision of health care services." V Valdmanis, A DeNicola, P Bernet. April 2014. *Health Care Management Science:* 2015: 18.475.
- "Economies of scale and scope in public health: An analysis of food hygiene services provided by local health departments in Florida." S Singh, P Bernet. *Frontiers in Public Health Services and Systems Research*. 2014: Vol. 3: No. 3, Article 5.
- "Budget and priority setting criteria at state health agencies in times of austerity: a mixed methods study." JP Leider, B Resnick, N Kass, K Sellers, J Young, PM Bernet, P Jarris. *American Journal of Public Health*. 2014.104(6), 1092-9.
- "Setting Budgets and Priorities at State Health Agencies." JP Leider, B Resnick, K Sellers, N Kass, P Bernet, JL Young, P Jarris. *American Journal of Public Health*. 2013 Jun 18.
- "How the choice of issuing authority affects hospital debt financing costs" CE Carpenter, P Bernet. *Healthcare Financial Management* 67.5 (2013): 80-84.
- "Public health services and systems research: Current state of finance research." RC Ingram, P Bernet, JF Costich. *Journal of Public Health Management and Practice* 18.6 (2012):515-519.
- "The increasing importance of public health funding research." P Bernet. *Journal of Public Health Management and Practice* 18.4 (2012):303-305. (Guest editor introduction for special edition focusing on public health finance.)
- "Resource and cost adjustment in the design of allocation funding formulas in public health programs." JW Buehler, P Bernet, LL Ogden. *Journal of Public Health Management and Practice* 18.4 (2012):323-332.
- "Assessing the impact of public health partner spending using the funding formula analysis tool." P Bernet. *Journal of Public Health Management and Practice* 18.4 (2012):339-345.
- "Reference allocations and use of a disparity measure to inform the design of allocation funding formulas in public health programs." JW Buehler, P Bernet, LL Ogden. *Journal of Public Health Management and Practice* 18.4 (2012):333-338.
- "Funding formulas for public health allocations: Federal and state strategies." LL Ogden, K Sellers, C Sammartino, JW Buehler, P Bernet. *Journal of Public Health Management and Practice* 18.4 (2012):309-316.
- "The impact of competition among health care financing authorities on market yields and issuer interest expenses." P Bernet, CE Carpenter, W Saunders. *Journal of Health Care Finance* 38.1 (2011):55-70.
- "Hospital capacity, capability, and emergency preparedness." J Moises, V Valdmanis, P Bernet. *European Journal of Operational Research* 207 (2010):1628-1634.
- "Hospital efficiency and patient travel distances: The role of geographical access on hospital performance and social costs." P Bernet, J Moises, V Valdmanis. *Medical Care Research and Review* 68.1 (2011):36s-54s .

- "Can a violation of investor trust lead to financial contagion in the market for tax-exempt hospital bonds?" P Bernet, TE Getzen. *International Journal of Health Care Finance and Economics* 8.1 (2008):27-51.
- "Hospital efficiency and debt." P Bernet, MD Rosko, VG Valdmanis. *Journal of Health Care Finance*. 34.4(2008):66-88.
- "The company you keep: Spreading effects of financial fraud on investor trust." P Bernet, T Getzen. *Journal of Health Care Finance* 33.3 (2007):48-66.
- "Local public health agency funding: Money begets money." P Bernet. *Journal of Public Health Management and Practice* 13.2(2007):188-193.
- "Productivity efficiencies in Ukrainian polyclinics: Lessons for health system transitions from differential responses to market changes." P Bernet, MD Rosko, VG Valdmanis, A Pilyavsky, WE Aaronson. *Journal of Productivity Analysis* 29 (2008):103-111.
- "East-West: Does it make a difference to hospital efficiencies in Ukraine?" A Pilyavsky, WE Aaronson, P Bernet, MD Rosko, VG Valdmanis, MV Golubchikov. *Health Economics* 15.11 (2006): 1173-1186.
- "The influence of prescription drug use on long-term care insurance ownership." P Bernet. *Risk Management and Insurance Review* 7 (2004): 107-120.

PRESENTATIONS

- "Impact of income, employment, race and other socioeconomic characteristics on the risk profile of fertility decisions." P Bernet. AcademyHealth. On-line, August 2020.
- "Association between unemployment, race and low birth weight babies". American Public Health Association, Philadelphia, November 2019.
- "Association between racial bias, segregation, maternal age and infant mortality". American Public Health Association, Philadelphia, November 2019.
- "Association between racial bias, segregation and mental health". American Public Health Association, Philadelphia, November 2019.
- "Cost-effectiveness of black infant mortality reductions under the Community Voice program". American Public Health Association, Philadelphia, November 2019.
- "Maternal Mortality and Public Health Programs: Evidence from Florida". American Public Health Association, Philadelphia, November 2019.
- "The health impacts of bias and the moderating influence of public health and social support programs". American Public Health Association, Philadelphia, November 2019.
- "Low birth weight deliveries and spending on general social and public health programs". AcademyHealth, Washington, June 2019.
- "Public health investments and pregnancy outcomes." American Public Health Association, San Diego, November 2018.
- "Public health investments and infant mortality". American Public Health Association, Atlanta, November 2017.
- "Equitable access to care suffers in markets with complex health insurance alternatives and consumers with lower numeracy skills." American Public Health Association, Denver, November 2016.

- "Measuring the potential benefits of public-private collaborations using Florida's experience with Medicare Advantage Plans" American Public Health Association, Denver, November 2016.
- "Efficiency of water inspection services in urban and rural settings." American Public Health Association, Chicago, November 2015.
- "Scale and scope economies in the production of public health service in Florida." International Health Economics Association, Milan, 2015.
- "Equity in the allocation of core public health services in Ohio." American Public health Association, New Orleans, November 2014.
- "Local public health department staffing changes at the start of the great recession." European Health Economics Association, Dublin, July 2014.
- "Determinants of local public health department staffing changes 2008-2010." Keeneland Conference, Lexington, April 2014.
- "The Influence of Public Health Spending and Staffing on Variation in Process and Outcome of Local Health Department Food Safety Inspections." (Presented by co-author Scott Frank.) Keeneland Conference, Lexington, April 2014.
- "Intelligent design in public health fund allocation." American Public Health Association, Boston, November 2013.
- "Cost Estimation Methods: Strategies and Examples for Public Health Services & Systems Research." University of Kentucky PBRN Webinar Series. (Co-presented with Glen Mays and Michael Morris) March 29, 2013.
- "Estimating the cost-effectiveness of public health programs." Maricopa County Department of Public Health, Phoenix, 2013,
- "Quantifying the value of public health outcomes. " Maricopa County Department of Public Health, Phoenix, 2013,
- "Consequences of Public Health Budgets Cuts." American Public Health Association, San Francisco, October 2012.
- "Funding cuts and service reductions since the 2007 recession." AcademyHealth Public Health Systems Research Interest Group, Orlando, June 2012.
- "Factors associated with public health budget changes." Keeneland Conference, April 2012, Lexington.
- "Economic Analysis." Together on Diabetes Grantee Summit. Atlanta, February 2012,
- "State vs. Local Authorities and the Issuance of Hospital, Tax-Exempt Debt." (Presented by co-author Caryl Carpenter.) Hawaii International Conference on Business. Honolulu, May 2012.
- "Do Patients Cluster at Certain Hospitals Based on Poverty and Race?" (Presented by co-author Vivian Valdmanis) Southern Economic Association. Washington, DC, November, 2011.
- "Spending by non-governmental public health providers." American Public Health Association, Washington, DC, November 2011.
- "Methods of Evaluating Public Health Funding Formulas." American Public Health Association, Washington, DC, November 2011.

- "States' Use of Formulas for Public Health Funding Allocations: Policy, Practice, and Political Aspects." (with Lydia Ogden) American Public Health Association, Washington, DC, November 2011.
- "Translating Public Health Systems and Services Research to Public Health Practice." American Public Health Association (Learning Institute), Washington, DC, October 2011.
- "Methods of Evaluating Public Health Funding Formulas." International Health Economics Association, Toronto, Canada, July 2011.
- "Funding formulas; intersection of funding efficiency and optimal health department size." Institute of Medicine, Committee on Public Health Strategies to Improve Health, May 2011, Washington DC.
- "Public health spending by non-governmental organizations." Public Health Systems Research Interest Group, June 2011, Seattle.
- "Spending by non-governmental public health providers." Keeneland Conference, April 2011, Lexington.
- "Public Health Funding Formula Analysis Tool." Centers for Disease Control, Atlanta, GA, October 2010.
- "Methods of Evaluating Public Health Funding Formulas." AcademyHealth Public Health Systems Research Interest Group, Boston, June 2010.
- "Evaluating the Use of Formula-based Funding Allocations in Public Health Practice." AcademyHealth Peer review, Washington, DC May 2009.
- "Informing the Use of Formula-based Funding Allocations in Public Health Practice: Initial Findings." American Public Health Association, San Diego, October 2008.
- "Bridging the relationship between public health funding and outcomes." American Public Health Association, San Diego, October 2008.
- "Hospital Capacity, Capability, and Emergency Preparedness." (with Vivian Valdmanis) American Public Health Association, San Diego, October 2008.
- "Formula-based Funding Allocations in Public Health: Describing the Impact of Alternate Formula Design Options." (with James Buehler). AcademyHealth Public Health Research Interest Group Meeting, Washington DC, June 2008.
- "Inventory of Courses in Finance and Economics with a Specific Focus on Public Health." Keeneland Conference, Lexington, April 2008.
- "A National Overview of Economic and Financial Facets of Public Health Regionalization." Massachusetts Public Health Regionalization Steering Committee. January 31, 2008 Boston, Massachusetts
- "Assessing the Relationship Between Public Health Funding and Outcomes." International Atlantic Economic Conference. Savannah, Georgia. October 2007.
- "The Relationship between Hospital Cost Inefficiency and Debt Ratings." International Health Economics Association. Copenhagen. July 2007.
- "Introduction to Public Health Funding Formulas." Georgia State Legislature's Joint Study Committee on Public Health, Atlanta, December 2006.
- "The Relationship between Hospital Cost Inefficiency and Debt Ratings." North American Productivity Workshop. New York. June 2006.
- "Potential for Adverse Selection for Medicare Part D." American Society of Health Economics Annual Meeting. Madison. June 2006.

- "The Value of Trust. A Proposed Methodology for Estimation." International Health Economics Association Annual Meeting. Barcelona. July 2005.
- "The Cost of One Bad Apple. The Impact of the AHERF Bankruptcy on the U.S. Hospital Bond Market." Research seminar presentations at New School University and the Wharton School of the University of Pennsylvania. February 2004.
- "A Study of the Relationship Between the Use of Prescription Drugs and the Propensity to Purchase Long-Term Care Insurance." AcademyHealth Annual Research Meeting. Poster Presentation. June 2003.
- "Maximizing Your Practice Within a Managed Care Setting: Parts I and II." Network for Continuing Medical Education. Sponsored by Boehringer Ingelheim Pharmaceuticals. Videotape. May 23 1997.
- "Understanding Health Care Finance." SMS University. Sponsored by Shared Medical Systems. Philadelphia, Pennsylvania. February 2-5 1997.
- "Why Capitation is not the Best Way to Compensate Some Specialists." National Managed Health Care Congress. Phoenix, Arizona. November 8 1996.
- "Financial Management of Physician Practices." Delaware Medical Group Management Association. Dover, Delaware. June 7 1996.
- "Reorganizing Your Practice for Managed Care." American Medical Association - Financing and Practice Services. Montana, Georgia, Louisiana, Texas, and Minnesota. 1996-1997.
- "Physician Practice Valuation." Temple University, Wharton. Seminar in Health Care Financial Management MBA classes. Philadelphia, Pennsylvania. 1993-1997.

BOOKS AND MONOGRAPHS

- "Safety Net Providers and Specialized Providers of Health Services to Lower Income Populations." (with Gulcin Gumus) Encyclopedia of Health Economics. Editor Anthony Culyer. London: Elsevier, 2012.
- "Health Insurance." (with Thomas E. Getzen) Encyclopedia of Actuarial Science. Editor A.S. MacDonald. John Wiley & Sons, Ltd. 2004.
  Book information at www.wileyeurope.com/eoas.
- "The Allegheny Bankruptcy." (sidebar) Health Economics: Fundamentals and Flow of Funds. Thomas E. Getzen. New York: Wiley, 2004. Book Information at www.wiley.com.
- Course Requirements and Syllabi in Health Care Finance, Accounting, Economics and Insurance (with Thomas E. Getzen) Arlington, Virginia: AUPHA, and Philadelphia, Pennsylvania: Temple University, 1992.

GRANTS AND CONTRACTS

- "Cost-Benefit Analysis of Birth Outcome Improvements Under the Community Voices Program."
- Children's Services Council of Palm Beach County.
- Primary Investigator ($10,000 university research grant); 05/01/2019-12/31/2019.

- "The Cost and Delivery of Public Health Practice: Using PBRNs to Identify Delivery, Quality and Cost of Core Public Health Services in Ohio."

- Robert Wood Johnson Foundation. Public Health Services and Systems Research.
- Contract Investigator (working under Scott Frank at the Case Western Reserve University); $18,000 (total); 09/01/2013-12/31/2014.

- "Understanding Governmental and Non-Governmental Funding and Network Structures in Different Models of Public Health Infrastructure."
- Robert Wood Johnson Foundation. Public Health Services and Systems Research.
- Contract Investigator (working under Josephine Porter at the University of New Hampshire); $30,000 (total); 09/01/2013-12/31/2014.

- "The influence of organizational and community characteristics on the cost of providing mandated public health services in NC."
- Robert Wood Johnson Foundation. Public Health Services and Systems Research.
- Contract Investigator (working under Nancy Winterbauer at East Carolina University); $8,000 (total); 09/01/2013-12/31/2014.

"The Cost of Doing Business: Developing a Cost Model for the Minimum Local Public Health Services Package in Ohio."
- Robert Wood Johnson Foundation. Public Health Services and Systems Research.
- Primary Investigator ($20,000 (total); 12/01/2012-04/31/2013.
- Estimate the cost of providing public health services based on area demographics and health department characteristics. Produce a model allowing peer comparison.

- "Protecting Public Health in Times of Austerity: Measuring Impacts and Setting Priorities"
- Robert Wood Johnson Foundation. Public Health Services and Systems Research.
- Contract Investigator (working under Beth Resnick at the Johns Hopkins Bloomberg School of Public Health); $28,000 (total); 01/01/2012-12/31/2013.
- Determine whether recent reductions to public health budgets disproportionately impact certain groups, such as people living in poverty, minorities, rural areas, and those at risk. This study will also try to identify methods of softening the adverse impact of funding cuts.

- "Public Health Regionalization in New Hampshire."
- New Hampshire Division of Public Health Services.
- Principal Investigator;
  $15,000 (total); 100% of effort (estimated); 10/1/2008-12/31/2009 (estimated).
- Work with the New Hampshire Division of Public Health Services and 15 formative public health regions statewide to conduct an analysis of public health expenditures and assess options for public health regionalization.

- "Informing the Design of Funding Allocation Formulas in Public Health Practice."
- Robert Wood Johnson Foundation. Changes in Health Care Financing and Organization. Public Health Systems Research.
- Co-Principal Investigator;
  $200,000 (total); 40% of effort (estimated); 1/1/2008-12/31/2009 (estimated).

- This project will evaluate the impact on public health funding allocations and the policy implications of using various options in formula design. This project attempts to address the limited evidence base for selecting among various formula options, with the ultimate goal of helping policymakers allocate scarce public health funds to areas where they are needed most.

- "Local Public Health Regionalization."
- National Association of County and City Health Officials. Assuring the Future of Public Health Systems Research. (With support from the Robert Wood Johnson Foundation).
- Contract Investigator (working under Grace Gorenflo, NACCHO);
  $50,000 (estimated); 30% of effort (estimated); 9/1/2007-5/31/2008 (estimated).
- This project helps Massachusetts and Kansas public health officials analyze the potential operational, legal and financial implications of regionalizing public health services.

- "Inventory of Courses in Finance and Economics with a Specific Focus on Public Health."
- University of Kentucky College of Public Health. Assuring the Future of Public Health Systems Research. (With support from the Robert Wood Johnson Foundation).
- Principal Investigator; $5,000; 20% of effort; 4/1/2007-3/31/2008.
- Through the development of an inventory of course offerings focusing on public health finance issues, this project is an important first step in developing a formal curriculum for public health finance professionals.

- "Public Health Finance: Advancing a field of study through public health systems research."
- Robert Wood Johnson Foundation.
- Contract Investigator (working under Peggy Honore, Emory University);
  $36,000 (estimated); 40% of effort (estimated); 2/1/2006-8/31/2008 (estimated).
- This project explores the impact of funding on public health system performance. This includes assistance to Georgia state public health officials in the analysis of funding formula alternatives.

- "Public Health Finance: Advancing a field of study through public health systems research."
- Robert Wood Johnson Foundation.
- Contract Investigator (working under Peggy Honore, Emory University);
  $4,000; 10% of effort (estimated); 8/1/2006-12/31/2008.
- This project investigated alternative public health funding formula components. This included meetings with Georgia state legislators regarding the impact of various funding alternatives.

SERVICE

- **Palm Beach County Fetal and Infant Mortality Review, Community Action Group.** West Palm Beach. 2018-Present. Research Associate, evaluating effectiveness of various programs aimed at improving pregnancy outcomes,

- **Broward Fetal and Infant Mortality Review Committee.** Maternal Health Committee. Fort Lauderdale. 2018-Present. Research Associate, providing committee members background research on the myriad social support services available and their impact on pregnancy outcomes.
- **Florida Impact to End Hunger**. 2019-Present. Board of Directors for this organization is dedicated to advancing health equity by ending hunger and improving nutrition for all Floridians.
- **Broward Healthy Start Coalition**, Children's Services Council of Broward County. Fort Lauderdale. 2018-Present. Research Associate, evaluating effectiveness of various programs aimed at improving pregnancy outcomes,
- **PRIDE Center**, Fort Lauderdale, 2015-Present. Consultant, participating in community service projects and presenting informational sessions focusing on LGBTQ issues in Social Security, Medicare and health insurance.
- **SHINE, Serving Health Insurance Needs of Elders**. West Palm Beach: 2011-present. Volunteer Counselor assisting Medicare recipients with questions about insurance plans, accessing medical services, billing questions and social services. Developed tools to improve consistency and productivity of other counselors. Presenting information sessions to seniors throughout South Florida.

- **Florida Public Health Practice Based Research Networks, Robert Wood Johnson Foundation**. 2015-present. Steering Committee Member, evaluating organizational goals, and working with other professional groups and community organizations to facilitate communication between researchers and practitioners.
- **Public Health Law Research, Robert Wood Johnson Foundation**. Philadelphia: 2011-2018. Methods Committee Member. Develop program strategies and priorities, select studies for funding, and providing technical assistance and support to strengthen research on law and health.
- **Gillings Innovation Labs, Gillings Foundation**. Chapel Hill: 2008-2015. Review Panel Member assessing and scoring public health research proposals.
- **Public Health Practice Based Research Networks, Robert Wood Johnson Foundation**. 2011-present. Review Panel Member, evaluating and scoring grant proposals for applied research on strategies for organizing, financing, and delivering public health services and the impact of these services on population health.

- Reviewer, *American Journal of Public Health*, 2015-present.
- Reviewer, *American Public Health Association*, 2008-present.
- Reviewer, *Health Economics*, 2009-present.
- Reviewer, *Health Care Management Review*, 2014-present.
- Reviewer, *International Health Economics Association,* 2004-present.
- Reviewer, *Journal of Public health Management and Practice*, 2006-present.
- Reviewer, *Milbank Quarterly*, 2014-present.
- Reviewer, *Risk Management and Insurance review*, 2005-present.

AWARDS

- SHINE, Serving Health Insurance Needs of Elders. Prime Time Award. 2014-2018.
- Undergraduate Teaching Award, College of Business, Florida Atlantic University, 2010.
- Excellence in Undergraduate Teaching. Florida Atlantic University, 2007.
- Best Paper Award for "Local public health agency funding: Money begets money" article in the March/April 2007 finance issue of the Journal of Public Health Management and Practice. Sponsored by Robert Wood Johnson Foundation, 2007.
- Temple University School of Business and Management, Department of Health Administration Alumni Scholarship Award, 1993.

COURSES TAUGHT

- Introduction to Healthcare Systems
- Healthcare Financial Management
- Healthcare Management
- Health Research
- Healthcare Economics
- *Experienced in all teaching formats: In-Person, On-Line and Executive.*

INDUSTRY EXPERIENCE

1998-2001 **Cigna, Consultant.** North Carolina
Advised Cigna, Preferred Care, physician practices and community health centers in North Carolina, New York and Pennsylvania. Planned and directed efforts of twenty departments in structured business trials related to business reorganization. Managed projects to review, revise and document all HMO business processes and procedures.

1993-1997 **The Health Care Group, Consultant**. Philadelphia, PA
Performed physician practice reviews aimed at increasing doctor and staff productivity, improving patient flow and increasing profits. Managed physician offices on a contract basis. Made personnel decisions, performed market analysis, selected billing system, developed procedures, implemented staff scheduling and standardized financial reporting. Determined value of physician practices for both buyers and sellers. HMO contract analysis including development of a procedure-costing model used in studying capitation rates, general contract term review, and contract negotiation. Managed provider network development projects, which involved conducting meetings, assessing market analysis, reviewing antitrust concerns and designing physician compensation systems.

1991 **Mercy Health Corporation, Analyst.** Philadelphia, PA
Prepared market analysis studies and managed care contracting guidelines for the hospital network.

1992 **US Healthcare, Analyst.** Philadelphia, PA
Product analysis and Medicare application filing coordination.

1990-1991 **Healthcare Delaware, MIS Supervisor.** Wilmington, DE.
Transformed MIS area to a full-service department. Implemented standard procedures for backup, job submission and scheduling, report distribution, hardware maintenance, program development and other operations responsibilities. Coordinated purchase and installation of personal computers, printers and a new mainframe.

1986-1990 **Preferred Care, IT Project Manager**. Rochester NY
Led development of new benefit plans, provider networks, compensation models, and provider evaluation tools. Coordinated conversion of all business application software including enrollment, billing, claims processing and preauthorization. Managed activities of six analysts. Analyzed departmental procedures and paper flows, designed and developed new system features, and coordinated efforts of software vendor and internal staff. Conducted personal computer plan from RFP to installation.

1981-1986 **Burroughs Corporation, Management Systems Analyst.** Rochester NY
Maintained a variety of marketing and financial systems including payroll, human resources, marketing bonus and compensation, general ledger and profit and loss statements.

TRADE ARTICLES

- "Congratulations On the Merger ... How Are You Going to Make It Work." Administrative Eyecare Spring 1997: 8-10.
- "If Your Computer Is '2000-Incompatible,' Fix It Now." The Health Care Group FORECAST Spring 1997: 1-4.
- "Preparing for Physician Retirement." Administrative Eyecare Winter 1996: 6-7.
- "Eyecare Administrators Are Coming From Graduate School & Their Paychecks Prove It." Administrative Eyecare Fall 1996: 6-9.
- "Product Costing: Analyzing Fee-for-Service Contracts." Delaware Medical Group Management Association Newsletter Fall 1996: 4-5.
- "Will Your Practice Manager Survive a Merger?" Pennsylvania Medicine July 1996: 28-29.
- "Into the Risk Pool You Go!" The Physician's Advisory June 1996: 10.
- "Is an Eyecare Carve-Out Contract In Your Future?" Administrative Eyecare Summer 1996: 6-8.
- "Product Costing: Take the Necessary First Step to Success Under Capitation." Delaware Medical Group Management Association Newsletter Summer 1996: 4-5.
- "Managed Care Contract Negotiation and Review." American College of Gastroenterology Managed Care Bulletin April 1996: 2-15.
- "Managing Practice Overhead." The Newsletter of the Medical Society of Delaware September 1995: 1.
- "Keeping Your Practice In Order for Managed Care." Administrative Ophthalmology Fall 1995: 7-8.
- "Managed Care Contracts: Reading the Fine Print." The Journal of Medical Practice Management May/June 1995: 286-289.
- "How Many MCOs Should You Join?"
- "Important Elements of a Managed Care Contract."
- "Evaluating the Market Players in Managed Care."
- "Physician Reimbursement in Managed Care Organizations."
- "Physician-Hospital Organizations."
- Understanding Managed Care (The Ortho Institute of Physician Practice Development) December 1994:13-16, 18-27, 30-33, 46-53.
- "Patient and Referring Physician Satisfaction Surveys." The Journal of Medical Practice Management November/December 1994: 141-143.

- "Introducing Efficiency Into the Income Division Equation." (with Mark E. Kropiewnicki) Group Practice Journal September/October 1994: 28-74.
- "The Leading HMOs in the Delaware Valley." Today's Health Care - Eastern Pennsylvania Edition July/August 1994: 10-16.
- "How to Use Critical Data in Your Computer." American Academy of Orthopedic Surgeons Bulletin April 1994: 32-33.

MEDIA COMMENTARY

- "Eliminate Plan's Low Rates After Contract Ends." Managed Care Contract Negotiator March 1998: 5-7.
- Grandinetti, Deborah. "Use Your HMO Profile to Your Advantage," Medical Economics 24 March 1997: 165-171.
- Chesanow, Neil. "How Fast Can Things Change? Just Look at Philadelphia." Medical Economics 27 January 1997: 42-67.
- "Totally Automated Medical Records, Voice Systems on the Near-Horizon." "Physicians Finding Home Pages on Web Fun Way to Communicate with Patients." "Office Computers Can Help Patients Understand Condition and Treatment." Physician's Financial News 15 February 1996: S2-S12.
- "Capitation Becomes New Political Battleground." Capitation Management Report February 1996: 17-23.
- "Voters Turn Back Threats to Capitation While Court and Legislative Challenges Persist." Capitation Management Report December 1996: 194-196.
- Guglielmo, Wayne J. "How to Avoid Deselection." Medical Economics 15 April 1996: 149-154.
- Slomski, Anita J. "Getting the Most Out of Your PPO Contracts." Medical Economics 15 April 1996: 140-148.
- "What's In a Chip? Pace of Technology Blurs Distinctions Between Computers." "New Software Seen Evolving to Deal With Rapid Growth of Managed Care." "National Software Vendors Appear Best Bets for Doctors." "Payers and Providers Seeking Accord on Standards for Electronic Claims." Physician's Financial News 15 February 1995: p. S2-S10.
- "Managed Care Demands Seen Fueling Evolution of Innovative Systems for Practice Management." Physician's Financial News 15 February 1995, S3
- Wallen, Eileen "Every Practice Needs a Secure System for Collecting and Dispensing Funds." Physician's Financial News 30 April 1994: 17.
- "Practice management systems evolving to meet new business, clinical needs." "New Technologies Seen Altering Medical Practice in Near Future." Physician's Financial News 28 February 1994: S4-5.

ELIZABETH GOODRICK, Ph.D.

Health Administration Program
Department of Management Programs
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Florida Atlantic University
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Education

Ph.D. University of Illinois at Urbana-Champaign, Urbana, IL. May 1992.
Department of Business Administration.
Major: Organizational Behavior and Theory.
Minor: Sociological Theory.
Dissertation topic: Normal practice: The institutionalization of a professional activity.
Dissertation advisor: Gerald R. Salancik.

A.B. University of Illinois at Urbana-Champaign, Urbana, IL. January 1980.
Major: Political Science.

Academic Appointments

Full Professor with Tenure, College of Business, Florida Atlantic University, 2017.

Associate Professor with Tenure, College of Business, Florida Atlantic University, 2003 to 2017.

Associate Professor, College of Business, Florida Atlantic University, 1999 to 2003.

Assistant Professor, School of Management, SUNY at Buffalo, 1991 to 1999. Childbearing leave calendar year 1997.

Scholarship (* indicates work co-authored with graduate student)

Referred Journal Articles

Feyereisen, Scott & Goodrick, Elizabeth (in press). Examining variable nurse practitioner independence across jurisdictions: A case study of the United States. International Journal of Nursing Studies. DOI: 0.1016/j.ijnurstu.2020.103633.

Delmestri, Giuseppe, Wezel, Filippo Carlos, Goodrick, Elizabeth, & Washington, Marvin. (2020) The hidden paths of category research: Climbing new heights and slippery slopes. *Organization Studies*. 41: 909-920. ABS: 4.

Goodrick, Elizabeth, Jarvis, Lee, & Reay, Trish (2020) Preserving a professional institution: Emotion in discursive institutional work. *Journal of Management Studies*. 57: 735-774. ABS: 4

Jarvis, Lee, Goodrick, Elizabeth & Hudson, Bryant. (2019) Where the heart functions best: Reactive-affective conflict and the disruptive work of animal rights organizations. *Academy of Management Journal*. 62: 1358-1387. ABS: 4+

Feyereisen, Scott & Goodrick, Elizabeth. (2019) Who is in charge: Jurisdictional contests and organizational outcomes. *Journal of Professions and Organization*. 6: 233–245. ABS: 2

Feyereisen, Scott, Brochek, Joseph, & Goodrick, Elizabeth. 2018. Understanding Professional Jurisdiction Changes in the Field of Anesthesiology. *Medical Care Research and Review.* 74: 612-632.

Reay, Trish, Goodrick, Elizabeth, Waldorf, Susanne Boch. & Casebeer, Ann. 2017. Getting Leopards to Change their Spots: Reconfiguring Institutional Logics to change Professional Role Identity. *Academy of Management Journal*. 60: 1043-1070. ABS: 4+

Delmestri, Giuseppe & Goodrick, Elizabeth. 2016. Looking Away: Denial and Emotions in Institutional Stability and Change. In J. Gehman, M. Lounsbury, & R. Greenwood (Eds) *Research in the Sociology of Organizations*. 48A: 233-271. ABS: 3

Goodrick, Elizabeth & Reay, Trish. 2016. An Institutional Perspective on Accountable Care Organizations. *Medical Care Research and Review,* Special Issue-Using Organization Theory to Understand the Adoption, Implementation, Spread, and Performance of Accountable Care Organizations. 6: 685-693.

Nicolini, Davide, Delmestri, Giuseppe, Goodrick, Elizabeth, Reay, Trish, Lindberg, Kajsa, & Adolfsson, Petra. 2016. Look What's Back: Institutional Complexity, Reversibility and the Knotting of Logics. *British Journal of Management*, 27: 228-248. ABS: 4

Reay, Trish, Chreim, Samia, Golden-Biddle, Karen, Goodrick, Elizabeth, Casebeer, Ann, Williams, Bernie, Pablo, Amy, & Hinings, C.R. (Bob). 2013 Transforming new ideas into practice: An activity based perspective on the Institutionalization of practices. *Journal of Management Studies,* 50: 963–990. ABS: 4

Waldorff, Susanne Boch, Reay, Trish, & Goodrick, Elizabeth. 2013. A tale of two countries: How different constellations of logics impact action. In M. Lounsbury & E Boxenbaum (Eds), *Research in the Sociology of Organizations:* 39A: 99-129. ABS: 3

Reay, Trish, Goodrick, Elizabeth, Casebeer, Ann. & Hinings, C.R. (Bob). 2013. Legitimizing new practices in primary health care. *Health Care Management Review,* 38:9-19. ABS: 2

Goodrick, Elizabeth & Reay, Trish. 2011. Constellations of logics: Changes in the professional work of pharmacists. *Work & Occupations,* 38: 372-416. ABS: 3

Goodrick, Elizabeth & Reay, Trish, 2010. Florence Nightingale endures: Legitimizing a new professional role identity. *Journal of Management Studies*, 47: 55-84. ABS: 4

Lemak, Christy H., Johnson, Christopher, & Goodrick, Elizabeth. 2004. Collaboration to improve services for the uninsured: Exploring the concept of health navigators as inter-organizational integrators. *Health Care Management Review* 29: 196-206. ABS: 2.

Lemak, Christy Harris & Goodrick, Elizabeth. 2003. Strategy as simple rules: Understanding success in a rural clinic. *Health Care Management Review* 28: 179-188. ABS: 2

Goodrick, Elizabeth. 2002. From management as a vocation to management as a scientific activity: An institutional account of a paradigm shift. *Journal of Management,* 28:649-668. ABS 4+

Brindle, Margaret & Goodrick, Elizabeth. 2001. Revisiting maverick medical sects: The role of identity in homeopathic and chiropractic survival. *Journal of Social History* Spr: 569-589.

Flood, Ann Barry, Bott, David M., & Goodrick, Elizabeth. 2000. The promise and pitfalls of explicitly rewarding physicians based on patient insurance. *Journal of Ambulatory Care Management* 23: 55-70.

Goodrick, Elizabeth, & Salancik, Gerald R. 1996. Organizational discretion in responding to institutional practices: Hospitals and cesarean births. *Administrative Science Quarterly,* 41: 1-28. ABS: 4+

Invited Revisions

Reay, Trish, Goodrick, Elizabeth, & Lu, Chang. Institutional Settlements and Organizational Hybridity: The Rise and Fall of Supervised Consumption Sites. Invited revision with *Research in Sociology of Organizations*.

Goodrick, Elizabeth, Bagdasarian, Jennifer & Jarvis, Lee. Not on Skid Row: Stigma reduction in addiction treatment organizations. Invited revision from *Journal of Management Studies*.

Editor-Reviewed Book Chapters

Reay, Trish, Goodrick, Elizabeth, & Hinings, C.R. (Bob). 2016. Institutionalization and Professionalization. In E. Ferlie, K. Montgomery, & A.R. Pedersen (Eds.*), The Oxford Handbook of Health Care Management:* 25-44.

Goodrick, Elizabeth, Flood, Ann Barry, & Fremont, Alan M. 1998. Models of culture in physician group practices. In H.Z. Lopata (Ed.) *Current Research on Occupations and Professions*, 10: 135-156. Greenwich, CT: JAI Press.

Goodrick, Elizabeth, Meindl, James R., & Flood, Ann Barry. 1997. Business as usual: The adoption of managerial ideology by U.S. hospitals. In J.J. Kronenfeld (Ed.) *Research in the Sociology of Health Care*, 14: 27-50. Greenwich, CT: JAI Press.

Flood, Ann Barry, Fremont, Alan M., Goodrick, Elizabeth, Jin, Ki-Nam, & White, Carolyn. 1991. Sociological approaches to examining resource use in managed care. In H. Hibbard, P.A. Nutting, and M.L. Grady (Eds.), *Primary Care Research: Theory and Methods*: 127-137. Rockville: AHCPR.

Invited Book Reviewer

Administrative Science Quarterly. 2002. Scott, W. Richard, Ruef, Martin, Mendel, Peter J., & Caronna, Carol A., *Institutional Change and Healthcare Organizations: From Professional Dominance to Managed Care.* Chicago: University of Chicago Press, 2000.

Referred Presentations and Proceedings

International

Goodrick, Elizabeth. Understanding micro-macro connections in organizational theory: The value of health care settings? Panelist at 2020 Academy of Management Meetings, August.

Hudson, Bryant, Jarvis, Lee, & Goodrick, Elizabeth. Collective rage, power, and institutions: Examining institutional disruption, defense, and reaction. Paper presented at 2020 Academy of Management Meetings, August.

*Bagdasarian, Jennifer & Goodrick, Elizabeth. Not on Skid Row: Stigma reduction in addiction treatment organizations. Paper presented at 2020 Academy of Management Meetings, August.

Goodrick, Elizabeth & Reay, Trish. Bolstering professional identity: Responding to threats to professional survival. Paper presented at 35th European Group for Organizational Studies (EGOS) Colloquium, Edinburgh, Scotland, July 2019.

*Bagdasarian, Jennifer & Goodrick, Elizabeth. Not on Skid Row: Stigma reduction in addiction treatment organizations. Paper presented at Organizational Stigma paper development workshop in conjunction with special issue of Journal of Management Studies, IÉSEG School of Management, Paris, France, September 2019.

Feyereisen, Scott & Goodrick, Elizabeth. An examination of variable NP autonomy among states. Paper presented at 2018 Academy of Management Meetings, Chicago, IL, August, 2018.

Delmestri, Giuseppe, Uberbacher, Florian, & Goodrick, Elizabeth. The challenge of engaging with grand challenges: Towards an axiology for new institutionalism. Paper presented at 34th EGOS Colloquium, Tallinn, Estonia, July 2018.

Hudson, Bryant, Jarvis, Lee, & Goodrick, Elizabeth. Rage, power, and institutions: A conceptual examination of disruption and institutional reaction. Paper presented at 13th Annual Organization Studies Workshop, Samos, Greece, May 2018.

Hudson, Bryant, Jarvis, Lee, Moura, David, & Goodrick, Elizabeth. Contestation, Scandal, and Stigma's Echo: Owlcatraz and the Naming of a Football Stadium. Paper presented at 2017 Academy of Management Meetings, Atlanta, GA, August, 2017.

Uberbacher, Florian, Goodrick, Elizabeth, Gehman, Joel, & Delmestri, Guiseppe. The Challenge of 'Grand Challenges': Integrating Ethics and Power in Institutional Theory. Paper presented at 33rd EGOS Colloquium, Copenhagen, Denmark, July 2017.

Reay, Trish & Goodrick, Elizabeth. Developing Innovative Healthcare Practices: How do Communities Matter? Paper presented at 33rd EGOS Colloquium, Copenhagen, Denmark, July 2017.

Delmestri, Giuseppe & Goodrick, Elizabeth. Looking Behind the Curtain: Organizational Categories, Status, and Background Institutions. OMT Division. Paper presented at 2016 Academy of Management Meetings, Anaheim, CA, August 2016.

Feyereisen, Scott, Broschak, Joe, & Goodrick, Elizabeth. Maybe it Does, Maybe it Doesn't: When Professional Power Really Matters. HCM Division. Paper presented at 2016 Academy of Management Meetings, Anaheim, CA, August 2016. **

Hudson, Bryant, Moura, David, Goodrick, Elizabeth, & Jarvis, Lee. Owlcatraz: Of Stadiums, Scandals, and Stigma's Echo. Paper presented at 32nd EGOS Colloquium, Naples, Italy, July 2016.

Goodrick, Elizabeth, Jarvis, Lee, & Reay, Trish. 2015. The Dream of Pharmaceutical Care: The Role of Emotions in Galvanizing the Rank and File. In John Humphreys (Ed.), *Proceedings of the Seventy-fifth Annual Meeting of the Academy of Management*. Online ISSN:2151-6561.

Goodrick, Elizabeth Qualitatively Capturing Institutional Logics. Participant in panel at 2015 Academy of Management Meetings, Vancouver, BC Canada, August 2015.

*Goodrick, Elizabeth, Jarvis, Lee, & Reay, Trish. The Dream of Pharmaceutical Care: The Role of Emotions in Galvanizing the Rank and File. OMT Division. Paper presented at 2015 Academy of Management Meetings, Vancouver, BC Canada, August 2015.

Delmestri, Guiseppe & Goodrick, Elizabeth. Looking Behind the Curtain: Categories, Status, and the Burden of Proof in Organizational Fields. Presented at 4th Triennial Alberta Institutions Conference, Banff, Alberta, Canada. June 2015.

Goodrick, Elizabeth, & Reay, Trish. Emotions and Institutional Logics: Putting Affect onto the Y-axis. Participant in panel at 2014 Academy of Management Meetings, Philadelphia, PA. August, 2014.

*Reay, Trish, Goodrick, Elizabeth, & Lu, Chang. The three (changing) faces of addictions: How institutional settlements evolve over time. Presented at 30th EGOS Colloquium, Rotterdam, Netherlands, July 2014.

*Jarvis, Lee, & Goodrick, Elizabeth. Moving institutional mountains: Emotional responses to backstage revelations. Presented at 30th EGOS Colloquium 2014 in Rotterdam, Netherlands, July, 2014.

Reay, Trish, Goodrick, Elizabeth, Waldorf, Susanne Boch. & Casebeer, Ann. How can you get a leopard to change its spots? Institutional logics and physician role identity. Presented at 9th Biennial International Conference in Organisational Behaviour in Health Care in Copenhagen, Denmark, April, 2014.

*Goodrick, Elizabeth, Reay, Trish, & Jarvis, Lee. The Dream of Pharmaceutical Care: The Role of Emotions in Galvanizing the Rank and File. Nominated for best paper award, Health Care Management Division. Paper presented at 2013 Academy of Management Meetings, Orlando, August 2013.

Reay, Trish, Goodrick, Elizabeth, & Waldorf, Susanne Boch. How Can You Get a Leopard to Change His Spots: Changing Physician Practice and Identity. Paper presented at 29th EGOS Colloquium 2013, Montreal, Canada, July 2013.

*****Hudson, Bryant, Goodrick, Elizabeth, & Jarvis, Lee. Shame and Institutional Work in Healthcare. Paper presented at 28th EGOS Colloquium 2012, Helsinki, Finland, July 2012.

Reay, Trish & Goodrick, Elizabeth. Institutional Logics and the Dream of Pharmaceutical Care: The Role of Emotions in Galvanizing the Rank and File. Paper presented at 2012 EGOS Meetings, Helsinki, Finland, July 2012.

Waldorff, Susanne Boch, Reay, Trish, & Goodrick, Elizabeth. Collaborative Innovation in Health Care: The Case of Family Physicians. Paper presented at 8th International Organisation Behaviour in Healthcare Conference at Trinity College, Dublin, Ireland, April 2012.

Nicolini, Davide, Delmestri, Giuseppe, Goodrick, Elizabeth, Reay, Trish, Lindberg, Kajsa, & Adolfsson, Petra. Institutional Logics Together: Insights from the Field of Retail Pharmacy. Paper presented at 2011 Academy of Management Meetings, San Antonio, TX, August 2011.

Hudson, Bryant, & Goodrick, Elizabeth. Shame and Institutional Reform in U.S. Hospitals. Paper presented at 2011 Academy of Management Meetings, San Antonio, TX, August 2011.

Goodrick, Elizabeth & Reay, Trish. The Changing Role of Pharmacists: Consistently Settling for Second Best. Paper presented at 2010 Academy of Management Meetings, Quebec, Canada, August 2010.

Reay, Trish & Goodrick, Elizabeth. The identity work of maintaining a professional role: A historical view of U.S. pharmacists. Presented at An International Conference on Institutions and Work, Simon Fraser University, Vancouver, Canada, June 17-19, 2010.

Reay, Trish, Delmestri, Giuseppe, Goodrick, Elizabeth, Nicolini, Davide, Adolfsson, Petra, & Lindberg, Kajsa. Institutional Logics and Models of Retail Pharmacy: A Comparison of Sweden, Italy, UK, and USA Poster at Academy of Management, Chicago, IL, August 2009.

Reay, Trish, Delmestri, Giuseppe, Goodrick, Elizabeth, Nicolini, Davide, Adolfsson, Petra, & Lindberg, Kajsa. 2009. Institutional Logics and Material Practices: International Comparisons of Retail Pharmacy. Paper presented at EGOS, sub-theme 08, Institutions and knowledge: The role of materiality. Convenors: M. Lounsbury, R. Meyer, and M. Schneiberg. Barcelona, Spain.

Lindberg, Kajsa, Adolfsson, Petra, Nicolini, Davide, Delmestri, Guiseppe, Bergamaschi, Marya, Goodrick, Elizabeth, & Reay, Trish. Solving Institutional Puzzles in Pharmacy Systems. Paper presented at 2008 Academy of Management Meetings, Anaheim, CA, August 2008.

Goodrick, Elizabeth & Reay, Trish. Multiple Logics in the Field of Pharmacy. Poster at 2007 Academy of Management Meetings. Philadelphia, PA, August 2007.

Reay, Trish & Goodrick, Elizabeth. Managing Professional Identity: The Case of the American Pharmacists Association. Paper presented at 2007 Academy of Management Meetings. Philadelphia, PA, August 2007.

Goodrick, Elizabeth & Reay, Trish. Institutional Change in Pharmacy. Paper presented at 2006 Academy of Management Meetings, Atlanta, GA, August 2006.

Connelley, Debra & Goodrick, Elizabeth. When a Rose is not a Rose: A 21st Century Vision of Institutional Conflict. Paper presented at 2005 Academy of Management Meetings, Honolulu, HI, August, 2005.

Goodrick, Elizabeth & Reay, Trish. Constellations of Institutional Logics: U.S. Pharmacy from 1800 to 2004. Paper presented at the 2005 Administrative Sciences Association of Canada Meetings, Toronto, Ontario, June 2005.

Goodrick, Elizabeth, & Meindl, James R. No longer Florence Nightingale: Institution, Agency, and the Transformation of Nursing Identity. Paper presented at 2004 Academy of Management Meetings, New Orleans, LA, August 2004.

Lemak, Christy H., Johnson, Christopher, & Goodrick, Elizabeth. Collaboration to improve services for the uninsured: Exploring the concept of health navigators as interorganizational integrators. Paper presented at 2003 Academy of Management Meetings, Seattle, WA, August 2003.

Goodrick, Elizabeth. Organizational discretion in responding to institutional change: The deinstitutionalization of the medical dictum "once a cesarean, always a cesarean". Paper presented at 2000 Academy of Management Meetings, Toronto, Ontario, August 2000.

Goodrick, Elizabeth & Meindl, James R. Revolutionary and evolutionary ideological change in a pluralistic environment. Paper presented at 1999 Academy of Management Meetings, Chicago, IL, August 1999.

Brindle, Margaret & Goodrick, Elizabeth. The rise and fall of medical sectarianism: Maverick groups that changed the organization and practice of medicine. Paper presented at the 1998 Academy of Management Meeting, San Diego, CA, August 1998.

Flood, Ann Barry, Bott, David M., Ding, J., Jin, Ki-Nam, Fremont, Alan M. & Goodrick, Elizabeth. Strategizing to survive sea changes in medical markets: Can a group practice do it all? Poster at annual meetings of the Association for Health Services Research. Chicago, IL, June 1997.

Flood, Ann Barry, Bott, David M., Ding, J., Jin, Ki-Nam, Fremont, Alan M., & Goodrick, Elizabeth. The wallet biopsy: does your doctor diagnose your insurance before prescribing your care? Paper presented at the 1997 American Sociological Association Meetings, Toronto, Ontario, Canada, August 1997.

Fremont, Alan M., Flood, Ann Barry, Goodrick, Elizabeth, & Bott, David M. The impact of organizational setting on outpatient practice styles. Paper presented at the Sixty Seventh Annual Meeting of the Eastern Sociological Association, Baltimore, MD, April 1997.

Goodrick, Elizabeth, & Meindl, James R. Ideological transformation in the health care sector: The case of nursing. Paper presented at the 1995 Academy of Management Meetings, Vancouver, B.C., Canada, August 1995.

Flood, Ann Barry, Goodrick, Elizabeth, & Fremont, Alan M. How organizational culture develops in a professional setting. Poster presented at the Inaugural Australian Industrial and Organisational Psychology Conference, Sydney, Australia, July 1995.

Goodrick, Elizabeth, & Meindl, James R. Patients as customers: The importation of managerial ideology into the health care sector. Paper presented at the Social Construction of Industries and Markets: An International Conference, Chicago, IL, April 1994.

National

Goodrick, Elizabeth & Reay, Trish. Classifying institutional change. Research and Professional Development Workshop: Institutions, Conflict, and Change III, Kellogg Graduate School of Management, Northwestern University, Evanston, IL, December 2000.

Goodrick, Elizabeth. Organizational discretion in responding to institutional change: The deinstitutionalization of the medical dictum "once a cesarean, always a cesarean". Research and Professional Development Workshop: Institutions, Conflict, and Change II, Kellogg Graduate School of Management, Northwestern University, Evanston, IL, December 1999.

Goodrick, Elizabeth. Deinstitutionalization of a medical practice. Paper presented at the Research and Professional Development Workshop: Institutions, Conflict, and Change, Kellogg Graduate School of Management, Northwestern University, December 1998.

Flood, Ann Barry, Fremont, Alan M., White, Carolyn, Jin, Ki-Nam, Bott, David, & Goodrick, Elizabeth. Patterns of disease specific practice in treating HMO and fee-for-service patients. Paper presented at the annual meeting of the Association for Health Services Research, Chicago, IL, June 1992.

Flood, Ann Barry, Fremont, Alan M., Goodrick, Elizabeth, Jin, Ki-Nam, & White, Carolyn. Sociological approaches to examining resource use in managed care. Paper presented at the Association for Health Services Research, San Diego, CA, January 1991.

Flood, Ann Barry, Fremont, Alan M., Goodrick, Elizabeth, & Parker, Robert C. Organizational culture, financial incentives, and performance: variation in an ambulatory care setting. Paper presented at the annual meeting of the Association for Health Services Research, Washington, D.C., June 1990.

Regional

Feyereisen, Scott, & Goodrick, Elizabeth. Jurisdictional battles in higher education: How powerful professions shape healthcare training. Paper presented at 2016 Southern Management Association Meetings, Charlotte, NC, November.

*Jarvis, Lee, Hudson, Bryant, & Goodrick, Elizabeth. Institutional Work and Shaming Identity Threat in High-Socialization Occupations. Paper presented at 2012 Southern Management Association Meetings, Ft. Lauderdale, November 2012.

Brindle, Margaret & Goodrick, Elizabeth. Identity dynamics and resource control in two maverick
groups: The case of homeopaths and chiropractors. Paper presented at 43rd Annual Midwest Academy of Management Meeting, Chicago, IL, April 2000.

Nonreferred Presentations

Goodrick, Elizabeth. Losing their Soul: Elites' Use of Emotional Rhetoric to Defend an Institution Against Demise. Invited presentation at University of Vienna, Vienna, Austria, April, 2016.

Delmestri, G., Reay, T., Goodrick, E., Nicolini, D., Adolfsson, P., & Lindberg, K. Artifacts of Meaning: The Co-evolution of Things, Discourses, and Institutional Logics in Retail Pharmacy in Italy, Sweden, UK, and USA. Paper presented at ABC Workshop "Organizing Institutions: Agency and Interpretive Approaches", Copenhagen Business School, May 21-22, 2010.

Goodrick, Elizabeth & Reay, Trish. Historical Development of Organizational Field of U.S. Pharmacy. Paper presented Facolta di Economia Universita, Bergamo, Italy, Oct. 2007.

Grants

Internal

Dean's Summer Research Grant, 2020
Dean's Summer Research Grant, 2019
Dean's Summer Research Grant, 2018
Dean's Summer Research Grant, 2017
Dean's Summer Research Grant, 2016
Dean's Summer Research Grant, 2015
Dean's Summer Research Grant, 2014
Dean's Summer Research Grant, 2012
Dean's Summer Research Grant, 2005
Lynn Chair International Business Grant Award, 2004
University Research Initiation Award, 2000
Dean's Summer Research Grant, 2000

Courses Taught at FAU

Graduate Program

HSA 6118 Organizational Behavior in Healthcare (new course developed)
HSA 6707 Research Methods in Healthcare Management

Undergraduate Program

HSA 4110 Healthcare Organization and Administration
HSA 4140 Planning in Healthcare Organizations
HSA 4170 Health Research Methods
HSA 4817 Health Practicum
MAN 3025 Introduction to Management and Organizational Behavior

Service and Professional Development

Service to the Institution

Department Service

Department of Management Programs, Chair of Personnel Committee, Fall 2019 to present

Department of Management Programs, Member of Personnel Committee, Spring 2014-Spring 2019

Health Administration Program, Member of Finance Faculty Search Committee, Fall 2018-Spring 2019.

Health Administration Program, Member of Health Systems Faculty Search Committee, Fall 2018-Spring 2019.

Health Administration Program, Member of Faculty Search Committee, Fall 2015-Spring 2016

Health Administration Program, Member of Curriculum Review Committee, Fall 2015

Health Administration Program, Chair of Faculty Search Committee, Fall 2014–Spring 2015, Fall 2014, Fall 2011-Spring 2012

Health Administration Program, Member of Faculty Search Committee, Fall 2006, Spring 2004, Fall 2002-Spring 2003, Fall 2003-Spring 2004, Fall 2003

Department of Management Programs, Member of Faculty Search Committee, Fall 2013-Spring 2014

Department of Management Programs, Wrote and graded PhD comp questions, Spring 2011-Spring 2015

Department of Industry Studies, Southern Association of Colleges and Schools (SACS) Outcome Assessment Ad-hoc Committee, member, Fall 2002-Spring 2008

Department of Industry Studies P & T Committee, member, Fall 2004-Spring 2008

Department of Industry Studies Curriculum Review Committee, member, Fall 2001-Spring 2008

College Service

Tenure and Promotion Committee, Department of Management Programs representative, Fall 2019- present

Scholar of the Year Committee, chair, Spring 2017

Management Programs Department Chair Search Committee, member, Fall 2014

Graduate Council, member, Fall 1999-Spring 2007; Fall 2010-Spring 2014

Researcher of the Year Committee, member, Spring 2008

Undergraduate Council, member, Fall 2007- Spring 2008

Market Equity Committee, member, Spring 2006

Steering Committee for Faculty Assembly, member, Fall 2002-Spring 2003

University

Broward Faculty Senate, member, Fall 2007-Spring 2008; Fall 1999-Spring 2003

Graduate Council, member, Fall 2006-Spring 2007)

Service to the Discipline/Profession

Academy of Management Association

Facilitator, Getting Emotional: Theorizing About and From Data at the Intersection of Emotions and Institutions. PDW Workshop, 2019 Academy of Management Meetings, Boston, MA, August 2019.

Facilitator, Health Care Management Research Incubator, Health Care Management Division, 2019 Academy of Management Meetings, Boston, MA August 2019.

Chair, "Frontiers of Discourse: Intentionality, Silence, and Meaning", Organization and Management Theory Division, 2019 Academy of Management Meetings, Boston, MA, August 2019.

Chair, Professional Organization Research: Innovation in Professional Services, PDW Workshop, 2019 Academy of Management Meetings, Boston, MA, August 2019.

Facilitator, Health Care Management Research Incubator, Health Care Management Division, 2018 Academy of Management Meetings, Chicago, IL August 2018.

Co-organizer, Professional Organization Research: Collegiality, Collaboration and Competition, PDW Workshop, 2018 Academy of Management Meetings, Chicago, IL August 2018.

Facilitator, Health Care Management Research Incubator, Health Care Management Division, 2017 Academy of Management Meetings, Atlanta, GA, August 2017.

Participant, "Emerging Scholars Consortium", Health Care Management Division, 2017 Academy of Management Meetings, Atlanta, GA, August 2017.

Organizer, Addressing Grand Challenges with Institutional Research, Symposium for 2017 Academy of Management Meetings, Atlanta, GA, August 2017.

Chair, "Frontiers of Discourse: Intentionality, Silence, and Meaning", Organization and Management Theory Division, 2019 Academy of Management Meetings, Boston, MA, August 2019.

Discussant, "Institutional Logics and Hybrid Organizations", Organization and Management Theory Division, 2017 Academy of Management Meetings, Atlanta, GA, August 2017.

Organizer, Professional Organization Research: A Focus on Theory, PDW Workshop, 2017 Academy of Management Meetings, Atlanta, GA, August 2017.

Organizer and Chair, Professional Organization Research: More Methodological Issues, Challenges, and Opportunities, PDW Workshop, 2016 Academy of Management Meetings, Anaheim, CA, August 2016.

Member, Research Committee, Health Care Management Division, 2015 to present, 2006 to 2012.

Chair, Research Committee, Health Care Management Division, 2012 to 2015.

Participant, "Emerging Scholars Consortium", Health Care Management Division, 2015 Academy of Management Meetings, Vancouver, BC, Canada, August 2015.

Participant, “Health Care Management Emerging Scholars Consortium”, Health Care Management Division, 2014 Academy of Management Meetings, Philadelphia, PA, August, 2014.

Chair, “Goal Setting and Organizational Performance,” Health Care Management Division, 2014 Academy of Management Meetings, Philadelphia, PA, August 2014.

Organizer and Chair, “Survey methods of organizational research”, Presented at Professional Development Workshop, Health Administration Division, 2013 Academy of Management Meetings, Orlando, FL, August 2013.

Chair, “Institutional Maintenance”, Organization & Management Theory Division, 2013 Academy of Management Meetings, Orlando, FL, August 2013.

Participant, “Moving your work to the next step: Getting feedback from the experts”, Health Care Management Division, 2013 Academy of Management Meetings, Orlando, FL, August 2013.

Chair, “Processes of Meaning-Making”, Organization & Management Theory Division, 2012 Academy of Management Meetings, Boston, MA, August 2012.

Participant, “Moving your work to the next step: Getting feedback from the experts”, Health Care Management Division, 2012 Academy of Management Meetings, Boston, MA, August 2012.

Discussant, “Health systems: Policy, Strategy & Leadership”, Health Care Management Division, 2012 Academy of Management Meetings, Boston, MA, August 2012.

Chair, “Employee Engagement in Health Care”, Health Care Management Division, 2011 Academy of Management Meetings, San Antonio, TX, August 2011.

Chair, “Institutional Change in Health Care”, Health Care Management Division, 2010 Academy of Management Meetings, Quebec, Canada, August 2010.

Participant, “Developing an International Research Agenda for HR in Health Care: The Knowledge to Practice Gap”, Health Care Management Division, 2010 Academy of Management Meetings, Quebec, Canada, August 2010.

Facilitator, “Exploring the Journey from Dissertation to Tenure through Networking”, Health Care Management Division, 2009 Academy of Management Meetings, Chicago, IL, August, 2009.

Co-organizer of Health Care Management Doctoral Student and Junior Faculty Consortium, 2009 Academy of Management Meetings, Chicago, IL, August 2009.

Goodrick, Elizabeth & Reay, Trish. “Travel of Health Care Ideas: International Perspectives” Symposium organized for the 2008 Academy of Management Meetings, Anaheim, CA, August, 2008.

Goodrick, Elizabeth & Reay, Trish. "Identity Change for Health Professionals: How Does it Happen?" Symposium organized for the 2007Academy of Management Meetings, Philadelphia, PA, August 2007.

Discussant, "From Radical to Routine: Institutional Theory Perspectives in Health Care" 2007 Academy of Management Meetings, Philadelphia, PA, August 2007.

Goodrick, Elizabeth. Embracing the Teacher/Scholar Model. Participant in Professional Development Workshop. 2006 Academy of Management Meetings, Atlanta, GA, August 2006.

Member of Teaching Committee, Health Care Management Division, 2002 to 2006.

Member of SWOT Committee for Five Year Review of Health Care Management Division, 2001 to 2002.

Facilitator, "Knowledge Management, Innovation Adoption, and Institutional Theory", 2004 Academy of Management Meetings, New Orleans, LA, August 2004.

Discussant, "A Service Line Management: Adding Value to Multiple Stakeholders" 2002 Academy of Management Meetings, Denver, CO, August 2002.

Facilitator, "A New Directions in Health Care Research". Interactive Session, 2000 Academy of Management Meetings, Toronto, Ontario, August 2000.

Brindle, Margaret, & Goodrick, Elizabeth. "Organizing Cognitive Communities: Farmers' markets, medical sects, and the U.S. Intelligence." Symposium organized for the 1998 Academy of Management Meetings, San Diego, CA, August 1998.

Goodrick, Elizabeth. Importing Corporate Models of Organizing: The transformation of health care organizations. Symposium organized for the 1995 Academy of Management Meetings, Vancouver, B.C., Canada, August 1995.

Reviewer for international meetings, 1992 to present.

Southern Management Association

Chair for "Strategic Choice", 2012 Southern Management Association Meeting, Fort Lauderdale, FL, November 2012.

Discussant for "Health Care Strategies for the Next Century". 1999 Southern Management Association Meeting, Atlanta, GA, October 1999.

Chair for "Staffing the Future Health Care Corporation". 1999 Southern Management Association Meeting, Atlanta, GA, October 1999.

Reviewer for regional meetings, 1999 to 2008, 2012-2013

European Group for Organizational Studies (EGOS)

Delmestri, Giuseppe, Goodrick, Elizabeth, & Walgenbach, Peter. Subtheme conveners for The Dark and Bright Sides of Power, Institutions, and Organizing. 32nd EGOS Colloquium in Naples, Italy, July 2016.

Alberta Institutions Conference

PhD workshop facilitator, Banff, Alberta, Canada. June 2015.

Journal Editorial Boards

Journal of Professions and Organization, Associate editor
Organization Studies, Senior editor
Organization Theory, inaugural Editorial Board member for new journal sponsored by EGOs

Guest Editor

Special issue on categories at *Organization Studies*

Ad Hoc Reviewer

Administrative Science Quarterly
Academy of Management Journal
Organization Science
Organization
Journal of Management Studies
Health Care Management Review
Advances in Health Care Management
Journal of Management Inquiry
Social Science and Medicine
Accounting, Organizations, and Society
Journal of Health and Social Behavior
Women's Health Issues
Bulletin of the History of Medicine
Qualitative Methods
Work & Occupations
Journal of Health Organization and Management
British Journal of Management
Strategic Organization
European Management Review
Human Relations
Scandinavian Journal of Management
Medical Care Research & Review
Innovation: Organization & Management
Social Science History
American Sociological Review

Service to the Community/Public

Member of Business First, Chamber of Commerce, Ft. Lauderdale, FL Interviewed leaders in health care organizations in city as part of report to Chamber of Commerce. 2012-2013.

Honors and Awards

Dean's Fellow in Research, College of Business, 2019 to 2021
Dean's Fellow in Research, College of Business, 2016 to 2018
Scholar of the Year, 2016, College of Business, Associate Professor rank

GULCIN GUMUS, Ph.D.
Curriculum Vitae
October 2020

Department of Management Programs
College of Business
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431 USA
Phone: (561) 297-2115
Fax: (561) 297-2675
Email: ggumus@fau.edu

PERSONAL:
Gender: Female
Citizenship: Turkey and U.S.A.

EDUCATION:
Ph.D. in Economics, Cornell University, 2002.
M.A. in Economics, Cornell University, 2001.
B.S. in Economics (with High Honors), Middle East Technical University, Turkey, 1997.

RESEARCH AND TEACHING EXPERIENCE:
Department of Management Programs, Florida Atlantic University
- Associate Professor (with tenure), 2016–present
- Assistant Professor, 2010–2016

Department of Health Policy and Management, Florida International University
- Assistant Professor, 2006–2010
- Courtesy appointment in the Department of Economics

Health Economics Research Group, University of Miami
- Research Assistant Professor, 2005–2006
- Assistant Scientist, 2004–2005

IZA, Institute for the Study of Labor, Bonn, Germany
- Research Associate, 2002–2004

Department of Economics, Cornell University
- Research Assistant, 1999–2002
- Teaching Assistant, 1998–1999

CURRENT AFFILIATIONS AND FELLOWSHIPS:
Dean's Distinguished Research Fellow, Florida Atlantic University, Fall 2019–Spring 2022
Research Fellow, IZA, Institute for the Study of Labor, Bonn, Germany, 2004–present
Research Affiliate, Health Economics Research Group, University of Miami, 2006–present
Alumni Affiliate, Cornell Institute on Health Economics, Health Behaviors, and Disparities, Cornell University, 2017–present

PUBLICATIONS:

Peer-Reviewed Journal Articles

P. M. Bernet, G. Gumus, S. Vishwasrao. "Maternal Mortality and Public Health Programs: Evidence from Florida." *Milbank Quarterly*, 2020, 98(1): 150-171.

M. T. French and G. Gumus. "Watch for Motorcycles! The Effects of Texting and Handheld Bans on Motorcyclist Fatalities." *Social Science & Medicine*, 2018, 216: 81-87.

P. M. Bernet, G. Gumus, S. Vishwasrao. "Effectiveness of Public Health Spending on Infant Mortality in Florida, 2001–2014." *Social Science & Medicine*, 2018, 211: 31-38.

M. T. French, J. Homer, G. Gumus, L. Hickling. "Key Provisions of the Patient Protection and Affordable Care Act (ACA): A Systematic Review and Presentation of Early Research Findings." *Health Services Research*, 2016, 51(5): 1735-1771.

G. Gumus and T. L. Regan. "Self-Employment and the Role of Health Insurance in the U.S.," *Journal of Business Venturing*, 2015, 30(3): 357-374.

M. T. French and G. Gumus. "Fast times during spring breaks: Are traffic fatalities another consequence?" *Economic Inquiry*, 2015, 53(1): 745-757.

M. T. French and G. Gumus. "Macroeconomic Fluctuations and Motorcycle Fatalities in the U.S." *Social Science & Medicine*, 2014, 104: 187-193.

G. Gumus and T. L. Regan. "Tax Incentives as a Solution to the Uninsured: Evidence from the Self-Employed," *Inquiry*, 2013, 50(4): 275-295.

L. Bossi and G. Gumus. "Income Inequality, Social Mobility, and the Welfare State: A Political Economy Model." *Macroeconomic Dynamics*, 2013, 17(6): 1198-1226.

N. Borkowski, G. Gumus, and G. J. Deckard. "Modifying Physician Behavior to Improve Cost Efficiency in Safety-Net Ambulatory Settings." *Journal of Ambulatory Care Management*, 2013, 36(2): 129-139.

M. T. French, G. Gumus, and J. F. Homer. "Motorcycle Fatalities among Out-of-State Riders and the Role of Universal Helmet Laws." *Social Science & Medicine*, 2012, 75(10): 1855-1863.

G. Gumus and J. Lee. "Alternative Paths to Parenthood: IVF or Child Adoption?" *Economic Inquiry*, 2012, 50(3): 802-820.

G. Gumus, N. Borkowski, G. J. Deckard, and K. J. Martel. "Healthcare Managers' Perception of Professional Development and Organizational Support." *Journal of Health & Human Services Administration*, 2011, 34(1): 42-63.

M. T. French, G. Gumus, and J. F. Homer. "Public Policies and Motorcycle Safety," *Journal of Health Economics*, 2009, 28(4): 831-838.

G. Gumus, N. Borkowski, G. J. Deckard, and K. J. Martel. "Gender Differences in Professional Development of Healthcare Managers," *Leadership in Health Services*, 2009, 22(4): 329-339.

E. Pavlova-McCalla, F. L. Newman, and G. Gumus. "Quantitative Analysis of Two Treatment Options for Osteoarthritis in Adults: Intra-Articular Hyaluronan Products and Diacerein," *American Journal of Pharmacy Benefits*, 2009, 1(1): 29-37.

M. T. French, G. Gumus, and H. L. Turner. "The Role of Alcohol Use in Emergency Department Episodes," *Substance Use & Misuse*, 2008, 43: 2074-2088.

R. V. Burkhauser, J. S. Butler, and G. Gumus. "Dynamic Programming Model Estimates of Social Security Disability Insurance Application Timing," *Journal of Applied Econometrics*, 2004, 19: 671-685.

Editor-Reviewed Book Chapters

P. M. Bernet and G. Gumus. "Healthcare Safety Net in the US," in Anthony J. Culyer, ed., Volume 1 of *Encyclopedia of Health Economics*, San Diego, CA: Elsevier, 2014, pp.443-446.

M. T. French, G. Gumus, and J. F. Homer. "Universal Helmet Laws and Motorcycle Fatalities: A Longitudinal Analysis of Policy Changes." Chapter 7 in D. Slottje and R. Tchernis, eds., Volume 290 of the book series: *Contributions to Economic Analysis, Current Issues in Health Economics*, London, UK: Emerald Group Publishing Ltd., 2010, pp.139-162.

RECENT PRESENTATIONS:

Conference of the American Society of Health Economists, Washington, DC, 2019. M. T. French and G. Gumus, "The Great Recession and Population Health: The Case of Work-Related Traffic Fatalities."

Workshop on the Economics of Risky Behavior, Corte, France, 2018. M. T. French and G. Gumus, "Hit-and-Run or Hit-and-Stay: Does A Stricter BAC Limit Encourage Drivers to Flee the Crash Scene?"

World Congress of the International Health Economics Association, Boston, MA, 2017. L. Bossi and G. Gumus, "Dying to Vote: Presidential Elections and Fatal Traffic Crashes."

Annual Meeting of the Southern Economic Association, Washington, DC, 2016. L. Bossi and G. Gumus, "Presidential Elections and Traffic Fatalities."

Fall Conference of the Association for Public Policy Analysis and Management, Miami, FL, 2015. M. T. French and G. Gumus, "Hit-and-Run or Hit-and-Stay: Do Stricter BAC Limits Encourage Drivers to Flee the Crash Scene?"

Biennial Conference of the American Society of Health Economists, Los Angeles, CA, 2014. M. T. French and G. Gumus, "Fast times during spring breaks: Are traffic fatalities another consequence?"

Annual International Conference on Health Economics, Management & Policy, Athens, Greece, 2013. M. T. French and G. Gumus, "Fast times during spring breaks: Are traffic fatalities another consequence?"

Biennial Conference of the American Society of Health Economists, Minneapolis, MN, 2012. M. T. French and G. Gumus, "Macroeconomic Conditions and Motorcycle Fatalities."

World Congress of the International Health Economics Association, Toronto, Canada, 2011. M. T. French, G. Gumus, and J. F. Homer "Universal Helmet Laws and Motorcycle Safety: An Analysis of Out-of-State Riders."

Biennial Conference of the American Society of Health Economists, Ithaca, NY, 2010. G. Gumus and J. Lee "The Art of Life: IVF or Child Adoption?" M. T. French, G. Gumus, and J. F. Homer, "Universal Helmet Laws, Alcohol Policies, and Fatal Motorcycle Fatalities."

American Economic Association Meetings, Atlanta, GA, 2010. G. Gumus and J. Lee, "Alternative Paths to Parenthood: ART versus Adoption."

RECENT EXTERNAL FUNDING:

Co-Principal Investigator, "I/UCRC Phase II: Center for Health Organization Transformation, Florida Atlantic University Site," National Science Foundation, PI: A. Agarwal, 2016–2019.

Agency for Health Care Administration (AHCA), Florida, 2013–2015.

TEACHING:

Florida Atlantic University

- Health Economics & Policy (undergraduate)
- Health Research Methods (undergraduate and graduate)
- Healthcare Finance (undergraduate)
- Nominee, Distinguished Teacher of the Year Award, College of Business, 2011.

Florida International University

- Health Economics (undergraduate and graduate)
- Health Statistics (graduate)

University of Miami

- Introductory Macroeconomics (undergraduate)

Cornell University (Teaching Assistant)

- Introductory Microeconomics (undergraduate)
- Introductory Macroeconomics (undergraduate)

Middle East Technical University (Teaching Assistant)

- Introductory Microeconomics (undergraduate)
- Introductory Macroeconomics (undergraduate)

PROFESSIONAL ACTIVITIES AND SERVICE:

Member of the Scientific Committees under Professional Organizations

American Society of Health Economists (ASHEcon)

- Eight Conference in Washington, DC, 2019.
- Seventh Biennial Conference in Atlanta, GA, 2018.
- Sixth Biennial Conference in Philadelphia, PA, 2016.
- Fifth Biennial Conference in Los Angeles, CA, 2014.
- Third Biennial Conference in Ithaca, NY, 2010.

International Health Economics Association (iHEA)

- Thirteenth World Congress in Basel, Switzerland, 2019.
- Twelfth World Congress in Boston, MA, 2017.
- Eleventh World Congress in Milan, Italy, 2015.
- Tenth Joint World/European Conference on Health Economics in Dublin, Ireland, 2014.
- Ninth World Congress in Sydney, Australia, 2013.
- Ninth European Conference on Health Economics in Zurich, Switzerland, 2012.
- Eighth World Congress in Toronto, Canada, 2011.

Service at Florida Atlantic University

Health Administration Program

- Chair of the Faculty Search Committee, Fall 2018–Spring 2019.
- Member of the Faculty Search Committee, Fall 2010–Spring 2011, Spring 2014, Fall 2014–Spring 2015, Fall 2018–Spring 2019.

Department of Management Programs

- Member of the Ph.D. Committee, Fall 2015–Summer 2019.
- Chair of the Ph.D. Recruitment Subcommittee, Fall 2018–Summer 2019.
- Member of the Faculty Search Committee, Spring 2014.

College of Business

- Member of the Research Committee, Spring 2018–present.
- Interim Member of the College of Business Undergraduate Council, Fall 2020.
- Member of the Faculty Development Council, Fall 2014–Spring 2018.
- Member of the Associate Dean's Search Committee, Fall 2015–Spring 2016.
- Member of the Scholar of the Year Award Review Committee, Spring 2015, Spring 2017, Spring 2018, Spring 2019.

University

- Student poster judge at the Annual Graduate Research Day, Spring 2017, Spring 2018.
- Student poster judge at the Annual Undergraduate Research Symposium, Spring 2015, Spring 2020.

- Undergraduate Research Journal (FAURJ), ad hoc reviewer, Fall 2014.

Professional Organization Membership

American Economic Association (AEA)
American Society of Health Economists (ASHEcon)
International Health Economics Association (iHEA)

Referee Services

American Journal of Public Health
Economic Inquiry
Education Economics
Entrepreneurship Research Journal
European Journal of Health Economics
Health Economics
Industrial and Labor Relations Review
International Review of Economics Education
Journal of Business Venturing
Journal of Economic Behavior & Organization
Journal of Economic Dynamics and Control
Journal of Health Economics
Journal of Mental Health Policy & Economics
Journal of Policy Analysis and Management
Journal of Population Economics
Journal of Small Business Management
Social Science & Medicine
Southern Economic Journal

PAST HONORS AND AWARDS:

Summer Research Award, College of Business, Florida Atlantic University, 2014, 2015, 2016, 2017, 2018, 2019, 2020.

Scholar of the Year Award at the Assistant Professor level, College of Business, Florida Atlantic University, 2014, 2016.

Sage Foundation Graduate Fellowship, Cornell University, 1997–1998, 2001–2002.

SCOTT FEYEREISEN, PH.D

FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF BUSINESS
DEPARTMENT OF MANAGEMENT PROGRAMS
HEALTH ADMINISTRATION
BOCA RATON, FL 33431
763.286.2646
SFEYEREISEN@FAU.EDU

EDUCATION

UNIVERSTY OF ARIZONA, TUCSON, ARIZONA

Ph.D., Higher Education (2015)
Emphases: Management, Entrepreneurship, Healthcare Management

Dissertation Title: "Why Some Change and Others Do Not: Understanding the Effects of Competition in Overlapping Professional Jurisdictions on States, Healthcare Markets and Training Programs"

UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MN

MBA, Carlson School of Management (2010), Emphasis: Strategy
BME, Institute of Technology (1995), Emphasis: Industrial Engineering

RESEARCH INTERESTS

Professions, Collective Action, Healthcare Management, Innovation/Entrepreneurship, Organization Theory, Networks.

ACADEMIC APPOINTMENTS

Assistant Professor of Management/Health Administration, Management Programs Department, College of Business, Florida Atlantic University, 2015-current.

Graduate Research Associate, Dept. of Management & Organizations, Eller College of Management, University of Arizona, 2010-2015.

INTELLECTUAL CONTRIBUTIONS

Referred Journal Articles

Feyereisen, Scott; Puro, Neeraj & McConnell, W. 2020. Addressing Provider Shortages in Rural America: The Role of State Opt-out Policy Adoptions in Promoting Hospital Anesthesia Provisions, ***The Journal of Rural Health.***

Feyereisen, Scott & Goodrick, Elizabeth. 2020. Examining Variable Nurse Practitioner Independence Across Jurisdictions: A Case Study of the United States (forthcoming), ***International Journal of Nursing Studies.***

Puro, Neeraj & **Feyereisen, Scott**. 2020. Telehealth Availability in US Hospitals in the Face of the COVID-19 Pandemic, ***The Journal of Rural Health***.

Puro, Neeraj, Borkowski, Nancy, **Feyereisen, Scot**t et al, 2020. The Role of Organizational Slack in Buffering Financially Distressed Hospitals from Market Exits (forthcoming), ***Journal of Healthcare Management.***

Feyereisen, S. & Goodrick, E. 2019. Who is in Charge? Jurisdictional Contests and Organizational Outcomes. ***Journal of Professions and Organization.***

Feyereisen, S., Broschak, J. & Goodrick, B. 2018. Understanding Professional Jurisdiction Changes in the Field of Anesthesiology. ***Medical Care Research and Review.***

Invited first revisions

Feyereisen, Scott, Puro Neeraj, Thomas, Clayton & McConnell, William. A New Kind of Gatekeeper: The Rising Prevalence of Advanced Practice Nurses as Case Managers. Under second review at ***Health:.***

Feyereisen, Scott & Puro, Neeraj. 21 States Passed NP Legislation in the First 21 Days of the Covid-19 Pandemic. Under second review at ***Rural & Remote Health*.**

Work in progress

Feyereisen, S., Thomas, Clayton, Puro, N. & McConnell, W. Physician Dominance in the 21st Century: Examining the Rise of Non-Physician Autonomy. *Being prepared to undergo review at* ***Sociology of Health & Illness***.

Feyereisen, S., Wells, R &Thomas, C**.** A Dynamic Examination of Organizational Responses to New CRNA Accreditation Requirements. Conference presentation. Being revised for submission *to* ***Work, Employment and Society.***

Puro, N, **Feyereisen, S.** & Hearld, L**.** Identifying Financial Distress and Explaining the Role of Social Capital in Buffering Financially Distressed Hospitals From Closing or Merging. *Manuscript being prepared for* ***Social Science & Medicine.***

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Proceedings

Feyereisen, S. & Wells, R. 2018. A Dynamic Examination of Responses to New Educational Accreditation Requirements. ***Academy of Management Proceedings.***

Feyereisen, S. & Goodrick, B. 2018. An Examination of Variable NP Autonomy Among States. ***Academy of Management Proceedings.***

Feyereisen, S. & Goodrick, B. 2016. Jurisdictional Battles in Higher Education: How Powerful Professions Shape Healthcare Training. ***Southern Management Association Proceedings.***

Feyereisen, S., Broschak, J. & Goodrick, B. 2016. Maybe it Does, Maybe it Doesn't: When Professional Power Really Matters. ***Academy of Management Proceedings.***

Feyereisen, S. 2015. Why Some Change and Others Do Not: Understanding the Effects of Competition in Overlapping Professional Jurisdictions on States, Healthcare Markets and Training Programs. ***Arizona.openrepository.com.***

Feyereisen, S. & Broschak, J. 2013. Whose Side Are You On? States' Roles in Enabling and Constraining Innovations in Healthcare Markets. ***Academy of Management Proceedings.***

CONFERENCE PRESENTATIONS

Feyereisen, S., Thomas, Clayton, Puro, N. & McConnell, W. 2020. Physician Dominance in the 21st Century: Examining the Rise of Non-Physician Autonomy. Presented at Academy of Management, Healthcare Management Division, Vancouver, BC.

Feyereisen, S., Thomas, Clayton, Puro, N. & McConnell, W. 2020. Physician Dominance in the 21st Century: Examining the Rise of Non-Physician Autonomy. Presented at Americal Sociological Association, San Francisco, CA.

Feyereisen, S. & Wells, R. 2018. A Dynamic Examination of Responses to New Educational Accreditation Requirements. Presented at Academy of Management, Healthcare Management Division, Chicago, IL.

Feyereisen, S. & Goodrick, B. 2018. An Examination of Variable NP Autonomy Among States. Presented at Academy of Management, Healthcare Management Division, Chicago, IL.

Feyereisen, S. & Goodrick, B. 2016. Jurisdictional Battles in Higher Education: How Powerful Professions Shape Healthcare Training. Presented at Southern Management Association, Charlotte, NC.

Feyereisen, S., Broschak, J. & Goodrick, B. 2016. Maybe it Does, Maybe it Doesn't: When Professional Power Really Matters. Presented at the Academy of Management, Healthcare Management Division, Anaheim, CA.

Feyereisen, S. & Broschak, J. 2013. Whose Side are You on? The Role of States in Enabling and Constraining Healthcare Markets. Presented at the Academy of Management, OMT Division, Orlando, FL.

Provan, K., Lemaire, R., Beagles, J. **Feyereisen, S**. & Leischow, S. 2013. Do You Trust Me? Why Do Some Quitlines Trust NAQC's Central Administrative Office More Than Others? Poster Presented at KIQNIC (Knowledge Integration in Quitline Networks that Improve Cessation) Annual Meeting.

Feyereisen, S. & Broschak, J. 2012. Whose Side are You on? The Role of States in Influencing Healthcare Service Delivery Innovations. Presented at the College on Organization Science, INFORMS, Phoenix, AZ.

Lemaire, R., Provan, K., **Feyereisen, S**., Beagles, J. & Leischow, S. 2012. A Qualitative Comparative Analysis (QCA) Approach for Explaining Network Trust: The North American Quitline Consortium Case. Presented at the 32nd Annual Meeting of the International Network for Social Network Analysis (INSNA), Redondo Beach, CA.

TEACHING EXPERIENCE

Instructor, *HSA4140 Strategic Planning in Healthcare Organizations,* Department of Management Programs, Florida Atlantic University, 2015-2020.

Instructor, *HSA3104 Introduction to Health Professions,* Department of Management Programs, Florida Atlantic University, 2018-2020.

Instructor, *MGMT 471 Strategic Management*, Dept. of Management & Organizations, Eller College of Management, University of Arizona, 2012-2014.

Instructor, *MGMT/ENTR 488 Social Entrepreneurship,* Cross-listed in Dept. of Management & Organizations and McGuire Entrepreneurship Center, Eller College of Management, University of Arizona, Spring 2014.

Teaching Assistant, *MGMT 438-538, Healthcare Organization and Management,* taught by Professor Keith Provan**,** Dept. of Management & Organizations, Eller College of Management, University of Arizona, 2013.

Teaching Assistant, Dept. of Strategic Management & Organization, Carlson School of Management, University of Minnesota, 2009-2010. Courses: MBA level Strategic Alliances and International Strategy.

AWARDS AND GRANTS

Office of Undergraduate Research and Inquiry, Florida Atlantic University

Research Grant, 2017-18, sponsored grant for Undergraduate student Brittany Klima.

McGuire Center for Entrepreneurship, University of Arizona
Research Grant, 2010-2013, $8000.

RELEVANT WORK EXPERIENCE

INDEPENDENT STRATEGY CONSULTING **2012-2014**
Performed consulting project for **Southern AZ VA Healthcare**, Surgical Care Line.
Implemented new scheduling system, and achieved the following results:

- Reduced Overtime to record lows
- Substantially reduced turnover
- Improved staff morale

Consulted for **Abeyta Painting**, **LLC**, Tucson, AZ

- Increased operational efficiency
- Implemented staffing changes
- Implemented strategic plan

FEYEREISEN ENTERPRISES, INC. **2003-2010**
Started and operated a multi-faceted real estate firm. Objectives included residential and commercial property acquisition, renovation, leasing and sales. Completed over 50 projects, including numerous properties designed for low-income populations.

VALLEY FLOOR AND FURNITURE, LLC **2005-2006**
Started and managed three-location home furnishings business. Required oversight of all functional areas: human resources, finance, accounting, sales, marketing and operations. Business was sold after two years.

VENTAIRE, INC/DSP MONOXIVENT **1995-1998; 2000-2003**
Worked for small HVAC firm, and spun off a division, with eventual exit via company sale. Company designed and sold equipment primarily to government emergency services facilities. Moved to new firm for one and a half years in order to ensure successful ownership transition.

TWIN CITY FAN & BLOWER **1998-2000**
Worked as a Sales Application Engineer, designing and quoting industrial blowers to meet specifications for applications located throughout North America.

PROFESSIONAL MEMBERSHIPS/PERSONAL NETWORK AFFILIATIONS

Member, Academy of Management, Healthcare Management & Organization/Management Theory Divisions
Reviewer, AOM Conference HCM and OMT Divisions
Ad-hoc Reviewer, Organization Science

Ad-hoc Reviewer, Journal of Professions & Organization
Ad-hoc Reviewer, Health
Ad-hoc Reviewer, Journal of Rural Health
Volunteer Coach, Parkland Basketball Club
Board of Directors, Canyon View Little League, Tucson, AZ
Board of Directors, Heartland Montessori School, Hudson, WI

CURRICULUM VITAE

DENNIS STANLEY PALKON
959 SE 2nd Avenue
Building 5 -Unit 243
Deerfield Beach, Florida 33441
(954) 421-6410 (Home)
(561) 297-3208 (Office)

EMPLOYMENT

Professor with Tenure, Health Administration, Florida Atlantic University, Boca Raton, Florida, 1998-present.

Director of Health Administration Programs (MHA/BHS), Florida Atlantic University, Boca Raton, Florida,2011-2014.

Independent Contractor, Dow Jones, Weekly Reviewer and Researcher, Barron's, Finance, 2006-present.

Independent Contractor, Dow Jones, Weekly Reviewer and Researcher, Wall Street Journal, Health Care Business and Policy, 2007-2011.

Director, Health Administration Program, Florida Atlantic University, Boca Raton, Florida, 1996-1997.

Coordinator, Health Administration Program, Florida Atlantic University, Boca Raton, Florida, 1996-1997.

Chairman, Health Administration, Florida Atlantic University, Boca Raton, Florida, 1992- 1996.

Associate Professor with Tenure, Health Administration, Florida Atlantic University, Boca Raton, Florida, 1987-1997.

Adjunct Associate Professor, Eldercare Administration (Graduate Program), Lynn University, Boca Raton, Florida, 1991-1992.

Broward Director, College of Social Science, Florida Atlantic University, Fort Lauderdale, Florida, 1988-1989.

Assistant Professor, Health Administration, Florida Atlantic University, Boca Raton, Florida, 1982-1987.

Director of Researcher and Evaluation, St. John's ADR Center, Pittsburgh, Pennsylvania, 1976-1982.

Adjunct Faculty, LaRoche College; Community College of Allegheny County and University of Pittsburgh, Pennsylvania, 1976-1982.

Research Associate, Social Research Associates, Pittsburgh, Pennsylvania, 1974-1976.
Group Therapist, Project Jump Street, Inc. Richmond, Virginia, 1973-1974.

EDUCATION

Completed NSA Chautauqua Short Courses for College Teachers, "Health Care Costs", Temple University, March 25-27, 1993.

Completed NSA Chautauqua Short Courses for College Teachers, "Biomedical Ethics, Current Issues and Approaches", University of Missouri at Kansas City, March 12-14, 1991.

Post Doctoral Work, University of Pittsburgh, Advanced Statistics and Methodology, 1978 1979.

Ph.D. (Research) University of Pittsburgh, School of Social Work, 1977.

M.P.H. (Health Services Administration) University of Pittsburgh, Graduate School of Public Health, 1976.

M.Ed. Candidate completed 12 credits in program (Counselor Education) Virginia Commonwealth University, School of Education, 1971-1973.

M.S.W. (Group Work/Social Planning), Virginia Commonwealth University, School of Social Work, 1973.

B.S (Business Administration) Villanova University, Villanova School of Business, 1971.

AWARDS AND GRANTS

Teaching Online Orientation Certificate, FAU Center for Online and Continuing Education, April 9th, 2020.

$500 grant from FAU Office of Community Engagement for Academic Service-Learning Project, February 10th, 2020.

Certificate of Recognition for Excellence in eLearning Leadership, Center for eLearning, Florida Atlantic University, 2016.

Winner of Weppner Center for Service-Learning and Civic Responsibility, Division of Student Affairs, Florida Atlantic University, 2014-2015 (Economic Impact: $725,229.43)

Excellence in Undergraduate Teaching, College of Business, Florida Atlantic University, 2003-2004.

Finalist, Distinguished Teacher of the Year, University Student Advisory Committee, 2001 2002.

Distinguished Teacher of the Year, Student Advisory Committee, College of Business, 2001 2002.

Kathleen Raymond Excellence in Teaching Award, Office of Multicultural Affairs, Florida Atlantic University, 1999-2000.

Club and Organization Advisor of the Year Award, Student Leadership Awards Committee, Florida Atlantic University, 1999-2000.

Club and Organization Fundraising Award, American College of Health Care Administrators of Florida Atlantic University (Advisor), Student Leadership Awards Committee, Florida Atlantic University, 1999-2000.

Distinguished Teacher of the Year, Student Advisory Committee, College of Social Science, 1995-1996.

Finalist, University Distinguished Teacher of the Year, University Student Advisory Committee, 1995-1996.

Teacher Incentive Program Award, 1995.

Distinguished Teacher of the Year, Student Advisory Committee, College of Social Science, 1992-1993.

Finalist, University Distinguished Teacher of the Year, University Student Advisory Committee, 1992-1993.

Nominated several times for Teacher of the Year, and Advisor of the Year Awards, respectively.

Outstanding Achievement Award, College of Social Science, 1990.

$4,777.50 grant from FAU, Division of sponsored Research, "How Strongly do Personal Demographic and Psychological Factors and Perceived Environmental Forces Affect the Acceptance of Robotic and Artificial Intelligence?" February 6, 1989-August 21, 1990.

$3,000 grant from Clark Hagan Fund, Pittsburgh, Pennsylvania, 1977.

$5,000 grant from Urban Falk Foundation, Pittsburgh, Pennsylvania, 1976.

$1,000,000 Alcoholism Staffing Grant from NIAAA, St. John's Alcohol and Drug Rehabilitation Center, 1974-1983.

$2,500 grant from Project Concern, Richmond, Virginia, 1973.

PUBLICATIONS

BOOKS

Co-Author, Cutting Costs in the Medical Practice. Second Edition, Phoenix, Maryland, Greenbranch Publishing, 2006.

Co-Author, Cutting Costs in the Physician Practice, Chicago, IL; American Medical Association, 2001.

A. Peer-Reviewed Publications

* Palkon, D (2017). An Interview with Joe Randolph, President and CEO, Innovation Institute, La Palma, California, USA. Hospital Topics 95(4), pp. 106-109.

* Palkon, D (2016). An Interview with Kimberly Danebrock, Senior Risk Management and Patient Safety Specialist, Cooperative of American Physicians, Los Angeles, California, USA. Hospital Topics 94(2), pp. 39–41.

* Palkon, D (2016). And Interview with Christine Kovner, Mathy Mezey Professor of Geriatric Nursing, Rory Meyers College of Nursing, New York University, New York, New York, USA. Hospital Topics 94(3–4), pp. 56–61.

B. Barron's Weekly Review Research Writer

I was selected from a nationwide invitation to be the Weekly Review Research Writer for Barron's, published by Dow Jones. I researched and reviewed 5 articles per week, summarizing the articles, developing questions and creating class assignments. Professors throughout the country can access and use my work for class assignments, further research projects, and exams. From 2012 - present, I researched and published work regarding over 1000 articles.

SELECTED ARTICLES

Co-Author, "Hospital Topics - 80 Years in the Health Services Field," (Editorial) Hospital Topics, 2002, 80, 5-6.

Author, "The Summer Enrichment Program: Addressing Diversity in Health Administration," The Hispanic Outlook in Higher Education, 1999, 9, 12-13.

Author, "Health Care Reform: Identifying Some Cost Culprits," American Journal of Surgery, 1994, 167, 223-226.

Co-Author, "Summary Proceedings and Consensus Conference, Discussions," American Journal of Surgery, 1994, 167, 244-245.

Co-Author, "Health Mangers' Attitudes Toward Robotics an Artificial Computer Intelligence: An Empirical Investigation," Journal of Medical Systems, 1992, 197-204.

Author, "An Analysis of 1997 Health Care Initial Public Offerings," Hospital Topics, 1999,
77, 22-27.

Author, "Equity Financing of Healthcare Companies, 1989," Health Care Bottom Line, 1991, 7, 3-5.

Author, "Letter to the Editor," Health Care Management Review, 1990, 15, 8.

Author, "Author View of Health Care," Barron's, June 22, 1989, 26.

Author, "The Medical Device and Laboratory Product Problem Reporting Program," Hospital Topics, 1987, 65, 35-38.

Co-Author, "Using the Work Environment Scale for Social Work Consultation in Long-Term Care Facilities," Journal of Long-Term Care Administration, 1987, 15, 13-16.

Author, "Franchising: Newest Megatrend for Hospitals," Health Care Bottom Line, 1987, 12, 71-80.
Co-Author, "Pre-Employment Screenings: Building in Theft Deterrents," Contemporary Long-Term Care, 1987, 11, 40-42, 88.

Author, "Merger, Merger: Who's Got American Hospital Supply?," Hospital Topics, 1986, 64, 20-24.

Author, Going Public: Transforming Non-Profit Hospitals into Investor-Owned Corporations," Hospital Topics, 1986, 64, 10-13.

Author, "Equity Financing for Long Term Health Care Companies," Contemporary Long Term Care, 1985, 8, 20-21, 64, Reprinted in Contemporary Long-Term Care, 1986, 9, 46-64.

Author, "Facing the Future with Business Plans," Contemporary Long Term-Care, 1986, 10, 28-30, 66.

Author, "Study of Colorado Medical Underwriting Intriguing: Selectively Key to Pennies," The National OTC Journal, 1985, 5, 7, 20, 22.

Author, "Robotic Technology in Health Care Settings: The Goal-Increased Productivity Applications Already in Use," Hospital Topics, 1984, 62, 31, 45.

Author, "Staying Alive: Fitness Programs for Hospital Staff and a Marketable Service for the Community," Hospital Topics, 1984, 62, 31, 45.

Author, "Recognizing Depressive Symptomatology: A Rapid Self-Assessment Technique for Medical Laboratory Technologists," Electrolyte, 1984, 1, 3-5.

Author, "Health Care Environmental Assessments: For and By Supervisors," Health Care Supervisor, 1984, 2, 24-29.

Author, "Identifying Depressive Symptomatology in Family Practice," Berks County Medical Record, 1983, 74, 268-289.

Author, "GGTS: Goal Orientation or Psychotherapy," University of Pittsburgh Graduate School of Public Health Newsletter, 1982, Autumn, 5, 8.

Co-Author, "The Relationship Between Alcohol Consumption, Liver Enzymes and High Density Lipoprotein Cholesterol," Circulation, 1981, 64, 67-72.

Author, "Evaluation in Therapy," Evaluation Research Review, 1981, 5, 19-20.

Author, "Conjoint Alcohol Family Therapy Services of Occupational Alcoholism Programs," Labor-Management Alcoholism Journal, 1979, 9, 55-67.

Author, The Global Treatment Sheet Manual: A Pragmatic Instrument and Methodology for Human Services Programs, 1978, self-publication.

Author "The Global Goal Treatment Sheet: An Instrument for Human Service Programs," Resources Journal, 1978, 2, 1-6.

Author, "An Exploratory Ecological Evaluation of an Alcoholism Treatment Program: A Methodological an Substantive Evaluation," Pittsburgh, Pa., Ph.D. August 1977.

BOOK REVIEWS

Author, "Military Medicine: From Ancient Times to the 21st Century," Hospital Topics, 2008, 86, 52.

Author, "Harvard Business Review on Managing Health Care," Hospital Topics, 2008, 86, 38-39.

Author, "Fundamentals of Statistics in Health Administration," Hospital Topics, 2007, 85, 40.

Author, "The End of Medicine: How Silicon Valley (and Naked Mice) will Reboot Your Doctor," Hospital Topics, 2007, 85, 40.

Author, "Leading A Patient-Safe Organization," Hospital Topics, 2006, 84, 40.

Author, "Futurescan: Health Trends and Implications 2004-2008," Hospital Topics, 2005, 83, 38-39.

Author, "Writing for the Health Professions," Hospital Topics, 2005, 83, 40.

Author, "Joy at Work: A Revolutionary Approach to Fun on the Job," Hospital Topics, 2005, 83, 37-38.

From 1985 to 2004, published 76 book and videos reviews in the following: Balance, Hospital Topics, Journal of Long Term Care Administration, Journal of Mental Health Administration, Journal of Justice Issues, The National OTC Journal, Penny Stock News, and Sun-Sentinel, respectively.

INTERVIEWS

Author, "An Interview With Kimberly Danebrock Senior Risk Management and Patient Safety Specialist, Cooperative of American Physicians, Los Angeles, California, USA" Hospital Topics, 2016, 94, 39-41.

Author, "Alain Enthoven: Stanford University," Hospital Topics, 2008, 86, 32-36.

Author, "Richard J. Umbdenstock, FACHE: American Hospital Association (AHA)," Hospital Topics, 2008, 86, 35-39.

Co-Author, "Lt. Gen. Eric Schoomaker: Army Surgeon General," Hospital Topics, 2008, 86, 38-45.

Author, "Dan S. Wilford: President and CEO Emeritus, Memorial Hermann Healthcare System," Hospital Topics, 2008, 86, 29-31.

Author, "Adam Singer: Chairman and CEO, IPC-The Hospital Company," Hospital Topics, 2007 ,85,25-27.

Author, "John Kane: Member, Board of Directors, Get Well Network," Hospital Topics, 2007, 85, 26-28.

Author, "Robert S. Curtis: President and CEO, Cardinal Health System," Hospital Topics, 2007, 85, 25-29.

SELECTED SERVICE

Advisor, American Endowment Foundation, Jennie J. Palkon, née Lis Charitable Fund, 2007- present. (Established this fund in loving memory and in honor of my Mother Jennie J. Palkon, née Lis and my Father John S. Palkon. I have donated about $570,000 year-to-date and I have been awarding several grants in my Mother and Father's memory and honor).

Advisor, Monsignor Ed Domain, St. Catharine's of Siena Parish, Reading, PA., 2013-present.

Member, American College of Healthcare Executives, Regent's Advisory Group of South Florida, 2013- present.

Member, Student Health Fee Committee, Florida Atlantic University, 2009- present.

Faculty Advisor and Founder, Healthcare Financial Management Association at FAU, 2003- present.

Member, Weppner Center for Civic Engagement and Service, External Review Committee, Florida Atlantic University, 2014.

Faculty Advisor and Founder, American College of Health Care Administrators at FAU, Student Chapter, American College of Health Care Administrators, 1998-2002.

Faculty Advisor and Founder, Health Administration Alumni Club, 1995-1999.

Faculty Advisor, Future Health Care Executives of FAU, Student Chapter, American College of Health Care Executives, 1991-1997.

Member, Broward Regional Health Planning Council's Planning Committee, Fort Lauderdale, Florida, 1990-1993.

Served on 30 plus University and/or College committees at FAU from 1982.

EDITORIAL WORK

Associate Editor, Florida Public Health Review, 2016-Present.

Member, Editorial Board, Inquiry, a major referred journal in the discipline.

Article Editor, Inquiry, entitled "After-market Performance of Health Care and Biopharmaceutical IPOs: evidence from ASEAN countries".

Executive Editor, Hospital Topics, Taylor & Francis, Philadelphia, PA, 2009-Present.

Editor, Book Review, Hospital Topics, Taylor & Francis, Philadelphia, PA, 2009-Present.

Executive Editor, Hospital Topics, Heldref Publications, Washington, D.C., 1989-2009.

Editor, Book Review, Hospital Topics, Heldref Publications, Washington, D.C., 1989-2009.

Member, Editorial Board, Social Work in Public Health (formerly, the Journal of Health and Social Policy), 1995- Present.

Associate Editor, Florida Journal of Public Health, 1988-2005.

Member, Editorial Board, Healthcare Financial Management Association, Westbrook, Illinois, 1993-2005.

Consultant to pre-review books from Prentice-Hall, Health Administration Press, Delmar Publishers, Health Professions Press and Business One Irwin (formerly, Dow Jones Irwin).

SELECTED MEMBERSHIPS

Healthcare Financial Management Association, 2002-2010.
United Faculty of Florida, 2000-2011, 2014-2015.
Halt, An Organization of Americans for Legal Reform, 1988-Present.
American College of Health Care Administrators, 1998-2002.

American College of Health Care Executives, 1993-1997.
Association of University Programs in Health Administration, 1990-1996.
United Shareholders Association, 1990-1994.

REFERENCES

Furnished upon request

Judith "Judy" P. Monestime
Curriculum Vitae

Department of Management Programs
Florida Atlantic University
777 Glades Rd
Boca Raton, FL 33431

7306 Copperfield Circle
Lake Worth, FL 33467
judith.monestime@gmail.com
(305) 409-6899

EDUCATION

DBA	College of Management and Technology, Walden University, 2015
MBA	Huizenga College of Business and Entrepreneurship, Nova Southeastern University, 2008
BHS	Department of Management Programs, Florida Atlantic University, 2004

Credentials

CPHI	Certified Professional in Health Informatics, American Health Information Management Association, 2018
RHIA	Registered Health Information Administrator, American Health Information Management Association, 2015
CPC-I	Certified Professional Coder-Instructor, American Academy of Professional Coders, 2013
CDIP	Clinical Documentation Improvement Practitioner, American Health Information Management Association, 2011
CPC	Certified Professional Coder, American Academy of Professional Coders, 2009

PROFESSIONAL APPOINTMENTS

2019-Present	Instructor, Department of Management Programs, Florida Atlantic University
2017-2019	Visiting Instructor, Department of Management Programs, Florida Atlantic University

PUBLICATIONS

Peer Reviewed Journal Articles

2019	**Monestime, J.P.,** Biener, A., Wolford, M, & Mason, P. Characteristics of Office-Based Providers Associated with Secure Electronic Messaging Use: Achieving Meaningful Use. *International Journal of Medical Informatics,* 129, 43-48

2019 Warchol, S., **Monestime, J.P.,** Mayer, R., Chien, W. Strategies to Reduce Hospital Readmission Rates in a non-Medicaid Expansion State. *Perspectives in Health Information Management,* 16 (Spring)

2019 **Monestime, J.P**., Mayer, R. Blackwood, A. Analyzing Go-live and Post ICD-10-CM Transition: A Public Health Institution Case Study. *Perspectives in Health Information Management*, 16 (Summer)

2017 Mason, P., Mayer, R., Chien, W., & **Monestime, J.P**. Overcoming barriers to implementing electronic health records in rural primary care clinics. *The Qualitative Report,* 22 (11), 2943-2955

WORKS IN PROGRESS

Monestime, J.P., Freeman, K., & Alexandre, P. K. (In Submission) Discontinued Participation of Florida Providers in Medicaid Meaningful Use After Receiving First Year Incentive 2011-2018, Health Affairs

Alexandre, P. K. & **Monestime, J.P.** (In Preparation) The Effectiveness of Medicaid Meaningful Use of Electronic Health Records and Emergency Department Visits among Patients with Chronic Conditions in Florida, Health Affairs

CONFERENCE ACTIVITY

Papers Presented

2020 Mayer, R, & **Monestime, J.P**. "Data Analytics Skills Using CMS Data Sets to Benchmark Cost and Resources," American Health Information Management Association Health Data and Information Conference, Atlanta, GA. "In-Person meeting canceled due to COVID-19."

2020 Medel, A., **Monestime, J.P.,** & Mayer, R. "Practical Strategies for Accounts Receivable Management in Rural Health Clinics," American Health Information Management Association Health Data and Information Conference, Atlanta, GA. "In-Person meeting canceled due to COVID-19."

2020 **Monestime, J. P**., Freeman, K., & Alexandre, P. K. "Characteristics of Providers Who Discontinued Medicaid EHR Program Participation after Collection of Adopt, Implement, or Upgrade Payment" AcademyHealth, Annual Research Meeting (ARM). Boston, MA. 2020. "In-Person meeting canceled due to COVID-19."

2020 Medel, A., **Monestime, J.P**., Mayer, R., Chien, W. "Accounts Receivable Management Strategies for Timely Payments in Rural Clinics." The Qualitative Report, Davie, FL.

2019 Warchol, S., **Monestime, J**.**P**., Mayer, R. "Strategies to Reduce Hospital Readmission Rates in a non-Medicaid Expansion State," American Health Information Management Association Health Data and Information Conference, Chicago, IL.

2019 **Monestime, J.P**, Mayer, R., & Blackwood. A. “Analyzing Go-live and Post ICD-10-CM Transition: A Public Health Institution Case Study,” American Health Information Management Association Health Data and Information Conference, Chicago, IL.

2019 **Monestime, J. P**., Biener, A, Wolford, M, & Mason, P. “Characteristics of Office-Based Providers Associated with Secure Electronic Messaging Use: Achieving Meaningful Use.” American Society of Health Economists 8th Annual Conference, Washington, DC

2019 **Monestime, J.P.**, Mayer, R., & Chien, W. “ICD-10-CM Implementation Strategies: Analyzing Three Years of ICD-10-CM - A Longitudinal Study,” The Qualitative Report, Davie, FL.

2018 Mayer, R, & **Monestime, J.P**. “Discover How to Use Medicare Cost Report Data to Benchmark Cost and Resources,” American Health Information Management Association Health Data and Information Conference, Miami, FL.

2018 Mason, P., Mayer, R., Chien, W., & **Monestime, J.P.** “Overcoming barriers to implementing electronic health records in rural primary care clinics,” The Qualitative Report, Davie, FL.

2016 **Monestime, J.P**., Mayer, R., & Chien, “W. ICD-10-CM Implementation Strategies: An Application of the Technology Acceptance Model,” The Qualitative Report. Davie, FL.

Posters

2020 **Monestime, J. P.,** Freeman, K., & Alexandre, P. K. "Characteristics of Providers Who Discontinued Medicaid EHR Program Participation after Collection of Adopt, Implement, or Upgrade Payment." AcademyHealth, Annual Research Meeting (ARM). Boston, MA. "In-Person meeting canceled due to COVID-19."

2020 Warchol, S., **Monestime, J. P**., & Mayer, R. “Organizational Strategies Addressing Social Factors to Reduce Readmissions." AcademyHealth, Annual Research Meeting (ARM). Boston, MA. "In-Person meeting canceled due to COVID-19."

2019 Alexandre, P. K & **Monestime, J.P**. “The Effectiveness of Medicaid Meaningful Use of Electronic Health Records and Emergency Department Visits among Patients with Chronic Conditions in Florida,” American Society of Health Economists 8th Annual Conference, Washington, DC.

WEB-BASED PUBLICATIONS

2017 "PQI #07: Hypertension Admission Rate." AHIMA CodeWrite, https://www.magnetmail.net/actions/email_web_version.cfm?recipient_id=2408638582&message_id=14780943&user_id=AHIMA&group_id=0&jobid=38835664

2016 "Coding Administration of Vaccinations With or Without Counseling." AHIMA CodeWrite,

https://newsletters.ahima.org/newsletters/Code_Write/2016/May/CodeWrite_May16_Vaccination.html?utm_source=Real%20Magnet&utm_medium=Email&utm_term=CodeWrite%5FMay16&utm_content=AHIMA%20CodeWrite%2C%20May%202016&utm_campaign=CodeWrite

2016 "ICD-10 case study findings: lack of system readiness." Health Information Management Systems Society News, http://pages.himss.org/n0Z606L03dVG0WL0od01Ru5

2016 "Physician's Views of Queries-While Cardiologist ICD-10 KPIs Remain Strong." Health Information Management Systems Society News, http://www.himss.org/News/NewsDetail.aspx?ItemNumber=47019

2015 **Monestime, J.P.** & Archer, A. "CMS: First end-to-end testing of ICD-10 successful overall, is your practice ready?" Health Information Management Systems Society News, http://www.himss.org/News/GeneralNews.aspx

2014 **Monestime, J.P.** & Archer, A. "Priority List for ICD-10 Readiness." Health Information Management Systems Society News, http://www.himss.org/News/GeneralNews.aspx

2014 **Monestime, J.P.** & Archer, A. "CMS Value-Based Purchasing Program and ICD-10." Health Information Management Systems Society News, http://www.himss.org/News/GeneralNews.aspx

2013 **Monestime, J.P**. & Archer, A. "ICD-10 Documentation for State Medicaid Agencies (SMA) Health Conditions Categories." Health Information Management Systems Society News, http://www.himss.org/News/GeneralNews.aspx\

2013 **Monestime, J.P.** & Archer, A. "Affordable Healthcare Act-ICD-10 Supports the National Quality Strategy for Population Health." Health Information Management Systems Society News, http://www.himss.org/News/GeneralNews.aspx

2012 "Role-Based Training for ICD-10 Conversion". HIMSS ICD-10 PlayBook. Retrieved from http://www.himss.org/library/icd-10/playbook

2012 "The Three T's of ICD-10 Transition: Timing, Training, & Technology". South Florida Hospital News, 8(13). http://southfloridahospitalnews.com/

2012 "Clinical Documentation – The Hit or Miss Component of ICD-10". South Florida Hospital News, 9(2). http://southfloridahospitalnews.com/

2012 "It’s Not a Question About If, But a Question About, When.” South Florida Hospital News, 8(9). http://southfloridahospitalnews.com/

2012 **Monestime, J.P.** & DesLauriers, M. “Preparing Coders for ICD-10 through Effective Training”. Health Information Management Systems Society News, http://www.himss.org/News/GeneralNews.aspx

TEACHING EXPERIENCE

University of Maryland University, Adjunct

Financial Management for Health Care Organizations (fall/spring/summer 2017)

Walden University, Adjunct

Contemporary Topics US Healthcare Delivery Systems (spring 2017/2016)
Leadership, Organizational Behavior, and Change Management (spring 2016)

Florida Atlantic University, Adjunct

Health Care Medical Terminology (fall/spring 2016, fall/spring 2015)
Health Care Organization/Administration (fall/spring 2013, summer 2012, spring 2011)

SERVICE

To Profession

Manuscript Reviewer, *Perspectives in Health Information Management,* 2019-present

Manuscript Reviewer, *Applied Clinical Informatics*, 2018-present

Research Workgroup Lead, Operation Excellence-American Health Information Management, Foundation Research Network, 2019-present

American Health Information Management Foundation Research Network, 2017-present

American Health Information Management Clinical Terminology & Classification Practice Council, 2015-2017; 2019-present

Health Information Management System Society ICD-10 Task Force, 2012-2015

To Department/University

Healthcare Administration representative, Explore FAU Event, Fall 2020
Student Advisor, Future Healthcare Executives student organization, 2017-Present
Healthcare Administration representative, Explore FAU Event, Fall 2017

PROFESSIONAL RECOGNITION

Fellow of the American Health Information Management Association Expected 2021

NON-ACADEMIC WORK

2014-2017	PLM Consultants Inc., Principal, Senior Consultant
2011-2014	The CODESMART Group, Vice President, ICD-10 Consulting
2008-2011	Accenture, Revenue Cycle Consultant

PROFESSIONAL ASSOCIATIONS

American Health Information Management Association, 2001-present

Florida Health Information Management Association, 2001-present
American Academy of Professional Coders, 2008-present
Health Information Management Systems Society, 2010-present
AcademyHealth, 2019-present

REFERENCES

Bridgette Stasher-Booker PhD, RHIA, CHTS-IM
Chair/Program Director, Associate Professor
Alabama State University
Post Office Box 271
Montgomery, Alabama 36101-0271
Email bbooker@alasu.edu

Michael K. Harrington, MATS, MSHA, RHIA, CHP
Assistant Director of Health Administration and Health Information Management
Saint Joseph's College
278 Whites Bridge Road
Standish, Maine 04084
Email michaelharrington@sjcme.edu

Roger Mayer, DBA, CPA, CIA, CRMA, FACHE
Assistant Professor of Accounting
SUNY College at Old Westbury
223 Store Hill Road Campus Center H-310
Old Westbury, NY 11568
Email mayerr@oldwestbury.edu

Lawrence J. Newmann DPM
Florida Atlantic University
College of Business, Management Programs
777 Glades Road, FL315
Tel: (561) 297-2701
Email: lnewma10@fau.edu

EDUCATION

1963 – 1967 Illinois College of Podiatry, *Chicago, Illinois*
Doctor of Podiatric Medicine

1961 – 1963 University of Illinois, *Chicago, Illinois*

1959 – 1961 US Army, Medical Corps

1957 – 1959 Roosevelt University, *Chicago, Illinois*

CURRENT EMPLOYMENT

August 2012 – Present **Florida Atlantic University**
College of Business
Management Programs
Senior Instructor
Instructor for undergraduate and graduate business classes, including:

- Healthcare Medical Terminology (HSA 3534 and HSA 6930)
- Introduction to Health Professions (HSA 3104)
- Introduction to Health Car e Systems (HSA 6103)
- Issues and Trends in Health Care (HSA 4113)

March 1969 – Present **Podiatrist-Foot Specialist**

- House Calls to infirmed patients only
- Diabetic foot clinic consults
- Cutler Ridge Florida, Kendall Florida

ADDITIONAL PROFESSIONAL EXPERIENCE

1967-present **American Podiatric Medical Association**
Life Member
Attend conventions tri-annually

1967-present **American Podiatric Medical Association**
Life-member

August 2003- August 2012 **Florida Atlantic University**
College of Business
Management Programs

	Adjunct
1992-1999	**Boca Raton Outpatient Laser and Surgery Center** *Staff Member and Partner*
1976-1978	**Florida Podiatric Medical Association** *Chairman of Ethics Committee*
1973-1999	**Boca Raton Regional Hospital** *Staff Member*
January 1969-July 1999	**Private Podiatric Medical-Surgical Practice** Boca Raton *Podiatric Physician and Owner*
1968-present	**Florida Podiatric Medical Association** *Member*
June 1967- January 1969	**Northwest Community Hospital ER** Chicago Illinois *Podiatry Preceptorship*
November 1962-June 1967	**Northwest Community Hospital ER** Chicago Illinois *Medical Assistant*
1959-1961	**U.S. Army Medical Corps** Operating Room and ER Call *Social Work – Base prison*

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

2020	Subcommittee member of the Healthy Minds Study at FAU
2019	Faculty Advisor to the FAU Association of Pre-Physician Assistants College of Business Representative on Thrive Mental Health Committee
2012-Present	Instructor, College of Business, Management Programs
1986-1992	Authored articles for the Academy of Ambulatory Foot Surgery Editor of "Shortcuts" A Quarterly Newsletter
2008-2010	Submitted questions for Board of Podiatry Examiners
2007	Reviewer for Pearson Publications, Medical Terminology by Rice, Ver. 7
1997	Assisted Librarian in choosing journals for Boca Raton Regional Hospital
1992-1995	Double Blind Study for Oral Fungicide – office based

COURSES TAUGHT

HSA 3104; Introduction to Health Professions
HSA 3534; Health Care Medical Terminology
HSA 4113; Issues and Trends in Health Care
HSA 6103; Introduction to Health Care Systems
HSA 6930; Medical Terminology

Created the Healthcare Medical Terminology (undergraduate and graduate) course in collaboration with Dr. Robert Hayes. This course teaches the students a medical language which upon completion of the course, students are able to succinctly read, write, and understand all definitions of various diseases and treatments while using terms that are concise and accurate.

Introduction to Health Professions: Compilation of the discussion of professional requirements, activity levels, practice, and organization of beginning practices and how insurances integrate into the practices of medicine.

Issues & Trends: This involved research on daily periodicals, Wall-Street Journal, local papers in the USA today, and articles that were retrieved from these newspapers. Assignments involving research of these articles and case presentations were performed on a weekly basis.

Introduction to Health Care Systems: Overview of U.S. health services delivery system, touching on various health services professionals, medical technologies, financing, and various types of health services. Assignments involving research of health-related articles and weekly case presentations.

NEERAJ PURO, Ph.D

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Curriculum Vitae

EDUCATION

University of Alabama at Birmingham Birmingham, AL
Ph.D, Administration – Health Services August 2019

Tata Institute of Social Sciences-Mumbai Mumbai, India
Master of Hospital Administration May 2013

Narsee Monjee Institute of Management Studies Mumbai, India
M.S. (Clinical Pharmacy) May 2011

University of Pune Pune, India
B.S.(Pharmacy) May 2009

TEACHING RELATED – EXPERIENCE

Florida Atlantic University Boca Raton, FL

- **Assistant Professor** Fall/Spring (2019-2020)
  - HSA 4110: Healthcare Organization/Administration
  - HSA 6175: Healthcare Finance

University of Alabama at Birmingham Birmingham, AL

- **Teaching Assistant** Spring/Fall/Summer (2015-2018)
  - HA 650: Management & Leadership Skills for Clinical Professionals
  - HA 625: Strategic Planning and Management
- **Co-Instructor** Fall/Spring (2017, 2018)
  - HRP 411: Macro environmental analysis (SHP Honors Students)
- **Guest lecturer**
  - HCM 425, Healthcare Reimbursement Methods Summer/Fall 2018
    "CMS Reimbursement Methodologies"
- **Guest lecturer**
  - 779-QL Mixed Methods Application in Action Research Summer 2018

RESEARCH EXPERIENCE

Research Assistant/Graduate Trainee

- Center for Health Organization Transformation (CHOT)
  2016 - present
  I/UCRC funded by National Science Foundation (NSF) and industry health organizations
  - Assist PIs on industry specific research projects,
  - Conduct systematic literature reviews, draft manuscripts for academic journals

- Nancy Borkowski, DBA, FACHE, FHFMA
  2015 – present
  - Assisted faculty in ongoing research for journal submissions
  - Assisted with grading assignments/coursework for the graduate courses

GRANTS

Dates	Title/Investigator	Sponsor	Amount
July 2017 – July 2018	Use of Technologies in the Management of Obesity and Adult Onset Diabetes **PI:** Shannon Houser, Ph.D., MPH, RHIA, FAHIMA Darrell E. Burke, Ph.D. **Role:** Research Assistant	UAB	$100,000
July 2017 – Present	Care-Coordination and Care Transition Models for Individuals with Traumatic Spinal Cord Injuries: A Review of the Literature **PI**: Robert Weech-Maldonado, Ph.D., MBA Tapan Mehta, Ph.D., MSEE Allyson G. Hall, Ph.D. **Role**: Research Assistant	Lakeshore Foundation, UAB Health System, York Risk Group	$188,156
July 2017 – Present	Programs to Reduce Medication Related Hospital Readmissions: A Systematic Review **PI**: Nathan W. Carroll, Ph.D. **Role**: Research Assistant Identifying the Predictors and Risk Factors for Hospital Acquired C. Difficile Infections **PI**: Midge N. Ray, Ph.D., RN, CCS Ferhat Zengul, Ph.D. **Role**: Research Assistant	Opelousas Health System, HealthSouth	$107,158
July 2018-Present	Ask Me 3®: A Home Health Intervention to Address Health Literacy Barriers, Increase Patient Engagement, and Improve Patient Experience and Outcomes PI: Robert Weech-Maldonado, Ph.D., and Nancy Borkowski, DBA	Alacare, Opelousas Health System	$46,049

	Role: Research Assistant		
July 2018-Present	Integrated Chronic Care Management System for Monitoring and Clinical Decision Support PI: Bunyamin Ozaydin, Ph.D Ferhat Zengul, Ph.D and Eta Berner, Ph.D **Role**: Research Assistant	Alacare	$11,473

PUBLICATIONS

- Shannon H Houser, Howard Houser. & **Neeraj Puro**. (2018)**,** The intersection of mHealth and Health Informatics, Journal of AHIMA
- Carroll, N. W., Joseph, R., & **Puro, N.** (2019). Interventions to address medication-related causes of hospital readmissions: A scoping review. *Journal of Hospital Administration, 8*(4).
- Houser, S. H., Reena Joseph, M. H. A., **Puro, N**., & Burke, D. E. (2019). Use of Technology in the Management of Obesity: A Literature Review. *Perspectives in Health Information Management*.
- **Puro, N**., Joseph, R., Zengul, F. D., Cochran, K. J., Camins, B. C., & Ray, M. (2019). Predictors of Hospital-Acquired Clostridioides difficile Infection: A Systematic Review. *The Journal for Healthcare Quality (JHQ)*.
- **Puro, N.,** Nancy Borkowski, D. B. A., Hearld, L., Carroll, N., Byrd, J., Smith, D., & Ghiasi, A. (2019). Financial Distress and Bankruptcy Prediction: A Comparison of Three Financial Distress Prediction Models in Acute Care Hospitals. *Journal of Health Care Finance*.
- Ghiasi, A., Hearld, L., Zengul, F., Rsulnia, M., Hood, A., & **Puro, N.** (2019). The Moderating Effect of Environmental Instability on the Hospital Strategy-Financial Performance Relationship. *Journal of Health Care Finance*.
- Feyereisen, S., **Puro, N**,. McConnell, W (2020). Addressing Provider Shortages in Rural America: The role of State Opt-Out policy adoptions in promoting Hospital Anesthesia Provision. *Journal of Rural Health*
- **Puro, N.,** Nancy Borkowski., Feyereisen Scott., Hearld, L., Carroll, N., Byrd, J., Smith, D., & Ghiasi, A. (2020).The Role Of Organizational Slack And The Environment In Buffering Financially Distressed Hospitals From Closing Or Merging. *Journal of Healthcare Management* (Forthcoming)
- **Puro, N**., & Feyereisen, S.(2020). Telehealth Availability in US Hospitals in the Face of the COVID-19 Pandemic. *Journal of Rural Health*
- NK Baidwan, NW Carroll, B Ozaydin, **N Puro**.(2020). Analyzing Workers' Compensation Claims and Payments Made Using Data from a Large Insurance Provider. *International Journal of Environmental Research and Public Health 17 (19), 7157*

- G Davlyatov, J Lord, **N Puro**, Nancy Borkowski. (2020). Does It Pay? An Examination of Interorganizational Relationships in Federally Qualified Health Centers. *Journal of Health Care Finance*.

WORKS IN PROGRESS

- **Puro, N**., Feyereisen, S., & Hearld, L. (2020). Identifying Financial Distress And Explaining The Role Of Social Capital In Buffering Financially Distressed Hospitals From Closure. *Medical Care Research and Review* (Submitted)
- Feyereisen, S., **Puro, N.**, Alexandre, P.,Alter, S. (2020). "Opt-Out" and Medicaid Expansion Policies' Impact On CRNA Growth". Inquiry (Revise and Resubmit)
- Feyereisen, S., **Puro, N.** (2020). Expanding Primary Care Access In Acute Care Hospitals: Do State Np Scope Of Practice Policies Matter?. *Policy, Politics and Nursing Practice* (Submitted)
- Feyereisen, S.,& **Puro, N**. (2020). ""Contagion within Contagion: Rapid Spread Of NP Scope Of Practice Policy Changes During Covid-19". *Journal of Nursing Management* (Submitted)

PROFESSIONAL PRESENTATIONS

National/International Peer-Reviewed (Poster Presentations)

- **Puro, N***., Houser, D., Burke, D. E. Joseph, R. "Engaging Home Health Patients through Digital Health Technology." American Public Health Association, Atlanta GA, November 2017
- **Neeraj Puro*,** Soumya Upadhyay, Allyson Hall, Justin Lord, "Health beliefs, Health Information-Seeking Behavior & Intention to Quit." American Public Health Association, Atlanta GA, November 2017
- Houser, D., Burke, D. E., **Puro, N***., Joseph, R. "Use of technology in the management of Obesity-A Systematic Review." American Public Health Association, San Diego, November 2018". American Public Health Association, San Diego, November 2018
- Lena Carter, Mackinze Robinson, **Puro N*.,** Nancy Borkowski. "Resilience in the Healthcare Industry"

Local Conferences (Poster Presentations)

- **Puro, N.,** Joseph, R., Wisniewski*, R. V. Ray, M. N., & Zengul, F. D. "Identifying Predictors of Hospital-Acquired Clostridium Difficile Infections". National Science Foundation I/UCRC Center for Health Organization Transformation (CHOT) Fall Conference, Birmingham, AL, October 2017.
- Joseph, R., **Puro, N.,** Acklin, T. D*., & Carroll, N. W. "Programs to Reduce Medication-Related Readmissions". Insight Presentation, National Science Foundation I/UCRC Center for Health Organization Transformation (CHOT) Spring Industry Advisory Board Meeting, Houston, TX, April, 2018.

- Joseph, R., **Puro, N*.,** Houser, S., Burke, D. E., & Acklin, T. D. "Telehealth and Remote Patient Monitoring Systems to Improve Access and Promote Active Patient Engagement in Rural Communities." National Science Foundation I/UCRC Center for Health Organization Transformation (CHOT) Fall Conference, Birmingham, AL, October 2017.
- Davlyatov, G., Joseph, R*., **Puro, N.,** Wisniewski, R. V., Miyasaki, N., Weech-Maldonado, R., Mehta, T., Hall, A. G., Underwood, J., & Rimmer, J. "Models of Care Coordination and Care Transition in Patients with Traumatic Spinal Cord Injuries". National Science Foundation I/UCRC Center for Health Organization Transformation (CHOT) Fall Conference, Birmingham, AL, October 2017.

PROFESSIONAL EXPERIENCE

Sir H.N. Reliance Foundation Hospital, Mumbai
Executive Assistant to Chief Executive Officer (CEO)
January 2015 – May 2015

- Strategic Planning for the Organization- Assist CEO in strategy formulation, defining strategic framework- **Enterprise Strategy Map**, and developing annual operating plan for the organization.
- Support CEO in strategy implementation process- Assist CEO in development of **Plan of Action & Milestones** (POA&M) and **Balanced Score Card** (BSC) for organizational strategic pillars.
- Provide National Accreditation Board for Hospitals & Healthcare Providers (NABH) accreditation readiness and pre-accreditation planning support from the CEO's office. Participated as an **assessor for NABH internal mock survey.** Participated as an assessor for NABH internal mock survey. Part of a taskforce in defining data collection methodologies and collating **quality indicators** data for initial reporting.
- Provide analytical and decision support to the process improvement projects as a part of the **Process & Project Management Office (PPMO)**. Manage and monitor quality improvement projects for the CEO.
- Facilitate and co-ordinate employee and physician engagement initiatives from the CEO's office
- Assist CEO in developing and deploying **clinical service line model** for the hospital.
- Support and plan all periodic reporting and Board deliverables from CEO's office
- 90 Day Plans- Support CEO in preparing 90 day plans and track, co-ordinate on the actions, deliverables mentioned in the plan.
- Development of **organizational policies and manuals** in accordance with Joint Commission International (JCI), 5th edition and NABH, 4th edition standards - Credentialing and privileging policy and specialty specific privilege delineation forms, Hospital bylaws, Medical Staff Rules and Regulations, hospital's Code of Conduct. Review and redesigning of the existing hospital's governance framework and operating model.

Manager-Medical Administration

May 2014-December 2014

- Prepared of **initial organizational policies** in accordance with the accreditation standards- disaster management policy, end of life care policy, informed consent policy, discharge policy, leave against medical advice policy, medico legal case management**.**
- Developed **consent forms** and **surgery/procedure specific patient information brochure**, in collaboration with the respective physicians and HODs.
- Prepared and managed rosters of resident doctors.
- Part of planning and organizing team for conducting emergency codes mock drills.
- Post-doctoral training program accreditation- Documentation and co-ordination of Diplomate of National Board (DNB) accreditation for the hospital.

HONORS AND AWARDS

Winner, 2016 UAB Global Health Case Competition, Sparkman Center for Global Health

SERVICE

Reviewer / Editor

- Reviewer, Academy of Management Annual Meeting, 2017

Committees and Leadership

- Founding Committee Member of the Student Engagement Committee for Academy of Management Health Care Division, 2017 / 2018 Term

Membership

- Academy of Management, 2016 - Present
- American Public Health Association, 2016- Present
- Southern Management Association, 2016 – Present

Curriculum Vitae

Alan S. Whiteman, MBA, Ph.D., Life FACMPE
675 NW 101 Terrace, Coral Springs, FL 33071
(954) 295-2855
alanwhiteman@bellsouth.net

EDUCATION

Ph.D., Walden University, Minneapolis, MN, Health Services, 1993

MBA, Wayne State University, MI, Management, 1975

.

B.A., Michigan State University, MI, Health Facilities Management, 1967

Special Certifications and/or Designations

Florida Resident Insurance License 0215 – Life Incl Var Annuity & Health

Life Fellow, American College of Medical Practice Executives

Honors/Awards
Award

2016: Service Award, South Florida Healthcare Executive Forum

2006: Senior of the Year 2006, Squadron Senior Programs, Civil Air Patrol, Boca Raton Squadron

2005: The Apple Award (Appreciation for Leading Educators)

2004-2005: Certificate of Professional Development (publications and presentation), Faculty Senate, Barry University, April 2005

2003-2004: Certificate of Professional Development (publications and presentation), Faculty Senate, Barry University, April 2004

2003: Certificate of Appreciation for Service to the Physicians of Palm Beach County, Palm Beach County Medical Society

2002-2003: Certificate of Professional Development (publications and presentation), Faculty Senate, Barry University, April 2003

2000-2001: Certificate of Appreciation for Faculty 2000-2001, Palm Beach County Medical Society, Office Management Institute

2002: Certificate of Professional Development (publications), Faculty Senate, Barry University

2002: Certificate of Appreciation for Faculty 2001-2002, Palm Beach County Medical Society, Inc., Office Management Institute

Grants, Fellowships, Contracts, Research

2006 R.A. Ritter Foundation, funding for scholarships $5,000

2005 HRSA for Minority Access to Careers in Health Science and Scholarship Funding for Health Science students (awarded, but not funded, due to Middle East Conflict) $90,000

2005 R.A. Ritter Foundation, funding for scholarships $5,000

2004 R.A. Ritter Foundation, funding for scholarships $30,000

2003 Title III Mini Grant – HSA- A Distance Leaning Module $4,800

2003 R.A. Ritter Foundation, funding for scholarships $5,000

2002 R.A. Ritter Foundation, funding for scholarships $5,000

ACADEMIC EXPERIENCE

Teaching Experience at the University Level

Associate Program Director, Healthcare Management, Florida Atlantic University, Boca Raton, FL (2014-Present).

Instructor, Healthcare Management, Florida Atlantic University, Boca Raton, FL (2013-2014).

Health Services Management Chair, Keiser University, Graduate School, Fort Lauderdale, FL (2011-2013).

Program Director, MHA/Interim Program Director Ph.D., Health Services, Walden University Minneapolis, MN, (2011-2012)

Associate Dean, Health Management Programs, Barry University, Miami Shores, FL (2005-2010).

Program Director, MPH. Barry University, Miami Shores, FL (2008-2010).

Program Director, MS/HSA, Barry University, Miami Shores, FL (2002-2010).

Associate Professor, Health Administration, Barry University, Miami Shores, FL (2001-2010).

Associate Professor, Healthcare Management, Lynn University, Boca Raton, FL (2000-2001).

Adjunct Professor, Healthcare Management, Florida Atlantic University, Boca Raton, FL. (1998- 2013).

Adjunct Professor, Healthcare Administration, Nova Southeastern University, Davie, FL (1993-2001).

Assistant Professor, Healthcare Management. St. Thomas University, Miami Gardens, FL (1993-1994).

Administrative Assignments

Associate Program Director, Healthcare Management, Florida Atlantic University, Boca Raton, FL (2014-Present).

Liaison, College of Business/Schmidt College of Medicine, Student Business Interest Group, Florida Atlantic University, Boca Raton, FL (2018-Present).

Health Services Management Chair, Keiser University, Graduate School, Fort Lauderdale, FL

(2011-2013).

Program Director, MHA/Interim Program Director Ph.D., Health Services, Walden University Minneapolis, MN, (2011-2012)

Associate Dean, Health Management Programs, Barry University, Miami Shores, FL (2005-2010).

Program Director, MPH. Barry University, Miami Shores, FL (2008-2010).

Program Director, MS/HSA, Barry University, Miami Shores, FL (2002-2010.

COURSES TAUGHT

Florida Atlantic University
- Planning and Marketing in Healthcare
- Managed Care On-line
- Health Delivery Systems On-line
- Health Care Finance On-line
- Organizational Behavior in Health Care
- Healthcare Financial Management
- Healthcare Organizations/Administration
- Patient Protection and Affordable Care Act
- Healthcare Industry Overview
- Managed Care
- Medical Practice Management
- Healthcare Professions
- Organizational Behavior in Health Care
- Managed Health Care
- Health Care Finance
- Medical Group Practice Management

BUSINESS/PROFESSIONAL EXPERIENCE

President, Healthcare Integration Consultants, Inc., developed a management consulting practice with professionals providing a wide range of consulting and management services to the healthcare industry, Lighthouse Point, FL (1996-2008).

Chief Executive Officer, Alan S. Whiteman, Ph.D. & Associates, Inc., designed and developed a practice management consulting firm providing a full range of management services to the health care industry, Coral Springs, FL (1995-1996).

Senior Manager, Ernst & Young, LLP, responsible for development and direction of a new physician services group for South Florida, Miami, FL, (1994-1995).

Chief Operating Officer, Medical Managers Group, Inc., full range of services for physicians of all specialties and hospitals, Davie, FL (1993-1994).

Director, Practice Management Consulting, Plantation General Hospital, responsible for providing management consulting and educational services to a medical staff of 540 physicians, managed time share suites owned and operated by the hospital, Plantation, FL (1991-1992).

President, Medical Practice Consultants, Inc., responsible for all aspects of corporate management and development, marketing of practice management and consulting, Fort Lauderdale, FL (1989-1991)

Administrator, North Broward Radiologists, P.A., responsible for managing all non-clinical activities of a 16-doctor diagnostic imaging group practice and related business entities, Ft. Lauderdale, FL (1981-1989).

Business Manager, Drs. Rhea, Baehr, Covell, Cooper, Bender, P.A., responsible for managing all non-clinical activities of a radiology group practice, Pensacola, FL (1978-1981).

Clinic Manager, Doctors Medical Center, Detroit, MI., responsible for managing a multi-specialty group practice, a hospital-based radiology and nuclear medicine department and a hospital based clinical laboratory, Detroit, MI (1976-1978).

Utilization Review Consultant, Blue Cross/Blue Shield of MI, responsible for U/R compliance and education for the medical staffs and administration of 50 hospitals. Prior to this promotion, served as Policy/Operations Analyst for the Director of Medical Affairs, Detroit, Mi (1970-1976)

U.S. Army, Specialist 5, Assistant Shift Leader. Continental Army Command, computer operations and programming. Received Certificate of Achievement, Commanding General, Continental Army Command, Honorable Discharge, Ft. Monroe, VA, (1968-1970).

Consulting

2019 Engagement Project: Prepared a business plan for developing a medical school's new faculty practice plan.

2018 Engagement Project: Assessed the current medical staff at a small inner-city Midwest hospital to determine strategies for recruiting additional practitioners. Prepared a strategy for recruiting practitioners.

2017 Engagement Project: Reviewed staffing patterns for a primary care medical practice and made recommendations.

1995-Present: Over 100 projects with medical practices, hospitals, medical school faculty practice plans, insurers and expert witness assignments.

INTELLECTUAL CONTRIBUTIONS

Roopnarinesingh, U., Whiteman, A. (2020). A Literature Review of the Learning Methodologies Applicable to Graduate Students Earning Advanced Degrees in Healthcare Administration. Reports on Global Health Research Journal, Res 2: 110. DOI: 10.29011/RGHR-110.100010

Roopnarinesingh, U., Whiteman, A. (2020). What Factors Affect Graduate Health Administration Student's Decisions in Selecting Academic Institutions and Their Choice of Course Delivery? The Journal of Medical Practice Management, Jan/Feb 2020

Roopnarinesingh, U., Whiteman, A. (2019). *A Literature Review of the Learning Methodologies Applicable to Graduate Students Earning Advanced Degrees in Healthcare Administration,* Reports on Global Health Research Journal, Res 2: 110. DOI: 10.29011/RGHR-110.100010 12/20/2019

Whiteman, A., DiCicco, J., Knight, R., Moran, R., M.D., Sigler, J. (2018). "A Critical Analysis of the Cost-benefits of Utilizing Students in a Psychiatric Facility: A Case Study", The Journal of Medical Practice Management, 33(4), January/February.

Jones, G., Jain, P., Agarwal, A., Whiteman, A. (2017) , Drone Technology for Medical Use: A Systematic Review.
Velis, E., Shaw, Whiteman, A. (2010, January). "Victim's Profile Analysis Reveals Homicide Affinity for Minorities And The Youth". Journal of Injury and Violence Research, Vol 2, No 2 (2010): 67-74.

Velis, E., Whiteman, A., Ritter, J. (2008, May/June). "Congestive Heart Failure Admission's Profile. Factors Related to Hospital Length of Stay", Medical Practice Management, May-June 2008

Whiteman, A. (2002, Fall) "Mastering Oral Communication Skills", College View.

Books

Sperry, L. Whiteman, A. (2017). Becoming an effective leader: The essential skills of health care management. 2nd edition. New York, New York: Health Professions Press.

Whiteman (2009). A legal and ethical Dilemma (case study). Effective management of long-term care facilities 2nd.: Sudsbury, MA: Jones and Bartlett Publishers.

Whiteman, A.,Hermanson, J., Palkon, D. (2005). Cutting costs in the physician practice, second edition. Phoenix, MD: Greenbranch Publishing.

Whiteman, Hermanson, Palkon. (2001). Cutting costs in the physician practice. Chicago, IL: American Medical Association,

Sperry, L. Whiteman, A. (2017). Becoming an effective leader: The essential skills of health care management. New York, New York: Health Professions Press.

Dissertation

Whiteman, A. (1993). A rational organizational approach to future practice design at Plantation General Hospital. Minneapolis, MN: Walden University, (doctoral dissertation)

Papers

DiCicco, J., Gendler, R., Filatova, U., Whiteman, A. (2020) *Personal Goodwill and the Courts: An Analysis,* Journal of Medical Practice Management, Jul/Aug 2020

Roopnarinesingh, U., Whiteman, A. (2019). *The Science of Future Education,* The Intellectual Magazine, First Edition, Jul 2020

Whiteman, A. (2016). "Leading in a Changing Health Care Landscape", South Florida News and Healthcare Report, Volume 13 - Issue 2, August 2016

Whiteman A. (2016). "Graduate Health Administration Online: The Growing Trend for Busy Learners", South Florida News and Healthcare Report, Volume 12 - Issue 10, April 2016

Whiteman, A. (2015). "Cultural Diversity Broadens the Learning Experience in Graduate Health Services Administration Studies", South Florida News and Healthcare Report, Vol. 12 Issue 5, p.34 November 2015

Whiteman, A. (2014). "Healthcare Professionals Advance Careers Through Florida Atlantic University's Executive Graduate Program in Health Administration", South Florida News and Healthcare Report, Vol. 11 Issue 5, p.01 November 2014 – 11(5)

Whiteman, A. (2014). "Florida Atlantic University Is Changing the Face of Healthcare", South Florida News and Healthcare Report, Vol. 11, Issue 2, August 2014

Whiteman, A. (2008). "Healthcare Professionals Advance Careers", South Florida Hospital News November, 2008, V5, N5.

Whiteman, A. (2004). "Mastering Written Communication Skills", Om-Call, July/August 2004.

Whiteman, A. (2004). "Mastering Verbal Communication Skills", On-Call, February/March 2004.

Whiteman, A. (2003). "Managing Change – A Key to Practice Success", On-Call, July/August 2003.

Whiteman, A. (2002). "ABCs of Medical Practice Leadership", On-Call, June/July 2002.

Whiteman, A. (2002). "How to Maximize the Benefits of a Good Office Manager", Florida Medical Business,

Vol 15 (3), February 5, 2002.

Whiteman, A. (2001). “Creating A Healthy Culture for Your Practice”, On-Call, August 2001.

Whiteman, A. (2001). “Have You Reviewed Your Managed Care Contract Lately?”, On-Call, May 2001.

Whiteman, A. (2001). "Customer Service-A Lost Art?", On-Call, Feb. 2001

Whiteman, A. (2000). "Orienting New Employees", On-Call, Nov. 2000.

Whiteman, A. (2000). "How to Maximize the Benefits of a Good Office Manager", On-Call, Sept. 2000.

Whiteman, A. (2000). "Documentation: A Key to Good Medicine, Maximized Reimbursement and Protecting Your Practice", On-Call, Apr. 2000.

Whiteman, A. (2000). "Cost Containment: What It Means to Your Practice", On-Call, Jan. 2000.

Whiteman, A. (1999). "Customer Service - A Neglected Priority", On-Call, Oct. 1999.

Whiteman, A. (1999). "Taking the Pulse of your Practice - A Prescription for Better Financial Health", On Call, Mar. 1999.

Whiteman, A. (1999). "Managing People - A Rewarding Challenge", 22-23, On Call, Jan. 1999.

Whiteman, A. (1997). "Market Conditions Are Perfect for Building A Group Practice Now", Medical Business 10, Mar 11, 1997.

Presentations

Whiteman, A., Roopnarinesingh, U, (2019, January). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, 1st year medical students.

Whiteman, A., Roopnarinesingh, U, (2018, April). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, 1st year medical students.

Whiteman, A., Roopnarinesingh, U, (2017, April). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, 1st year medical students.

Whiteman, A. (2016, May). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, 1st year medical students.

Whiteman, A. (2015, January). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, 1st year medical students.

Whiteman, A. (2015, May). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, 1st year medical students.

Whiteman, A. (2014, March). “Telehealth: A Vision Comes of Age”, Broward Association of Rehabilitation Nurses, Fort Lauderdale., FL.

Whiteman, A. (2014, January). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, M1.

Whiteman, A. (2013, February). “The Business of Medicine”, Nova Southeastern University, School of Osteopathic Medicine, M1.

Whiteman, A. (2012, April). “The Business of Medicine”, Nova Southeastern University, School of

Osteopathic Medicine, M1.

Whiteman, A. (2011, January). "The Business of Medicine", Nova Southeastern University, School of Osteopathic Medicine, M1.

Whiteman, A. (2010, August). "Physicians Practice Management", Nova Southeastern University, School of Osteopathic Medicine, M1.

Whiteman, A. (2009, December). "Physicians Practice Management in Tomorrows Health Care System", Nova Southeastern University, School of Osteopathic Medicine, M1.

Whiteman, A. (2008, November). "Physicians Practice Management in Tomorrows Health Care System", Nova Southeastern University, School of Osteopathic Medicine.

Whiteman, A. (2007, November.) "Physician Practice Management Issues in Tomorrow's Healthcare System", Nova Southeastern University, College of Osteopathic Medicine, M2.

Whiteman, A. (2006, November). "Physician Practice Management Issues in Tomorrow's Healthcare System", Nova Southeastern University, College of Osteopathic Medicine, M2.

Whiteman, A. (2004, November). "Physician Practice Management Issues in Tomorrow's Healthcare System", Nova Southeastern University, College of Osteopathic Medicine, M1/M2.

Whiteman, A. (2004, April). "Managing Your Accounts Receivable – It's Your Money!". Smart Management for the Medical Business Series, Palm Beach County Medical Society, West Palm Beach, FL, April 27, 2004.

Whiteman, A. (2004, March). "Do's & Don'ts of Starting A Medical Practice", Fellow/Resident Conference, Cleveland Clinic Florida, Weston, FL, March 16, 2004.

Whiteman, A. (2004, March). "Enhancing Practice Revenue through Ancillary Services", Office Practice Management Institute, Palm Beach County Medical Society, Atlantis & Boca Raton, FL.

Whiteman, A. (2004, January). "Budgeting and Creating a Business Plan", Office Practice Management Institute, Palm Beach County Medical Society, Boca Raton, FL January 21, 2004.

Whiteman, A. (2004, January). "Improving and Expanding Health Care Services in the U.S.", Palm Beach Community College, Center for Lifetime Learning, January 14, 2004.

Whiteman, A. (2003, October). "Fine Tuning Your Communication Skills – A Key to Leadership Success", 28th Annual Meeting Plastic Surgery Administrative Association, San Diego, CA.

Whiteman, A. (2003, June) "Cutting Costs in the Medical Practice", Office Managers Luncheon, Palm Beach Gardens, FL.

Whiteman, A. (2003, July). "Careers in Health Services Administration", Barry University, School of Natural and Health Sciences, Summer Science Research Program.

Whiteman, A. (2003, June) "Cutting Costs in the Medical Office", Office Practice Management Institute, Palm Beach County Medical Society, W. Palm Beach, FL.

Whiteman, A. (2002, November) "ABC's of Leadership in Medical Practices", Plastic Surgery Administrative Association, 2002 Annual Meeting, San Antonio, TX.

BROADCASTS:

Whiteman, A. (1999, April). "New Strategies for the Management of Influenza - Practice Management Strategies", instructed a CME program for the Postgraduate Institute for Medicine and The Center for Professional Distance Learning, live video conference and simulcast via the Internet.

Whiteman, A. (1997, April). "A Historical Perspective of the Evolution of Insurance, Medicine and Managed Care", Instructed for the Institute for Continuing Management for Health Care Professionals, co-sponsored by Nova Southeastern University and HIP Health Plan of Florida, Comcast Cable Television.

Presentation of Refereed Papers

International

Roopnarinesingh, U., Whiteman, A. (2021, January). "Exploring Graduate Students' Choices to Attend Face-to-Face Programs at Predominantly Online Institutions" to be presented at the Twenty-first International Conference on Knowledge, Culture, and Change in Organizations, at The University of Auckland, Auckland, New Zealand.

National

Roopnarinesingh, U., Whiteman, A. (2020, June) "What Makes Students Stay in Traditional Classroom Settings?" 2020 AUPHA Annual Meeting, June 3-5, 2020, Salt Lake City, Utah (proposal accepted)

Borns, MPH, RRT-NPS, Marquez, MPH, Amendah, Ph.D., Whiteman, Ph.D., Jordan, M.D., MPH, MSPH, (2010, November) "Asthma in Sickle Cell Disease as A Risk Factor for Acute Chest Syndrome in Pediatric Patients", 138th Annual Meeting American Public Health Association, Denver, CO.

Whiteman, A. (2007, October). "So You Want to Be A Teacher?", and "So You Think You Want A Degree?" AUPHA Session, MGMA 2008 Annual Conference, San Diego, CA.

Whiteman, A. (2007, October). "So You Want to Be A Teacher?", and "So You Think You Want A Degree?" AUPHA Session, MGMA Annual Conference, Philadelphia, PA.

Whiteman, A. (2005, October). "Teaching - Medical Group Practice Management", AUPHA session, Medical Group Management Association Annual Conference, Nashville, TN.

State

Whiteman, A. (2007, June). "Preparing Graduate Students for Their Professional Careers: Practitioner Perspectives and Contributions", Association of University Programs in Heath Administration Annual Conference, Orlando, FL.

Whiteman, A. (2007, April). "The Role of Technology in Practice Management; A Systems Approach to SmartPractice; Getting the Right People for the Job", American Society of Interventional Pain Physicians, Orlando, FL.

Local

Whiteman, A. (2005, July). "Finance for Non-Financial Managers", Leadership Development Conference, Mercy Hospital, Miami, FL.

Faculty Development

Attendance at Academic and Professional Meetings

March 27, 2019 -March 30, 2019: American Medical Group Association Annual Conference, National Harbor, MD

March 25, 2018-March 26, 2018: American Medical Group Association Annual Conference, Phoenix, AZ

Other Professional Development

Oct-Nov 2019: CEL Canvas Course Development Training, Florida Atlantic University

Mar-Apr 2013: CEL1001: e-Learning Designer and Facilitator Certification Course, Florida Atlantic University

Professional Conference/Meeting
January 2020: South Florida Chapter of American College of Healthcare Executives Annual Installation, Fort Lauderdale, FL.
October 2019: South Florida Chapter of American College of Healthcare Executives Educational Program on the Business of Medical Marijuana, Davie, FL.
May 2019: South Florida Chapter of American College of Healthcare Executives Educational Program on the Business of Medical Marijuana, Davie, FL.
January 2019: South Florida Chapter of American College of Healthcare Executives Annual Installation, Fort Lauderdale, FL.
December 2018: South Florida Hospital & Healthcare Association Educational Program on the Role of Public Health, Boca Raton, FL.
April 2018: South Florida Chapter of American College of Healthcare Executives Multi-University Case Study Competition, Fort Lauderdale, FL.
October 2018: Palm Beach County Medical Society Summit on Medicine (Host Committee Member), West Palm Beach, FL.
January 2018: South Florida Chapter of American College of Healthcare Executives Annual Installation, Fort Lauderdale, FL.
June 2008: Association of University Programs in Health Administration Annual Conference, Orlando, FL.
March 2009: Association of University Programs in Health Administration Leadership Conference, Chicago, IL.
November 2009: American Public Health Association Annual Conference, Philadelphia, PA.
November 2009: Medical Group Management Association Annual Conference, Philadelphia, PA
November 2008: American Public Health Association Annual Conference, San Diego, CA.
November 2009: Medical Group Management Association Annual Conference, San Diego, CA.
November 2007: American Public Health Association Annual Conference, Washington, DC.
November 2009: Medical Group Management Association Annual Conference, Washington, DC.

SERVICE ACTIVITIES

Directed Student Learning

Directed Individual/Independent Study
May 15, 2015 – July 30, 2015.
May 15, 2014 – July 30, 2014.
August 28, 2008 – December 10, 2008.

University Assignments

Committee Chair
2004-2010: alumni committee health administration, Advisor.
2004-2020: Upsilon Phi Delta Honor Society, Advisor.

Committee Member

2018-Present: Med-Direct Committee, Member.

2017-Present: Crisis and Disaster Management Program Advisory Board, Member.

2017-2019: Nursing Dissertation Committees (3), Member.

2015-2019: Provost Fellow Selection Committee, Member.

2015-2020: Health administration curriculum committee, Member.

2001 - 2003: University benefits committee; Member.

Professional Service

Member

2019-Present: The National Institute for Leadership Development, Member.

2002-Present: South Florida Healthcare Executive Forum, Past Board Member.

2014-2016: South Florida Hospital and Health Care Association, Education Committee.

2005-2006: South Florida Healthcare Executive Forum, Board Member-At-Large.

2004-2008: South Florida Healthcare Information Initiative (RHIO), Board Member.

2004: 22nd Annual Boca Raton Heart Ball for the American Heart Association, Board Member.

2003-2005: Standard & Poor's Society of Industry Leaders, Member.

2003-2008: Florida Medical Group Management Association, Past Presidents' Council, Board of Directors.

2003-2004 American College of Medical Practice Executives, Essay Examiner.

2002-2006: Medical Group Management Association South-Florida Chapter, Board Member/Treasurer.

2003-2005: University Relations Advisory Committee, Medical Group Management Association, Member.

2002-2003: South Florida Healthcare Executive Forum, Communication Chair.

2001-2003: South Florida Hospital & Healthcare Association, Education Committee Member

2001-2012: Member, Regent's Advisory Council, American College of Healthcare Executive's

1996-1998: County Medical Society Office Management Institute; Member, Quality Health Rights

1994-1998: Professional Papers Committee, American College of Medical Practice Executives, Team Leader.

1987-1990: Advisory Committee Institute of Health Policy and Administration, NSU, Member.

1986-1986: Florida Medical Group Management Association; President.

1986-1986: Radiology Assembly, Medical Group Management Association, Co-chair.

1981-1982: American College of Radiology Commission on RVS, Business Manager Advisor.

1981-Present: American College of Medical Practice Executives, Fellow.

1987-1990: Advisory Committee Institute of Health Policy and Administration, NSU, Member.

1976-Present: Medical Group Management Association, Member.

Reviewer, Journal

August 2018-Present: Editorial Board/Reviewer Board, International Journal of Nursing and Health Care Research.

November 2014-Present: Editorial Board, Symbiosis Journal of Medical Trials.

September 2005-December 2008: Consulting Editor, Hospital Topics.

October 2002-December 2003: Review book proposals related to healthcare finance and healthcare administration, Aspen Publishers, Inc.

Other Community Service Activities

December 2018: Humanitarian Services to Children with Cancer, Jackson Memorial Hospital

2006-Present: Major, Past Deputy Squadron Commander BRCS, Past Aerospace Education Officer, Current Administrative Services Officer, Civil Air Patrol (US Air Force Auxiliary)

Florida Atlantic University
Health Administration Program
College of Business
Department of Management
Program Review

Review Team:
Jillian Harvey (Medical University of South Carolina)
Christy Harris Lemak (University of Alabama at Birmingham)
Deborah Shepherd (Florida Atlanta University)

March 2-4, 2021

Introduction and Process

On March 2-4, 2021, the team of Dr. Jillian Harvey, Dr. Christy Harris Lemak and Dr. Deborah Shepherd reviewed the Health Administration programs at Florida Atlantic University (FAU) which is located in the College of Business, Department of Management. Dr. Russ Ivy, Senior Associate Provost, provided the reviewers with a self-study and associated documentation for its programs. A detailed itinerary was provided. Sharon Brown, Coordinator, Academic Programs provided exemplary logistical support.

During the site visit the review team met with 36 unique stakeholders including:

Dr. Pierre Alexandre, Program Director & Associate Professor
Ms. Sybil Alfred, Director of Executive Programs
Dr. Jennifer Attonito, Instructor
Dr. Salvatore Barbera, Instructor
Dr. Patrick Bernet, Associate Professor
Dr. Ronald Carlton, Adjunct Faculty
Dr. Scott Feyereisen, Assistant Professor
Ms. Daniela Garzon-Aljure, Graduate Student Traditional MHA
Dr. Elizabeth Goodrick, Professor
Dr. Daniel Gropper, Dean & Professor of the College of Business
Dr. Gulin Gumus, Associate Professor
Ms. Mata Hari, Undergraduate Student
Dr. Paul Hart, Associate Dean
Ms. Taylor Horne, Undergraduate Student
Dr. Russ Ivy, Senior Associate Provost
Dr. Ken Johnson, Associate Dean & Investments Limited Professor
Mr. David Kaiel, Undergraduate Student
Dr. Roland Kidwell, Chair, DeSantis Distinguished Professor of Management/Entrepreneurship & Director, Adams Center for Entrepreneurship
Ms. Chantal Leconte, Adjunct Faculty
Mr. Rudy Molinet, Adjunct Faculty
Dr. Judith Monestime, Instructor
Dr. Lawrence Newmann, Senior Instructor

Dr. Dennis Palkon, Professor
Ms. Kimberly Paulus, Executive Director, Student Academic Services
Mr. Anuj Patel, Graduate Student, Traditional MHA
Ms. Hannah Postdumus-Wagner, Undergraduate Student
Dr. Ed Pratt, Dean, Undergraduate Studies
Ms. Angela Primiano, Adjunct Faculty
Dr. Neeraj Puro, Assistant Professor
Dr. Marc Rhorer, Assistant Dean
Dr. Bob Stackman, Dean, Graduate Studies
Dr. Karin Scarpinato, Executive Associate Vice President for Research
Dr. Siri Terjesen, Professor and Associate Dean for Research and External Relations Business
Dr. Alan Whiteman, Associate Program Director & Instructor
Mr. Vegar Wiik, Asst. Dean of Academic Programs & Executive Director of Executive Education
Mr. Keith Willis, Adjunct Faculty

Program Overview

The Health Administration program includes the Bachelor of Health Services (BHS), and the Master of Health Administration, which is offered in three Formats: Traditional Program (TMHA), Executive Program (XMHA) and Online Program (OMHA).

The Mission of the Health Administration states: *Our mission is to prepare students to become future health care managers and leaders, who are committed to organizing and improving the health delivery system in the U.S. and throughout the world. The Health Administration (HEAD) program offers both undergraduate and graduate degrees that will provide students with the knowledge needed to work in a dynamic health care setting. Due to the continuously changing environments of the healthcare system, these degrees are designed to provide a flexible, rigorous, and comprehensive academic curriculum blending didactic and practical experience.*

PROGRAM STRENGTHS

Context:
- The programs are located in a vibrant, growing university (FAU) and large, well-funded College of Business (COB).
- There is clear alignment between health, the business of health and medicine and FAU's strategic priorities.
- FAU offers significant support for first-generation students.
- Leaders across the campus were aware and supportive of the program.
- Students and faculty highlighted the impressive classroom space.
- There is growing emphasis on externally funded research endeavors at University and COB levels.

Faculty:
- There is a strong mix of full-time faculty and adjuncts. Full-time faculty have a strong record of scholarship.
- There is growing interest in grants and other types of externally funded research, which is common and important in the field of health administration.

- Faculty appreciated the flexibility and the encouragement to be innovative in their teaching.
- Some faculty are using innovative methods and incorporating research into their teaching.
- Faculty appropriately use case study approaches, many guest speakers from local health care organizations and encouraging student participation in local case competitions.
- Faculty feel supported and spoke highly of the resources for preparing and teaching courses. In particular, FAU's Center for E-Learning was frequently cited as beneficial resource.
- The majority of the faculty were dedicated to ensuring that students had a good experience.
- Adjuncts bring a wealth of "broad-based and real world" experiences to the classroom.
- Adjuncts feel included in the program and were pleased with the opportunities to participate in the Provost Coffee Hour, Faculty Senate, as well as various professional development events.

Students:
- For the most part, students were very excited about the program and the support they have received from certain full-time faculty and adjuncts. The programs were described as having a "supportive not punitive" culture.
- FAU has the most diverse student population in Florida. All stakeholders were energized by the diversity in the student population. In particular, the BHS comprises a diverse student population (e.g., traditional and nontraditional students, first generational students, and ethnicity).
- The caliber of the students selected to represent the three programs in the external review were very impressive.

Programs:
- All reviewed programs are growing or stable in terms of enrollment.
- Classes are small enough to encourage meaningful student interaction and engagement.
- All three programs consistently demonstrate good results on key metrics such as student retention and success.
- The XMHA offers "concierge" student treatment.
- Many initiatives are "piloted" in XMHA and then spread to other COB programs (e.g., "Faculty Ambassador" and some Boot Camp activities).
- The XMHA offers opportunity for students to network with local practitioners and other Executive students in COB.
- There is strong engagement with XMHA and TMHA students in local ACHE activities**.**
- The BHS Gerontology Certificate and minors offer opportunities to gain additional expertise.

PROGRAM WEAKNESSES AND CHALLENGES

Context:
- The graduate programs in Health Administration are structurally disjointed. The XMHA and TMHA are housed under two different leadership teams and different faculty teach in each format. There could be greater coordination across these program formats.
- There remain communication issues about the "right program" for applicants. There should not be competition between the programs if the correct students are targeted for each.

- There appears to be very little, if any, networking across academic departments in the College of Business in general and among the programs in Health Administration in particular.
- There was an emphasis on faculty participating in securing external funding ("grants"). Some faculty, however, expressed concerns about not being equipped to write grants and not being recognized for the scholarship associated with grant-funded work (unless it is published in a narrow set of journals).
- There is perceived competition for undergraduate students between the BHS and the new Health Sciences degree. There is some validity to this concern, as there has been a decline in BHS enrollment since the establishment of the Health Sciences program.

Faculty:

- The programs may not have the right number and mix of faculty. There are 653 students across three programs, with only 12 full-time faculty. Students suggested there are too few professors teaching in the BHS because they often have the same instructors in multiple courses. Faculty mentioned that up to 120 students can be in a course without a TA or grader for 3000-level courses.
- Very few full-time faculty teach in the XMHA program.
- There is significant confusion and conflicting information across stakeholders about performance review and Tenure and Promotion guidelines, particularly as it relates to acceptable publications and external funding ("grants").
- In the undergraduate program, the lack of faculty involvement with students outside of the classroom environment may contribute to further decline in student enrollment.

Students:

- It is essential that all three programs have clear and consistent guidelines and advisement opportunities if students are to successfully complete program requirements in a timely manner (e.g., two undergraduate students expressing concern about having to delay graduation because of lack of information on the sequencing of courses).
- There is a lack of networking opportunities for students, within and between the program participants (e.g., student organization, mixers with guest speakers, participation in the undergraduate and graduate student research symposiums, or other joint sponsored events).
- Students expressed concerns that not all instructors use a recording or monitor system during testing (some active student conduct code violations).

Programs:

- The lack of faculty involvement in the student admission process to the TMHA and XMHA programs is unusual.
- It appears to some that the XMHA is cannibalizing students, faculty, and energy from the TMHA.
- The TMHA curriculum has not updated in a long time. Specific weaknesses identified by stakeholders and agreed upon by review team in comparison to similar programs include:
    - Missing or limited content areas: health information systems, epidemiology, public health, ethics, health care finance, hospital/healthcare operations, quantitative skills building; measurement and quality improvement, leadership, and reimbursement and value-based care.

    - The curriculum is not mapped to larger framework, competency model or goals.
    - All stated objectives for both the BHS and MHA are at the "Apply" level of Bloom's Taxonomy.
    - Student outcomes (learning or career) are unknown to faculty.
- It was unclear how students find their practicum location (there is no single person in charge of internships or the practicum experience).
- All TMHA courses meet in the evenings, which makes engagement sometimes hard because both students and faculty are tired after working all day.
- The MHA programs are not CAHME-accredited (this was mentioned by student stakeholders). There is considerable competition in the Florida MHA/MBA market, including growth in CAHME accredited programs. Current CAHME-accredited programs in Florida include: AdventHealth, FAMU, FIU, Jacksonville, UCF, UF, Miami, UNF, and USF.
- Not many BHS students are aware of various minor options.
- Other program weaknesses: Internship may be too short; Poor in-person attendance in classes that are recorded; Students were unclear about course evaluations, and if they were getting the correct survey questions.

RECOMMENDATIONS

1. Curriculum:

The current curriculum (course content and sequence) may not reflect what is relevant to students or to the needs of employers today or tomorrow. Students select degree programs and universities to gain knowledge and skills required to achieve their personal and career goals.

Recommendation 1a: Curricular Redesign

The BHS and TMHA curricula need an immediate review and updating in order to reflect current and future health care industry and competencies required for career success. We recommend creating a Curriculum Review Committee composed of full-time faculty and adjuncts (and potentially students and other stakeholders). This committee would review at least three BHA and MHA undergraduate and graduate programs from other institutions and provide suggestions on how best to restructure the current programs.

In addition, to broaden each program's appeal and allow for maximum flexibility, a set of common core courses should be required for students enrolled in the TMHA and XMHA. Rather than keeping current set of courses and adding electives, we recommend a complete review of the curriculum (top to bottom).

We recommend re-designing both BHS and MHA curricula content at same time and adjusting learning objectives for differing levels of learning (lower for BHS; higher for MHA). If there are gaps in content areas, you may consider co-hiring or co-assignment of faculty from other schools and departments (e.g., marketing, supply chain, nursing). The TMHA and XMHA receive the same degree and should have equivalent competencies and outcomes. This can be accomplished under a model where the EMHA receives additional concierge experiences and course experiences and learning objectives reflect the significant work experiences of XMHA students.

Recommendation 1b: Engage the Field of Practice in the Curricula

As part of the curriculum review, we recommend discussion of program goals and curricula with the field of practice (as members of the Committee of through a structured process). The last self-study review recommended that the department create an Advisory Board. It is not clear, however, that there is a functioning Advisory Board.

This is a unique opportunity to draw on the adjuncts, who are highly engaged in the program and the field. It is also a chance to draw on the expertise of program alumni to form the board. The board can provide insight into the curriculum redesign and feedback on local (and global) workforce needs and professional development opportunities for BHS and TMHA.

Recommendation 1c: Explore Opportunities for BHS Minors and Career Pathways

Consultation with the Advisory Board and local healthcare stakeholders can include consideration for additional BHS minors, such as group practice management; and population health or community health management (or public health). For example, many Southeastern states are experiencing a shortage of qualified nursing home administrators, so the BHS may consider engagement with the state nursing home licensure board. Consistent, robust communication with external stakeholders will identify other minors and opportunities for faculty and student activities.

2. Cohesive Identity, Engagement, and Health Administration Infrastructure

Historically, the Health Administrative programs have been part of several departments. It is clear that despite time and some effort, they lack a clear identity within COB and FAU. There were many examples of this in the meetings (for examples, full-time faculty and adjuncts who did not know each other; XMHA activities unknown to TMHA faculty). There is even evidence of this in the self-study document, it includes language that is left over from when the program was still part of another department (Learning Objective: Demonstrate knowledge about the industrial organization).

Recommendation 2a: Establish a Cohesive Health Administration Infrastructure

We recommend the creation of a cohesive, structural infrastructure in the COB for HA programs within the Department of Management. This could create greater ownership of the programs among faculty, students and alumni. Faculty should be included in planning, implementation, measurement and improvement of all programs.

The single administrative structure should include BHS, TMHA, XMHA and OMHA with consistent approaches from admission to graduation, including faculty assignment, curricula, student organizations, etc. While XMHA and OMHA students are clearly provided with additional services due to the concierge fees paid, there are infrastructure needs that cut across all programs. Currently, there are three small, independent programs. As a single entity, there is an

opportunity to create economies of scale for infrastructure needs, but - more importantly, to create a single, more cohesive group of individuals committed to the mission.

We specifically recommend:

- Create a single point of contact for TMHA students (staff) who does legwork for practicum course. This person could draw on alumni of all programs as first contact for placements (maintaining database of alumni and friends for other purposes). This role could also support the Advisory Board described in Recommendation 1b.
- Create more transparency by scheduling routine meetings for HA Executive Director, Faculty and Student Advising. Invite adjuncts to HA program meetings and review student and program progress toward goals and metrics. This would allow opportunities to address student issues, curriculum changes, course scheduling, etc. The programs lack a culture of continuous improvement and external stakeholder input that a structured approach like this can remedy.
- Redesign admission and advising processes. Faculty engagement with students begins with the admissions process and continues post-graduation. The MHA admissions processes should be redesigned to include faculty input (beyond setting criteria for admission). This is standard for high quality graduate programs. This will be even more important as the COB moves away from using test scores and will rely on a more holistic review of application materials. We recommend extending the Faculty Ambassador program from XMHA to TMHA program and assigning faculty advisors to every MHA student (TMHA and XMHA). This level of engagement of faculty must be structured and recognized in annual performance reviews and promotion and tenure processes.

<u>Recommendation 2b: Program Identity and Engagement:</u>

There is currently no single, cohesive identity for health administration. This has led to a lack of faculty engagement. Further, students and alumni should be given opportunities to network with each other and with faculty outside of class. Experts in disciplinary areas in the COB (but outside of HA) should be invited to participate (e.g. marketing, informatics, supply chain).

We recommend these specific suggestions used in other HA programs that could be immediately implemented at FAU:

- Gather XMHA students and alumni and invite them to serve as de facto advisors to all programs. Invite them to campus to advise and while there, include TMHA students to a mixer to meet with them. Use this meeting (perhaps a panel discussion on a current "hot topic") as a session to gather information about curriculum for both BHS and MHA curricula. Include faculty and ask them to present research and seek collaborations with MHA alumni companies. Show the HA community at FAU that robust collaboration is occurring and include the entire HA community BHA, TMHA, XMHA, all faculty, alumni. Invite applicants to the XMHA.
- Establish a tradition for a once-a-semester or year "mixer" for HA faculty, TMHA and XMHA students during a local ACHE event (for cross generational mentoring).
- Consider how to appropriately include the BHS students in one or more of these. Most undergraduate and graduate healthcare administration programs have student organizations which build networking skills and provide professional development.

Typically, each club has a faculty advisor to guide the students. These are often student chapters of the professional organizations that the students will join post-graduation. Opportunities include student chapters of ACHE, ACHCA, HIMSS, and IHI. IHI and HIMSS hold national meetings in Orlando, and frequently provide student scholarships, volunteer and networking opportunities.

- One way to connect across levels may be to use "service learning" - document and promote the volume of academic and service-learning hours. FAU has a program in this area and could be specifically linked across HA programs and partners. https://www.fau.edu/community/faculty/academic-service-learning.php

3. Align Expectations for External Funding with Promotion & Tenure Expectations

There is a misalignment between the goal to increase funded research, and what is recognized in faculty performance evaluations and promotion and tenure expectations. To be successful funded researchers, faculty must publish in the journals that are read by healthcare researchers and disseminate findings to multiple stakeholder groups. This is because the peer reviewers of grants are typically not business school professors and there are specific expectations for grant-funding related to dissemination and spread among specific "user" audiences. Therefore, increasing faculty external funding may be in direct competition (misalignment) with COB faculty performance and Tenure and Promotion requirements. This issue was raised frequently and with great concern by many during the external review.

Recommendation 3a: Align Faculty Performance and Tenure and Promotion Review Processes and Metrics with Health Administration Program Goals

The COB promotion and tenure journal list issue may threaten FAU's ability to recruit and retain the faculty needed to offer a successful, competitive HA program. Nearly all faculty expressed concerns related to this issue and in particular, their ability to "show their worth to the field." If the issues related to publishing in certain tier journals are not resolved, the department may lose talented faculty that are otherwise dedicated to the COB and program and be unable to recruit the outstanding faculty they seek.

If FAU and COB are committed to enhancing external funding, in particular through federally funded, peer-reviewed grants and contracts, we recommend an expanded list of acceptable journals for annual review(in particular if external funding is desired). To facilitate research growth and support HA faculty within COB, annual performance reviews and Tenure and Promotion Guidelines should adopt a wider range of journals, and clear guidelines on how grant funded research "counts."

Recommendation 3b: Assess the research and professional development needs of the faculty.

Several faculty members are interested in pursuing funded research but require additional resources or mentorship. We suggest assessing needs and connecting interested faculty to the larger University research infrastructure. There are opportunities (as noted below) to connect

faculty to local health systems and health sectors firms to conduct joint projects that may yield pilot data for future fundable work.

Recommendation 3c: Increase external funding (beyond grants)

There are opportunities to increase funding through grant funded research and other funded projects, including consulting with local health care organizations for data analyses and other projects. The local market includes multiple large healthcare systems, payers, long-term care organizations, and other healthcare stakeholders. The HA programs can leverage relationships with the local health care organizations for research opportunities (e.g., paid contract work to consult or conduct analysis; or as grant funded research sites). In addition, these relationships provide internship opportunities for students.

There are also ways to incentive faculty in obtaining external funding of all kinds. We recommend establishing a committee to review and implement transparent policies within the COB. The committee would begin with a review of how this is currently done in other similar Schools. Some examples include: (1) specific workload policies with course buy downs tied to funding levels: (2) research incentive programs that allow faculty to earn salaries about 12-month levels, contribute to personal faculty development accounts, other benefits; (3) new faculty contracts that identify dedicated research efforts or incentives. We recommend a transparent policy with metrics that is aligned with annual review and Tenure and Promotion practices, rather than a case-by-case negotiation scheme.

4. Program Growth and Student Recruitment

There has been decline in BHS enrollment and small enrollment (approximately 42 students) in the TMHA program. Yet, there is tremendous potential for growth of healthcare administration programs that are located within a College of Business. US News just ranked Medical and Health Services Manager as *the #1 Best Business Job for 2021* https://money.usnews.com/careers/best-jobs/rankings/best-business-jobs

We recommend a close examination of how the new Health Sciences program used a variety of mechanisms to recruit majors (including social media). A group of dynamic and motivated FAU BHS and/or TMHA students could be charged with developing a social media strategy for HA programs.

Recommendation 4a: Health Administration Accreditation (MHA) and Certification (BHS)

We recommend FAU investigate CAHME-accreditation for the MHA program (all formats) and seek AUPHA Certification for the BHS. These are markers of "top programs" and could be a differentiator in the local market and in the State. Student stakeholders in our meetings mentioned that the TMHA was not CAHME accredited. Faculty mentioned that the program was too short to seek CAHME accreditation. Current CAHME criteria, however, do not specify a minimum program length. https://www.cahme.org/ Both CAHME accreditation and AUPHA certification (https://www.aupha.org/certification/certification) could create a culture of

continuous improvement and external stakeholder engagement that would enhance and improve FAU programs moving forward.

Recommendation 4b: Enhance FAU-Student Awareness and Recruitment

There appears to be very little being done to recruit students to the BHS and TMHA programs. There are multiple student recruitment opportunities within FAU including:

- The College of Science hosts a Pre-Professional Week Program. This could be expanded to be a university-wide initiative, and the HA programs should be involved to increase awareness of programs and student HA clubs.
- Alternatively, the HA programs could host its own "business of health" Week and do similar outreach to FAU undergraduates.
- Enhance the process for sophomores to get connected to the major and the college. Invite students to the newly established HA student clubs/activities and encourage them to interact with faculty.
- An engaging 1000 or 2000 level elective in healthcare administration could attract undergraduate students into the program. One faculty member described a course he teaches that is open to all majors. Perhaps consider more targeted recruiting for majors within this course.
- Develop a process by which adjunct and full-time faculty will be able to recommend talented undergraduate students to the TMHA program (Recommendation 2a also addresses this).
- Increase awareness of the MHA program to undergraduate students in specific situations. For example, students we interviewed suggested that TMHA is a good program for Bio and Pre-med students – for "gap years" and would help them in medical school. They also mentioned that it is great for international students.
- After/during the curricula review, pursue a 4+1 HA program (undergrad to grad in HA) and potential other 4+1 options for BHS students (and for other undergraduate majors with TMHA).

Recommendation 4c Expand Externally-Focused Student Recruitment Opportunities:

- Identify the top local high schools and community/technical colleges, especially those with Health Care programs and develop a partnership to recruit talented candidates into the BHS program.
- Develop messaging/marketing materials that adjunct faculty can distribute to individuals in their workplaces looking to return to a complete a degree in health administration.

Answering Specific Program Questions

1. How does the review team perceive the current curriculum and what are your recommendations? Please see Recommendation 1.

2. Our program is in the College of Business. Often, the metrics used to evaluate departments and units in College of Businesses do not apply to healthcare administration units, which tend to be in health-related colleges. What are some of the strategies that you have used in your institution to improve ranking and visibility?

Many strategies to improve rankings and visibility have been recommended already, including seeking CAHME Accreditation (MHA), as FAU is not eligible for US News Rankings without it. Other strategies include:

- Consistent, active engagement in AUPHA forum discussions, meeting presentations and committees. This work must be financially supported by the COB and recognized in annual performance reviews and Tenure and Promotion processes.
- Publication in journals that other Health Administration and health services research faculty read and respect, including but not limited to *Health Affairs, Health Care Management Review, Health Services Research, Inquiry, Medical Care Research and Review, Medical Care, Journal of Health Administration Education, Journal of Healthcare Management, and Milbank Quarterly*. In addition, content experts may have additional prominent journals in their area, such as *American Journal of Public Health, or the Journal of the American Medical Informatics Association, Managed Care, Journal of General Internal Medicine*, etc.
- Encourage and support (and recognize as valued) faculty presentations as ACHE, HIMSS and other practice-facing conferences.
- Encourage and support student activity in national case competitions (note: some of these are limited to CAHME-accredited programs). There are now numerous case competitions available for undergraduate and graduate students. In addition to paying for students to attend, the program and COB must recognize and reward faculty time to coach and mentor teams.

3. What are some of the strategies that you have used in your institution to improve student performance in quantitative methods without increasing the number of courses?

We recommend that faculty use more problem sets and quantitative methods in all courses (not just statistic or research courses). Above all, the programs may be enhanced in this area if the curriculum review (Recommendation 1a) includes the use of a competency model (or other overarching framework) that infuses analytics as a core skill set for those seeking BHS or MHA degree. This will help identify how students learn basic "quantitative" skills in some courses and then move up to moderate and become experts in later courses. Right now, it does not appear that this progression has been identified in a systematic fashion.

4. What are some of the strategies that you have used in your institution to generate revenue for your units?

This is addressed partially in Recommendations 3b and 3c.

Another important source of revenue is through endowment and development funds that can be used to support faculty and student projects and activities. The program could seek funds to support health care as a business work - training and development, consulting activities that help

local industry and help identify FAU as "best" for this. This type of funding could also be used to offer some of the "concierge" services to TMHA students. This is also a way to continue to create ways for academia and practice to intersect that will yield benefits for faculty, program, students and alumni.

5. The College and University have a reasonably strong student profile of diversity. What strategies could be implemented to increase diversity among faculty and staff?

This is a major challenge for colleges of business and for health administration programs. A meaningful review of the issues and helpful recommendations are beyond the scope of this document. As has been discussed, FAU is located in one of the most diverse markets in the United States and is one of the most diverse and inclusive campuses in the world. That provides important context to recruit and retain diverse faculty. Some possible avenues to explore:

(1) Grow your own future faculty who are diverse. What is the role of FAU is developing future HA faculty through doctoral education? Does the COB participate in The PhD Project? Do you participate in NAHSE, NAHLE and other health leadership programs specifically related to diverse populations? Are faculty in the doctoral program(s) seeking diverse candidates interested in health administration?
(2) Raise the profile of your programs. Everything recommended here will help you recruit great faculty and staff. Many HA doctoral programs recommend to their graduates that "the best place" to work is a CAHME-accredited program. Many of these doctoral students meet potential co-workers at AUPHA meetings and read their scholarship in the journals mentioned above.
(3) We assume FAU is actively engaging in Implicit Bias training for search committee members.
(4) Use your diverse students, adjunct faculty, and alumni in the Faculty Recruitment Process.

6. What are your reflections about the lasting impact of the pandemic on courses delivery? All of our courses are currently offered online or in hybrid modes. When the pandemic is over, how should we configure the ratio of online/hybrid/traditional modalities?

We believe that the processes recommended in this report are most salient to this question. In addition to the review recommended in 1a, we suggest the entire team of HA constituents (from all programs) convene in a deliberate, systematic approach to interview students, faculty (including adjuncts) and alumni about the past year with the objective to learn what has worked and not worked in the past year. This will allow you to take what has been successful in the online platform for teaching and integrate lessons learned into the curricula.

The pandemic has also made it clear that epidemiology, population health, health informatics, technology and other elements that are "light" or "missing" in your curriculum are very important.

Executive Summary
2021 Academic Program Review
College of Business

Health Services / Health Administration [CIP: 510701]

Review Team

Jillian Beree Harvey, Medical University of South Carolina
Christy Lemak, University of Alabama-Birmingham
Deborah Shepherd, FAU College of Education

Degree Programs by Level

Undergraduate Programs:
Bachelor of Health Services (B.H.S.)

Graduate Programs:
Master of Health Administration (M.H.A.)

Mission and Purpose

Our mission is to prepare students to become future health care managers and leaders, who are committed to organizing and improving the health delivery system in the U.S. and throughout the world. The Health Administration (HEAD) program offers both undergraduate and graduate degrees that will provide students with the knowledge needed to work in a dynamic health care setting. Due to the continuously changing environments of the health care system, these degrees are designed to provide a flexible, rigorous, and comprehensive academic curriculum blending didactic and practical experience.

Strategic Goals and Action Plans

Goal 1. DIVERSITY: Achieve balance in the experiences and perspectives of faculty and guests who offer their insights to our students.

Objective 1.1. As openings arise, hire three faculty in management programs, at least two of whom will be from underrepresented groups. Hiring will be done in accordance with FAU's designation as an equal employment opportunity employer.

The Department of management programs, which houses the Health Administration Unit, was also reviewed this year. While there was no specific recommendation on diversity offered by the team that reviewed the HA unit, the above recommendation applies to all management

faculty, including HA faculty. We therefore report it here with the plan described in the management program's strategic goals and plans.

"A review team recommendation was that we increase department faculty diversity, particularly among the full-time entrepreneurship faculty and in the balance across tenure-track faculty ranks. Currently, there are no assistant professors among the management and entrepreneurship faculty. This recommendation can only be addressed through future faculty hiring, and our ability to hire in the near term is severely limited by University budgetary considerations. As that situation changes, we will make special efforts to recruit women and minorities at all ranks. We ask, however, that the University give us permission to advertise positions prior to our annual conference in August of each year even if we must advertise those positions as "pending budgetary approval." Often, we do not get permission to recruit until several months into the academic year, after many potential applicants have already agreed to take positions elsewhere. This is especially problematic for recruiting and hiring at the assistant professor rank."

Goal 2. OPPORTUNITY: Expand the enrollment, course, and co-curricular offerings available to students.

Objective 1.1. Create a student group to develop a social media strategy for HA programs.

A review team recommendation was to use a variety of mechanisms to recruit majors. They suggest recruiting a group of dynamic and motivated FAU BHS and/or TMHA students who could be charged with developing a social media strategy for HA programs. We will work with the COB Communications Unit to study the feasibility of this endeavor and, if possible, recruit students to lead this project.

Objective 1.2. Create a "Business of Health" Week.

The review team also recommended that we use multiple student recruitment opportunities within and outside FAU. More specifically, the team recommended the creation of a "Business of Health" week to increase awareness of the HA programs and student HA clubs. During the middle of Fall and Spring semesters, we propose a university-wide initiative to recruit HA students. The Director, Associate Director, and volunteer faculty members will visit all the HSA3104 and HSA3534 courses to provide information on the HA programs and take questions from the students. These courses are typically taken by large numbers of non-HA students. During that week, we will also visit top local high schools and community/technical colleges in the local area to recruit talented candidates into the BHS program. We will involve adjunct faculty and, if feasible, visit some of the institutions where our adjuncts work. We will develop messaging and marketing materials that adjunct faculty can distribute to individuals in their workplaces looking to return to complete a degree in health administration.

Objective 2.3. Integrate as part of the academic experience co-curricular activities offered by the department and student groups as well as develop networking skills and development for students.

The review team also recommended that we invite MHA alumni to campus to mix up with students and faculty. They recommended that we consider having undergraduate and graduate students develop/participate in student organizations that build networking skills and provide

professional development. The health administration program has several co-curricular activities on and off campus. We plan to make these programs available to the students by improving communications so that students are better informed of these programs. We plan to continue our membership in the American College of Healthcare Executives and invite the students to participate in the events organized by the South Florida Chapter. We also plan to restart the Honor Society for the BHS and MHA programs. These networking groups are generally self-funded. A faculty advisor should be assigned to each of these groups, and this should be counted as part of the faculty service.

Objective 2.4. Obtain final approval for 4+1 HA program (undergraduate to MHA graduate).

To increase enrollment in the graduate programs, the review team recommended pursuing a 4+1 HA program (undergrad to grad in HA) and potential other 4+1 options for BHS students. We started working on creating this program last year. The 4+1 program was approved by the faculty of the management department last month. We are in the process of getting the program approved by the COB curriculum committee. This program is expected to start in August 2022. We are working on obtaining final university approval in Fall 2021 and then advertising it to students.

Goal 3. QUALITY: Improve our alignment with best practices in curricula and instruction.

Objective 3.1. Develop a consistent structure for more consistent coordination among Health Administration administrators and faculty across undergraduate and all graduate programs.

A strong recommendation of the review team was to establish a cohesive Health Administration infrastructure across the BHS, TMHA, XMHA and OMHA programs. In anticipating the need to improve coordination, an Assistant Program Director for Health Administration was appointed effective August 2021. The Director and Assistant Director will develop a plan for improving coordination with faculty, and fostering greater faculty involvement and investment in the Health Administration program.

Objective 3.2. Create a faculty committee for MHA admissions.

A recommendation of the review team was that the MHA admissions processes be redesigned to include faculty input beyond setting criteria for admission. The health administration program will create a committee for MHA admissions, which will work with the admissions' offices for all the MHA programs to establish criteria of admissions as well as review applications of borderline students. The committee will review admissions criteria and processes on a regular basis.

Objective 3.3. Integrate further the practicum process within the work of the college Internship and Professional Development Office.

Another review team recommendation was to create a single point of contact for traditional MHA (TMHA) students (staff) who does legwork for practicum course. The number of students in the TMHA that needs practicum is small. A single faculty is already responsible for the TMHA practicum. In general, the students visit the Internship and Development to request information

on internships. We will work closer with the staff in the college Internship and Professional Development Office such that they can refer TMHA students to the appropriate person.

Objective 3.4. Create a curriculum review committee composed of faculty from all programs.

The review team recommended that a curriculum review committee composed of full-time faculty and adjuncts be immediately created to review at least three BHA and MHA undergraduate and graduate programs from other institutions and provide suggestions on how best to restructure the current programs. Last year, two faculty in our unit with the help of two graduate students reviewed eight MHA programs, including all the SUS programs. They provided suggestions on how to restructure the MHA programs, including increasing the number of credits in the MHA programs. We were advised that the College does not intend to increase the number of credits in the MHA programs. As recommended by the review team, we will reconstitute the existing curriculum review committee to review both BHS and MHA programs and provide suggestions on how to improve these curricula. A curriculum expert may need to be engaged to reach this objective.

Objective 3.5. Seek out inputs from local stakeholders in the field about their organizational needs and re-constitute the external advisory board.

The review team also recommended that we discuss the program goals and curricula with the field of practice, which can be done through a functioning Advisory Board. There have an increasing number of healthcare practitioners who have been coming to our classrooms to lecture our students. Moreover, the COB internship and professional development unit has established strong ties in the local healthcare community. We will seek inputs from these individuals who already have strong ties with FAU. With regards the advisory board, it is worth noting that an advisory board was established in 2016, but it became non-functioning after two years. We will examine the feasibility of re-constituting the external advisory board.

Objective 3.6. Create group practice management and public health minors.

The review team also recommended working with the advisory board and other external local stakeholders to consider creating additional BHS minors in group practice management and public health. We have been offering these course subjects as electives in the program. We plan to get feedback from the local stakeholders and create these minors if recommended.

Hospitality and Tourism Management
Academic Program Review
Self - Study Report
(2014-2020)

Classification of Instructional Programs (CIP) Code: 52.0901

College of Business
Florida Atlantic University

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SECTION A: MISSION, VISION, PROGRAM OVERVIEW, AND ACCREDITATION

Program Mission

The **Mission** of the Hospitality and Tourism Management Program (HTMP) at Florida Atlantic University (FAU) is fourfold:

1. To educate students through a highly rigorous curriculum in comparison to similar peer programs
2. To prepare students for successful careers in the world's number one service industry – hospitality and tourism – by focusing on quantitative and communications skills to a greater extent than peer programs
3. To produce and distribute meaningful research and other scholarly outputs to assist business and academic leaders across the hospitality industry
4. To actively serve the college, university, and regional business community with service, consulting, and mentoring activities

The HTMP mission is aligned with the FAU strategic plan: *The Race to Excellence* (2015-2025) including the following:

- The University's *aspiration* to recruit and retain the highest talent in faculty. Our faculty curriculum vitae, provide in Appendix 1, are among the best of our peer institutions in the Florida State University System (SUS).

- The University's *value* of excellence in teaching, research, and public service. Our faculty member have won numerous research and teaching awards.

- The University's *goal of place*, that is, a deep engagement with South Florida's global communities, and its *platform* of community engagement and economic development. Our initiatives including employer partnerships, industry classroom integration, global certificates, our presence on local and state boards of industry associations, and our placement of students in firms across the industry that are among the major industry drivers of the state's economic development are all testaments of our engagement and contributions.

  Some indicators of our mission's success include recent rankings of various types. These include:

  A ranking among the top 10 in Florida (https://www.collegefactual.com/majors/business-management-

marketing-sales/hospitality-management/rankings/top-ranked/southeast/florida/)

Next, was the recognition by College Choice (2016) as a Top 30 national program. College Choice is one of the most highly recognized hospitality and tourism ranking systems for potential students looking at hospitality and tourism higher education. Unfortunately, their recent 2020 ranking now stops at 25 schools.
Further, we have also become one of the top 75 national hospitality schools (https://hospitality-colleges.com/florida-atlantic-university) listed in the Guide to Hospitality Colleges in the USA.

And, in 2018, our MBA specialization was listed among the Top 25 "Best Master" degrees from College Choice and was reported throughout the hospitality and tourism trade media. For example, the link here takes the reader to a mention in HN News (Hospitality Net) [https://www.hospitalitynet.org/news/4087919.html]

Lastly, in 2020, our undergraduate online BBA was listed #11 among the Top 20 by "Learn.org".
https://learn.org/articles/Bachelors_Degree_in_Hospitality_Management_Online_Degree.html

The Program's mission statement follows the broader university's strategic plan and they complement each other significantly. The FAU Strategic Plan may be viewed at the following link: http://www.fau.edu/provost/academic-affairs/strategic-plan.php

Program Vision

The **Vision** of the Program is to develop the finest business leaders who will positively impact the global hospitality and tourism community.

Program Overview

HTMP is housed within the FAU College of Business (COB) and contributes in many ways to the mission of both the college and university. The Program has been the fastest-growing Program within the COB. Growth is measured in full time equivalent

(FTE) student credit hours generated. FAU uses a somewhat aggressive method of calculations for FTEs. It uses 12 credit hours spring, 6 credit hours summer, and 12 credit hours fall (or some combination thereof) to get to 30 credit hours expected *per* student *per* calendar year. Even with this high expectation the FTEs have dramatically increased over the period 2014-2020 for the Hospitality and Tourism Management Program.

The Program's focus is on the business aspects of the hospitality and tourism industry. This focus is designed to enhance job placement for alumni and distinguishes our Program's curriculum. This curriculum prepares future managers and leaders for many areas of the overall industry including, but not limited to: hotels, resorts, theme parks, casinos, attractions, state and national parks, private country clubs, catering companies, meeting and event and conference planning organizations, stadium, arena, convention center, and other facility management roles, revenue management, restaurants, travel agencies, airlines, rail travel operators, tour companies, et al.

The number of HTMP majors remains relatively constant between 90 and 135 per year during each of the years 2014-2020. Growth in both not-for-credit (executive) and for-credit certificates as well as minors explain overall *high* growth in FTEs generated.

Minors come primarily from 20+ majors at FAU: common minors emerge from communications, interdisciplinary studies, criminology, sociology, psychology, exercise science, health administration, marketing, finance, accounting, management, economics, Information Technology (IT), Management Information Systems (MIS), accounting, architecture, social work, et al.

HTMP, along with the college and university, faced financial constraints that were severe from 2007-2011, yet faculty lines were added with an assistant professor hire in 2014. In 2014, the faculty group consisted of one Program Director, one instructor, one associate professor and one assistant professor. The Program now has one (1) Program director (clinical associate), four (4) instructors, one (1) associate professor, and two (2) assistant professors. The Program relies less on part-time (adjunct) faculty members to 1) ensure consistency across course offerings and 2) due to difficulty in locating COB-eligible adjuncts.

The Program offers two undergraduate degrees – a bachelor of business administration (BBA) and a bachelor of science (BS) in Hospitality and Tourism Management. The BS requires additional higher-level math courses and, to date, we have had only one student pursue this option. Almost 100% of students pursue the

more marketable BBA degree. All faculty members are located on the Boca Raton campus.

The Program also participates within the FAU Executive Education MBA offerings by having a specialization in hospitality and tourism management. Students enrolled in the Professional MBA (PMBA), fully online MBA (OMBA), or Executive MBA (EMBA) may all pursue this specialization. To date, we have had about 50 MBA completing students during the period of this report.

Our Program is unique in that all courses have historically been offered in Hybrid format. For FAU, hybrid is defined as 20% to 80% online. Our students, to a great extent, work in the hospitality industry while pursuing their degrees; hence, this flexible format has served the Program well. It may indeed be a reason why the Program has continued with enrollment growth year after year. Further, this format assists certificate seekers who are primarily full-time employees within the regional hospitality and tourism industry.

The Program is positioned as being the most rigorous among peer programs in the state university system. By *most rigorous* we define it as the BBA degree. Among the hospitality and tourism programs across peer AACSB colleges, there are only a handful in North America (Georgia Southern University, Georgia State University, Henderson State University, and Pace University). There are no others in the SUS of Florida offering a BBA degree.

Program Accreditation

The Hospitality and Tourism Management Program at Florida Atlantic University is accredited by both SACS – The Southern Association of Colleges and Schools (www.sacs.org) as well as the AACSB – The Association to Advance Collegiate Schools of Business (www.aacsb.edu) – as are all of the programs in the COB.

During the spring of 2013, the University was reaccredited by SACS. During the summer of 2019, a SACS committee reviewed FAU's compliance with select standards of the Principles of Accreditation outlined in its Fifth Year Report and requested no additional information about these standards.

The College of Business was most recently reaccredited by AACSB during the spring of 2018.

Hospitality and tourism programs are sometimes accredited by the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) (www.chrie.org)

which has an accrediting "arm." The process is handled by ACPHA – The Accrediting Commission for Programs in Hospitality Administration (www.acpha-cahm.org). Programs that are already accredited by AACSB typically would not also elect to seek accreditation by ICHRIE. Among the 28 hospitality and tourism management programs accredited by AACSB, only two are accredited by ICHRIE.

Surveys and focus groups of potential students, existing students, peer administrators, peer faculty members, and parents of current students indicated zero desire for discipline-specific accreditation. Indeed, our own faculty members are unanimous in their regard for a focus on AACSB and SACS over a need for ACPHA or other discipline-specific accreditation due to the high rigor of AACSB.

The University is part of the SUS as mentioned above and is overseen by the Florida Board of Governors (BOG). Regulation 6C-8.015 of the Board requires all academic degree programs to be reviewed every seven years. The rigor and thoroughness required is quite similar to a discipline-specific review.

SECTION B: ACTIONS SINCE PRIOR PROGRAM REVIEW (2014)

During the former Program Review (2014), several strategic goals and action plans emerged. They are detailed below along with their outcomes.

Goal 1: To increase the visibility and stature of the Hospitality and Tourism Management Program and faculty within the College of Business.

Several methods were discuss including naming the Program as a free-standing department or changing the name of the Department of Marketing to the Department of Marketing and Hospitality Management. The reason for this suggestion is that we had recently merged into the marketing department and it was perceived that we might lose our visibility.

The plan was rolled out with a 5- to 7-year temporal plan. First, the name of the Department would be changed to the larger Department of Marketing and Hospitality Management. Second, the Hospitality and Tourism Management faculty numbers would be increased to meet growing student demand from two (2) tenure track and two (2) non-tenure track to three or four of each designation. Third, a separate department would eventually emerge for the Hospitality and Tourism Management Program. Hospitality, this would conclude with the name of a School of Hospitality and Tourism Management with a sizeable donation.

There has not been a change of name for several reasons. First, our integration with marketing has gone exceptionally well. Next, there was a recession and no financial rationale to change the name just for "change's sake." Further, a new department chair was hired for marketing who makes it a point to work alongside her hospitality and tourism peer as almost a "co-chair" and *not* a subordinate. Lastly, the faculty members have found no viable reason for us to re-name at this time.

Also, the COB has been through various foundation staff members over this period and no movement has been made toward any type of naming donation.

It was feared during the last review that HTMP would be lose its identity when merged into marketing; yet, this has not been the case.

Goal 2: To strengthen the relationship between the Hospitality and Tourism Management Program's faculty members and executives in the industry and the greater South Florida community.

Action plans emerged to first create an industry Executive Advisory Board. And, next, with the assistance of a Board, to create an annual fund raising event or activity.

The Program brought in two South Florida two high level, C-suite industry executives to share their input on their roles on various program advisory boards. The first was Chris Nassetta, CEO of Hilton. The other was Mike Leven, former president of Days Inn, Holiday Inn, and Sands Corporation.

Both of these executives recommended identical feedback. They stated that a) we are already super nimble in comparison to other programs with advisory boards, b) we already have a better network of contacts than most other established programs with advisory boards, and c) were already actively raising funds without an advisory board. Indeed, Mike Leven said, "You don't need a dog & pony show. You're already doing things better *because* of your nimble-ness and your leadership style." Beyond these two world-class leaders, we surveyed 800+ employer stakeholders that recruit regularly from our Program. We also held two separate off-site retreats with 25 of these employers and asked their input on advisory boards.

We learned from all these activities that, in a way, we *already have* a large "ad hoc" advisory board and have decided not to create a formal one at this time. We are of course open to ongoing suggestions on this topic.

On the action plan to raise funds using an annual activity, the Program Director created the Employer Partner Program where regional hospitality and tourism employers now engage with nominal donations and have professional created videos for recruitment at their own businesses. These employers also help co-teach various courses across our curriculum. This has led to modest donations each year.

Goal 3: To further enhance the brand of the Hospitality and Tourism Management Program.

Currently, the Program is the only one to offer an AACSB-accredited BBA degree in the SUS. This is already considered a major part of our branding. The faculty members further seek to enhance with an action plan of areas of specialization. These were pondered across Revenue Management, Country Club Management, and/or Meetings and Events Management. We have made the furthest progress in the area of Club Management to date. We are also debuting a new course in Hospitality and Tourism Analytics in the fall of 2021. This analytics effort is part of a broader College and University initiative in analytics.

Goal 4: To improve and expand the Hospitality and Tourism Management curriculum.

The 5- to 7-year plan included multiple action plans in a temporal sequence. First, regarding the graduate-level curriculum, the faculty would develop and add a concentration in Hospitality and Tourism Management in the College's MBA programs. Second, the faculty members would create a fully online BBA – known as OBBA. Third, a face-to-face and/or fully online Bachelor of Science in Business Administration (BSBA) degree would be considered. Lastly, a for-credit internship option would also be discussed.

Thus far we have successfully created and started our specialization in the MBA with multiple graduates and high placements. The OBBA has been a huge success and has at least thirty (30) majors; further, many of the other students now take our online courses mixed in with their face-to-face courses. Overall, the OBBA has added tremendous flexibility for *all* our students – both traditional and fully online.
The College is in the process of possibly debuting a BABA or BSBA, so the unit-level discussions of a for-credit internship and a possible BSBA degree have been currently put on hold until the larger College process takes place.

Goal 5: To develop an on-campus hotel that will provide new synergistic opportunities to train students and attract university and external constituents in need of meeting and event space.

The outcome was not proposed by the review committee; rather, it was brought to light by our own Program Director who was on a committee for a potential hotel. It was discussed that our Program would continue with the idea of having a hotel on campus.

On this action item, it was halted almost immediately after our last Program Review visit concluded. A severe recession emerged, new leadership at FAU arrived, and our campus needs changed. The hotel concept was left behind as a result. And, now, with the Covid-19 pandemic front and center, the hotel concept is completely off the table for the foreseeable future.

SECTION C: INSTRUCTION

Instruction Overview

Our Program focuses on the *business management* aspects of the hospitality and tourism industry. The goal is to enhance job placement over programs that may be more vocational in nature. Industry segments we prepare for include, but are not limited to: hotels, resorts, casinos, cruise lines, theme parks, private country clubs, meetings, events, & conventions, arena management, stadium management convention center management, destination promotion & marketing, revenue management, restaurants, catering facilities, online travel agencies, brick & mortar travel agencies, airlines, rail travel operators, tour companies, etc.

Our faculty members and industry stakeholders have helped to develop a state-of-the-art curriculum. This curriculum fits within the narrow range of credit hours offered by a major housed in a college of business. The hospitality-specific coursework will be discussed in detail later in this report.

Some overarching goals of the Program include: (1) to be one of a handful of AACSB-accredited college of business hospitality and tourism management programs, (2) to use the college of business environment to prepare future managers and executives for the hospitality industry, (3) to utilize core business and hospitality-specific business courses to establish core competencies for entering a supervisory or managerial role upon graduation and, (4) to uphold strategic goals of the Program and the University by focusing on what is important to the region, state, and overall hospitality industry.

FAU Admissions Criteria

Florida Atlantic University (FAU) is one of twelve (12) state universities within the state university system of Florida (SUS). The middle 50% of freshmen who were admitted to the fall, 2020 freshmen entering class were reported as:

Criteria	Fall Admit	Summer Admit
High School GPA (out of 4.0)	3.62-4.34	3.18-3.76
ACT Composite Score	23-29	20-25
SAT Total Score	1110-1260	1030-1160

Admissions criteria and selectivity are quite comparable to other state universities. In addition to the admissions criteria listed above, business college-specific pre-professional courses are minimum GPA is discussed elsewhere.

Program Admissions and Program Curriculum

Our curriculum may be viewed at:
https://business.fau.edu/images/business/undergraduate/files/HospitalityTourismUgProgram.pdf

At FAU students first complete two years of Intellectual Foundation Program (IFP) courses plus electives across various discipline areas. During those same two years, they must also complete pre-professional business foundation courses. These courses are shown at the link above. Collectively, across the pre-professional courses, a GPA of 2.5 is the minimum requirement to enter the College of Business. A student must receive a C grade – minimum – for these courses as well.

After successfully, completion of their IFP courses, their electives, and their pre-professional business foundation courses, students may then be admitted to the College of Business. At this point, they can declare hospitality and tourism as their major. If a student transfers to FAU, he or she will also be required to have met the IFP and pre-professional course equivalents. Some transfers arrive with all requirements satisfied and start immediately in the College of Business; others take several semesters.

The Hospitality and Tourism Management curriculum includes the following core courses:

HFT 3003,	Introduction to Hospitality Management	3 credits
HFT 4503	Hospitality Marketing and Revenue Management	3 credits

HFT 4453	Financial Analytics for Hospitality Managers	3 credits
HFT 3603	Principles of Hospitality Law	3 credits
HFT 4240	Excellence in Guest Service Management	3 credits
HFT 4941*	Internship in Hospitality and Tourism Management	0 credits

*the internship is described in further detail below

Students must also pick at least one other course from among:

HFT 3741	Meetings and Events Management	3 credits
HFT 3263	Principles of Food and Beverage Management	3 credits
HFT 3221	Human Resources for the Hospitality Industry	3 credits
HFT 4277	Club Management	3 credits
HFT 3785	Casinos and the Gaming Industry	3 credits
HFT 4955	International Experience in Hospitality & Tourism	3 credits
HFT 4930	Special Topics	3 credits

In total, students have 21 credits hours plus the 0-credit required internship of *hospitality specific* coursework. The above is our *Program portion* of the curriculum.

Next, BBA students must take core business course from various disciplines across the college. These include:

MAN 3025	Management & Organizational Behavior	3 credits
MAR 3023	Marketing Management	3 credits
FIN 3403	Financial Management	3 credits
ECO 3703	International Economics Course	3 credits
BUL 4421	Business Law	3 credits
ISM 3011	Management Information Systems	3 credits
GEB 3213	Introduction to Business Communications	3 credits
QMB 3600	Quantitative Methods in Administration	3 credits
MAN 3506	Operations Management	3 credits
MAN 4720	Global Strategy and Policy	3 credits

Hospitality and Tourism Management students have room for two (2) lower division electives and one (1) upper division elective. Many choose to take a hospitality and tourism course among their electives.

Our curriculum is reviewed by the faculty annually. We also have a bi-annual off-site retreat with industry stakeholders to review our content, our textbooks, and even our style and method of teaching. We are *very* cognizant and try to stay as current as possible on curricular updates. In BBA programs, the actual majors are only

permitted a maximum of 21 credit hours, so we must offer the best selection of courses to fulfill our hospitality and tourism-specific core courses.

The Program's faculty members and director have discussed a future possibility of expanding hospitality- and tourism-specific credit hour offerings if a Bachelor of Arts (BA) or Bachelor of Science (BS) degree is created within the College of Business. Those discussions are at rest for the current time and not under immediate consideration.

The Program also offers for-credit certificates in Casinos and Gaming, Club Management, Meetings and Events Management, and general Hospitality & Tourism Management.

In sum, our major is an offering of *limited* hospitality- and tourism-specific courses that total 21 credit hours. However, this is commonplace for programs offering BBA degrees.

Required Internship and Optional Study Abroad

The Program is fairly unique in that it requires one thousand (1000) hours of verifiable industry experience from each major prior to graduation. These hours may be earned in any entry-level or higher hospitality, tourism, guest service, retail, or strongly related industry work role. Hours may be earned from their freshmen year through to the semester of graduation.

Most peer programs are in the neighborhood of 250-800 hours, with relatively few requiring 1000 hours. The true benefit of 1000 hours is that the employer feedback for FAU's Program is that students come out more "balanced", more "realistic", and more "ready to start" as a manager in training.

The Program's philosophy has been to *not charge students to go out and get work experience*. Hence, this is a 0 credit course whereby the Program Director individually reaches out to every employer for documentation. The student's performance is not the subject of conversation; instead, the required 1000 hours must be met. However, if the employer goes into considerable detail about poor performance on behalf of the student, the student is then called in to meet one-on-one with the Program Director and a discussion of career interests and options ensues to make sure that there is not a "disconnect".

This requirement also includes meetings with the Program Director, a reflection paper, and career planning. We have asked employers regularly if they would like to

also add more traditional style internships and the answer has been "no" based upon the quality of our graduates.

The metro area of South Florida makes the internship requirement a unique highlight of our Program with easy ability for students to find jobs in most every industry category. The main categories include: restaurants, cruise lines, airlines, casinos, attractions, hotels, and resorts. Employer feedback is continually positive.

For those interested in study abroad, there are numerous offerings across the university as well as one specific elective course in our Program: HFT 4955, International Experience in Hospitality and Tourism Management. This course is offered once every 2-3 years. In addition, the required International Economics course (part of the core business courses) has an annual trip to Costa Rica where hospitality students are permitted to incorporate a hospitality- and tourism-related project.

Florida Atlantic University has a very visible and active office of Education Abroad Programs. We have a regular pattern of students taking study abroad courses to enhance their global job marketability upon graduation. Once may see the extensive offerings of the FAU Study Abroad office by visiting http://fau.edu/goabroad

Our 1000 hour requirement and our offering of abundant global study opportunities are assets to our Program.

Student Demographic Information and Enrollments/Class Size

Student Demographic Information

The data provided in the tables below show a profile of diversity among the Hospitality and Tourism Management majors. (Diversity headcount data for students minoring or taking elective courses in Hospitality and Tourism are not collected by the University's Office of Institutional Effectiveness and Analysis – data provided is for majors only.)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian	1.0%	2.1%	1.0%	0.6%	0.6%	0.5%
Asian	7.2%	9.8%	9.0%	6.9%	3.9%	4.2%
African American	15.2%	17.5%	14.0%	11.8%	13.7%	14.0%
Hispanic	16.7%	14.0%	17.5%	18.7%	25.4%	26.4%
White	57.9%	53.1%	57.2%	58.6%	52.6%	54.9%
Non-resident Alien	2.0%	2.1%	0.0%	2.0%	3.2%	0.0%

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Female Majors	64.8%	67.8%	69.9%	71.7%	70.1%	72.2%
Male Majors	35.2%	32.2%	30.1%	28.3%	29.9%	28.8%
Total Majors	145	143	145	145	154	157

Summary of Student Demographic Information

Approximately 55% of the majors are White (77.3% of the state's population is White), 19% are Hispanic (27% of the state's population is Hispanic), 15% are African American (16.9% of the state's population is African American) and 1% are Native American (0.1% of the state's population is Native American). The remainder included small percentages of non-resident Alien students which may move into a minority category at a future time.

In comparison to our last Program Review, the Program continued to *grow* in both our African American, Hispanic, and Native American student populations. Toward the latter portion of the review period, the minority growth was even more noticeable.

Overall, the growth to 45% non-white majors compared to 40% non-white majors (since our last Program Review) is significant. This is a proud point of distinction for the Program. The hospitality and tourism industry is one of the most diverse industries in the world. The racial diversity of the Program's majors most closely matches the State of Florida's African American population. Although there is a greater difference between the majors and the State's Hispanic population, the percentage of Hispanic majors is substantial.

In terms of the gender of majors, the female-to-male ratio of 60/40 changed over the review period to a female-to-male ratio of 70/30 ratio. This range between 30%-40% male and 60% to 70% female is consistent across most hospitality and tourism programs globally as well as the top five (5) U.S. which deliver the highest number of hospitality degrees annually Female Ratio = 68.8% (see https://datausa.io/profile/cip/hospitality-management#demographics). FAU's Program Review average female ratio is 69.42%.

Enrollments

Overall, the non-duplicated headcount of majors increased slightly over the period of the Program Review. At the same time, it is important to note that the number students enrolled in Hospitality and Tourism courses taken by both majors, minors, elective takers, certificate takers, and non-degree seekers increased significantly over the 2014-2020 review period explaining a large increase in full time equivalents (FTE) generation. FTEs have grown *significantly* not only during this Program Review period, but during the prior period as well. Hospitality and Tourism Management *produces* the highest FTEs of any unit in the college of business per faculty member and are is the most efficient. The efficiency is in large part due to work load and class size.

FTE growth can be explained due to a variety of reasons as listed below:

- South Florida hospitality and tourism workers pursue for-credit certificates and are non-degree-seeking students; South Florida is a "hot bed" for the tourism and hospitality industry across all niche business segments

- Bachelor of General Studies (BGS) students often minor in hospitality and tourism

- Hospitality and tourism one of the most popular minors across the FAU campus

- Our Program has quite flexible course offerings in all modalities from face-to-face to hybrid to fully online; further, we offer courses both day and evening to accommodate working professionals

The chart below indicates the FTEs generated during the period of the Program Review. Highlighted in yellow is the percentage FTE growth over the prior year.

YEAR	*HOURS*	*FTEs*	*% Increase*
2013-2014	3,948	131.60	4.94%
2014-2015	4,500	150.00	13.98%
2015-2016	5,514	183.80	20.87%
2016-2017	6,291	209.70	12.13%
2017-2018	6,954	231.80	12.89%
2018-2019	7,977	265.90	12.29%
2019-2020	8,760	292.00	11.05%

Over the 2013-2020 period we had an increase in FTEs generated of 88.15% - 12.59% per academic year. This follows a prior Program Review period with equivalent growth in FTE production.

Below is a chart demonstrating our productivity in comparison to all the other College of Business units/majors. We have aided the productivity of the overall marketing department; and, further, when separated out, we are higher by a large margin than any other area.

Accounting	66.77
Economics	87.23
Finance	43.73
ITOM	101.43
Management	77.87
Marketing	76.47 (includes hospitality)
Hospitality and Tourism Management	**117.90** (only hospitality)

Class Size

Our way to successfully maintain the FTE growth was through heavier workloads, overloads, increasing class sizes, and increasing student-to-faculty ratios. The table below illustrates these steady average class size increases.

2013-2014	38.7
2014-2015	39.9
2015-2016	41.3
2016-2017	41.6
2017-2018	42.4
2018-2019	44.6
2019-2020	47.4

Student-to-Faculty Ratios

Our student-to-faculty ratios continue to grow along with FTEs and class sizes. The below chart illustrates our ratios compared to the College of Business and the overall university. The year 2015-2016 was the only decline year over year due to a faculty member vacating his position and offering fewer courses. However, in this year the Program *still* maintained higher student-to-faculty ratios than the college and/or university.

YEAR	*Hospitality & Tourism Ratio*	*College of Business*	*FAU*
2013-2014	41.1	34.1	22.1
2014-2015	48.9	35.1	22.1
2015-2016	43.1	37.1	21.1
2016-2017	49.1	38.1	21.1
2017-2018	61.0	38.1	21.1
2018-2019	64.9	37.1	23.1
2019-2020	66.5	37.1	23.1

While both the College of Business and overall university have remained relatively flat, we have increased considerably. Further, we were already noticeably higher than our peers in the college and across the university. Again, this trend occurred not only during *this* period of the Program Review, but in the prior one 2007-2013 indicating heavy faculty workload assignments and burnout.

Summary of Enrollments

Our number of majors continues to grow at a relatively flat or slow pace; however, our overall generation of FTEs and minors has skyrocketed leading to high numbers of students in seats, increasing class sizes, and increasing student-to-faculty ratios.

The graph below illustrates the increasing number of students in seats taking classes by semester. The pattern is fall, summer, spring repeating throughout. One will note that the latter portion illustrates what the tables illustrate above – faster growth toward the end of this Program Review period.

Advising

From their first semester at FAU through approximately fifty-five (55) credit hours, students are advised by University Advising Services (UAS). They are also free to visit the College of Business Student Academic Services (Advising) to become familiar with their services. Students who transfer in will see either/both UAS and the College of Business Academic Services depending on their number of transfer hours.

After the 50-55 credit hour mark, students apply to the college of business and move from "pre-business hospitality and tourism" to become a business student with major in hospitality and tourism.

Students start at the university as pre-business hospitality and tourism students if they are incoming freshmen. To help connect with them, we offer HFT 1000, An Introduction to the Tourism Industry which they can take any time during their first

two years. The next class, HFT 3003, Introduction to Hospitality Management, can be taken at 30 credit hours or more. This also helps with student advising as we get first-hand exposure to incoming students and can guide them on their way. Faculty mentoring begins in both of these courses. Our goal is to have them in HFT 1000 during their first year and in HFT 3003 in the second half of their sophomore year. Without direct admit as freshmen into the Hospitality and Tourism Management Program, this is a necessary component to our faculty-direct advising.

Alongside the College of Business advising team, our Program's faculty members regularly help with prospective student presentations, incoming College of Business transfer orientations, they travel with advisors to state colleges and community colleges, and they assist in other methods as "advisors" from various possible interaction points.

Scholarships

Unfortunately, a weakness of the Program is the availability of scholarships through the College of Business (COB) overall. Hospitality-specific scholarships are almost never available at the college level and we only have one donor at this time whose funding for the scholarship will end in 2022. The College of Business scholarship offerings are available for view at: http://business.fau.edu/undergraduate/current-students/scholarships/index.aspx#.Ukd7kPPD_Sc

Hospitality and tourism scholarship limitations have caused the Program Director to combat these low resources in creative methods. The director has personally served on boards for professional hospitality and tourism organizations and solicited funding for his students. Some examples are listed below.

The Hospitality Sales and Marketing Association International (HSMAI) has honored Dr. Ricci with a scholarship in his name to award students across South Florida, in perpetuity, once per year with tuition funding. This honor occurred at the start of this Program Review in 2013. To date, the fund has awarded over $15,000 to FAU students alone and an additional $10,000 to other programs' students. It is described below from their website: "The South Florida chapter of this global organization has recognized the Program Director with the Dr. Peter Ricci HSMAI South Florida Scholarship. This award has provided increments from $1000 to $2500 increments for up to two students each year during the entire period of this Program Review." You may view the 6th year press release of the student awards at the following link: https://www.hospitalitynet.org/news/4090858.html

Next, the American Hotel and Lodging Association (AHLA) has included FAU for the entire length of this Program Review as a participant school receiving scholarships each year for its students. The amount has been $7500 per year and is distributed by the internal Hospitality and Tourism Management Program Scholarship Committee. A simple formula is used to find the students with the highest GPAs who are committed to a career in the lodging sector. To date, during this Program Review, we have delivered over $45,000 in scholarships to those in need.

The Program Director has also compiled a web site for industry-wide hospitality and tourism scholarships. On the hospitality and tourism home page, there is now a sub-page for scholarships. One category is for those scholarships available from FAU and the other is from industry groups. You may peruse this web page here: https://business.fau.edu/departments/marketing/hospitality-management/hospitality-scholarships/

Exceptional Teaching Performance/Teaching-Related Fundraising

Within the 21 credit hours offered to hospitality and tourism majors, some pedagogical innovations take place that are based upon the strong creativity of our Program Director. These help raise funds in lieu of the shortage of scholarships mentioned above.

One such activity is the "Employer Partner Program." This is an initiative where professional video interviews are conducted on site at various hiring employers. These employers provide a donation for the creation of the video. These videos are shared with prospective students, with prospective hires of the agencies, and produce a "win-win." It gets the community engaged *with* the Program and the Program engaged *with* the community. Further, it helps produce revenues for the operations of the Program. To date, it has produced over $50,000 during this period of Program Review.

By blending industry *with* the academy, we truly are performing community engagement where the rubber meets the road. These same executives often guest lecture, recommend their associates to study at FAU, and ask us to provide training to their organizations.

This Employer Partner Program unique in that the industry leaders must "learn the content" and *infuse* their culture and operational style into the classroom activities.

Another exceptional activity that our unit has undertaken during the period of review is in regard to eLearning. While this has not brought in revenues per se, it

has permitted us to be the only unit in the College of Business where every faculty member has gone through the Center for Online and Continuing Education (COCE) courses to teach in hybrid or fully online format. By offering a higher-than-normal percentage of hybrid and online courses, our FTEs have increased steadily. The Program Director received 100% buy-in from all faculty members and all of them have completed the required course called "eDesign." This made us a truly nimble unit and helped us bring in tuition dollars from online students.

Ironically, due to the Covid-19 pandemic, we were already prepared when the entire university moved to online learning.

Moving on to other exceptional examples of teaching, we will now turn to student evaluations. At FAU, teaching performance is measured by what are known as *Student Perceptions of Teaching* (SPOT).

The Program's overall SPOT results are truly remarkable and indicate excellent instruction throughout this entire period of review. Our SPOT performance results were similar in the last Program Review and these continue to be a great point of pride and strength of our Program. The overall results annualized for the period of 2013-2020 are listed below based upon the assessment item that is deemed most important at FAU: "Rate your instructor's overall teaching effectiveness in this course." The possible ratings are from 1 "Completely Agree" (best) to 5 "Completely Disagree (worst)." The results are listed below and compared to other areas.

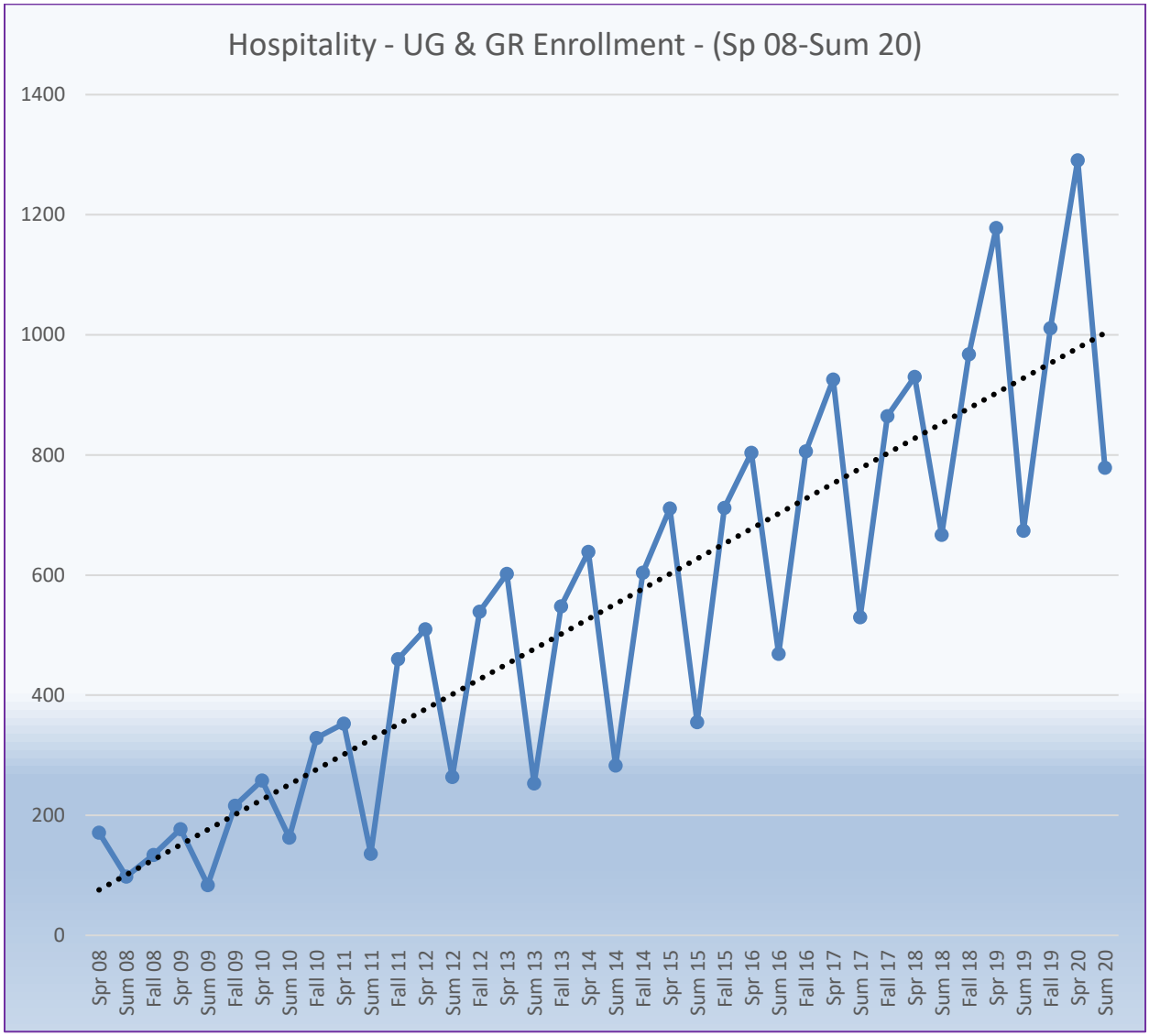
Year	**HTMP**	**Marketing**	**College**	**University**
2013	1.24	1.48	1.58	1.72
2014	1.22	1.44	1.57	1.68
2015	1.31	1.47	1.55	1.94
2016	1.39	1.49	1.59	1.81
2017	1.30	1.55	1.58	1.92
2018	1.29	1.40	1.67	1.98
2019	1.37	1.51	1.72	1.98
2020*	1.35	1.55	1.74	1.95

(*spring and summer results)

In every year during this Program Review, our Program's faculty members performed better than the overall marketing department, better than the overall College of Business, and better than the University overall. This is a noteworthy

achievement given the increasing class sizes, increasing student-to-faculty ratios, and increasing FTEs generated each and every year.

Please see below for a graphic of HTMP enrollments (students in seats) since the inception of the Program including the current Program Review period.



Recruitment and Placement Strategies

Due to the Program's fast growth and need for *instruction* we have not had the opportunity to hire a specific recruitment or internship coordinator.

Instead, we incorporate duties for the Program Director to supervise all interns annually (approximately 150 per year between majors and minors). Internship courses are offered in all semesters; spring, summer, and fall. To make these courses as effective as possible, students are required to meet one-on-one with the Program Director for career advice, complete a reflection paper on their 1000 hours of work experience, and to also write a reflection on their experience utilizing the FAU Career Center and the College of Business Office of Internships and Careers.

A truly enhancing feature for our student placement is that the Program Director himself maintains an email list of majors, minors and certificate takers as well as a separate list of alumni of the Program. Next, he maintains an industry recruiter database of over 800 hiring agencies. Each and every day he sends email blasts for job and internship opportunities. In essence, the Program Director is performing the role of what most programs would have in a separately hired internship and placement coordinator.

This has been an arduous task as the Program Director and faculty members are stretched thin with so many courses to instruct. However, it has worked for the period of this Program Review quite well. As shown below, our placements remain strong.

The Program Director actively goes out into the region to meet with employers, entice them to post open roles, and to foster relationships. In the course of a typical year, he meets with a minimum of 50-100 employers from all aspects of the industry.

To date, the Program Director and the faculty members should be commended on how many placements they have and how well we have done. The marketing department overall has a placement range of 50%-65% with a salary of $25,000 or higher within one year of graduation. The Hospitality and Tourism Management Program is higher at 72%-84% at best estimate. This number, as it blends *into* the overall marketing department figure, shows the lift we provide to the overall department.

A separate recruitment strategy is the specific assigned duties of multiple instructors to visit regional high schools and technical schools with culinary and/or hospitality and tourism programs. These same instructors also serve on the

advisory boards of these schools. As some examples, there are approximately 20 such high schools in Broward County, about 10 such schools in Palm Beach Count, and another 30 or more in Miami-Dade County.

By visiting these schools, we educate K-12 students on the FAU Program and this adds to our own recruitment abilities. Further, we meet industry executives who also serve on these boards and we encourage them to post their open positions with us.

In summary, our unique geographic location permits us to have these assigned instructor duties and interesting activities for recruitment. Nonetheless, a Program Coordinator to handle internship and placement duties is *high* on our wish list.

Overall College Placement Rates

FAU and the College of Business have a poor track record in providing placement rates for their graduates. Indeed, the College of Business does not have a person in that specific role at this time.

The Program Director has tried to track student graduates, but with little luck. He maintains his own Excel sheet with student email addresses. At the conclusion of every semester, a survey is sent to graduating students. Even though they have just graduated, the response rate is dismal and hovers below 10%. Further, any salary data is self-reported and subject to bias.

The Program Director's survey results are listed below illustrating the low response rates. Caveat emptor with the results.

Year	Response Rate	Employed at Graduation	Earnings
2013	11.0%	92.0%	$27,802
2014	16.2%	88.7%	$29,919
2015	8.35%	100%	$31,150
2016	18.3%	87.0%	$31,500
2017	7.2%	82.8%	$36,034
2018	14.0%	90.9%	$33,418
2019	10.5%	85%	$30,887

Of special note is that our typical FAU student works *throughout* his or her pursuit of a college degree – usually in an industry role. So upon the time of graduation he or she is also *likely* to be in a lower earning position.

This is a poor attempt at graduation placements and salaries, but it is indeed the best attempt the Program Director could do for the Program Review. The Program Director himself emails the entire list of graduates spring, summer, and fall – each and every year – within 30 days of graduation.

Next, we will shift to a more optimistic placement estimate. This is a method via the state board of governors (BOG) and the state university system (SUS) as they attempt to measure alumni salaries. State universities in Florida are given performance metrics to strive for. One of these metrics deals with salary within one year post graduation. The BOG metric combined employed and/or continuing education/military, one-year post graduation. This metric also includes those enrolled earning a minimum of $25,000 somewhere in the United States. Students who do not have valid social security numbers are excluded. Within hospitality, this is could be problematic since some of our students leave the US to work globally. According to the BOG and SUS metrics, the FAU College of Business graduates had the following overall performance:

Cohort	**Employed**	**Continuing Education or Military**
2014-2015	66.2%	10.3%
2015-2016	63.0%	10.5%
2016-2017	63.2%	13.1%
2017-2018	64.3%	11.9%

In general, the median salary for FAU College of Business students is far stronger than other colleges at the University. For 2017-2018, the median reported salary was $44,700. It has ranged in a small narrow area from $44,366 in 2017 through $48,650 in 2019.

The hospitality and tourism faculty members can only *assume* anecdotally that our job placement is better than the college overall, but that our first year salaries are lower overall. With such dismal response rates, we do not have proof, yet this is the outcome.

It comes as no surprise that we would have higher placement for two main reasons: 1) hospitality and tourism entry level salaries are often lower than other fields and jobs are easier to get into quickly upon graduation, 2) our vast majority of students are already working upon graduation in their pre-existing hourly or entry-level roles.

From what we know, we are pleased with our job placement rates. The anecdotal evidence and the constant flow of emails from alumni about the jobs they have located give us comfort in this outcome.
Please visit our most recent alumni spotlights web page. These are self-provided testimonials and show that the business school model of hospitality produces many rapid-rising future industry leaders. You may view the page at the following link: https://business.fau.edu/departments/marketing/hospitality-management/alumni-spotlights/

Another reason our students we believe that our students are placed well is that we have the unique initiative called the Employer Partner Program (discussed elsewhere). This interaction with employers and ongoing interviews, video production, job promotion, etc. adds to the hiring possibilities. Our employers regularly mention this as a very successful recruiting. Please visit our Employer Partner Program video page at the following link: https://business.fau.edu/departments/marketing/hospitality-management/employer-partner-recruitment-videos/

Lastly, one of the rather reasons for our strong placement is that we are geographically located in what the Program Director calls the "tourism wonderland." Florida, and in particular South Florida, has resorts, hotels, motels, bed & breakfast inns, condo hotels, vacation rentals and timeshare. It has the headquarters for most of the world's cruise lines. It has multiple casinos. There are numerous attractions, state/national parks, attractions and theme parks. And, of course there are restaurants of every shape and size catering to every type of cuisine. Further, the greater Boca Raton area is home to many affluent residents who often have regional or seasonal offices for their travel companies not far from our main campus. Further, students can readily join multiple professional hospitality organizations in South Florida as we have chapters for almost every one of them. Some examples are MPI, ILEA, NACE, CMAA, AHLA, FRLA, HFTP, SITE, and so on. All of these combined items add to enhancing our placements of students. One can only imagine the placement possibilities if and when we employ a person specific to those duties.

Retention/Persistence/Graduation Rates and Placement

In 2007, the College of Business at FAU decided to have incoming freshmen and transfer students identified as "pre-business". In other words, any student who would eventually wind up as a major within the College of Business was coded in our system as pre-business. This made for tracking by major impossible until *after*

the student had entered the college of business successfully *and* declared his or her major.

Luckily, for part of this Program Review, staring in the year 2015, a new method was implemented. The university started identifying pre-business plus major as student types. In essence, we could now locate someone who is pre-business/hospitality & tourism. This ability has been a tremendous aid in retention and persistence since we can start working with incoming students their very first semester once identified.

Even with this great enhancement, however, many students simply do not choose any major until junior year when they enter the College of Business. We try immediately to meet with these newly-declared students whenever possible.

Tracking persistence and retention rates from freshmen year through junior year is problematic during this period of Program Review. Retention rates beyond the junior year once admitted to the College of Business are readily accessible. The preferred term used here at FAU is "persistence rate" – those persisting to graduation.

Our data can be interpreted from a variety of angles. For the purposes of the Program Review, we will look at the percentage of those who were classified as hospitality and tourism majors at the time of their junior year, admitted to the college of business, and persisted toward graduation at FAU. We will also ascertain the number of First Time in College (FTIC) students who designated pre-business hospitality and tourism management to see their persistence.

FAU's College of Business has a very high percentage of transfer students coming either with Associate of Arts degree in hand, or nearly completed. Our FTICs are very few in number.

We had just two FTIC students to report; both entered in 2018 and both persisted (100%) into 2019. That is the only data we have on FTIC students during this period of review. Remember, until 2015 the FTICs were not even able to classify as pre-business/hospitality & tourism management.

Even though hospitality and tourism only had two FTIC students to track, the persistence patterns among FTICs is indicated in the table below.

COB First Time in College Graduation Rates

Year	Graduation Rate
2012-2016 Freshmen Cohort	26.5%
2013-2017 Freshmen Cohort	28.7%
2014-2018 Freshmen Cohort	32.5%
2015-2019 Freshmen Cohort	40.0%
2016-2020 Freshmen Cohort	48.1%

The College of Business continues to increase its persistence to graduation among FTICs which will positively impact those who are pre-business hospitality & tourism. The College of Business did 2nd best in the university overall among FTIC persistence in the 2016-2020 cohort.

Once we can better track our hospitality FTICS, we will have more to report in our next Program Review period.

The College of Business and the university overall are making great strides to improve persistence to graduation rates. We are doing this not by reducing rigor but instead through a series of steps in which hospitality and tourism students are also included. Some examples are:

- Additional advisors hired for college of business and for the University Advising Services (UAS) area for their first 2 years prior to entering the business school
- Addition of intercession courses to speed up the pathway toward graduation
- More flexible scheduling including class lengths of 5 weeks, 16 weeks, 8 weeks, 10 weeks, and even 3 weeks
- More hybrid and fully online options which matches better the student demographic at FAU; our students tend to work part-time or full-time while attending college and these online offerings help keep them *in* school
- Changes in class patterns including weekends nights, and different day of week patterns
- Focusing on communicating midpoint grades in Canvas (our learning management system), reaching out using the Starfish advising system to alert students who may be falling behind

In summary, among FTICs we will assume that our 2 students are hopefully indicative of future results with strong persistence. For now, there are not enough available students to measure.

Persistence to graduation among juniors/transfers is where we have readily available data. The below table shows Transfers (AA) and their Persistence to Graduation among hospitality and tourism majors.

Year	Cohort Hospitality (Transfers)	% Persisted to Graduation
2010	Incoming Transfer Cohort	25.0%
2011	Incoming Transfer Cohort	52.2%
2012	Incoming Transfer Cohort	40.9%
2013	Incoming Transfer Cohort	41.7%
2014	Incoming Transfer Cohort	55.0%
2015	Incoming Transfer Cohort	71.4%

In sum, we continued to improve both in graduation rates steadily (along with the college and university overall) and, once we can better track First Time in College Students we will definitely focus on that specific group more closely.

Retention and Graduation Rate Initiatives

In *addition* to the College and university overall initiatives to enhance retention and graduation rate, the Program has taken several steps.

1) We offer tremendous flexibility in scheduling course types – switching days & times for required courses. Our students here in South Florida are primarily full-time or part-time employees *in* the hospitality and tourism industry working 30-60 hours per week across all seven (7) days of the week.

2) We offer courses at various times of the day/year, on different campuses, in various formats from face-to-face to hybrid to fully online. We also offer courses in various lengths of time: 3 week, 5 week, 6 week 8 week, and 16 week.

3) The Program Director meets regularly with the advising leader and the advisors to discuss any student requests for scheduling, course requests, etc.

4) The Associate Dean of Advising & Enrollment for the college of business has summarized the Program Director's initiatives below in a recent report shared with the college of business. He stated:

- Hospitality and Tourism Management has improved retention and graduation rates due to the students' ability to plan and take required courses. The Program offers courses in a more regular pattern over its initial years of operation to enhance student planning. Specifically, this means making it possible for students to take required courses regardless of semester. In part, this movement offers justification for additional faculty lines as there is no way to meet this schedule with current instructional resources.

- The director of the Hospitality and Tourism Management Program seeks to increase communication among hospitality and tourism management faculty members and the college of business advisors to catch students having problems that may prevent them from timely graduation. This has greatly enhanced their graduation rates compared to the peer programs in the college. Last year, the director focused on advising interested students himself to discuss their timeline and "pathway" to graduation. As part of the required Internship in Hospitality and Tourism Management course, the advisor meets one-on-one with every student several times during his or her final semesters to make sure that the job search is active, that positions are being located, and that all required coursework is being completed in a timely fashion. The Program Director seeks to do this as an ongoing effort.

- The advising office and the Program Director both strive to improve matching students with their Internship opportunities. This is a requirement for graduation for all hospitality management students. Currently, daily job postings are emailed to students who are hospitality majors or minors. The Program Director does this effort himself. There have been as many as 1000 jobs posted in a 1-week period. The Program Director's extensive industry contacts, professional relationships, and board of director roles has assisted the students tremendously in finding both Field Experience and post-graduation job opportunities in comparison to peer programs within the college of business.

- Another unique and very important item is that the required internship course, HFT 4941, has an inherent part where students meet one-on-one with the Program Director. They discuss career pathing, discuss the job email listserv and how to take advantage of it, and the students are then required to have their resumes critiqued by our FAU Career Center or the College of Business Internships & Career office. The Program Director personally connects students with industry leaders. This is a very arduous and time-consuming portion of the Program Director's duties. And, the contract at

current stance simply adds this role into his director duties and does not permit a course release for it. Instead, the director is on a 2/2/2 12-month contract, but adds this internship course each of the three semesters making in a 4/4/4 load. The ideal situation would be for this to count as a regular course and duties at a *minimum*.

We are probably the only Program in the SUS without a Program Coordinator for job postings, internships, and job placement. Further, we may be one of only a handful nationally without this role.

Indeed, our Program Director has found a "work around" method to achieve success, but this is not ideal by any means. The role of Program Coordinator or Internship/Placement Coordinator due to the nuances of the hospitality and tourism industry *and* the requirement of 1000 work hours prior to graduation make this position "a must" for future programmatic success to continue.

Faculty Overview

Our Program has outstanding faculty members who hold over one hundred fifty years of collective industry experience as well as most with terminal degrees. Our total staffing level has been a challenge. Since the Program's inception, we have remained about one or two faculty members behind our "ideal" due to budget shortfalls. In 2020, at the end of this Program Review period, we were able to hire a new instructor and assistant professor alleviating some challenges in staffing.

The Program's faculty are now sufficient in numbers for the 2020 academic year and are well balanced across areas of expertise. The faculty members are briefly described below. Please also see their abbreviated CVs in Appendix 1.

As of the fall, 2020 semester, the full team of faculty members (including adjunct faculty) in hospitality and tourism management are listed below.

Dr. Peter Ricci, Program Director & Clinical Associate Professor
Dr. Anil Bilgihan, Associate Professor
Dr. Ye Zhang, Assistant Professor
Dr. Soyoung Park, Assistant Professor
Dr. James (J B) Ward, Instructor
Mr. Greg Bohan, Instructor
Ms. Stella Quintero, Instructor

Dr. Jeff Miller, Instructor
Ms. Manuela Rappenecker, Adjunct Instructor
Mr. Alex George, Adjunct Instructor

Our faculty members are described below.

1) One *Program Director/clinical associate professor* (Peter Ricci) who is a former industry expert. He will be applying for clinical full professor in the fall of 2021. He maintains *scholarly academic (SA)* AACSB status through ongoing scholarly activity and conference presentations. The Program Director has over 20 years of hospitality industry experience combined with a terminal degree in higher education leadership and administration.

2) One *instructor* who holds the *practice academic (PA)* AACSB status. This instructor, Jeff Miller, holds an MBA plus 18 additional credit hours specific to hospitality *plus* a Juris Doctor (JD) degree. He publishes monthly in a law magazine which covers current hospitality and tourism topics. He is an asset to the Program in terms of his academic and industry versatility. He also provide *pro bono* legal advice to faculty members, students, and FAU staff.

3) Two instructors who hold *instructional practitioner (IP)* status with AACSB. These instructors, Greg Bohan and Stella Quintero, have relevant/broad industry experience, are strong in the classroom, provide high levels of services, and do not have research assignments.

4) Another newly-hired instructor (James - "J B" – Ward) holds a terminal degree (PhD) and has the goal of maintaining his current *scholarly academic (SA)* AACSB status with a portion of his annual assignment dedicated to scholarly activity. As a former industry professional, J B also has the goal of greatly expanding our Program's outreach to the Davie Campus in west Fort Lauderdale and holds heavy service duties.

5) Our associate professor, Anil Bilgihan, is an extremely high-quality researcher and excellent teacher. His areas of expertise include hospitality consumer behavior, marketing, revenue management, and IT in hospitality. This associate professor has produced over 40 peer-reviewed articles and was recently promoted to the associate rank. He has maintained *scholarly academic (SA)* status since hire.

6) The Program currently has two assistant professors. One was hired this fall in 2020. Soyoung Park was hired as a replacement to the person listed below in item 7. She has not participated on the faculty during the period of this

Program Review. She comes to us with *scholarly academic (SA)* status and will maintain that status going forward. In her first semester of hire she has already published as lead author a grade 4 article publication (Academic Journal Guide).

The Program's other assistant professor, Ye Zhang, has produced multiple top journal articles (*Academic Journal Guide*) and has been successful in teaching and service. She has applied for tenure and promotion this fall, 2020. Ye has maintained *scholarly academic (SA**)*** status since hire. She has won college wide awards for her research productivity, has regularly received summer research grant awards, and continues to regularly produce high-quality research.

7) During this period of Program Review we have had one faculty member separate from employment at FAU. His performance during the Program Review is indicated where appropriate in this document. Dr. Melih (Mel) Madanoglu started at FAU as an assistant professor and was promoted to associate and then to professor before his departure. He was promoted to full professor in 2019 and departed shortly thereafter.

   Mel's scholarly output was extraordinary and he received not only researcher of the year for the college, but also for the university – this was a first-time achievement for a College of Business faculty member.

   While it is unfortunate that our first full professor left his position for another institution, I must mention that it is with pride that he moved onward. He received one of the country's *rare* endowed professorships in our field Mel continues to be held in high esteem.

Our Program is now well balanced across faculty types and levels except for full professor with Mel's departure. During the next period of review, we hope for further promotions and advancement.

One-page *abbreviated* curricula vitae (CVs) of full-time faculty members may be found in Appendix 1. To view the *full* CVs for faculty members, please visit the following web site: http://business.fau.edu/faculty-research/faculty-profiles/index.aspx#.Ukivs_PD_Sc

After landing on the web page, simply type in the last name of the faculty member of interest in the "find faculty" box and then click the "search" button.

Staffing Challenges

As discussed above, our Program has had tremendous growth in full time equivalents (FTEs) and, as such, have stretched our instructional resources to their maximum. We have had to move all instructors to heavier teaching loads and had to offer overloads just to cover enrollments. We had a similar experience in the prior Program Review 2007-2013.

As described above in the enrollments section, FTE exponential growth has led to hiring needs and challenges during the period of this Program Review. During the period of review the Program Director has averaged a 4/4/4 teaching load, instructors have averaged a 3.5/1/4 teaching load, and tenure-track faculty have averaged a 2/1.5/2 teaching load.

Faculty Diversity

Our Program is proud to be one of the most diverse of its kind. To have such wide diversity among only nine (9) full-time faculty members is a proud accomplishment of the Program. Our diverse faculty members match the industry we serve.

Diversity comes from many points of views, angles, and in various interpretations. Some of our top demonstrations of our diverse faculty are indicated below.

Diversity in Language

First, the across the nine faculty members, *eight (8)* languages are spoken fluently. These include: English, Turkish, Spanish, Chinese (Mandarin), German, Portuguese, French, and Korean.

Diversity in Gender

One area of improvement in diversity could be in gender mixture. We currently stand at 34% female to 66% male. This does not reflect our student body *or* our industry. We do have three adjunct faculty members who help add balance and we are focused on former and future searches to try to reach a 50/50 point over the next period of review if at all possible. Of course, with the Covid-19 pandemic, we may not hire again for a while.

Diversity in Sexual Orientation

Our faculty have Lesbian, Gay, Bisexual, and Transgender (LGBT) representation at 22%.

Diversity in Reasonable Accommodations

We have one full-time faculty member with reasonable medical accommodations (11%).

Diversity in Age

At least 50% of our faculty members who are above 40 and in the age protected classification.

Diversity in Ethnicity

Our faculty member composition is *somewhat* diverse on race and ethnicity, but could improve in African American (not of Hispanic Origin) and American Indian/Alaskan Native where we have 0%.

The full-time faculty currently have a mixture of:

22.22%	Asian or Pacific Islander
11.11%	Hispanic
66.67%	White (Not of Hispanic Origin)

Faculty Instructional Contribution

A graphic representation of our mixture of tenure track and non-tenure track faculty is listed below. You will see that we are adding the equivalent of about one faculty member every other academic year and our actual "need" has been about 1.5.

During the period of this Program Review we have grown from five (5) full-time faculty members to seven (7) full-time faculty members. We mention *nine (9)* full-time faculty members elsewhere but two (2) of those were *just hired* in the fall, 2020 semester and are not indicated below among the 7.

You will see the rather slow growth in terms of headcount from five (5) to seven (7) faculty during the Program Review period. Highlighted in yellow, you will see the much faster growth in FTEs and instructional need.

			Hospitality & Tourism Management					
			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	2	2	3	3	3	3
		Total Person-Years	1.7	1.7	2.4	2.3	2.5	2.6
		Person-Years Devoted To Instruction	1.0	0.8	0.9	1.1	1.3	1.3
		Total FTE	2.2	2.3	3.2	3.1	3.3	3.4
		FTE Devoted to Instruction	1.3	1.0	1.2	1.5	1.7	1.7
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	2	3	4	4	4	4
		Total Person-Years	1.9	2.7	4.0	3.8	3.8	3.8
		Person-Years Devoted To Instruction	1.4	1.5	2.3	2.1	2.5	2.8
		Total FTE	2.5	3.7	5.3	5.1	5.0	5.1
		FTE Devoted to Instruction	1.9	2.0	3.1	2.8	3.3	3.7
Adjuncts	--	Total Headcount	1	1		1		1
		Total Person-Years	0.1	0.3		0.3		0.3
		Person-Years Devoted To Instruction	0.1	0.2		0.3		
		Total FTE	0.2	0.3		0.4		0.3
		FTE Devoted to Instruction	0.2	0.3		0.4		
Total		Total Headcount	5	6	7	7	7	7
		Total Person-Years	3.7	4.7	6.4	6.4	6.2	6.5
		Person-Years Devoted To Instruction	2.6	2.4	3.2	3.4	3.8	4.1
		Total FTE	4.9	6.2	8.6	8.6	8.3	8.5
		FTE Devoted to Instruction	3.4	3.3	4.2	4.6	5.1	5.4

DDI Table B1 for Hospitality Management Faculty, Instructors & Adjuncts

Assessment

The Program is vigorously active when it comes to measuring learning outcomes. As a relatively new program compared to more mature global programs, our Program places continual focus on developing and fine-tuning curriculum and testing learning outcomes through the assessment process. The curriculum itself has been continually changed and modified since the Program's inception based upon significant and on-going input from industry stakeholders, faculty members, and faculty members from aspirant and peer institutions.

Our Program assesses across majors courses in hospitality and tourism only. We assess on three (3) key areas: content knowledge, written/oral communications, and critical thinking. Other business courses may be assessed by various departments within the College of Business and the core business courses are assessed by both departments and a college-wide assessment committee. There is also a university assessment committee overseeing the college activities.

Academic Learning Compact (ALC)/Assurance of Learning (AOL) and Assessment Goals

The state of Florida has historically required all programs to have an academic learning compact (ALC), now referred to generally as Assurance of Learning (AOL) that is available and visible to those interested. Readers may learn what is promised in terms of educational outputs from public institution-based programs. The Team for Assurance of Student Learning (TASL) is the university-level assessment committee mentioned above and it is comprised of the Associate Provost for Assessment and Instruction, College Assessment Directors, the Dean of Undergraduate Studies, and a representative from Institutional Effectiveness and Analysis. Although the structure and title of academic learning compacts (ALCs) are changing, this report focuses on the ALC as it has existed during the period under review of this report (2013-2020). The Hospitality and Tourism Management Program's document outlining Assurance of Student Learning can be found at the following uniform resource locator (URL):
http://iea.fau.edu/ALC/HospitalityManagementSLOA.pdf

Content Knowledge/Oral Communications/Written Communications/Critical Thinking

Within the Program, content knowledge is evaluated through the use of an objective-style exam which has input and questions from all major/required courses in the Program. These major/required courses are the hospitality and tourism courses listed above in the curriculum section.

Assessment of oral and written communication skills are evaluated in the course Hospitality Marketing and Revenue Management (HFT 4503) via a project which has both a written report and an oral presentation. Students are evaluated on both competencies using a rubric for each concept.

Assessment of critical thinking is measured through the use of case study analyses during the course Financial Analytics for Hospitality Managers (HFT 4453) in the students' last year of study.

Each assessment area is discussed and refined on an annual basis during the annual assessment retreats held by the Program's faculty members and industry advisory volunteers. During the period 2013 to 2019, the exams and rubrics were updated on multiple occasions to (1) keep current with industry expectations, (2) add rigor to the existing assessments; and, (3) further emphasize the unique competencies and skills taught to hospitality students housed within a BBA program.

Summary of Assessment Activity, Results, and Program Improvement

As a way of providing an overall summary of our efforts to target areas for improvement and adjustments to rigor over the course of the entire seven-year Program Review period, we have compiled the data in the following two tables.

The table below summarizes, on an academic year by academic year basis, the desired goal in terms of target performance and the actual performance achieved for each of our four major assessment areas.

	Content/Declarative Knowledge		Oral Communication		Written Communication		Critical Thinking / Analytical Skills	
Academic Year	**Goal**	**Actual**	**Goal**	**Actual**	**Goal**	**Actual**	**Goal**	**Actual**
2013-2014	70.0%	66.6%	80.0%	85.0%	80.0%	83.7%	80.0%	81.1%
2014-2015	70.0%	73.6%	80.0%	86.7%	80.0%	91.5%	80.0%	78.6%
2015-2016	70.0%	72.8%	*82.5%*	85.5%	*82.5%*	83.2%	80.0%	79.1%
2016-2017*	*70.0%*	75.0%	*82.5%*	84.3%	*82.5%*	82.1%	80.0%	80.8%
2017-2018*	*70.0%*	71.0%	80.0%	87.8%	80.0%	89.3%	80.0%	84.2%
2018-2019*	*70.0%*	71.8%	80.0%	84.8%	80.0%	83.6%	80.0%	77.3%
2019-2020*	*70.0%*	69.0%	80.0%	91.0%	80.0%	86.5%	*80.0%*	87.3%
Average	**70.0%**	**71.4%**	**80.7%**	**86.4%**	**80.7%**	**85.7%**	**80.0%**	**81.2%**

** Center point of range used to calculate average goal in these years for figures shown in italics*

The next table illustrates how the constant monitoring and adjustment of our assessment tools and goals enabled us to maintain a relatively close relationship between goals and achieved results. This was especially noteworthy for the areas of content/declarative knowledge and critical thinking/analytical skills.

Academic Year	Content / Declarative Knowledge	Oral Communication	Written Communication	Critical Thinking / Analytical Skills
2013-2014	-3.4%	5.0%	1.1%	1.1%
2014-2015	3.6%	6.7%	-1.4%	-1.4%
2015-2016	2.8%	3.0%	-0.9%	-0.9%
2016-2017	5.0%	1.8%	0.8%	0.8%
2017-2018	1.0%	7.8%	4.2%	4.2%
2018-2019	1.8%	4.8%	-2.7%	-2.7%
2019-2020	-1.0%	11.0%	7.3%	7.3%
Average*	**1.4%**	**5.7%**	**5.0%**	**1.2%**
**Average percentage POINT difference*				

Overall, the faculty members involved in assessment feel strongly that we have a strong process in place for continuous improvement.

Appendix 2 exhibits extensive detail on a year-by-year basis including our processes, our discussions, our on- and off-site assessment-related activities, and our ongoing process monitoring.

SECTION D: RESEARCH

Academic research has become a fundamental part of the Hospitality and Tourism Management Program. Between the years 2014-2020, the Program was able to maintain an extremely competitive stream of research that has been recognized and awarded both nationally and internationally. Indeed, per capita, our faculty members produced more top end research than most any peer within the college or university. The faculty members continue to produce and distribute research that is impactful in our field through a variety of scholarly conduits.

Research active faculty members are regularly publishing in leading hospitality and tourism journals (as well as mainstream business journals) and assisting local businesses and organizations with their research needs and goals.

A strong scholarly agenda began prior to this current review period during the fall semester of 2009 when the Program hired its first tenure-track (TT) assistant professor. He helped launch a robust stream of research over the ensuing years. This faculty member, Mel Madanoglu, had notable achievements such as the 2018 *Florida Atlantic University Scholar of the Year Award* in the Associate Professor Category. This was the first time ***any*** *faculty member* from the FAU College of Business had won this award at the university level.

Another notable accomplishment for Dr. Madanoglu was the 2016 *Bradford Wiley Memorial Best Research Paper of the Year Award* in hospitality and tourism. This award is given to a superior research publication on a topic relevant to the field of hospitality or tourism management. He was also the winner of the Best Paper in Track at the 2016 Southern Management Association (SMA).

Unfortunately, this fantastic research productivity led this full professor to accept a position as endowed research faculty member at another university after it was turned down by our Program Director. Both of them were highly solicited for this position, but only one left the Program.

The Hospitality and Tourism Management Program quickly replaced that faculty member with a tenure-track assistant professor (Dr. Anil Biilgihan) who quickly adapted to the Program and started producing high-quality research very rapidly.

The active research agenda kept thriving with the hire of Dr. Bilgihan. Between the fall semesters of 2014 and 2020, Dr. Bilgihan published 70 peer-reviewed articles, most of which were in top journals as measured by our base tool used – the Academic Journal Guide (AJG). He also had 26 refereed presentations at national and international conferences.

Dr. Bilgihan's productivity led to the awarding of the *Warren Holtzman Excellence in Research Award* in the Department of Marketing *and* the *Scholar of the Year Award* for junior faculty in the College of Business. Further, he earned the *Dean's Outstanding Junior Faculty Research Fellowship*. Dr. Bilgihan also was awarded the *Emerald Citations of Excellence Award, Elsevier Highly Commended Paper Award for 2016, Travel and Tourism Research Association Sage Publication Best Research Paper Award* et al.

In the fall semester of 2015, the department hired another new assistant professor, Dr. Ye Zhang. Between the years 2015-2020, she has published 9 refereed journal articles and 24 conference proceedings. Of her 9 journal articles, they are all in the top grades 3 or 4 in the Academic Journal Guide. She is actively advising doctoral students in other institutions. Ye, too, has been awarded multiple times for her

research projects. She is the recipient of the *Dean's Junior Faculty Research Fellowship, University of Queensland Jim Whyte Fellowship, TTRA Best Paper Award, and Keeling Dissertation Award.*

The Program Director, on a Clinical Associate line with only 5% research assigned per semester, also maintains a stream of scholarly activity. He continues to publish at least one peer-reviewed journal article (PRJ) per year and has also won the *Scientific Paper Reviewer* award from the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) on *three (3) separate years* during the period of this Program Review. He prefers applied research and does an exceptionally high number of conference presentations – both scholarly and academic – to maintain high visibility for the Program. He has served as a co-editor for the ICHRIE Research Reports and is a regular ad hoc reviewer and member of editorial boards. The goal here is to have him maintain a stream of scholarly activity to maintain Scholarly Academic Status (SA) within AACSB while having a main focus on directing the Program. Nonetheless, his publications are also in top grade journals as measured by the Academic Journal Guide.

The Program also has two instructors who produce a minimal stream of research. One has both an MBA and a JD and writes a highly respected monthly law column. The other (recently hired full-time in 2020) has the goal of one peer-reviewed journal article (PRJ) per calendar year. It is our belief that even instructors who produce scholarly research will add to the overall quality of our Program. He was on a visiting line with the Program for the past two years and is now full-time beginning in the fall of 2020.

Our law professor, Dr. Jeff Miller, also writes academic book chapters on law, presents at top legal conferences, presents at many hospitality and tourism industry conventions, and also provides 1000 hours of legal service *pro bono* as part of his service each academic year.

If one takes the combination of the Program Director, the law professor with MBA and JD, the newly hired instructor with PhD, and, the heavy-researching associate and assistant professors the reviewers can easily see why the scholarly output for our Program is commendable.

Lastly, we just hired a new assistant professor in the fall of 2020 (the tail end of this review period). Recently completing her PhD from Penn State University in the summer of 2020, she has already had a top journal article produced during her time at FAU. This article was is grade 4 within the Academic Journal Guide and indicates to the readers just the *type* of high quality faculty members we attract here at FAU.

We have very high expectations for this faculty member, Dr. Soyoung Park, and she is already demonstrating outstanding results.

The college of business at FAU uses the Chartered Association of Business Schools (CABS) Academic Journal Guide now known as the Academic Journal Guide (AJG) as discussed above. Prior to this Program Review, there was no consistent list of hospitality and tourism journals in CABS. Before the inclusion of the hospitality and tourism journals in that list, the Program suffered a great deal from its lack of respect and breadth when it comes to hospitality-specific peer reviewed journals. With the recent inclusion and improvement of hospitality and tourism journals in the Chartered Association of Business Schools (CABS) Academic Journal Guide (AJG), one can now say without a doubt that our faculty members produce scholarly research in top journals regularly and almost *exclusively*.

Most of the research output of the faculty is highly ranked (grade 3 and 4; journals range from grade 1 through 4 with 4 being the highest quality) in this list. According to the AJG list, journals that are rated 4 publish "*the most original and best-executed research. As top journals in their field, these journals typically have high submission and low acceptance rates. Papers are heavily refereed. These top journals generally have among the highest citation impact factors within their field*". Journals rated grade 3 "*publish original and well executed research papers and are highly regarded. These journals typically have good submission rates and are very selective in what they publish. Papers are heavily refereed. These highly regarded journals generally have good to excellent journal metrics relative to others in their field, although at present not all journals in this category carry a citation impact factor*".

The table below reflects the scholarly output of the Hospitality and Tourism Management Program for the time period of 2014-2020.

Scholarly Activities, Hospitality & Tourism Management (2014-2020)

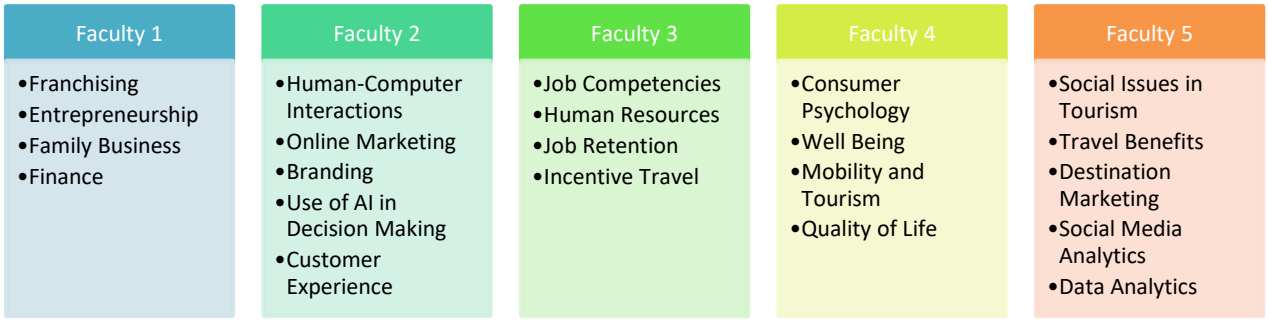
Scholarly Activity	**Count**
Peer Reviewed Journal Articles	109
Academic Book Chapters	2
Conference Proceedings	81
Industry Publications	25
Panel presentations for industry associations or professional groups	34

The Hospitality and Tourism Management Program faculty members serve on editorial boards of several discipline–specific and general business journals. In addition, faculty members regularly review papers for major hospitality and business conferences. The associate professor is an associate editor of a CABS/AJG grade 3 journal where he handles North America submissions and he is also the co-editor of a CABS/AJG 3 grade journal.

The Hospitality and Tourism Management Program is engaged in interdisciplinary work with other departments such as management programs, marketing, finance, real estate, and others outside the college of business. Several projects have already been presented at major academic conferences and/or been published in peer-reviewed journals. In addition, some of the scholarly work conducted by hospitality and tourism management faculty has implications for hospitality and tourism industry practitioners. For example, the Program Director is especially interested in job competencies for lodging managers and serves on the board of directors for the Hospitality Sales and Marketing Association International (HSMAI) as well as visible roles in the Florida Restaurant and Lodging Association (FRLA) and American Hotel and Lodging Association (AHLA). He often conducts focus groups, questionnaire design, and related scholarly activities with these and other industry groups. Another very relevant example is a study that was published using data from the world's largest Native American casino operator.

Plan (QEP) with one of the goals to have undergraduate students become more involved with scholarly activity. As a result, the Hospitality and Tourism Management Program has joined the university-wide initiative to contribute to the QEP's emphasis on undergraduate student research.

The figure below shows the diverse yet complementary research interests of faculty members.

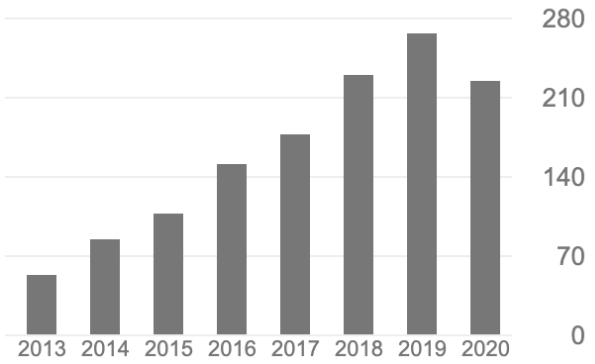


Citations

The Program's research impact has been steadily increasing during the Program Review period of 2014-2020. The citation counts below show the increasing research impact of the faculty members.

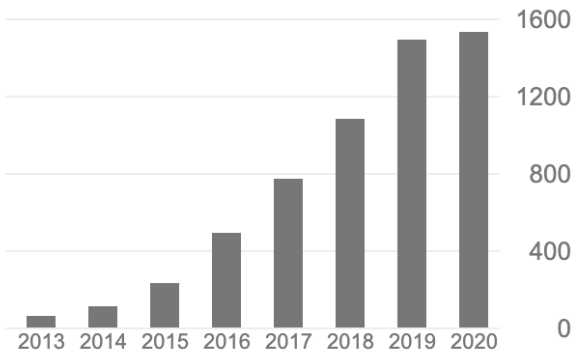
Full professor's (Faculty 1) citations:

	All	Since 2015
Citations	1471	1162
h-index	17	17
i10-index	31	24



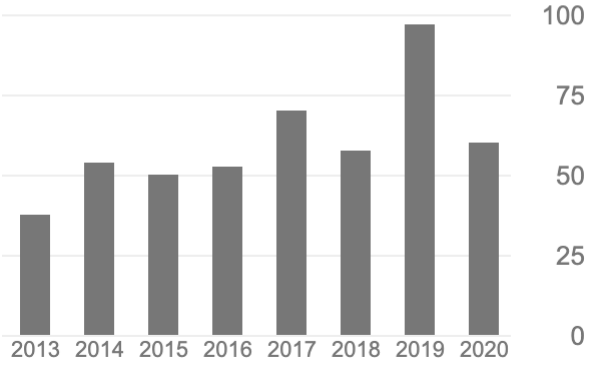
Associate professor's (Faculty 2) citations:

	All	Since 2015
Citations	5951	5687
h-index	38	37
i10-index	68	68



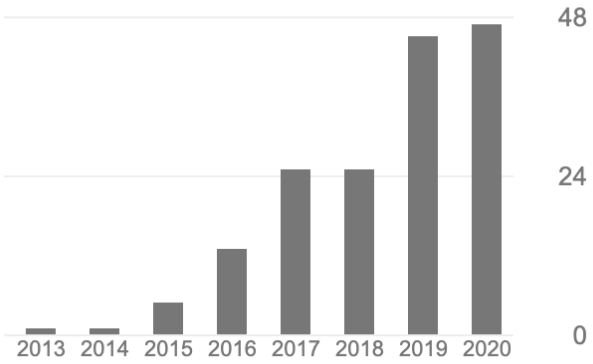
Program Director's (Faculty 3) citations:

	All	Since 2015
Citations	695	388
h-index	16	12
i10-index	18	12



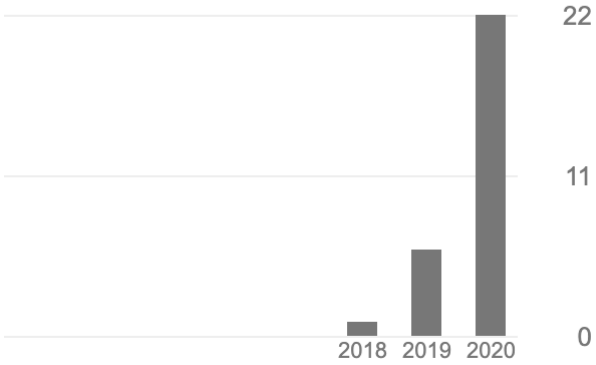
Assistant Professor's (Faculty 4) citations:

	All	Since 2015
Citations	165	160
h-index	5	5
i10-index	3	3



Assistant Professor (Faculty 5) citations:

	All	Since 2015
Citations	30	30
h-index	3	3
i10-index	2	2



The total citation count during the Program Review period is an *astounding* **8,312**.

The HTMP faculty members regularly published in CABS/AJG grade 3 and 4 journals that received high citations.

Selected peer-reviewed journals of note with heavy faculty publications include:

- Annals of Tourism Research
- Tourism Management
- Current Issues in Tourism
- Journal of Travel Research
- International Journal of Hospitality Management
- International Journal of Contemporary Hospitality Management
- Journal of Hospitality Marketing & Management
- Computers in Human Behavior
- Electronic Commerce Research and Applications
- Information & Management
- International Journal of Information Management
- Technological Forecasting and Social Change

Research Goals

Here at FAU, faculty member research expectations for tenure and promotion in Hospitality and Tourism Management (and all other College of Business units) are commensurate with those at institutions that are designated RU/VH or "very high research activity" (formerly Research I). Faculty productivity is on a par with institutions categorized as RU/VH such as the University of South Carolina. For example, the Hospitality and Tourism Program at the University of South Carolina requires two peer-reviewed articles in academic journals on an annual basis – in quality journals. Even with limited financial support for data collection, the lack of availability of research assistants for data processing and collection, and other limitations, the faculty members in the FAU Hospitality and Tourism Management Program were able to *exceed* every unit within the College of Business *as well as* our aspirant programs.

Currently, as primarily a bachelor's degree granting program, we are prevented from having many of the traditional resources one would find for scholarly activity at programs that offer graduate degrees. These items include: graduate students, graduate assistants, large funding sources for data collection, etc. We strive to have some of these items via our master's degree in the Master of Business Administration (MBA) Program with a specialization in hospitality and tourism

management. However, the vast majority of these students are business focused and *not* research focused. Exposure to graduate students and offering a graduate-level degree would truly help our Program with its overall research endeavors.

When the marketing department redesigns and gets more involved with our new Executive PhD. Program, there *may be* a slim chance for the hospitality and tourism management faculty members to be involved in the selection and advising of the doctorate students. However, this will be a difficult road as there are no PhD courses specific to hospitality and/or tourism.

All new faculty members are placed on a 2 fall/2 spring teaching load and are given compensation during the summer for research activities absent summer teaching for the first three (3) years of their employment as long as they are on track and productive as indicated in their annual assignments. The college of business (COB) supports its untenured assistant professors by offering increased travel support to untenured faculty and meeting their statistical software package needs. It also provides summer pay (as indicated above) without having any classes to teach for their first three (3) summers based on continued productivity.

Scholarly Activity Overview

To close the discussion of scholarly activity we will summarize a very telling and revealing commendation of our Program's success in this area.

The 2007-2013 Program Reviewers established a goal of ***30*** peer-reviewed journal articles for our current period now under review (2014-2020). In this period 2014-2020 we actually had over ***100*** peer-reviewed articles which significantly exceeded our goals.

It's important to note that when it comes to research productivity per faculty member, our Program has exceeded the *Department*, the *College's other units*, and the *University* average. Further, we have most likely surpassed our peer programs' output within the SUS.

Nonetheless, we have ongoing projects in place and continue to expand research areas. Following the mantra of our university's president, Dr. John Kelly, our Hospitality and Tourism Management Program faculty carry out their research and scholarly activity with "unbridled ambition." This has been achieved through good hiring and strong mentoring from the Program Director and department chair.

SECTION E: SERVICE & COMMUNITY ENGAGEMENT

Our Program has *extremely* high involvement in both service and community activities. One reason for this is our geographic location among hundreds of hospitality and tourism employers. Another, is due to the fact that the Program Director has over 30 years of supervisory and managerial roles within the industry and the teaching faculty have over 150 of combined industry experience and activity. Further, many hospitality and tourism professional organizations have South Florida chapters in which faculty members may take leadership roles.

The Program is more involved in service activities than probably any other unit within the college of business – this includes service to the department and college, service to the industry, and service to the academic profession.

Industry Service Highlights & Community Engagement

Faculty members hold memberships in and provide service to the following:

Society of Government Meeting Professionals (SGMP)
Meeting Professionals International (MPI)
Club Management Association of America (CMAA)
Hospitality Finance & Technology Professionals (HFTP)
International Council of Hotel, Restaurant, & Institution Educators (ICHRIE)
American Hotel & Lodging Association (AH&LA)
Florida Restaurant & Lodging Association (FRLA) – all 3 South Florida counties plus state level
National Association of Catering & Events (NACE)
International Live Events Association (ILEA)
Greater Miami and the Beaches Hotel Association (GMBHA)
High School Tourism Advisory Boards at over 10 high schools in South Florida
National Restaurant Association (NRA)
Hospitality Sales and Marketing Association International (HSMAI)
The Chamber of the Palm Beaches
Delray Beach Chamber of Commerce
Boca Raton Chamber of Commerce
National Academy Foundation (NAF)
Association of Black Travel Professionals
Global Business Travel Association (GBTA)
American Culinary Federation (ACF)
Palm Beach State College Hospitality Advisory Board

Academy of Hospitality & Tourism (AoHT) – Miami-Dade County
Discover the Palm Beaches

Not only are the faculty members and Program Director *members* of these organizations, they hold at least 5 board of director roles annually across these groups.

Faculty members have served on professional association panels, produced industry publications, attended industry conferences, presented at industry conventions, and the like.

The Program Director and Dr. J B Ward created the first annual Hospitality Symposium which was a free conference for statewide high school and culinary teachers. They were invited to stay with complimentary lodging and meals for two days and attend a conference that was also complimentary. It was a huge success! Year two of this conference would have taken place in summer, 2020; but, due to Covid-19 this has been postponed indefinitely.

With such a small team, we are beyond a doubt out and visible in the community as much as possible.

During the period of review, there have been no fewer than:

20 "board member" combined years of roles across faculty members
55 industry presentations
40 trade industry publications

Academic/Scholarly Service Highlights

The Program Director and three (3) separate faculty members are heavily involved with the school districts of Palm Beach, Broward Counties and, Miami-Dade Counties. Indeed, part of the annual assignments of 3 of the instructors includes presenting at these high school culinary and hospitality programs, recruiting students, mentoring students, and assisting as a "conduit" to FAU. We mainly visit students to promote tourism careers; however, it turns into a recruitment tool for FAU at the same time.

South Florida has a preponderance of these hospitality and tourism high school programs – over 150 within a 90-mile range of the university's main campus. As such, there are many board roles, fundraising events, guest speaking events, and related roles for our faculty members.

The Program Director and professors Greg Bohan, Stella Quintero, and J B Ward have assisted with curriculum design, textbook selections, guest speaking at over 45 high schools per year on average, plus the advisory board involvement. A sampling of schools include: Palm Beach Gardens, Forest Hill, Olympic Heights, Delray Beach, Miami Springs, et al. Further, the Program Director has served on the National Academy Foundation (NAF) Broward County board when it was active during the early period of this Program Review. This group has been somewhat "silent" as of late.

In addition to these instructor and clinical professor type service activities, our tenure-track faculty have presented at no fewer than *40* academic conferences. Both Melih Madanoglu and Anil Bilgihan have presented in no fewer than twenty (20) countries. Ye Zhang, a recent tenure-track hire, has produced three (3) grade four (4) articles during her time at FAU as ranked by the Academic Journal Guide and has presented these research findings in four (4) countries. In essence, our tenure-track faculty are *also* heavily involved in service: reviewing, presenting, serving on editorial review boards, serving as editors and co-editors, etc. Anil Bilgihan has two (2) editorial roles and there are at least eight (8) editorial review board roles across the other tenure-earning faculty members. Our faculty reviewed approximately *115* articles during the period of this Program Review.

Even the Program Director who has 5% assigned to research has published four (4) articles during the Program Review of which one is grade three (3) and the other is grade four (4) in the Academic Journal Guide. He also served for 5 years as a co-editor for the ICHRIE Research Reports as well.

Our full-time instructor who specializes in hospitality and tourism law, Dr. Jeff Miller, produces a monthly column for a well-read hospitality law publication.

Our unit has done more per capita in terms of academic and scholarly service than its peers in the College of Business (COB) as indicated below.

The COB unit summaries of service provision reported in the Institutional Effectiveness and Analysis Database lump together Marketing *with* Hospitality and Tourism Management and, unfortunately, cannot be broken out easily. A minimum of 50% (more likely 60% or higher) of the below numbers hospitality- and tourism-specific accomplishments. The most recent 3 rolling years are available. Prior years were identical in level of productivity.

2016-2017

Books	1 (11% of COB)
Other Peer-Reviewed Publications	42 (31% of COB)
All Other Publications	9 (16% of COB)
Presentations at professional meetings/conferences	52 (31% of COB)

2017-2018

Books	1 (33% of COB)
Other Peer-Reviewed Publications	31(23% of COB)
All Other Publications	3 (9% of COB)
Presentations at professional meetings/conferences	54 (32% of COB)

2018-2019

Books	0 (0% of COB)
Other Peer-Reviewed Publications	23 (17% of COB)
All Other Publications	17 (49% of COB)
Presentations at professional meetings/conferences	40 (24% of COB)

Indeed, the overall marketing department produces a great portion of the overall College of Business productivity when it comes to scholarly activity. More importantly for the purposes of this Program Review is that just a handful of individuals in the Hospitality and Tourism Management Program produce over 50% on average of the *entire* marketing department scholarly activity. This makes our Program, *per capita*, the highest producer of scholarly activity in the College of Business during most years.

College and University Service and Engagement

The same "service-oriented culture" exists across our college and university when it comes to providing service. The faculty members are involved in admissions tours, "open houses," career fairs, advisory groups for the Center for Learning and Student Success (CLASS), served on over 22 search committees outside the COB (housing, admissions, financial aid, provost's office, et al.), served on the student honor review board, provided sessions on pedagogy and service learning, serve on the advisory board for the Center for Online and Continuing Education (COCE), served on the SACS and AACSB re-affirmation committees and visits, and so on. Greg Bohan and Peter Ricci have shared the period of this Program Review on the college assessment committee as well.

All faculty members have a minimum of 2 and as many as 6 college or university committees on which they serve.

Service & Community Engagement Summary

Indeed, our Program has an extremely service-focused culture. We continually discuss as a group which involvement will lead to key variables such as:

a) continued student recruitment among industry leaders
b) continued recognition as a program of excellence among industry leaders
c) continued presence within top academic conferences to showcase our research while simultaneously publishing in top grade journals
d) continued presence and involvement with any and all university- or college-wide initiatives that show our role as a collegial and supportive Program to the overall university mission

Undoubtedly, our Program is one of the most service-oriented programs within the entire college and university based upon per faculty member output.

Each year during the pre-fall-semester faculty mini retreat, upcoming service goals are discussed, evaluated, and formalized. The previous year is evaluated and committee effectiveness, community involvement, etc. are all analyzed to make certain that our small team has the highest impact through service that it can. On occasion, organizations or specific roles are added or dropped as necessary. The Program plans to continue its very heavy service involvement as one of the methods to continually have the Program gain exposure, increase respect, and gain recognition among its stakeholders both on and off campus.

Awards for <u>All</u> Areas: Teaching, Service, Scholarly Activity

This section includes a listing of awards across *all* areas for service: industry, university, college, department, scholarly, and non-scholarly.

Same as our per capital production of research, we have received more awards per capita than any other unit in the College of Business.

There were multiple awards during this Program Review period 2014-2020 and they easily demonstrate our diversity in service excellence across multiple areas.

Hospitality Hero Award**,** *Hospitality Sales and Marketing Association International*, Peter Ricci, 2020

FAU College of Business ***Dean's Distinguished Teaching Fellow***, Peter Ricci, 2020

FAU College of Business ***Stewart Distinguished Professorship***, Peter Ricci, 2019

Best Scientific Paper Reviewer Award (ICHRIE), Peter Ricci, 2019

FAU College of Business, ***Dean's Faculty Research Fellowships***, Anil Bilgihan (2018-2020), Ye Zhang (2018-2020), Peter Ricci (2018-2019)

FAU College of Business, ***Dean's Distinguished Research Fellow***, Anil Bilgihan, 2018

FAU College of Business ***Dean's Distinguished Teaching Fellow***, Peter Ricci, 2018

Best Reviewer Award (JHTT), Anil Bilgihan, 2017

Student Choice Award, FAU Freshmen Learning Programs, Peter Ricci, 2017

FAU College of Business, Marketing Department, ***Warren Lloyd Holtzman Excellence in Teaching Award***, Stella Quintero, 2017

Best Paper Award, Travel & Tourism Research Association (TTRA) International Conference, Peter Ricci and Ye Zhang, 2016

FAU College of Business**, Scholar of the Year Award**, Anil Bilgihan, 2016

Highly Commended Paper Award (JHTM), Anil Bilgihan, 2016

Keeling Dissertation Award, Ye Zhang, 2016

Outstanding Faculty Award, FAU Student Affairs, Peter Ricci 2016

Emerald Citations Award, Anil Bilgihan, 2016

Travel and Tourism Research Association (TTRA) SAGE Publication ***Best Research Paper Award***, Anil Bilgihan, 2016

Lifetime Achievement Award, Hospitality Sales and Marketing Association International, Greg Bohan, 2016

Hospitality Sales & Marketing Association ***Board Member of the Year Award***, Peter Ricci, 2015

Best Scientific Paper Reviewer Award (ICHRIE), Peter Ricci, 2015

Norma Bondy Lifetime Achievement Award**,** Meeting Professionals International, Peter Ricci, 2015

Excellence in Teaching Innovation Award, FAU College of Business, Peter Ricci 2015

Best Scientific Paper Reviewer Award (ICHRIE), Peter Ricci, 2014

FAU College of Business, Marketing Department, ***Warren Lloyd Holtzman Excellence in Research Award*****,** Anil Bilgihan, 2014

Emerald Literati Network Awards for Excellence, Anil Bilgihan, 2014

Member of the Season Award**,** Meeting Professionals International, Peter Ricci, 2014

Lifetime Achievement Award**,** Hospitality Sales and Marketing Association International, Peter Ricci, 2014

Dr. Peter Ricci Scholarship, Created in honor of Dr. Peter Ricci, Hospitality Sales and Marketing Association International, Peter Ricci, 2014-Present

Exceptional Accomplishments that Deserve Special Attention

This section follows the awards section and highlights some of the truly *exceptional* achievements of our Program during this Program Review period.

The Hospitality and Tourism Management COVID-19 Executive Education Certificate

At the start of 2020 as Covid appeared to be taking hold internationally, the Program Director immediately focused on the thousands of regional hospitality employees that would be temporarily laid off during the normal "high season." Having been a hotel general manager for many years and having laid off his own teams due to various recessions, SARS, and/or the 9/11 terrorist attacks, he moved to create a "mini" version of our Hospitality and Tourism Certificate.

With the approval of the dean and the provost, the IT team, FAU Executive Education team, and hospitality faculty created a mini version of our traditional

certificate. Normally, the certificate had been taught face-to-face with a minimum of 40 hours of content. The mini version online had a total of 15 hours of content.

The Program Director reached out via email to the 800+ employer stakeholders to see if they would want their employees to participate free of charge, earn a certificate, and stay engaged in the short time while out of work for Covid. Of course, at that point in February/March, 2020, no one realized the extent of time people would truly be out of work and how many jobs would be lost.

The certificate caught on immediately and went viral. In the end, the following results came to life:

- Almost 77,000 registered from over 165 countries around the world
- Of those who registered, over 61,500 actually accessed the content at some point in time
- Among those who accessed the course, 45,000 actually completed it in its entirety for a completion rate nearing 75% (this is a quite high completion rate when compared to regular certificate completion rates).

This certificate became a global phenomenon of altruism to the world at large combined with continuing education.

It "took a village." The Program Director himself responded to, on average 1000 to 5000 emails *per day* for a period of a month. There were technical glitches as we moved forward, there was video storage space to purchase, there were TV interviews, newspaper interviews, radio interviews, guest speaking invitations on Internet based hospitality and tourism shows, and so on and so forth.

In the end, we received over 10,000 thank you cards by "snail mail" and over 600 pages of comments from around the world.

Our university has a total enrollment of just over 30,000 and we dumped in an additional 60,000+ at one time for this certificate. In essence, we *tripled* the enrollment at FAU almost overnight!

It was an amazing journey and continued to have positive results in different ways.

The latest positive outcomes include:

- Over 2 million views of the FAU logo on social media
- Over 40 media interviews, mentions, or Internet talk show invitations

- Over $70,000 donated to the hospitality and tourism foundation account
- The development of a full-length certificate at a price of $199 for those who wanted to continue with a *longer* education. This has led to over $200,000 in revenues for the FAU Executive Education area.
- Over 30 new full-time students who chose FAU after their experience from the original "mini" certificate. We have new students at the undergraduate level, MBA level, as well as for-credit certificate taking students.

This experience, developed in concept and idea by the Program Director and created with a team in just over 10 days…has turned into a global phenomenon of which the Program is very, very proud.

The Program Director's Individual Fundraising Efforts

Without a foundation person employed at the College of Business for any length of time (three different individuals during the Program Review period) the Program Director attempts to raise funds on his own. *All* funds raised for hospitality and tourism have come from his efforts.

The incredible growth of the Program has created expenditures beyond the capability of the College of Business: collateral materials, conference travel, office supplies, and so on. Plus, the university faced budget cuts/recession during the period of this Program Review. Fundraising was our outlet to help keep the Program visible and active.

To date, the Program Director has raised approximately $200,000 during this period. He raises most via small increments from businesses, colleagues, friends, etc. and through our Employer Partner Program donations.

Further the huge success of the Covid-19 Certificate led to donations as well – approximately $60,000 thus far.

Outside the Program, but in related fashion, the Program Director has raised over $50,000 of "in kind donations" for the silent auction held annual at an annual HSMAI GALA where funds are raised for the Dr. Peter Ricci scholarship. Each and every year an FAU student has received a portion of these award funds.

Yet another area where the Program Director has achieved success in scholarly fundraising is through the American Hotel and Lodging Association's (AHLA)

Affiliate School Application Process. To date, FAU students have been awarded over $21,000 from these funds during the current period of Program Review.

Without the ongoing fundraising by just this one individual person – Peter Ricci – the Program would languish in its ability to do what it does. This is especially the case in our ability to send tenure-earning faculty members to multiple conferences per year to showcase their research and expand our fairly new Program's recognition level.

Summary of Above and Beyond Program Achievements and Awards

- Per capita, we have the *best* teaching evaluations of the department, College of Business and overall university.
- The highest production of high-quality research per capita in entire College of Business and, probably, the university. University overall data was not easily available. We surpassed our goal of 30 peer-reviewed articles by double!
- The highest individual fundraising of any unit director in the College of Business.
- A globe Covid-19 certificate that has extremely increased recognition of the FAU name and brand, raised over $60,000 in donations, brought in over $220,000 of College of Business Executive Education revenues, and has also added at least twenty (20) new BBA and/or MBA students to our ranks.

SECTION F: PROGRAM GOALS

It is quite simple to explain our Program goals using bullet points.

- Continue to expand enrollments for 14th consecutive year if possible
- Continue to expand the MBA Program to 15 students per semester
- Add a BA in Business Administration (BABA) or Bachelor of Science in Business Administration (BSBA) and move away from the Bachelor of General Studies (BGS) degree by the fall, 2022 semester

- Hire a foundation person for the College of Business who can assist with fundraising specifically for hospitality and tourism management (naming, directorship, professorship, etc.) – as immediate as possible
- Increase FAU name brand recognition with funding for marketing, digital marketing, search engine optimization, and related – this has an unknown date as it has not yet been attainable
- Maintain AACSB and SACS accreditations – ongoing
-

SECTION G: STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

As with any educational unit, we have strengths, weaknesses, opportunities and threats that we face when we attempt to achieve our goals.

The largest of these are highlighted below.

Strengths

- Geographic location

  We are in a truly global tourism and hospitality destination where many employers and their associates are interested in studying hospitality

- BBA degree – perceived by industry recruiters as a strong degree due to its inclusion of core business courses and heavy mix of quantitative courses

- Faculty Member Experience – we have truly exceptional producers of high-quality scholarly activity mixed with exceptional teachers who possess many years of industry experience; as evidenced by our Student Perceptions of Teaching Results, our teaching quality and our faculty members make up the largest strength of our Program

- Synergy with department chair of the marketing department; the environment for both majors is “let’s make it happen” versus “us versus them” mentality

Weaknesses

- Program recognition globally – we are still an "unknown" Hospitality and Tourism Management Program when compared to the best in the world; indeed, even in our regional area, individuals are just learning of our Program. Without advertising dollars, this is a strong weakness that has persisted since the last Program Review into and through the current one

- Located within a larger department; difficult to have a naming opportunity or our own identity

- Funding – we do not have funds to name a professorship, directorship, or department; we were in a recession for a large part of this Program Review making the funding situation quite difficult

Opportunities

- Ability to add a BABA or BSBA degree and expand enrollments with a preferred degree over a Bachelor of General Studies (BGS)

- Capability to reach new students for the BBA and MBA programs as we continue to reap the benefits and "reach" of the Covid-19 certificate takers

- Possibility of fundraising if and when the College of Business fills the position

- With a lack of culinary training institutes or educational programs, we may possibly consider adding culinary training

Threats

- The ongoing impacts of Covid-19 on the tourism and hospitality industry; if the industry does not recover within a year, our enrollments may languish

- Ever-increasing number of university programs entering their respective Colleges of Business; this could make FAU not stand out as much as it does right now…loss of differentiation

- Large budget cuts for the state of Florida unless tourism improves; our state has no income tax and relies heavily on the spending of tourists visiting the state

SECTION H: RESOURCE ANALYSIS

Briefly, the College of Business receives its overall budget through a process that is not handled at the unit level. Further, the Program itself does not control any funds except those that it raises for its own foundation account.

That account is funded only via the fundraising activities of the Program Director and the funds have been used primarily for collateral and marketing materials to promote the program during this period of Program Review.

While our overall university resources have been limited during the period of Program Review, the College of Business dean was able to help the Hospitality and Tourism Management Program to hire faculty members to somewhat keep pace with our fast growth.

As we enter another period of recession in 2021 and the foreseeable future, we anticipate limited resources yet again. One bright lining to this scenario is the fact that our student-to-faculty ratios and class sizes have been climbing steadily for the past 14 years. Our efficiency will make us stronger than other units as we enter this next period of declining resources.

SECTION I: SPECIFIC AREAS THAT IMPEDE PROGRAM SUCCESS

- Extremely heavy workloads for faculty members that include student-to-faculty ratios above our peers in the department and college and class sizes that are larger than our peers in the department and college – thus, creating faculty burnout

- Lack of a foundation person to help us name the Program and find fellowships, professorships, directorship, etc.

- Absence of a Program Coordinator or Program Internship & Placement Specialist in comparison to our peer programs

- Inability to promote the Program via marketing, digital marketing, etc. – no funds specifically available for this necessary item

SECTION J: FUTURE DIRECTION

The Program anticipates a future direction that is quite unknown for the near future. The Covid-19 pandemic has created havoc on both the tourism and hospitality industry *and* higher education of the industry's future leaders. It is an unknown what impact this will have in the short term (2021-2023) and also for the long term. This is included in our broad questions below.

We also anticipate possibly losing a faculty member to a competing institution. Funding is quite tight in Florida and our associate professor, our Program Director, and our full professor have all contemplated higher-paying offers elsewhere. The full professor has already left. Indeed, our newest assistant higher has already been courted by another university in the SUS. In the short run, as the College of Business curtails overload pay and there are shrinking opportunities to remain fairly compensated in comparison to peer programs, there is the strong possibility of anticipating a change through a faculty departure over the next Program Review cycle.

Questions that relate to our future direction specifically for the program reviewers are listed below.

1. What are the committee's thoughts on the BBA versus the BA/BS degrees? Do you agree with our faculty members and Program Director that *both* options would be beneficial to possibly enhance future enrollments?

2. Should we move toward an MS degree or continue with a smaller number of students enrolled in an MBA with specialization in Hospitality and Tourism Management?

   We hear different things from different stakeholders. It appears that the typical hospitality and tourism employee may not possess prior business skills and is often frightened to enter an MBA program due to its heavy reliance upon quantitative courses. Yet, the business model of the future would indicate that an MBA could be preferable. We would appreciate your hear feedback on this item.

3. What are your opinions on striving to add a track to the Executive PhD Program? Our current sentiment is that a potential pool exists among regional hospitality and tourism experts who may desire future instructor or consulting roles. This group would most likely not have the desire or time to

pursue a traditional research-intensive PhD. Do you think there might be a market for this group and would you pursue it?

4. What are the committee's thoughts and recommendations on having a specific role for Internship & Job Placement or as a Program Coordinator? Please share comparisons with other programs.

5. What are our Program's two biggest strengths and two biggest weaknesses in the eyes of the committee? And, what suggestions do you have on these four items?

6. What are your best practices and advice for improvement when it comes to hiring diverse faculty members at your institutions? Do you have any current initiatives or training as it relates to expanding diversity, examining unconscious bias, or related?

7. What are the thoughts of the committee specific to the Covid-19 pandemic? This would include not only your near- and long-term thoughts for hospitality and tourism enrollments; but, further, overall university structure, course modality distribution, and any other comments you feel are relevant.

SECTION K: SUMMARY

To reference a popular children's story, this Program can be referred to as "the little engine that could". Through the prior Program Review (2007-2013) and the current Program Review (2014-2020), the Program has grown continually and considerably in FTE generation and reputation. The situation of growing class sizes, growing student-to-faculty ratios is a real issue. Nonetheless, our quality and committee has grown as well. We simply move forward despite limitations in staff and resources.

Like your own programs, the future with Covid-19 remains a true unknown. Our Program needs more visibility and stature to hold its own through these challenging times. There is a movement nationally for hospitality and tourism programs to enter business schools; but, we hope to hold our stature through the offering of the BBA as part of our branding. With the addition of a BABA or BSBA, we hope to maintain enrollments.

In this summary, I would like to briefly brag about our faculty members in hospitality and tourism. We have indeed highest rated instructional performance (as show above by Student Perceptions of Teaching) *combined* with the top research

productivity in the college; per capita we produce the highest quality journal articles as well as the highest teaching evaluations. The team is super proud of these joint efforts and accomplishments. Yet, in balance, the Program Director always remains worried that these "superstars" will be recruited away from FAU at any moment.

With limited resources and no time to "breathe" with workloads as they are, the Program has come a long way in a very short time and continues to do so. One of the reason for this ongoing success cannot be overlooked. That reason is the hiring of Dr. Cheryl Jarvis during the period of this Program Review as department chair. From search committee to hire, Cheryl has shown an ongoing desire to work alongside Peter and the hospitality and tourism faculty to permit us to succeed in all we attempt. Further, she makes great strides to let us operate autonomously, but to be there for guidance any and every time we need it. Her leadership these past several years has made the Program's ongoing advancements possible.

In closing, Dr. Peter Ricci and the faculty members of the FAU Hospitality and Tourism Management Program cannot thank you enough for participating in our Program Review for 2014-2020. We hope that our enthusiasm and love for this Program is evident to you. We truly appreciate your participation. THANK YOU!

APPENDIX 1: ABBREVIATED FACULTY MEMBERS' CURRICULA VITAE

The following pages contain abbreviated one-page curricula vitae (CVs) for full-time faculty members in the Hospitality and Tourism Management Program at Florida Atlantic University (FAU) effective fall semester, 2020. The list of faculty members appears first.

If the reader would like to view the full CV of any individual faculty member, he or she may visit the web page: http://business.fau.edu/faculty-research/faculty-profiles/index.aspx#.Ukivs_PD_Sc Once you have landed on the web page simply type in the last name of the faculty member of interest in the "find faculty" box and then click the "search" button.

Dr. Peter Ricci, Director & Instructor

Dr. Anil Bilgihan, Associate Professor

Dr. Ye Zhang, Assistant Professor

Dr. Soyoung Park, Assistant Professor

Dr. Jeffrey Miller, Instructor

Dr. James (J B) Ward, Instructor

Mr. Greg Bohan, Instructor

Ms. Stella Quintero, Instructor

One-page abbreviated CVs follow.

PETER RICCI

peter.ricci@fau.edu

Hospitality and Tourism Management Program Director and Clinical Associate Professor

Abbreviated Curriculum Vitae

EDUCATION:

EdD, University of Central Florida, May, 2005
MSRS, University of Florida, December, 1989
BA, University of Florida, June, 1987

SCHOLARLY ACTIVITY:

2007-2013

7 peer reviewed journal articles

6 Conference Proceedings/Industry Publications

7 panel presentations for industry associations or professional groups

1 academic book chapter

Reviewer for 10 journals (ad hoc basis)

Reviewer for annual ICHRIE conference papers, posters, etc.; ICHRIE Outstanding Scientific Paper Reviewer Award (2011)

PROFESSIONAL ACTIVITIES:

Board member for Hospitality Sales & Marketing Association International (HSMAI) and Palm Beach County Hotel & Lodging Association (PBCHLA), Olympic Heights High School Tourism Academy, Palm Beach Gardens High School Tourism Academy, Forest Hill High School Tourism Academy, The National Academy Foundation – Broward County Tourism High School Programs, the Florida Restaurant & Lodging Association (FRLA)

Committee member and organization member in Meeting Professionals International (MPI), American Hotel & Lodging Association (AHLA), Society of Government Meeting Professionals (SGMP), Club Managers Association of America (CMAA), et al.

Regularly consult for hotels, resorts, casinos, restaurants, and related industries.

COURSES TAUGHT:

Introduction to Hospitality Management, Hotel & Resort Management, Meetings & Events Management, Field Experience in Hospitality Management, Club Management, Special Topics

ANIL BILGIHAN
abilgihan@fau.edu
Hospitality and Tourism Management Program Associate Professor
Abbreviated Curriculum Vitae

EDUCATION:

PhD, University of Central Florida, 2012
MS, University of Delaware, 2009
BS, Bilkent University, 2007

SCHOLARLY ACTIVITY (2014-2020):

70 Peer Reviewed Journal Articles
1 Book Chapter
1 Guest Edited Journal Issue
26 Conference Proceedings
Reviewer for 16 journals

PROFESSIONAL ACTIVITIES:

Associate Editor of P&M (Academic Journal Guide 3)
Co-Editor of IJHM (Academic Journal Guide 3)

COURSES TAUGHT:

Advanced Marketing Management (Graduate)
Analytics for Marketing Decisions (Graduate)
Contemporary Issues in Hospitality Marketing (Graduate)
Excellence in Guest Services Management
Hotel and Resort Management
Hospitality Marketing and Revenue Management
Introduction to Hospitality Management
Hotel Systems (Ohio State University)
Quantitative Research Methods in Hospitality and Tourism (Universidad de Monterrey)
Advanced Research Methods in Hospitality and Tourism (University of Central Florida)
Hospitality and Tourism Marketing (University of Central Florida)
Hospitality Information Systems (University of Central Florida)

SOYOUNG PARK

soyoungpark@fau.edu
Hospitality and Tourism Management Assistant Professor

Abbreviated Curriculum Vitae

EDUCATION:

PhD, Pennsylvania State University, August, 2020
MS, University of Korea, May, 2016
BS, University of Korea, May, 2014

SCHOLARLY ACTIVITY (2014-2020):

6 Peer reviewed journal articles

11 Conference Proceedings/Industry Publications

1 Grant as P.I.

Reviewer for 4 journals and 2 conferences

Faculty affiliate for Peace, Justice, and Human Rights Initiative

PROFESSIONAL ACTIVITIES:

Board member and Treasurer in North East chapter of Travel and Tourism Research Association (NETTRA)
Committee co-chair in North East chapter of Travel and Tourism Research Association (NETTRA)
Annual Conference
Organizational member of Sustainable Events Network, Florida & Caribbean (SENFC)

COURSES TAUGHT:

Introduction to Tourism and Hospitality Management, Excellence in Guest Service Management

This faculty member was hired for the fall, 2020 semester at the very end of this reporting period. She has had one journal article since arriving at FAU among the items included above.

YE ZHANG
yezhang@fau.edu
Hospitality and Tourism Management Program Assistant Professor
Abbreviated Curriculum Vitae

EDUCATION:
Ph.D., Indiana University Bloomington, USA, 2015
M.S., Indiana University Bloomington, USA, 2010
B.S., Peking University, China, 2008

SCHOLARLY ACTIVITIES:

(2014-2020)

11 Peer-reviewed Journals (8 Academic Journal Guide [AJG] 4, 1 AJG 3, 1 AJG 2)
29 Conference Proceedings (24 International Conferences)
1 Grant Funded by Private Foundation as Project Manager (1 Federal Grant Applied as Co-PI, 1 Federal Grant Applied as Project Manager, and 1 Industrial Grant Applied as PI)
Editorial Board Member for 3 Journals (including 1 AJG 4 Journal and 1 AJG 3 Journal)
4 Research Awards (including 2 from Travel & Tourism Research Association)
Reviewer for 13 Journals (2 AJG 4 Journals, 3 AJG 3 Journals) and 5 Conferences
2 Invited Overseas Research Presentations

PROFESSIONAL ACTIVITIES:

Editorial Board of Journal of Travel Research (AJG 4), Psychology and Marketing (AJG 3), and Tourism Review International (ABDC level C)
Awards Committee Member, International Conference on Hotel, Restaurant, and Institutional Education
Moderator, International Conference on Hotel, Restaurant, and Institutional Education

COURSES TAUGHT:
Introduction to the Tourism and Hospitality Industry, Human Resources Management in Hospitality, Introduction to Hospitality Management, Hotel and Resort Management, and Excellence in Guest Service Management

JEFFREY R. MILLER
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Hospitality and Tourism Management Program Instructor
Abbreviated Curriculum Vitae

EDUCATION:

J.D. Catholic University of America; December, 1973
MBA Loyola University (Maryland); May, 1971
BS, University of Maryland (College Park); June, 1968

SCHOLARLY ACTIVITY:

(2014-2020)

55 legal columns written

20 industry presentations and seminars

2 roles as Legal Editor

PROFESSIONAL ACTIVITIES:

Society of Government Meeting Professionals (SGMP)

The Florida Bar

The District of Columbia Bar

The Maryland State Bar Association

Howard County (Maryland) Bar Association

Florida Business Travel Association (FBTA), South Florida Chapter

COURSES TAUGHT:

Introduction to Hospitality Management, Principles of Hospitality Law, Excellence in Guest Service Management, Principles of Food and Beverage Management

JAMES WARD
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Abbreviated Curriculum Vitae

EDUCATION:

Ph.D. Texas Tech University 2014
M.S. Texas Tech University 2001
B.S. Texas Tech University 1993

SCHOLARLY ACTIVITY:

(2014-2020)

2 Peer reviewed journal articles
4 Conference Proceedings

PROFESSIONAL ACTIVITIES:

HTMP Summer Conference Co-founder and Co-organizer, Served as Track Chair for presentations
Florida Restaurant and lodging Association State Education Committee Board Member
Florida Restaurant and Lodging Association Broward Chapter Education Committee Chair
Florida Restaurant and Lodging Association Broward Chapter Board Member
Chairman Palm Beach Gardens Community High School Business Advisory Board
Vice President Palm Beach Gardens Community High School Business Advisory Board
SACS Review Committee
University Search Committee
Athletic Department Search Committee
Faculty Athletics Representative

COURSES TAUGHT:

Introduction to Tourism and Hospitality Industry, Excellence in Guest Service Management Casinos and the Gaming Industry, Hotel and Resort Management, Hotel Marketing/ Revenue Management

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Abbreviated Curriculum Vitae

EDUCATION:

M.S. Florida International University 2012
B.S. Cornell University 1976

INDUSTRY PRESENTATIONS & CONFERENCES:

(2014-2020)

11 Industry Conference Presentations
9 Industry Publications/Articles
7 Industry Professional Organization Presentations

OTHER PROFESSIONAL ACTIVITIES AND SERVICE:

Hospitality Sales & Marketing Association, International – Board Member
Academy of Hospitality & Tourism Miami/Dade County –Board member/Committee
Greater Miami & the Beaches Hotel Association – Board member
South Florida Hospitality Human Resources Association - Member
Hospitality Human Resources Association of Broward County – Member
Hospitality and Tourism Program Search Committees – Member
Hospitality and Tourism Program Assessment Coordinator
FAU Student Mentor Project – Faculty Mentor

COURSES TAUGHT:

Introduction to Hospitality Management, Financial Analytics for Hospitality Managers, Meetings & Events Management, Human Resources for the Hospitality Industry, Introduction to Tourism and Hospitality Industries, Excellence in Guest Service Management, Hotel and Resort Management

STELLA QUINTERO

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Hospitality and Tourism Management Program Instructor
Abbreviated Curriculum Vitae

EDUCATION:
M.B.A. Lynn University 2007

B.S. Florida Atlantic University 2002

SPECIAL CERTIFICATION:

Basic Level Sommelier Certification, United States Sommelier Association (USSA), 2002

INDUSTRY PRESENTATIONS & CONFERENCES:

(2014-2020)

5 Industry Publications/Articles
6 Industry Professional Organization Presentations

OTHER PROFESSIONAL ACTIVITIES AND SERVICE:
Florida Restaurant and lodging Association (FRLA) Palm Beach County Chapter, board member, education committee member, EATS Committee member, and Student Conference co-organizer
Discover the Palm Beaches "Providencia Awards" Committee Member
Palm Beach Gardens Community High School Business Advisory Board
Forest Hills High School Hospitality Management and Culinary Advisory Board
Olympic Heights High School Hospitality Management Advisory Board
Hospitality and Tourism Program Search Committees – Member
FAU Student Mentor Project – Faculty Mentor

COURSES TAUGHT:
Introduction to Hospitality and Tourism Management, Food and Beverage Management, Meetings and Events Management, Hotel and Resort Management

APPENDIX 2: 2013-2020 Year-by-Year Assessment Outcomes

Assessment Activity and Results

Following the Program's historical Academic Learning Compact (ALC) and decision to conduct assessment on 4 items (content knowledge, oral communication, written communication, and critical thinking), the Program undertakes assessment every year.

As such, assessment reporting will be shown and discussed in this section for the academic periods 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020.

2013-2014

Content Knowledge/Declarative Knowledge

The 2013-2014 academic period score goal was: 70.0%. The actual 2013-2014 academic period score outcome was: 66.6%. Our intent is for students to continue to demonstrate content knowledge (declarative knowledge) before exiting as a major in our Hospitality and Tourism Management Program. The core courses within the Hospitality and Tourism Management Program remain as they have been in prior years: Introduction to Hospitality Management (HFT 3003), Principles of Hospitality Law (HFT 3603), Hospitality Marketing/Revenue Management Practices (HFT 4503), and Excellence in Guest Service Management (HFT 4240) which was added in the prior academic period, 2012-2013, and Performance Analysis for Hospitality Managers (HFT 4453) which serves as our capstone course.

The assessment exam is administered in HFT 4453 which is the mandatory capstone course for hospitality and tourism majors. It has been developed and fine- tuned with input from hospitality professionals and faculty members at FAU and at peer institutions. Local industry professionals were contacted to verify the legitimacy and accuracy of the assessment areas during the 2013-2014 year. The exam was distributed in the fall, 2013 semester. The faculty members increased rigor of the exam in the prior period, 2012-2013. The expectation was that 2013-2014 average scores would most likely fall under our 70% average score preference due to the increase in rigor and, as shown above, this did occur. This increased rigor in the exam stemmed primarily from a continuous program improvement step of additional rigor in the HFT 3003 – Introduction to Hospitality Industry course from which many of the questions stem. The test stayed intact for 2014-2015.

Program Improvement

Our Program focused on "continuous improvement" after the prior year (2012-2013) results specific to Content Knowledge/Declarative Knowledge. The faculty members increased rigor of the assessment exam in the prior period. This increased rigor in the exam stemmed primarily from a continuous program improvement step of additional rigor in the HFT 3003 – Introduction to Hospitality Management course from which many of the questions stem.

Oral and Written Communication

Oral Communication:

The 2013-2014 academic period score goal was:	80.0%
The 2013-2014 academic period score outcome was:	85.0%

Written Communication:

The 2013-2014 academic period score goal was:	80.0%.
The 2013-2014 academic period score outcome was:	83.7%

Communication skills (both oral and written) are examined in the course, Hospitality Marketing and Revenue Management Practices (HFT 4503) through a hospitality marketing project. A separate rubric for written communications and a separate rubric for oral communications are utilized - giving a student a score on EACH dimension of communication. Professors who teach this course have created a project within the course which requires students to complete a written paper as well as present the project to their instructor, classmates, and invited guests. The instructor of record is trained on rating criteria and proper assessment according to the agreed-upon standards by the faculty for inter-rater reliability. In the 2013-2014 academic period, average student scores were above the benchmark 80% as shown above. During this 2013-2014 year, the rubrics were further discussed and incorporated into instruction from the very start of the course further reinforcing the desired student learning outcomes (SLOs) for oral communication and written communication skills. No changes to style or method of incorporation of the rubrics was undertaken during the 2014-2015 year.

Program Improvement

As noted above, significant investment in time and energy was put into creating and administering a measurement tool for both oral and written communication skills.

Based upon the 2013-2014 results, no changes to style or method was put for the 2014-2015 year

Critical Thinking Skills/Analytical Skills

The 2013-2014 academic period score goal was:	80.0%
The 2013-2014 academic period score outcome was:	81.1%

In the course Performance Analysis for Hospitality Managers (HFT 4453) students demonstrate critical thinking skills using the analysis of a case method. One of the skills deemed important by faculty members and hospitality management industry recruiters is the ability to analyze business scenarios, financial statements, and critical incidents. As such, the students' CRITICAL THINKING/ANALYTICAL SKILLS are demonstrated through analysis of senior-level, "real life" case studies. In FAU's Hospitality and Tourism Management Program, this assessment most naturally occurs in the Performance Analysis for Hospitality Managers course (HFT 4453). It is the required senior-level "capstone" course for hospitality management students that all majors take during their senior year after having completed a minimum of 90 credit hours at the institution. It is the course most intensely infused with managerial thinking vignettes, operational challenges, critical incident discussions, and financial statements interpretation and analysis.

Program Improvement

As noted above, the 2013-2014 average score of 81.1% was slightly above our Program's desired benchmark of 80%. As part of our continuous program improvement plan (CPIP), critical thinking skills were discussed at length during the summer, 2013 faculty retreat. Critical thinking skills were the topic of the full afternoon. Faculty members (both full-time and part-time), the Program director, and one industry executive were in attendance. All agreed that the level of rigor was appropriate and sufficient for an AACSB-accredited Hospitality and Tourism Management Program. No change took place on the instructional strategy or the Assurance of Learning Goals (AOLs) for the 2014-2015 academic year.

2014-2015

Content Knowledge/Declarative Knowledge

The 2014-2015 academic period score goal was:	70.0%
The 2014-2015 academic period score outcome was:	73.6%

The same content knowledge exam indicated above was used for the 2013-2014 year with a few slight revisions to questions based upon what was being taught in the courses (continuous program improvement). Also, as in the past, local industry professionals were contacted to verify the legitimacy and accuracy of the assessment areas during the 2014-2015 year. The exam was administered in the late fall, 2014 semester in the mandatory "capstone" course for hospitality management majors, HFT 4453 as it had been in the past. The faculty members increased rigor of the exam in 2012-2013 and this rigor remained in place for the 2014-2015 year. The expectation was that 2014-2015 average scores would most likely fall near our 70% average score preference due to this increase in rigor over the prior two periods. As noted, the average score attained was 73.6%, above our target.

Program Improvement

The class curriculum now focused on teaching these materials at a more advanced rate with the goal of continuing to maintain or exceed our 70% average score in the 2015-2016 academic year. This increase in rigor and change in instructional items emerged from our continuous program improvement process which found the need for additional rigor in the HFT 3003 - Introduction to Hospitality Management course. The exam was made more rigorous and left intact for the 2015-2016 academic year.

Oral and Written Communication

Oral Communication:

The 2014-2015 academic period score goal was:	80.0%
The 2014-2015 academic period score outcome was:	86.7%

Written Communication:

The 2014-2015 academic period score goal was:	80.0%.
The 2014-2015 academic period score outcome was:	91.5%

Oral and written communication skills were once again assessed in the Hospitality Marketing and Revenue Management course using the case study methods described previously. In the 2014-2015 year, average student scores were well above our desired threshold of 80% with ORAL communication skills reaching an average of 86.7% and WRITTEN communication skills averaging 91.5%.

There was an immediate meeting called between the Program Director and the faculty member who assessed these skills; it was too drastic of an increase from the prior year (see below in Program Improvement).

Program Improvement

Upon this initial result, the Program Director immediately reviewed the projects and met with the instructor of record. The average scores appeared to be too high. It was determined the rigor of the project was too low in its design this particular year because of the topic area chosen. The topic area, being fairly easy to research and discuss, led to higher-than-anticipated average scores on both dimensions of oral communication skills and written communication skills. Indeed, the Program Director does not feel that the students did a bad job; however, he felt that the scores were somewhat inflated in comparison to our desired rigor of the Program and actual skills absorbed.

Faculty members were, of course, pleased with the outcome above our benchmark of 80% even though, as stated above, the scores seem inflated due to the difficulty level of the actual topic. No changes to style or method of instruction nor any change to the rubric was undertaken for the 2015-2016 year; however, it was decided that a more difficult topic would be chosen by the instructor of record for the project.

Critical Thinking Skills/Analytical Skills

The 2014-2015 academic period score goal was:	80.0%
The 2014-2015 academic period score outcome was:	78.6%

The case analyzes for critical thinking skills were implemented once again in the Performance Analysis for Hospitality Managers (HFT 4453) course. The 2014-2015 average score was 78.6%, just under our Program's desired goal of 80%. The rubric was debuted to students early on in the fall semester, 2014 so students would become familiar with the expected student learning outcomes (SLOs). The assessment took place toward the end of the fall, 2014 semester. No changes to the assessment cases or processes occurred in the 2015-2016 assessment cycle. As individual scores were analyzed, a handful of outliers on the low end probably moved the average below our desired score of 80%. The Program Director met individually with these students and found that all three of these individuals had difficulty in quantitative coursework all throughout their college of business career. This reinforced the instructor of record and Program Director's decision not to change the rigor or actual cases used during the next assessment cycle in 2015-2016.

Program Improvement

The assessment of critical thinking skills via the case method was used with the same format, same instructor of record in 2014-2015 academic year and the 2015-2016 academic year. We had just about reached our average score goal of 80% (78.6%) and no changes were deemed necessary entering the next academic year. In terms of improvement for the 2015-2016 year, the only item that was covered heavily was our ongoing discussion of critical thinking skills and how best to measure them. We had a lengthy group discussion including full-time faculty, part-time faculty, and industry executives.

2015-2016

Content Knowledge/Declarative Knowledge

The 2015-2016 academic period score goal was:	70.0%
The 2015-2016 academic period score outcome was:	72.8%

Each year since it was initially developed in 2009, this exam is updated and re-evaluated as textbooks, content, and the overall hospitality & tourism industry changes. During this particular 2015-2016 cycle, one question was eliminated and replaced with a more relevant question related to the Performance Analysis for Hospitality Managers course (HFT 4453). The extremely low percentage of correct student responses in the former assessment cycle on that individual question indicated a lack of clarity on the writing of this question. No other changes were implemented.

Both FAU faculty members and local industry professionals were sent the exam during summer, 2015 to verify its continued legitimacy and relevancy for purposes of assessment during the 2015-2016 academic year. The exam was administered early in the fall, 2015 semester. Outside of the one question mentioned in the preceding paragraph, the exam was identical to that used in the 2014-2015 academic year. The expectation was that 2015-2016 average scores would most likely fall near our 70% average score goal. As noted above, the achieved average score was 72.8%.

Program Improvement

The curriculum across the major courses constantly focuses on incorporating content of relevance. Discussions between faculty, examining other programs, and interactions with industry professionals are always part of our continuing

improvement plans. After our summer retreat, we once again increased rigor on only two questions to the actual exam for the 2016-2017 academic year.
We held another very successful Annual Assessment Retreat on Sunday, August 21st, 2016 with over 50 attendees! We included at this large retreat adjunct faculty members, full-time faculty members, and 38 hospitality & tourism executives from multiple segments of the industry (i.e., hotels, resorts, casinos, meeting & event planning, restaurants, et al.). We had all the stakeholders break out into groups, review our projects and project rubrics, review our content exam, and also discuss our textbooks. This was an event of outstanding usefulness in our constant endeavor to improve Program quality and enhance the success level of our graduates.

Oral and Written Communication

Oral Communication:

The 2015-2016 academic period score goal was:	80.0%-85.0%
The 2015-2016 academic period score outcome was:	85.5%

Written Communication:

The 2015-2016 academic period score goal was:	80.0%-85.0%
The 2015-2016 academic period score outcome was:	83.2%

These skills continue to be assessed in the course Hospitality Marketing and Revenue Management (HFT 4503) through a hospitality & tourism project for the academic year of 2015-2016 the average scores attained were 85.5% on oral communications skills and 83.2% on written communications skills**.** As evidence of the strong inter-rater reliability/inter-rater agreement, no individual scores differed between faculty member grades by more than 2%.These scores reflected the anticipated drop from the academic year 2014-2015 due to our increased/desired added rigor of the project. The professor of record, in conjunction with the Program Director, "closed the loop" by re-writing and re-evaluating the rigor of the project to more accurately deliver a product of higher AACSB-type (Association to Advance Collegiate Schools of Business) rigor. Our goal now became a "range" of 80%-85% instead of a single numerical goal. Both oral and written goals were met or exceeded.

In our annual Hospitality & Tourism Management Assessment Retreat for the 2015-2016 year (held August 16th, 2015), the rubrics, project, and Assurance of Learning Goals (AOLs) were again discussed in detail. The faculty and industry stakeholders undertook this advanced discussion because of the higher than desired scores

during the 2014-2015 academic year. The instructor of record agreed that the Program had not been up to the standards desired by the overall group in terms of rigor and felt that we had indeed made improvements with the new level of project rigor.

Program Improvement

To "close the loop" for the 2015-2016 year, the advanced Student Learning Outcomes were more clearly 1) re-written into the syllabus and 2) further reinforced by the instructor of record in detail when discussing the project. This process continued during the 2016-2017 academic year. This enhanced description of expectations combined with a more lengthy discussion of the level of quality and rigor expected led to a more expected aggregate performance level this year. As noted above, for 2015-2016, the faculty member of record re-designed the project as discussed here within to be more reflective of the level stakeholders' desired for an AACSB Program. The level of topic, depth of project research, and expectations for presentation are now indeed at a more appropriate level. Hence, for the 2016-2017 academic year, no changes were necessary to the rubric for either oral or written communication. Our results were finally closer in line to our benchmark without being inflated. The faculty members agreed to wait another year with the format "as is" before making any changes.

Critical Thinking Skills/Analytical Skills

The 2015-2016 academic period score goal was:	80.0%
The 2015-2016 academic period score outcome was:	79.1%

Critical Thinking Skills (Analytical Skills) continued to be assessed in HFT 4453 – Performance Analysis for Hospitality Managers. The 2015-2016 Program goal for average student score was 80%. As shown, the average score attained was 79.1%. A refined rubric was debuted as part of our Continuous Improvement Process (CIP). The rubric was enhanced and re-energized with a more rigorous and inclusive set of parameters for student measurement. The rubric was debuted to students early in the fall semester of 2015 so students would become familiar with the expected Assurance of Learning Goals (AOLs). The assessment took place toward the end of the fall, 2015 semester. No changes to the assessment cases or processes for measurement occurred during the 2015-2016 assessment cycle.

The use of new cases was discussed at the annual retreat to make sure we had relevant, current cases that reflected upon the hospitality industry in its current format. Some of our cases had become quite useful, but "tired." One case was removed and a new case was added that was more relevant/rigorous case to the

current hospitality and tourism industry at that time. This new case was used during the fall, 2015 assessment cycle.

Program Improvement

Specifically, for program improvement for the coming 2016-2017 year a continued enhancement on effectiveness in pedagogy and case analyses would be the goal. That summer during our annual Hospitality & Tourism Management Assessment Retreat (August 21st, 2016) we again reviewed the Assurance of Learning Goals (AOLs) and the "how to" steps for reviewing cases. It is important that, through dedicated and focused pedagogical procedures, the instructor of record instills a style of analysis permitting students to use all the resources they have learned during their studies of hospitality & tourism management at FAU. The case analysis process – and, in particular the goals of this capstone course – is for students to synthesize their learning over several semesters into a broad-based approach to problem solving using critical thinking (analytical skills).
Both instructors of record regularly met with the Program Director (4 times) during the course of the academic year for brief discussions on the classes, cases, and students currently in the course process at that time. We would discuss issues such as the ongoing validity/relevance of the cases, the processes, the student learning goals, and any student feedback. This Continuous Improvement Plan (CIP) is our Program norm.

2016-2017

Content Knowledge/Declarative Knowledge

The 2016-2017 academic period score goal was:	65 to 75%
The 2016-2017 academic period score outcome was:	75.0%

During this period, the updated and improved 50-question Assessment Exam for Content Knowledge/Declarative Knowledge was used again. As noted earlier, the rigor of the exam has been improved, in part due to the rigor added to the Introduction to Hospitality Management course (HFT 3003), the custom textbook, on which many of the Assessment Exam questions are based.

The exam was administered in early fall, 2016 within the Performance Analysis for Hospitality Managers class. (HFT 4453). During the assessment retreat prior to this period, it was decided by the faculty members present that one change would be made going forward for the Program in terms of minimum expectations related to performance scores. Historically, the expectation was a minimum aggregate score of

70% out of a possible 100%. During the retreat prior to this 2016-2017 period, lengthy discussions ensued on the topic of a "reasonable expectation range" as it relates to content knowledge (declarative knowledge) for a graduate of the FAU hospitality and tourism management degree.

In conclusion, it was determined that a range of 65% - 75% would be acceptable. For this 2016-2017 academic year cycle, the "range" of 65%-75% (instead of one distinct minimum score) was adopted. As with hospitality and tourism professional certifications, a basic level of retention is expected for the real world; as such, the range for this basic level of retention is now considered 65%-75% instead of one specific "make or break" numerical goal. The actual average grade achieved on the exam given for the 2016-2017 period was at the top of the expectation range – 75%.

Program Improvement

The Hospitality and Tourism Management Program follows an ongoing Continuous Improvement Process (CIP). For each of four years prior to this 2016-2017 period, the Program's stakeholders have changed textbooks, changed course content, enhanced pedagogy, met with stakeholders on issues deemed relevant for graduates, and so on and so forth.

Specific to the 2016-2017 academic year, our only item for CIP is that we have changed from a static goal of 70% to broader more acceptable range for our assessment scores. The stakeholders felt this to be more relevant and to match better with industry practices (i.e., the method used for professional certification passage acceptance rates).

Further, we have added an improvement strategy for one-on-one consultations with students who achieve lower than a 50% score on the assessment piece. This improvement strategy will provide some counseling to a student in need on core courses content knowledge (declarative knowledge). And, this intervention type of counseling will be handled directly by the instructor of record.

Also, as part of our *ongoing* CIP, our Program's stakeholders (including industry executives, full-time faculty members, and part-time faculty members) met on August 21st, 2016 for the annual assessment retreat. This is an annual event (as noted earlier at which we discuss many ideas, implement those we believe will be successful for Program assessment, go back at a later time and see if they were indeed valid ideas, verify they are working to improve overall student improvement or assessment processes themselves, and then close the loop to start the process all over again with next year's assessment retreat.

Oral and Written Communication

Oral Communication:

The 2016-2017 academic period score goal was:	80.0%-85.0%
The 2016-2017 academic period score outcome was:	84.3%

Written Communication:

The 2016-2017 academic period score goal was:	80.0-85.0%.
The 2016-2017 academic period score outcome was:	82.1%

These skills continue to be assessed in the course Hospitality Marketing and Revenue Management (HFT 4503) through a hospitality & tourism project. This project is discussed at length in the previous period discussions. Our goal is an average within the range of 80%-85% for each oral and written communications and we attained results within this range during the 2016-2017 period as shown above.

The instructor of record re-wrote extra detail into the syllabus for the prior 2015-2016 year and this revised and more rigorous syllabus was used once again in the 2016-2017 assessment period.

Program Improvement

As it relates specifically to Program improvement, the project used to assess oral and written communication skills is continually and regularly re-evaluated for appropriate level of rigor and for rubric criteria that accurately measure what they intend to measure. Every year our stakeholders (faculty members, Program Director, industry executives, alumni, etc.) gather together for the annual Hospitality and Tourism Management Assessment Retreat. This year's retreat took place on August 21st, 2016 and the next one took place on August 13th, 2017. Ongoing growth, refinement, and improvement is part of our aptly titled Continuous Improvement Process (CIP).

Critical Thinking Skills/Analytical Skills

The 2016-2017 academic period score goal was:	80.0%
The 2016-2017 academic period score outcome was:	80.8%

Assessment took place in the fall semester, 2016. A refined rubric for the case studies used for assessment purposes had been introduced the prior assessment period. The rubric was enhanced and re-energized with a more rigorous and inclusive set of parameters for student measurement using stakeholder guidance. Our annual Hospitality and Tourism Management Program Assessment Retreat took place on August 21st, 2016 using the newly enhanced and improved rubric from last summer's retreat (August 2015). The instructor of record had no issues using this newly updated rubric. It was anticipated that during the August 21st, 2016 retreat we would not change much or add anything in a substantial way to the course for fall 2016 and that was indeed the case. While the average score for the case studies was slightly above the target, this was not interpreted as meaning that any additional rigor was needed.

Program Improvement

Case studies were left the same for the upcoming 2017-2018 academic year along with the style and format for review of these cases. If scores would not reach levels higher than our target of 80% in consecutive years, we would continue to increase rigor in 2018-2019 and beyond.

2017-2018

Content Knowledge/Declarative Knowledge

The 2017-2018 academic period score goal was:	65%-75%
The 2017-2018 academic period score outcome was:	71%

Entering the 2017/2018 cycle no changes were made to the assessment exam in its current iteration. As always, this was not determined until after a thorough discussion at the Assessment Retreat in August, 2017. As it was in the 2016-2017 period, the minimum aggregate score of 70% out of a possible 100% which had historically been used (prior to 2016-2017) was replaced with a *range* of 65% - 75% viewed as acceptable versus one "static" minimum score.

Program Improvement

Both the faculty members and the advisory group felt that leaving the rigor in place and slowly seeing scores climb within the range of 65% to 75% would be the best way to proceed. No changes were made to the rigor, textbook, or questions.

Oral and Written Communication

Oral Communication:

The 2017-2018 academic period score goal was:	80.0%
The 2017-2018 academic period score outcome was:	87.8%

Written Communication:

The 2017-2018 academic period score goal was:	80.0%
The 2017-2018 academic period score outcome was:	89.3%

As it had been in the past, these skills are assessed in the course Hospitality Marketing and Revenue Management (HFT 4503) through a project that has both written portions and a presentation component. All professors of record for HFT 4503 have created course projects which require students to complete a research paper on a marketing, sales, or revenue management topic. Further, the students must present their findings of the project to the instructor, peer classmates, invited industry stakeholders, and other faculty members who may wish to attend.

All stakeholders are invited to comment on the quality of the presentation using the criteria in the oral communications rubric. The professor of record then averages a score from the input of all stakeholders getting a 360-degree viewpoint. For the written paper, the professor of record invites two (2) other faculty members from the Program (either part-time or full-time or both) to help grade the written communications component using the rubric. Each assessment period, the instructor of record and these two selected faculty members meet during ahead of the project due date and train on the rubric items to agreed-upon standards. This process leads to higher inter-rater reliability/inter-rater agreement (level of consensus or agreement given by these graders on the written portion of the project).By having a mixture of stakeholders present to view the live presentation, oral communication skills are measured from multiple “lenses” and the same is true for having several faculty members grade the written portion of the project

The 2017-2018 academic year goals were 80% for oral communication and 80% for written communication. The actual scores were substantially higher as noted above, despite the fact that the instructor of record had been trained to grade more rigorously on scores.

Program Improvement

On-going discussions occurred between the faculty member of record and the Program Director. It was decided that the project format should remain as is and that additional focus should be placed upon grading rigor even though it appeared that our group of students exceeded expectations. It is the belief of our Program Director and faculty members that we are "never good enough" and can always improve in every area.

Critical Thinking Skills/Analytical Skills

The 2017-2018 academic period score goal was:	80.0%
The 2017-2018 academic period score outcome was:	84.2%

Enrollment in Performance Analysis for Hospitality Managers (HFT 4453) in which Critical Thinking/Analytical Skills are assessed was uncharacteristically low in fall 2017 when this assessment was slated to be completed. Only three Hospitality Majors were enrolled. Their average score of 84.2% is reported, however, we believe that this is not a relevant assessment since the sample size is so small.

Program Improvement

Case studies were left the same for the upcoming 2018-2019 academic year along with the style and format for review of these cases. As noted, low enrollment and the small sample size leading the assessment results reported do not allow us to make any substantive changes based on this period's performance.

2018-2019

Content Knowledge/Declarative Knowledge

The 2018-2019 academic period score goal was:	65.0%-75.0%
The 2018-2019 academic period score outcome was:	71.8%

As it had been over prior years since 2009, the students' level of content knowledge (declarative knowledge) was measured using a 50-item, objective-style examination. Questions on the exam continue to be created from core courses of the Hospitality and Tourism Management Program. As noted in the discussion of all prior years, the assessment exam has been updated and re-evaluated on an annual basis ever since its inception. This is part of our Program's ongoing Continuous

Improvement Process (CIP) which is maintained to keep the Program materials fresh, relevant, and competitive.

As always, the assessment exam evaluation and conversation took place at our summer assessment retreat each August and featured the typical 2-hour curriculum discussion. Subsequent to the 2018 retreat, continued detailed review of the content knowledge exam took place with faculty teaching the relevant courses participating. On the basis of those discussions, the exam was expanded from 50 objective style questions to 65 questions. This was designed to be reflective of the increasing rigor and content delivered in our curriculum. Plus, we had adopted a new text for our HFT 3003 Introduction to Hospitality Management course. Entering the 2019-2020 cycle this change was slated to reflect the evolving and improving nature of the classes from which subject matter would be chosen for the exam.

Program Improvement

We cannot stress enough that this Program takes honest, reflective, sincere thought in its Continuous Improvement Process (CIP) format as you have read for each and every year examined. At our annual Assessment Retreat, faculty members, both full- and part-time, along with a handful of industry stakeholders discuss many ideas, implement those we believe will be successful for Program assessment, go back at a later time and see if they were indeed valid ideas, verify they are working to improve overall student improvement or assessment processes themselves, and then close the loop to start the process all over again with next year's assessment retreat.

The revisions to and expansion of the Content Knowledge/Declarative Knowledge assessment exam decided upon during this cycle and planned for implementation in the 2019-2020 cycle are a reflection of this corroborative effort.

Oral and Written Communication

Oral Communication:

The 2018-2019 academic period score goal was:	80.0%
The 2018-2019 academic period score outcome was:	84.8%

Written Communication:

The 2018-2019 academic period score goal was:	80.0%.
The 2018-2019 academic period score outcome was:	83.6%

The 2018-2019 academic year goals were 80% for oral communication and 80% for written communication. As noted above, the actual scores were higher than the goal in both cases. We are gracious in permitting students to choose from a variety of topics within the overall course content of sales, marketing, and/or revenue management. The instructor of record re-wrote extra detail into the syllabus over the past two years and this will be once again used for the 2019-2020 year. It was determined during a former retreat that stronger instructions/communication to students was necessary within our Student Learning Outcomes (SLOs) [also referred to as Assurance of Learning Goals [AOLs]. We have since increased the level of detail so students will know exactly the expectations on each dimension of communication skills. Overall, the rubrics were improved and enhanced.

Program Improvement

For the 2019-2020 we are using the improved rubrics and syllabus communications mentioned above. The Program's stakeholders used a collaborative effort to enhance the project, re-training all raters, holding periodic discussions of potential topics, conversing about the expected level of rigor, etc. This is and always will be part of our Program's Continuous Improvement Process (CIP).

For the 2019-2020 assessment cycle if we yet again exceed 80%, we will once again discuss how to increase the rigor of the project. Hence, for the 2019-2020 academic year our goals remain a minimum score of 80% for each assessed item **-** ora*l and written* communications. Our annual Hospitality and Tourism Management Assessment Retreat will took place in August, 2019 but was canceled due to Covid-19 for August, 2020. This was the first time ever in the history of the Program that our annual retreat and curriculum discussion was canceled. Instead, we will have a spring, 2021 curriculum discussion depending on when and if the Covid-19 restrictions have been lifted.

Critical Thinking Skills/Analytical Skills

The 2018-2019 academic period score goal was:	80.0%
The 2018-2019 academic period score outcome was:	77.3%

Critical Thinking/Analytical Skills continue to be assessed in the course Financial Analytics for Hospitality Managers (HFT 4453). The course name was changed in 2018 to be more reflective of its evolving course format and content. In Financial Analytics for Hospitality Managers (HFT 4453), students continue to demonstrate critical thinking skills using a case analysis method. Critical thinking skills have been found to be some of the most important and desired skills for hospitality and tourism management alumni. Faculty members, hospitality and tourism industry

recruiters, and other industry stakeholders emphasize these skills. They have emphasized these skills when guest lecturing, when visiting with our faculty members, and when attending our annual retreats and "think tank" style forums.

A student's ability to analyze business scenarios, financial statements, and/or critical incidents should improve his or her future potential for managerial and/or executive success in the hospitality and tourism industry. In fact, the curriculum of HFT 4453 is designed using "real life" cases as a method to evaluate the critical thinking skills of future "real life" hospitality and tourism executives and managers. HFT 4453 focuses exclusively on how a future manager in the hospitality and tourism industry will be measured across various metrics for successful performance**.** The 2018-2019 Program goal for average student scores across all students who attempted the assessment was 80%. This goal of 80% was revised so it is expressed as a range of 75% to 85% for the following 2019-2020 academic year. As noted above the actual average score for the 2018-2019 academic period assessment was 77.3% - within the range to be implemented beginning in 2019-2019 period. Both the Program Director and the professor of record were pleased with the outcomes utilizing these more rigorous case studies.

Program Improvement

As part of our Continuous Improvement Process (CIP) for Program improvement during the 2019-2020 academic year, faculty members will convene in August, 2019 for the annual Hospitality and Tourism Management Assessment Retreat. Invited attendees will include hospitality industry recruiters along with part-time (adjunct) faculty members, Program alumni who have a minimum of 5 years out in the workforce and invited hospitality and tourism industry executives/managers. Not only do we want rigor, but we also want to be sure that we're instilling the best Critical thinking/Analytical skills desired in the workforce. We hear from recruiters as to what they are seeking from graduates. We hear from alumni as to what they are doing daily and what they consider "lacking" from their FAU education or what curriculum components were most useful to them. Further, we regularly look at what other peer institutions are doing in terms of Critical/Analytical thinking in their curriculum. We review Program curricula approximately once per year at a minimum, modifying the assessment cases and rubrics as necessary. In this way we assure ourselves that our capstone course and assessment of Critical thinking/Analytical skills are in agreement with industry expectations as evidenced by industry leaders, recruiters, peer institution faculty, and alumni - we never want to operate in an "ivory tower" vacuum.

2019-2020

Content Knowledge/Declarative Knowledge

The 2019-2020 academic period score goal was:	65% to 70%.
The actual 2019-2020 academic period score outcome was:	69%

A revision to the Content Knowledge/Declarative Knowledge assessment exam was made with the rigor increased reflective of a new textbook for HFT 3003 (Introduction to Hospitality Management) as well as an expanded repertoire of questions with the question count for the exam raised from 50 to 65 as planned during the prior year's Assessment Retreat. This led to lower scores than in prior years and, as noted the average score of 69% was well- centered within the target range of 65% to 75%

Program Improvement

The 2019-2020 Assessment results were discussed virtually since we did not have our retreat (as mentioned above). The major disruption of Covid-19 has put our curriculum discussion temporarily on hold until the spring of 2021. We will discuss virtually any issues that arise in the interim and had a very brief conversation of this sort on September 11, 2020 specifically to discuss going forward starting in 2021 during Covid-19.

One of the items discussed is the possibility to move away from these separate areas of critical thinking, oral communication, written communication, and content knowledge to more of an industry standard type of "exit exam." This would be similar in format and style to the *many* industry certifications such as CHA, CMP, CMM, CRME, and so forth. This was only a discussion at this time since we are not together in person to discuss in depth. We are contemplating creating a prior-to-graduation, last-semester summary content examination. This exit exam would follow the pattern of some of our other aspirant college programs as well as emulate the industry's professional certifications.

This pending change to assessment is considered a major part of our Continuous Program Improvement (CPI) because we always want to attempt to stay "cutting edge" and successful. Several of the faculty members have observed other institutions using this format. And, many of our faculty members possess multiple industry certifications using this method of demonstrating content knowledge. The Program Director alone possesses and maintains the CHA, CHSE, CRME, CHIA, CHRM, HIFIA, and CHBA.

For now, we are just discussing this possible change. We believe this move *could* prove valuable as a way to assess the *overall* knowledge of our departing graduates. A full discussion on this possibility will ensue in the summer of 2021 at our annual retreat – Covid-19 pending.

Oral and Written Communication

Oral Communication:

The 2019-2020 academic period score goal was:	80.0%
The 2019-2020 academic period score outcome was:	91.0%

Written Communication:

The 2019-2020 academic period score goal was:	80.0%
The 2019-2020 academic period score outcome was:	86.5%

Even though the instructor of record had been coached to grade more rigorously on scores, and revisions to the projects used for assessment had been made, the outcomes were still quite high.

Program Improvement

A decision had been made in the prior academic year to revise the project used to assess Oral and Written Communications. Despite the revision and discussions with the Professor teaching the course in which this assessment is completed, the average overall score on both written and oral communications were higher than the target of 80%.

As noted above in the discussion of Content Knowledge/Declarative Knowledge, the decision has been made for the Program will move away from assessing, separately, content knowledge, critical thinking, and communications. Instead, it will follow the pattern of other aspirant programs by offering an exit exam based upon content from the core hospitality and tourism management courses.

Critical Thinking Skills/Analytical Skills

The 2019-2020 academic period score goal was:	75%-85%
The 2019-2020 academic period actual scores were:	87.30%

The Program Director and the professor of record for HFT 4453 – Financial Analytics for Hospitality Managers, the course where the project providing an

indication of critical thinking and analytical skills discussed the outcomes with respect grades being above target. Were this assessment to continue, more rigor would have been placed upon the project. However, as noted below, a change in the Assessment process will render this intention moot since critical thinking and analytical skills will no longer be measured in this class.

Program Improvement

As noted above for assessment of Content Knowledge/Declarative Knowledge as well as Oral and Written Communications, the decision has been made for the Program will move away from assessing, separately, content knowledge, critical thinking, and communications. Instead, it will follow the pattern of other aspirant programs by offering an exit exam based upon content from the core hospitality and tourism management courses.

Florida Atlantic University
Hospitality and Tourism Management Program
Academic Program Review
April 7-9, 2021

Review Team:
Dr. Debby Cannon (Georgia State University)
Dr. Srikanth Beldona (University of Delaware)
Dr. Jesse Saginor (Florida Atlantic University)

Committee Process:

This report provides the findings of the review team, Dr. Debby Cannon, Dr. Srikanth Beldona, and Dr. Jesse Saginor, on the academic program review of FAU's Hospitality and Tourism Management Program. The findings are based on a review of the Program's self-study document, web materials, and meetings with relevant stakeholders virtually via Zoom over April 7-9, 2021. The virtual interviews included meetings with students, faculty, administration, alumni, and industry executives. Beyond the undergraduate students we met with during the virtual site visit, we met separately with non-tenure track and adjunct faculty, assistant professors, and the sole associate professor. In addition to these group meetings, the review team met with the following individuals separately during the site visit:

In the Hospitality and Tourism Management Program:

Dr. Peter Ricci, Program Director

In the College of Business:

Dr. Daniel Gropper, Dean

Dr. Paul Hart, Associate Dean

Dr. Siri Terjesen, Associate Dean

Dr. Marc Rhorer, Assistant Dean

Dr. Russ Ivy, Senior Associate Provost

Dr. Ed Pratt, Dean of Undergraduate Studies

Dr. Karin Scarpinato, Senior Associate Vice President for Research

Each individual meeting lasted for 30-60 minutes and covered a wide range of topics included in this program review report.

Department Overview

The department consists of three tenured/tenure-track professors, four instructors, two adjunct instructors, and the director of the program. The tenured/tenure track lines include one associate professor and two assistant professors. With respect to diversity, the faculty is particularly well represented for its small size based on several different aspects of diversity. As mentioned in the report, one area for future improvement in faculty diversity is based on gender, with the program focused on addressing this gap via adjuncts given the lack of additional faculty lines in the near future. Student enrollments since the last program review range from 88 to 110. The program offers a Bachelor of Business Administration of Hospitality and Tourism Management, an Online Bachelor of Business Administration of Hospitality and Tourism Management, and minor in Hospitality and Tourism Management. Additionally, there are six undergraduate-level certificates: two executive education certificates (Hospitality and Tourism Management; Meetings and Events Management) and four undergraduate certificates (Hospitality and Tourism Management; Club Management; Casino and Gaming Industry Management; Meetings and Events Management). At the graduate level, there is an MBA in Hospitality and Tourism Management as well as a certificate in Hospitality and Tourism Management.

Departmental Strengths

1. Program and Departmental Leadership

A predominant and consistent strength heard in all meetings including both internal and external stakeholders was the strong and positive leadership of Dr. Peter Ricci, Director of the Hospitality and Tourism Management Program and Clinical Associate Professor. Dr. Ricci has had a central role in establishing a program with an excellent reputation. He has played an integral part in recruiting outstanding faculty, engaging and mentoring students, developing widespread and loyal industry relationships including alumni and others and building administrative support throughout the College and University. The review committee commends Dr. Ricci for his positive and inspirational leadership that has been fundamental to the building and expanding of an exceptionally well-run program known for excellence, innovation and support of current and future industry needs.

The Hospitality and Tourism Management Program is organizationally located in the Marketing department. The support of the Chair of the Marketing Department, Dr. Cheryl Burke Jarvis, has been important to Hospitality and Tourism since her arrival to FAU approximately three years ago. A respectful and supportive partnership is evident between Drs. Burke Jarvis and Ricci which has administratively been important and has expanded to faculty collaboration in research endeavors between Marketing and Hospitality/Tourism as well as with faculty from other business disciplines. These collaborations have resulted in several scholarly works in top tier publications.

2. Departmental Faculty

The Hospitality and Tourism Management Program (HTMP) has a superb group of faculty consisting of four faculty at the rank of Instructor, two Assistant Professors, one Associate Profession (with tenure) and several adjunct faculty members. The review committee met with all non-tenure track, tenure-track and tenured faculty as well as one adjunct faculty member. All faculty are commended on both their productivity and quality of work. “Student Perceptions of Teaching” show HTMP faculty out-

performing over the last eight years as compared to faculty from marketing, the overall College of Business and the entire University.

The non-tenure track faculty typically have a 4-4 teaching load. In addition to teaching, their service activities are extensive including membership in numerous hospitality professional associations. In several cases, faculty hold leadership positions in these associations as board members and committee chairs. Tenure-track faculty (two faculty) and tenured faculty (one faculty) have 2-2 teaching loads warranted on research productivity. Research areas are clearly identifiable, and the scholarly work of Hospitality and Tourism faculty is making significant contributions to discipline specializations. Service activities for all faculty are also focused on College, University governance (i.e. Faculty Senate) and academic leadership (i.e. journal editors). All faculty have a minimum of two and as many as six college or university committees on which they serve.

All faculty are teaching courses that are synchronous with their backgrounds – both academic and industry-based – and faculty continually work to stay updated with the dynamic field of hospitality and tourism through a variety of approaches: their own research, attendance at academic and industry conferences (virtual for this past year); active involvement with industry professional associations; regular interaction with industry partners of the program; as well as regularly reading industry and academic and trade publications.

According to the College, the Hospitality and Tourism Program supports requirements for AACSB accreditation and contributes to the College's success in reaccreditation. Non-tenure track faculty are active in research with one instructor being classified as scholarly academic (SA) for AACSB accreditation purposes. Two additional instructors are classified as instructional practitioners (IP) with one holding practice academic (PA) status. All other faculty (Ricci, Bilgihan, Park and Zhang) are classified as scholarly academic (SA). In the last program review (2007-2013), the program reviewers established a goal of publications in 30 peer-reviewed journals. For 2014-2020, the HTMP faculty exceeded 100 peer-review articles showing impressive and significant research productivity.

The review committee was impressed with the collegiality of the faculty and the mutual support and respect of NTT faculty for TT faculty and vice versa. All faculty are clearly passionate about their roles as educators. They communicate well and commented on the regular and effective communication from Dr. Ricci particularly over the past year of working remotely during COVID. Faculty awards include an extensive list of accolades for teaching, service and scholarly activity from the College, University and professional associations.

It should also be noted that faculty commented specifically on what attracted them to FAU. Dr. Ricci's outreach to find extraordinary talent was very evident along with their attraction to a program known for quality results with a positive and engaging work environment. At present, there is a sufficient number of faculty with no faculty lines open or requested.

3. Student Quality

Industry representatives who recruit at FAU described Hospitality and Tourism Management majors as being career-minded and highly motivated even throughout the past difficult year with COVID and delivery modality largely being virtual. The industry representatives cited students' strong business backgrounds as providing a competitive advantage in the job market because of the relevancy to business

operations. They also noted that FAU students have a "hunger" to succeed and are impressive communicators. For one large luxury private club, the comment was that students "understand the Boca world" equating to the understanding of high quality standards.

Most students combine work and school and it was indicated that course scheduling allows for this combination with no hardships created with the 1000 work hour requirement for majors and 500 work hour requirement for minors. There is a variety of career options upon graduation with most graduates working in hotels but other options existing with Expedia, private clubs, senior living and retail.

There were no major bottlenecks or roadblocks to student success that were identified other than some of the degree requirements in math and other quantitative areas that will be addressed under curricular opportunities.

4. Curriculum and Program Enrollment

There are clear assessment measures in place in evaluating assurance of learning for the Hospitality and Tourism major. These are tied to specific course outcomes with one faculty member overseeing the collection and analysis of relevant data. Faculty meet for an annual retreat to comprehensively review curricular issues, the need for revisions and new courses and expanded teaching techniques.

The curricular requirements for Hospitality and Tourism Management majors include a representative selection of courses. In the BBA program, required courses in the major total 21 hours (7 courses). This small number will be addressed in the "Opportunities/Weaknesses" section.

Credit hour generation has shown growth over the last seven years due to several for-credit certificates as well as having a minor in hospitality and tourism. The number of majors in hospitality and tourism has remained relatively constant for the same time period ranging from 90 to 135. While the funding model of FAU is based primarily on credit hours, increasing the number of majors is always a priority in creating a robust pipeline for industry talent. It is expected that the development of a BS in Hospitality and Tourism will contribute to an increase in the number of majors.

The review committee was impressed with the Hospitality and Tourism program initiating an online industry-based certificate program shortly after the pandemic hit. The certificate program was extraordinarily well-received and generated significant donations even though it was offered at no charge.

5. Industry Relationships/Partnerships

One of the strongest areas of the Hospitality and Tourism Management Program is the quantity and quality of its industry partnerships. While there is no formal Advisory Board for the Hospitality and Tourism Program, industry representatives interviewed felt they had been "tapped" for such positions without the formal structure of a Board (which will be addressed in "Opportunities.")

A creative approach developed by Dr. Ricci has expanded industry involvement and created a revenue stream. The *Employer Partner Program* involves professional videos created for participating companies that are used for recruiting FAU hospitality and tourism students resulting in "modest donations."

Areas of Potential

Two particular areas were noted by the review committee as having significant potential:

1. The strategic plan for FAU delineates four "pillars" which are "areas of focus" that will "guide institutional goals and strategic actions." One of these pillars, "Healthy Aging," has the potential to directly relate to Hospitality and Tourism Management involving the connection between "Health and Wellness" and senior living developments many of which include club facilities for residents. Increasingly, senior living establishments, particularly in the luxury segment, are incorporating business and service models of hospitality, recreation and fitness. The Health Administration program and programs at the College of Nursing and College of Medicine can be potentially explored to create synergies here that might benefit the Hospitality and Tourism Management Program.

2. It was indicated in the interview with FAU's Executive Associate Vice President of Research that opportunities for international collaborations could involve the Hospitality and Tourism Management Program working with SBCD's business development efforts particularly in Colombia and Chile, South America. On-site certificate programs in hospitality may be a deliverable in running business incubators to train managers for entrepreneurial hospitality and tourism start-ups.

Weaknesses/Opportunities:

1. Throughout the review period, there were countless comments praising the work of Dr. Peter Ricci and, simultaneously, questioning how he does all he accomplishes. The review committee agrees that Dr. Ricci is over-extended. The need for a Program Coordinator is clear especially if this position could be involved in the more repetitive duties such as weekly job opening updates and routine communication to industry partners as well as to students. This would allow Dr. Ricci to be involved in the development of new, creative initiatives further defining and differentiating the Hospitality and Tourism Management Program.

2. There has been significant deliberation about adding a Bachelor of Science degree option in Hospitality and Tourism Management to the existing BBA degree. The review committee agrees that all indications support this addition. The BBA degree requires completion of Calculus as well as other quantitative courses in which students "stumble." These difficulties have resulted in students changing their majors to the less-rigorous *Bachelor of General Studies (BGS)* often minoring in hospitality. A further complication is this detour often prolonging graduation beyond six years. The addition of a BS degree would also allow articulation agreements to be created with community and two-year colleges creating pipelines for additional hospitality majors. The BS degree would also create openings for more hospitality-specific courses with fewer required business courses. The goal would be, therefore, to expand beyond the current 21 credit hours in hospitality courses to 36 or more hours which is typical for hospitality programs not located in colleges of business.

3. While the current Hospitality and Tourism Management curriculum is strong, the addition of more structured analytical course content would be advantageous in addressing industry needs and enhancing marketability of students and graduates. Specifically, adding the Certification of Hospitality Industry Analytics (CHIA) is recommended. CHIA is administered by a major industry professional association, the American Hotel and Lodging Association, in partnership with the International Council of Hotel, Restaurant and Institutional Education (ICHRIE) and Smith Travel Research (STR). On the graduate level, the Certification of Advanced Hospitality and Tourism Analytics (CAHTA) is available and recommended.

4. The Hospitality and Tourism Management Program has great industry support. Based on feedback from several of the industry representatives interviewed, the establishment of an Industry Advisory Board should be considered. Getting feedback from numerous industry supporters of the program would be recommended as well as talking with other hospitality programs with successful Industry Boards to understand the intricacies of Board formation and operations.

5. It is recommended that the Hospitality and Tourism Management Program consider initiating discussion of a faculty development plan that may eventually be supportive of a structured succession plan. There is tremendous potential for expansion and growth of the program eventually requiring leadership support beyond the addition of one program coordinator position. Faculty are engaged and have the potential to eventually expand into leadership roles (such as graduate program coordinator; executive education coordinator; international program coordinator) that may be involved with growth and expansion. Faculty are eager to continue learning and gaining more information on the department, college and university. For example, faculty mentioned wanting to gain more knowledge of online teaching modalities. (The rush during the pandemic to go online, understandably, did not allow sufficient time for in-depth learning.) They also would like to better understand student demographics and recruitment strategies to better support growth potential.

   A related item that was strongly voiced with the need of faculty, particularly research-active tenure-track faculty was to have Graduate Research Assistants (GRAs). This support is not currently available because there are no GRAs with the MBA program. Perhaps GRAs can be identified in other programs with cross-disciplinary interests in the research being done in hospitality and tourism management.

6. Although a university “guideline” and most likely an item out of the program’s control, there was considerable concern voiced to the review committee about the policy of canceling classes with enrollment under 22 students. The concern from faculty for the Hospitality and Tourism Management Program was, for a smaller program, this threshold may not always be met and canceling courses would result in delays in students graduating on-time.

Answers to Questions for Review Committee:

The academic program review report listed specific questions for the program review committee that are addressed in this section. These questions are italicized below followed by the committee's response.

1. ***What are the committee's thoughts on the BBA versus the BA/BS degrees? Do you agree with our faculty members and Program Director that both options would be beneficial to possibly enhance future enrollments?***

   As noted in #2 under "Weaknesses," it is recommended that an option to the BBA degree be evaluated with the BS degree having the potential to address several immediate and long-term needs of the Hospitality and Tourism Management Program.

2. ***Should we move toward an MS degree or continue with a smaller number of students enrolled in an MBA with specialization in Hospitality and Tourism Management?***

   We hear different things from different stakeholders. It appears that the typical hospitality and tourism employee may not possess prior business skills and is often frightened to enter an MBA program due to its heavy reliance upon quantitative courses. Yet, the business model of the future would indicate that an MBA could be preferable. We would appreciate your feedback on this item.

   The review committee discussed pros and cons of different graduate options. Many hospitality programs are evaluating this same topic across the nation. Establishing a graduate program can be expensive with additional faculty and facilities required. One of the key questions in this deliberation concerns industry demand for individuals with graduate hospitality degrees. In conjunction with this question is the willingness of industry to offer higher-paid salaries for individuals with graduate degrees.

   A comprehensive analysis of the demand for individuals with graduate degrees in the markets served by FAU in hospitality and tourism (hotels, resorts, private clubs, cruise lines, etc.) would be recommended.

   Specific questions to address may include:

   - What is your competition? What other programs are offering graduate hospitality and tourism management programs? This external scan should not be solely focused on Florida but graduate programs in this discipline nationwide? What types of programs are experiencing decent enrollment and strong job placement (online, in-person, hybrid; MS, MBA and others)? What are the program lengths and the pricing structure?
   - Are there corporate offices or headquarters in the area that would support a graduate program (committing to sponsoring a specified number) and what would be preferred – the MBA or MS?
   - To what extent do HTMP BBA graduates continue their education, in what types of programs and where?

- What is the market for international students and does one (MBA or MS) have a greater chance of attracting international applicants?
- If students are planning to use the Master's degree as a bridge to a PhD program, which (MBA or MS) is more likely to accepted by doctorate programs in hospitality or related fields?

3. ***What are your opinions on striving to add a track to the Executive PhD Program? Our current sentiment is that a potential pool exists among regional hospitality and tourism experts who may desire future instructor or consulting roles. This group would most likely not have the desire or time to pursue a traditional research-intensive PhD. Do you think there might be a market for this group and would you pursue it?***

Research of programs offering the executive doctorate degree and placement of their graduates is recommended. If not research-intensive, the program will most likely not be at the PhD level but may be an EDB (Executive Doctorate in Business.) If such a program is planned for the College of Business, the opportunity for a Hospitality and Tourism tract may be readily available and a logical expansion.

A common problem with a non-research based program at this level is limited career options. While perhaps appropriate for consulting and teaching in two-year community and technical schools, the EDB type of degree is typically not accepted at major universities and colleges for full-time faculty positions especially at the tenure-track level. This limitation may, therefore, restrict interest in the program and minimize enrollment.

4. ***What are the committee's thoughts and recommendations on having a specific role for Internship & Job Placement or as a Program Coordinator? Please share comparisons with other programs.***

As noted in #1 under "Weaknesses," the committee strongly recommends having a Program Coordinator. Including in the job description, roles related to "Internships and Job Placement" seems needed and logical. Using the job title, "Program Coordinator," may give more flexibility in extending the scope and depth of the position as needed.

5. **What are our Program's two biggest strengths and two biggest weaknesses in the eyes of the committee? And, what suggestions do you have on these four items?**

The review committee felt program leadership and faculty were the two biggest strengths of the Hospitality and Tourism Management Program. Regarding suggestions, these two major strengths are reciprocal: Talented, strong faculty want great leadership and great leadership will be supported by a strong and talented team. The importance of continued open and positive communication and offering a positive, stimulating work environment is important. For program leadership, continuing to be a strong advocate for each faculty member is crucial.

The two biggest weaknesses relate to supporting the biggest strengths:

1) Hire a Program Coordinator to support the Director of the Program; and
2) Determine the Program's direction with the addition of a BS program.

With both significant moves for the Hospitality and Tourism Management Program, getting faculty input and involvement will be important (as related to the two biggest strengths.)

6. ***What are your best practices and advice for improvement when it comes to hiring diverse faculty members at your institutions? Do you have any current initiatives or training as it relates to expanding diversity, examining unconscious bias, or related?***

The Hospitality and Tourism Management Program has a significant advantage in having an impressive reputation with outstanding "ambassadors" of the program in its leadership, faculty and industry partners. Utilizing these extraordinary relationship-building skills in outreach activities to doctorate programs around the country (and internationally) would be recommended in expending diversity among incoming faculty. Because the pipeline for PhDs is not robust and diversity is not multi-dimensional in many of the doctorate programs, recruiting of faculty may have to extend to other disciplines who have hospitality connections either through areas of research and/or industry work experience.

7. ***What are the thoughts of the committee specific to the Covid-19 pandemic? This would include not only your near- and long-term thoughts for hospitality and tourism enrollments; but, further, overall university structure, course modality distribution, and any other comments you feel are relevant.***

The hospitality and tourism industry will recover from the Covid-19 pandemic and there are clear signs, particularly with vaccine distribution, that recovery has begun. The industry has changed with a heightened focus on cleanliness and sanitation, technology and analytics. Some of these changes had already begun before the pandemic with the momentum increasing drastically over the last year. The challenge for hospitality education will be in developing future leaders who are techno-savvy, have great analytical abilities and understand health and wellness processes who are also passionate about quality service, have keen interpersonal and communication skills and can demonstrate agility in problem-solving and decision-making as never before expected in our industry.

Recommendations

1. **Recruit and hire a Program Director for the Hospitality and Tourism Management Program.**

2. **Propose and gain approval for the B.S. degree in Hospitality and Tourism Management. As this degree nears approval stages, develop a strong marketing program for heightened student recruitment and endorsement of the Program's existing stellar reputation.**

3. **Review courses, undergraduate and graduate, for the ways to expand analytical content and particularly for students to gain certification opportunities as in the Certification of Hospitality Industry Analytics (CHIA) and the Certification in Advanced Hospitality and Tourism Analytics (CAHTA). Smith Travel Research (STR) and their SHARE Center for Educators are resources.**

4. **Evaluate the pros and cons of establishing a Hospitality and Tourism Management Advisory Board. It is recommended to expand the inquiries to current industry supporters to get their feedback as well as explore the topic with hospitality academic programs who have such Boards that operate effectively.**

5. **Create strong external awareness opportunities in publicizing the many strengths of the Hospitality and Tourism Management Program. These efforts will support growth in enrollment, fundraising and have the potential for numerous other benefits. There are many positive "stories" to be told from this program – faculty accomplishments, research, alumni successes, student successes, supporting the state's biggest economic driver - and this type of external awareness is a form of individual as well as programmatic recognition that attracts positive engagement.**

6. **The review committee was clearly impressed with the program's leadership and faculty. Consider a plan to continue to support and engage faculty. The review committee is not assuming knowledge of what is needed by the faculty but wants to underscore the importance, as has been done to date, of strong retention measures for a very quality-driven, productive faculty (NTT and TT.)**

7. **Research graduate options in hospitality and tourism management in evaluating similar programs and indicators of need that could substantiate investment in program expansion.**

Summary Statement:

The review committee was extremely honored to visit with members of the Hospitality and Tourism Management Program along with representatives from the College of Business, Florida Atlantic University, students, alumni and industry partners. The support of this program was evident on all levels and the cooperation and assistance provided to the review committee made the virtual visit productive and, we hope, helpful.

Executive Summary
2021 Academic Program Review
College of Business

Hospitality and Tourism Management [CIP: 520901]

Review Team

Debby Cannon, Georgia State University
Srikanth Beldona, University of Delaware
Jesse Saginor, FAU College of Science

Degree Programs by Level

Undergraduate Programs:
Hospitality and Tourism Management (B.B.A. and B.S.)

Mission and Purpose

The Mission of the Hospitality and Tourism Management Program (HTMP) at Florida Atlantic University (FAU) is fourfold:

1. To educate students through a highly rigorous curriculum in comparison to similar peer programs
2. To prepare students for successful careers in the world's number one service industry – hospitality and tourism – by focusing on quantitative and communications skills to a greater extent than peer programs
3. To produce and distribute meaningful research and other scholarly outputs to assist business and academic leaders across the hospitality industry
4. To actively serve the college, university, and regional business community with service, consulting, and mentoring activities

Strategic Goals and Action Plans

Goal 1: Improve the efficiency of the program's operations.

In order to off-load routine tasks important for sustaining the Hospitality and Tourism Management program and currently performed by the program director, a program coordinator

should be hired. The responsibilities of the coordinator would include, but not be limited to, monitoring weekly job posting in the industry and ensuring their availability to students and graduates; routinely coordinating with internship sponsors to ensure a sufficient number of internship opportunities and verifying the number of hours required for the completion of the internship requirement for the majors; maintaining website currency; maintaining appropriate e-mail lists; and proactively interacting with tri-county high school guidance counselors/liaisons and presenting to advisors and students as needed.

Goal 2: Develop stronger ties with key stakeholders in the hospitality and tourism industry.

The program director and coordinator (once hired) in collaboration with the faculty will assess the need for a Hospitality and Tourism Management Advisory Board to advance the mission of the program and complement the Dean's Advisory Board of the College. The program director and coordinator will meet with approximately 10-15 key industry executives across various hospitality and tourism niche areas to determine interest and feasibility, as well as to acquire an understanding of ways that a board might benefit the program. The program director will also reach out to administrators of hospitality programs in other academic institutions to become familiar with best practices for developing advisory boards. Assuming positive outcomes of these meetings, a faculty committee chaired by the program director will be formed to develop a plan for creating an advisory board following University Policy 2.5 on Advisory Bodies, which includes a template of Guidelines and Principles.

Goal 3: Provide a more appealing and more flexible degree alternative for Hospitality and Tourism Management majors.

The Hospitality and Tourism Management faculty will revise the requirements for majors seeking the Bachelor of Science (BS) degree or Bachelor of Arts in Business Administration (BA). This revision will provide an alternative to the curriculum requirements, which some students may find more appealing compared to the Bachelor of Business Administration (BBA) offered by the program. The revision of the BS degree requirements could mirror the curriculum of the BS in Economics wherein students are not required to take the business core courses. This revision will provide an easier path to graduation for transfer students with AS degrees and dual enrolled high school students. It will also increase the number of electives that majors can take while not exceeding the 120 credits required for graduation, effectively increasing flexibility for majors. Appropriate action will be taken to market/promote the revised BS curriculum revision after institutional approvals have been obtained. Should the College of Business (COB) move instead toward a Bachelor of Arts in Business Administration (BA), the major will mirror other major formats with expanding course offerings that are major-specific.

Goal 4: Integrate business analytics into the curriculum for Hospitality and Tourism majors and minors.

The program director will initiate deliberations among the Hospitality and Tourism Management faculty to develop a new course in analytics focused on the hospitality and tourism industry, and integrate the Certification in Hospitality Analytics (CHIA) into the course. CHIA is offered in

partnership with STR which provides premium data benchmarking, analytics and marketplace insight for global hospitality sectors. The American Hotel and Lodging Association Educational Institute (AHLEI) provides study materials and administers the certification. CHIA is recognized by the Council on Hotel, Restaurant, and Institutional Education (CHRIE), which is a non-profit association for academic institutions offering programs in hotel management. The ITOM Department began integrating an Excel certification requirement into the Management Information Systems required course in recent years. The program director will reach out to the chair of that department to understand how the certification was integrated into the syllabus and what the faculty learned through the implementation process.

Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	International Business
Program Director/ Coordinator Name:	Len J. Treviño
Program Self-Study Contact:	Len J. Treviño
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A. MISSION AND PURPOSE OF THE PROGRAM

Mission statement. Using experiential-based pedagogy, we are committed to provide International Business (IB) students with the skills and knowledge commensurate with those provided by top-rated programs that will enable them to procure jobs in fields with an international component, whether in the U.S.A. or abroad. In addition, we aim to provide related service to the South Florida community as well as the International Business academic community. Finally, our faculty are committed to continually develop the field of International Business by publishing International Business and related research in high quality peer-reviewed journals. As such, we view our pedagogical, research and service missions as complementary.

The International Business Program's purpose in the context of the FAU strategic plans.

The program provides a high-quality of education to International Business students. A student organization called the Global Business Association, provides extra-curricular opportunities to International Business majors. The undergraduate major is offered on two campuses (Boca Raton and Davie). A broad range of upper-division courses are not only taken by IB majors but also by other business and non-business majors. An International Business concentration is offered in the MBA program, and attracts the largest number of students across all MBA concentrations. The curriculum for the MS in International Business has recently been revised and will be offered in the near future.

The University's "Strategic Plan for the Race to Excellence" includes pillars, platforms, and goals. The pillars are areas of focus. The platforms and goals are scholarly activities and initiatives respectively that support the institution's vision.

The IB program contributes to the mission and strategic plan of the University in the following ways. Through courses offered, student-faculty research collaborations, and faculty scholarly publications, the International Business program contributes to the Global Perspectives and Participation platform. Experiential education also contributes to this platform by joint learning with other institutions and students across the globe. In addition, by serving a large number of first generation and minority students and building cross-cultural competencies through our global pedagogy and cross-cultural research, we contribute to the Diversity platform.

The IB program also contributes to all six goals specified in the University's strategic plan.

- **Boldness** through evaluating and updating curricula with evidence-based practices; the development of online classes, with the support of the Center for Online and Continuing Education; fast track courses and substantial summer semester offerings, all of which enable our students to graduate on time.
- **Synergy** by hiring internationally recognized faculty and emphasizing cross-disciplinary classes.
- **Place** by working with the local community to support the placement of our students in internships and full-time jobs.

- **Quality** through the ongoing program assessment and publications in top-tier peer-reviewed research journals.
- **Brand** as demonstrated by national rankings.
- **Strategy** by making efforts to maintain alumni relations and encourage a lifelong commitment to the University across the full range of financial, political, and social support.

B. RESPONSES TO THE LAST PROGRAM REVIEW

Goal 1: To increase the visibility and stature of the International Business faculty and program within the College of Business. The following action plans should be implemented. First, a Program Director should be appointed. The International Business Program is the only Program in the College without a Director. A Director is needed to administer, develop, and be an advocate for the Program among the IB faculty and students. Second, a structure must be developed to sustain associations among faculty across departments who are teaching and doing research in International Business. The structure (e.g., a center) will be a vehicle advancing research and other academic initiatives, such as grant funding, related to International Business.

Response: In 2016 the College hired Len Treviño to be the Director of the International Business program. The Dean also named him the SBA Communications Distinguished Professor of International Business.

To date no formal structure has been created to sustain associations among faculty across departments.

Goal 2: To improve the educational preparation of students majoring in International Business. The following action plans should be implemented. First, a review of the undergraduate curriculum requirements should be done. The Review Team Report indicated that the faculty should consider adding courses in Export-Import Management and Advanced Global Management. Other recommendations included how courses offered by the Departments in the College of Arts and Letters, such as Language, Linguistics, and Comparative Literature, Political Science, or Anthropology, might be integrated into the curriculum. Second, the faculty should consider requiring International Business majors to minor in a functional area. It seems to be a common observation that minoring in an area such as Finance and Marketing improve International Business graduates' prospects of acquiring entry level positions. Other areas might be similarly attractive to prospective employers, such as Hospitality Management, Supply Chain Management, or Business Analytics. Third, the two previous action plans should be executed in the context of updating and implementing a proposed plan to offer tiered tracks for International Business majors, namely a General Track, an Area Studies Track, and an Advanced Scholar Track.

Response: As part of an effort to review the College's International Business curriculum, a systematic and comprehensive review of 51 programs was conducted. These programs included 28 undergraduate IB programs ranked by US News & World Report (USNWR) in 2019, all members of the Consortium for Undergraduate International Business Education (CUIBE), and the top ranked USNWR undergraduate business programs that had an IB major. After reviewing

all of the programs, a coding scheme was developed to capture the key features of each program. Analyses showed that the cross-cultural behavioral course was not key to being ranked. Instead, ranked programs offered a global human resource management course. Accordingly, we developed a global human resource management class to replace our cross-cultural communication and negotiation course. In addition, travel abroad and choice of context or applied exposure were noted in a majority of the combinations of offerings at ranked programs. As a result, Cross-Cultural Communication and Negotiations (MAN 3611) was replaced with Global Human Resource Management (MAN 4610). The external benchmarking review suggested that the Global Human Resource Management course was more in line with the offerings of top-tier IB programs. Beginning in 2016, an X-culture® experience was incorporated into MAN 4610. This experience is based on Collaborative Online International Learning (COIL) which relies on a network of faculty at schools around the world providing their students the opportunity to engage in virtual teamwork with a real company.

The faculty agreed that IB majors would be well served if they added a functional minor and students are being advised to do so. In addition, to increase enrollment, the faculty plan to propose offering an IB minor this year.

The faculty have not considered the third action plan which involves a scholar's track, essentially an honor program for International Business majors.

Goal 3: To increase the visibility and stature of the International Business program regionally and nationally. The action plans specified under Goal 2 should substantially improve the undergraduate International Business major. The following action plans should build upon those initiatives. First, the faculty should seek membership in the Consortium for Undergraduate International Business Education (CUIBE). As the Review Team Report states "The process of seeking full membership involves a self-study and site visit that… could have a catalytic effect in jump-starting the IBT program". Second, the faculty should develop a plan for branding the International Business major in south Florida where its competitor in Miami already has a naming advantage. This critical challenge might be addressed by getting the program ranked.

Response: A great deal of effort and time was devoted to becoming a member of the Consortium for Undergraduate International Business Education (CUIBE). This achievement required lengthy application documentation and a review team site visit. The College become an Associate Member in 2016 and the program's status was elevated to Full Member in 2018. CUIBE membership was an important step in raising the profile and visibility of the program nationally and internationally.

The International Business program at FAU was ranked # 25 in the U.S. News and World Report in 2019 and # 22 in 2020. This marks the first time any undergraduate program in FAU's College of Business has been ranked in the top 25 by USNWR.

All of the International Business faculty have published in ABS 4* journals and some multiple times recently. This has positively impacted the profile and visibility of the program.

Goal 4: To enhance the "esprit de corps" among International Business students and faculty on the Davie and Boca Raton campuses. Successful International Business programs in top institutions not only have strong academic programs but also institutional structures that encourage the interaction among International Business students themselves, and between students and faculty. The action plan under this Goal is to establish a student service type arrangement in which an energetic staff person is appointed to oversee the development of events and other opportunities for professional interaction, including stakeholders in south Florida such as prospective employers. The arrangement should create an "esprit de corps" among all the International Business students on the two campuses (i.e., one arrangement for the College instead of two arrangements on both campuses). If successfully executed, this plan should have a cascade effect of increasing FAU's presence in Broward.

Response: As an initial step to support this goal, we established an international business student organization called the Global Student Association. This organization is co-chaired by David Hertz and Len Treviño. Further, a coordinator position was established in 2016 in Management Programs. Part of this person's role is to assist in developing events and other opportunities in South Florida regarding the department and the college's entrepreneurship center. We are in the process of hiring a replacement coordinator and when that person is on board, he or she will work with the chair and program director to partially assist in IB activities until funding is achieved to bring a full-time person into this role. Meanwhile, two instructors have been working with the program director to address some of the elements in this goal. It is possible that if funding becomes available, one of the instructors could take on an even greater engagement in IB programs.

C. INSTRUCTION

Baccalaureate Program: BBA/BS in International Business

Student Learning Outcome Assessments

The Student Learning Outcome Assessments (SLOA) for Undergraduate International Business majors are based on the SLOA used for all Business majors who are required to take the capstone course on Global Strategy and Policy (MAN 4720).

Outcome Description. [Content Knowledge – Declarative Knowledge] [Communication – Team Collaborative Communication and Written Communication] [Critical Thinking – Analytical Skills] Students will acquire common concepts, knowledge and skills needed to function in an entry-level management point. Students completing MAN 4720 will demonstrate knowledge of fundamental concepts across functional boundaries, including: Finance, Management, Marketing, Operations, and Information Systems. In MAN 4720 students will produce a traditional business document that is clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. In MAN 4720 students will demonstrate analysis and critical thinking through their ability to apply relevant theoretical models and strategic concepts to complex fact patterns. Students will demonstrate their ability to process information and to conduct a critical analysis that applies this information to strategic decisions.

Implementation Strategy.

In MAN 4720 students will

- Develop strategic thinking – learn the concepts, model and tools of strategic analysis, and more importantly apply them to actual competitive situations;
- Improve written communication skills;
- Demonstrate understanding of how to use the major tools of strategic management to analyzed and diagnose business situations; and
- Integrate concepts of entrepreneurship into the understanding of competitive situations.

Assessment Method.

In MAN 4720 Porter's Five Forces assignment is used to assess professional communication, critical reasoning, and general management knowledge, including entrepreneurial actions. Testing occurs across all sections of the course.

- Weight of assignment. This assignment is weighted between 5 and 12 percent of the overall course grade.
- Criteria. Students are assessed on knowledge and application of industry issues, use of appropriate terminology and conveyance, development via references and examples, analysis and evaluation, report format and organization.
- Entrepreneurship. This assignment will include a question on entrepreneurship.
- Rubric. A three-point scale is used for assessment reporting purposes. Faculty do not have to use this rubric for grading purposes.

In 4720, knowledge of general strategic management knowledge is assessed by using a student's average across all multiple-choice tests or quizzes during the entire course.

- Method. Faculty may assess their students with a single multiple choice exam, multiple smaller quizzes, or some combination. Faculty will then sort students into three categories "below expectation," "meets expectations," and "exceeds expectations."
- Criteria for success. The goal will be that 85% of the students will "meet expectations" across sections in both the written case study and the multiple-choice tests.

Assessment Results for Spring 2020

Overall, 87% of students who completed the Porter's Five Forces assessment met the goal of either meeting or exceeding expectations. Thirty percent of students achieved assessment scores of 3 ("exceeds expectations"). The percentage of 1 scores ("does not meet minimal standards") decreased slightly to 11.4% from 12.3% in 2019. This is consistent with the trend of the past several years. In 2013, 39% of students did not meet minimal standards, dropping to 20% in 2014, and 18% 2015. From 2016 to 2019, we held steady at approximately 12% of the students not meeting minimal standards. The remaining students did not submit a Porter's assignment for grading.

This year we reintroduced an assessment of general strategic management knowledge based on the average of students' multiple-choice quiz and test scores. Our goal was that 85% of students would either meet or exceed expectations. Unfortunately, we fell slightly short of this goal, with only 82% of students either meeting or exceeding expectations. However, given the extraordinary nature of Spring 2020 with school shifting completely to distance learning after Spring Break due to Covid-19, these scores were deemed acceptable given the circumstances.

Program Improvement

MAN 4720 will continue to use a Porter's Five Forces assignment to assess both Professional Communication and Critical Thinking. Faculty will share resources and best practices on rubrics and assignments.

- Method. All sections of MAN 4720 must assign a Porter's Five Forces exercise. The specifics of the assignment are left to the discretion of faculty. Several faculty members use the Airline industry case. Others allow students to find their own industry and either write a take-home essay or give an in-class quiz.
- Weight of assignment. The assignment is weighted between 5 and 12 percent of the overall course grade.
- Entrepreneurship. This assignment will include a question on entrepreneurship.
- Rubric. The current rubric and its 3-point scale will continue to be used for assessment reporting purposes. However, faculty do not have to use this rubric for course assignment grading purposes.
- Criteria. The goal will continue to be that 85% of students "meet expectations" across sections.

Content Knowledge of strategic management will continue to be assessed using a student's average across all multiple-choice tests or quizzes during the entire course.

- Method. Faculty may assess their students with a single multiple choice, exams, multiple smaller quizzes, or some combination.
- Criteria. The goal will be that 85% of students earn an average of 80% across sections.

Admissions Criteria for Undergraduate International Business Major

The admissions criteria for the major include 60 credit hours (including the Intellectual Foundation Program (IFP) required courses), the equivalent of two years of high school foreign language, and a 2.5 GPA in Pre-Business Foundation Courses.

Pre-Business Foundation Courses

Principles of Accounting 1	ACG 2021	3
Principles of Accounting 2	ACG 2071	3
Macroeconomic Principles	ECO 2013	3
Microeconomic Principles	ECO 2023	3
Information Systems Fundamentals	ISM 2000	3
Methods of Calculus	MAC 2233	3
Introductory Statistics	STA 2023	3

Number of International Business majors: The headcount of the International Business majors has been trending downward over the past three years. The old International Business & Trade major is being phased out with seven students remaining.

Annual Enrollment Unduplicated Count by Year

AY	BBA		BS	
	INBT	INBU	INBT	INBU
2014-15	251		3	
2015-16	227		6	
2016-17	218	3	5	
2017-18	122	88	1	
2018-19	50	133		1
2019-20	7	157		

INBT=International Business and Trade
INBU=International Business

Degrees Awarded by Year

The following tables show the number of degrees awarded by program over a five-year period. The numbers for International Business have not yet matched the peak for the old International Business and Trade. The Management Programs department offers majors in Health Administration, and Entrepreneurship which have proven to be popular with students. These we think could account for the lower numbers for International Business.

DEGREES AWARDED (BBA and BS International Business and Trade) – AY 2014-2020			
PROGRAM		Graduating AY	Count
BA-BBA-INBT	BBA International Business and Trade	2014-15	88
BA-BBA-INBT	BBA International Business and Trade	2015-16	77
BA-BBA-INBT	BBA International Business and Trade	2016-17	80
BA-BBA-INBT	BBA International Business and Trade	2017-18	64
BA-BBA-INBT	BBA International Business and Trade	2018-19	36
BA-BBA-INBT	BBA International Business and Trade	2019-20	5
BA-BS-INBT	BS International Business and Trade	2014-15	1
BA-BS-INBT	BS International Business and Trade	2015-16	3
BA-BS-INBT	BS International Business and Trade	2016-17	2

DEGREES AWARDED (BBA and BS International Business) – AY 2018-20			
PROGRAM		Graduating semester	Count
BA-BBA-INBU	BBA International Business	Summer 2018	4
BA-BBA-INBU	BBA International Business	2018-19	37
BA-BBA-INBU	BBA International Business	2019-20	50
BA-BS-INBU	BS International Business	Summer 2019	1

BBA Degrees Awarded (INBT & INBU Majors) - 1st & 2nd majors					
	INBT-1st	INBT-2nd	INBU-1st	INBU-2nd	TOTAL
2014-15	88	7			95
2015-16	77	3			80
2016-17	80	9			89
2017-18	64	2	4		70
2018-19	36	1	37		74
2019-20	5		50	4	59
TOTAL	350	22	91	4	467

Average Lecture/Course Section Size Taught by Faculty

The data on average class size and student/faculty ratio are for Management Programs overall. Specific data on International Business are not available. Average lecture section class size has increased by approximately 15% while student/faculty ratio has increased more than 45% over a 5-year period. These increases may be attributable to pressure to increase productivity. A wide variety of electives and Special Topics courses are rarely offered as these tend to attract smaller numbers of students.

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	30.4	32.1	33.5	33.5	35.1
Graduate	16.2	20.6	19	16.9	16.6
Total	46.6	52.7	52.5	50.4	51.7

Faculty/Student Ratio

Below are the annualized student FTEs produced per Faculty Instructional Person-Year.

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	56.5	52	51.2	82	82.6
Graduate	9.5	6	5.2	6.9	5.6
Total	66.0	58.0	56.4	88.9	88.2

C**urriculum**

Dr. Len Treviño formed a committee to examine the undergraduate International Business curriculum in Fall 2018. The committee comprised faculty who teach courses in or who otherwise support the International Business major. The purpose was to examine the curriculum and generate recommendations. A systematic and comprehensive review of 51 programs in all: 28 undergraduate IB programs ranked by US News & World Report (USN) in 2019, and all CUIBE members and the top ranked USN undergraduate business programs which had an IB major. After reviewing all the websites, some variables emerged as possible ways to codify the key features of each program. The variables were cross-cultural behavioral course (e.g., communications, leadership), global human resource management, travel abroad required, choice between an applied course in the form of internships or consulting projects, or context emphasis such as additional foreign language competency, sociocultural course (e.g., geography, anthropology), and second major or minor required. Analyses showed the cross-cultural behavioral course was not key to being ranked. Instead, programs offered a global human resource management course. Travel abroad and choice of context or applied exposure were noted in a majority of the combinations of offerings at ranked programs. The faculty acted on the committee's recommendations and began revising the curriculum. The cross-cultural management course was eliminated, and a global human resource management course was created.

Regarding context/applied, we have for the time housed the X-culture® experience in the global human resource course (MAN 4610). This experience is based on collaborative online international learning (COIL) which relies on a network of faculty at schools around the world providing their students the opportunity to engage in virtual teamwork. Students from different countries work in teams to address business questions presented to X-culture® by a real, participating company.

Action is yet to be taken on travel abroad requirements. Seventy-four percent of the majors are full-time students. This means at least 26% may not be able to take time away to study abroad. Even among the 74% of full-timers, some may have jobs and commitments which constrain them from going abroad for a program. With current travel restrictions, we can use this time to research further and plan. CUIBE member schools have been implementing virtual options for their students.

Internships and Study Abroad Options

Internships are processed in the Office of Student Academic Services in the College of Business by a designated advisor. The advisor recruits students by making presentations in large sections of core courses. Students may find their own sites, or they may use the university's career portal to identify prospects. The advisor works with each student to develop learning objectives for the internship. The faculty of record reviews applications two weeks prior to the start of the semester. Interns attend an orientation session by the advisor where time management, professional behavior and responsibility are emphasized. Over the past five academic years, three

International Business majors have participated in an internship for credit.

There are a variety of study abroad options for students. The university has entered into Memorandum of Understanding (MOU) agreements with exchange partner universities. Students enroll at their home university and pay tuition locally and take pre-approved courses at the partner institutions. These are coded as "Exchange" in the Study Abroad table below. The students pay for travel, room, board, and personal expenses.

There is also the option for students to enroll at non-partner institutions and under this arrangement the students pay tuition to the foreign school. These are coded as "Direct-Enroll"

Another option is coded as "Third Party." This is when an FAU student does a study abroad experience sponsored by another university or program provider (such as a private one). Sister schools such as the University of Florida and Florida State University within the Florida State University System often recruit students to their programs since the credits easily transfer and they have many partnerships.

In the summers, we have been offering "Faculty-Led" short foreign field experiences to Costa Rica. The Costa Rica program was initiated 20 years ago as one of the initiatives undertaken when implementing a U.S. Department of Education grant to develop our undergraduate International Business major.

Study Abroad Options for International Business Majors

Academic Year	Location	Program Type
2015-16	Paris, France; Madrid, Spain	Exchange
	Costa Rica	Faculty-Led
2016-17	Madrid, Spain; Barcelona, Spain; Paris, France	Exchange
	Costa Rica	Faculty-Led
2017-18	Bordeaux, France	Direct Enroll
	Dublin, Ireland; Paris, France; Lisbon, Portugal; Madrid, Spain	Exchange
	Milan, Italy; Valencia, Spain	Third Party
2018-19	Barcelona, Spain; Madrid, Spain	Exchange
	Paris, France	Direct Enroll
	Dublin, Ireland	Third Party
2019-20	Sejong, South Korea	Direct Enroll
	Japan	Exchange

FAU College of Business Global Partners

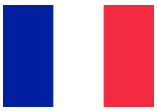
In addition to these institutions with specific College of Business relationships, FAU has a larger list of schools with comprehensive agreements to facilitate global student and faculty cooperation. Schools marked with an * have student exchange agreements with FAU's College of Business.

 **BRAZIL**

- Universidade do Sul de Santa Catarina (UNISUL) *
- Federal University of Minas Gerais (UFMG) *

 **FINLAND**

- Aalto University - Helsinki *

 **FRANCE**

- American Business School – Paris *
- Ecole Supérieure des Sciences Commerciales d'Angers (ESSCA) – Angers *

 **GERMANY**

- Accadis University – Frankfurt Main

 **INDIA**

- Institute of Management Technology - Ghaziabad
- T.A. Pai Management Institute – Manipal

 **IRELAND**

- Dublin Institute of Technology *

 **PORTUGAL**

- Instituto Universitario de Lisboa (ISCTE) *

 **SAUDI ARABIA**

- Al Baha University – Al Baha

 **SOUTH KOREA**

- Woosong University, Solbridge International School of Business – Daejeon

 **SPAIN**

- Escuela Superior de Gestion Comercial y Marketing (ESIC) – Madrid
- Instuto Quimico de Sarria - Barcelona (IQS) *

- Universitat de Valencia

 **SWEDEN**

- Stockholm University *

 **TURKEY**

- Bilkent University – Ankara *

 **UNITED KINGDOM**

- London South Bank University *
- Plymouth University *
- Northumbria University - Newcastle *

Pedagogy/Pedagogical Innovations

The new course, Managing Human Resources Globally (MAN 4610), currently has as a requirement for students to participate in X-culture™. Students complete consulting-style projects for organizations while working in virtual international teams of five of six students.

Scope of Institutional Contributions to Programs outside of International Business

The Management Department offers International Business (MAN 3600) which is a required course for Management majors. Currently, we do not have any agreements or arrangements with units outside of the department for any of our courses to be included in their curricula.

Student Profile

The table below shows the gender, race and ethnicity of the International Business majors. Blacks are underrepresented vis-à-vis the College, while Hispanics are overrepresented. The overrepresentation of Hispanics presents challenges and opportunities involving language proficiency if these students have Spanish as their first- or second-language. Students of Black or Asian or Pacific descent can be more systematically targeted in our outreach efforts.

International Business Majors by Gender, Race, and Ethnicity

		International Business			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
American Indian/Alaskan Native	**Female**		1	1	31	109
	Male	1			23	84
	Total	**1**	**1**	**1**	**54**	**193**
Asian or Pacific Islander	**Female**	6	4	3	203	872
	Male	1	1	2	219	718
	Total	**7**	**5**	**5**	**422**	**1,590**
Black (Not of Hispanic Origin)	**Female**	15	16	16	858	3,897
	Male	7	7	7	709	2,438
	Total	**22**	**23**	**23**	**1,567**	**6,335**
Hispanic	**Female**	57	40	34	1,060	4,537
	Male	37	39	32	1,073	3,192
	Total	**94**	**79**	**66**	**2,133**	**7,729**
White (Not of Hispanic Origin)	**Female**	37	30	22	1,372	5,913
	Male	37	33	32	2,047	5,258
	Total	**74**	**63**	**54**	**3,419**	**11,171**
Non-Resident Alien	**Female**	7	15	18	140	465
	Male	16	11	12	201	521
	Total	**23**	**26**	**30**	**341**	**986**
Not Reported	**Female**	0	1	1	37	129
	Male	1	1		33	103
	Total	**1**	**2**	**1**	**70**	**232**
Total	**Female**	122	107	95	3,701	15,922
	Male	100	92	85	4,305	12,314
	Total	**222**	**199**	**180**	**8,006**	**28,236**

Scholarships

Scholarships are awarded to International Business majors averaging $2,339 per award. The number of scholarships hit a low in the 2017-19 AY and has rebounded somewhat in the most recent AY. The total dollar value of scholarships peaked in 2018-19 at $153,000 and currently is $131,000. If we want to encourage more of the majors to participate in travel abroad activities, it would be very helpful to increase the total dollar value of scholarships as well as the number of awards.

Average Scholarship Size by Year for International Business

Academic Year	Average Scholarship Size
521101	**$2,339**
2014-2015	**$2,151**
BA-BBA-INBT	$2,169
BA-BS-INBT	$924
2015-2016	**$2,152**
BA-BBA-INBT	$2,178
BA-BS-INBT	$1,080
2016-2017	**$1,678**
BA-BBA-INBT	$1,677
BA-BS-INBT	$1,695
2017-2018	**$2,605**
BA-BBA-INBT	$2,325
BA-BBA-INBU	$3,146
2018-2019	**$3,190**
BA-BBA-INBT	$2,115
BA-BBA-INBU	$3,473
2019-2020	**$2,704**
BA-BBA-INBT	$1,000
BA-BBA-INBU	$2,740
Overall average	**$2,339**

Scholarship Recipients among International Business Majors

Academic Year	Headcount of Scholarship Recipients
2014-2015	**69**
BA-BBA-INBT	68
BA-BS-INBT	1
2015-2016	**83**
BA-BBA-INBT	81
BA-BS-INBT	2
2016-2017	**62**
BA-BBA-INBT	59
BA-BS-INBT	3
2017-2018	**41**
BA-BBA-INBT	27
BA-BBA-INBU	14
2018-2019	**48**
BA-BBA-INBT	10
BA-BBA-INBU	38

2019-2020	**49**
BA-BBA-INBT	1
BA-BBA-INBU	48
Grand Total	**352**

Scholarship Amount by Year for International Business

Academic Year	Scholarship Amount
521101	$823,492
2014-2015	$148,417
BA-BBA-INBT	$147,493
BA-BS-INBT	$924
2015-2016	$178,595
BA-BBA-INBT	$176,435
BA-BS-INBT	$2,160
2016-2017	$104,007
BA-BBA-INBT	$98,923
BA-BS-INBT	$5,084
2017-2018	$106,816
BA-BBA-INBT	$62,770
BA-BBA-INBU	$44,046
2018-2019	$153,138
BA-BBA-INBT	$21,152
BA-BBA-INBU	$131,986
2019-2020	$132,519
BA-BBA-INBT	$1,000
BA-BBA-INBU	$131,519
Grand Total	$823,492

Advising Procedures

International Business majors are advised by the professional advisors in the Student Academic Services office of the College of Business on the Boca Raton and Davie campuses. The advisors in this office send students to the Management Programs Department when they have questions regarding choice of major and/or employment possibilities.

Graduation Rates

The 4-year graduation rate for most recent year available was 68% for first-time in college (FTIC) students who majored in International Business. The 6-year graduation rate was 95.7%. The dramatic improvement in the 4-year graduation rates for our majors in recent years is comparable to the improvements across the college and university. These improvements are due to a range of strategic initiatives implemented by the Provost Office

4yr-graduation rate (FTIC)			BBA & BS (INBT/INBU)	
2012-13	2013-14	2014-15	2015-16	2016-17
36.7%	60.9%	72.7%	71.4%	68.0%

6yr-graduation rate (FTIC)			BBA & BS (INBT/INBU)
2010-11	2011-12	2012-13	2013-14
90.9%	90.5%	86.7%	95.7%

Student Recruitment

Outreach to prospective students is coordinated by the Dean of Undergraduate Studies office at the university level, and the Student Academic Services office in the college. A designated academic advisor supports the Admissions office in recruitment events. The two largest events are Explore FAU Day and Choose FAU Day, both of which take place on the Boca Raton campus.

Explore FAU Day typically takes place on a Saturday twice per year—once in the fall (usually October) and once in the spring (usually April). This event is geared toward prospective FAU undergraduate students and their families. There are various presentations and activities throughout the day including a breakout session facilitated by each college. In the more recent versions of the event, the Admissions office has also requested college representation at tabling in the breezeway. The tabling area allows visitors who missed the breakout session to still collect information about their chosen program. It is also useful for students who may be interested in multiple majors to collect various information. A faculty representative from International Business is present at the information table portion of the event while a College of Business academic advisor and career advisor presents during the breakout session.

Choose FAU Day is a similar event but with a slightly different audience. Choose FAU takes place only in the spring and is directed specifically at admitted high school seniors with the goal of getting them to submit an admissions deposit and commit to attending FAU that fall. This event takes place on a Friday morning, so the scheduling of the breakout session varies depending on what spaces are available. It always includes a College of Business Majors Mini-Fair information table event in the Sean Stein Pavilion where students can meet the faculty and ask questions about their major of interest.

There are also other smaller events that Admissions holds throughout the year off campus at our feeder schools—information sessions, FAU major fairs, articulation meetings, and so on. These smaller events usually only have one or two representatives per college so an International Business faculty may not be present.

The Davie campus is in a diverse county with strong representation of students from the Caribbean. Outreach on this campus could be particularly fruitful for further increasing diversity.

Placement Rates and Employment Profile

Compared with the largest major in the department which is Management, the International Business graduates lag in the percentage employed full time. In quarterly earnings, International Business graduates increased, the Management graduates increased more such that the divide widened from 2014-2015 to 2015-2016.

Placement and Salary Data of Graduates						
Year	Major	# Graduates	# Employed	# Employed Full-time	% Employed Full-time	Average Quarterly Full-Time Earnings
2014-15	International Business	88	56	51	58%	$10,470
	Business Administration	290	208	181	62%	$10,887
2015-16	International Business	79	47	40	51%	$11,772
	Business Administration	253	197	166	66%	$13,672

Source: Florida Education and Training Placement Information Program

Graduate Program: MS in International Business

Admissions Criteria

We plan to adhere to the following criteria.

1. Completed bachelor's degree from a regionally accredited college or university.
2. Strong grade point average on all previous coursework (typically 3.0 minimum GPA) though emphasis is given to the last 60 credits earned.
3. Official GMAT score of at least 500 or GRE scores of at least 153 (verbal), 144 (quantitative) and 4 (analytical writing).
4. An essay describing both the applicant's background and objectives for undertaking graduate study (500 to 1000 words in length).
5. For FAU graduates, the names of two International Business faculty members as their references. For all other students, two letters of recommendation sent by the recommenders to the Department of Management Programs.
6. Applicants who apply after March 1st (for fall admission) or after November 1st (for spring admission) may be admitted to the graduate program.

Enrollment Data

Enrollment information is not available since the program has not been implemented.

Average Faculty/Student Ratio

We expect to maintain a faculty ratio of roughly 1/11.5 in line with comparable programs in the University.

Curriculum

The MS degree should typically be completed within three semesters with 33 credits of coursework. A full-time enrollment requires completion of 12 credits per semester. The program is designed to provide flexibility. Students can complete the MS degree in 12 months through the Fall, Summer and Spring semesters.

Required Coursework (27 credits)

ECO 6716	Advanced International Monetary Economics
ENT 6946	Entrepreneurial Consulting Project (capstone course)
FIN 6246	Financial Markets
GEB 6217	Communication Strategies for Business Professionals
MAN 6609	Cross Cultural Management and Human Resources
MAN 6728	Managing in Emerging Markets
MAN 6937	Global Environment of Management
MAR 6815	Advanced Marketing Management

AND

MAN 6596	Global Supply Chain Management
OR	
MAN 6614	International Business Operations

International Business Elective Coursework (6 credits)

Graduate electives of relevance to international business must be approved by the Chair or Program Director.

Internships and Field Experiences

Internships are not feasible given the relatively short duration of the time necessary to complete the program for full time students or because working professionals are expected to enroll in the program.

We intend to provide international field experiences to students initially through the University Student Academic Services office in collaboration with the External Advisory

Board. If an International Business Center is established, we expect the Center to provide the staffing to co-ordinate these field experiences.

Scope of Institutional Contributions

The MS in International Business program is expected to contribute to the University's goals of developing an international reputation for excellence in higher education.

Student Profile

We expect a diverse student body representative of the population in S. Florida. It is our hope that the student profile will have an equal mix of Hispanic, African-American and White students.

Advising Procedures

The program director is expected to provide basic advising for students with respect to their plans of study.

Placement Rates and Employment Profile

We expect graduates of the MS program to be successful in careers in international trade, entrepreneurship, and the management of global businesses. Some graduates may go on to pursue a doctoral degree in International Business or a related field.

Student Recruitment

We expect student recruitment to be driven by a mix of FAU undergraduate students who have experienced our exceptional faculty, curriculum, and facilities and by working professionals in the vibrant international business environment in South Florida who seek to enhance their career prospects.

FACULTY

Departmental Administrative Structure

The International Business program is administered by the Program Director. The Program Director is appointed by the Dean of the College of Business and is a direct report of the Chair of the Department of Management Programs. The Program Director is on a 12-month appointment.

Faculty Profile

The International Business faculty in the Department of Management Programs includes 4 tenure-track faculty and 3 full-time instructors. A little more than one year ago, a tenured faculty member retired. If approval is obtained to fill the line after the pandemic, there will be 5 tenure-track International Business faculty in the department.

Of the 4 current tenure-track faculty the Program Director is the only Professor, and there is one tenured associate professor, one untenured associate professor, and one assistant professor. By 2021-2022 or 2022-2023, we should have 3 associate professors. As we try to limit the service responsibilities of untenured faculty, the few tenured faculty have assumed very heavy service responsibilities in recent years.

We have a highly productive and committed group of faculty that has stepped up to contribute significantly. They have proven that they can maintain a high level of research productivity despite greater contributions to service, and they have done this departmental work because they want to be fully involved in shaping the future of the department. One assistant professor is currently in his fourth year, having successfully passed his third year review, and has already contributed significantly to the ambitious set of projects the department has undertaken. In only a couple of years, our International Business faculty will be much more balanced in terms of rank. Even now, with the majority being untenured tenure-track faculty and instructors, we have accomplished a lot over the past few years and achieved a National Ranking of top 25 (Ranked 22) in the US News & World Report Ranking of Best IB Programs. The program has never been ranked in its history. In many ways, the International Business faculty have never been more energetic, more committed, and more united.

The program has also successfully promoted diversity among our tenure-track faculty. Our tenure-track faculty include one Latinx, two Asian men, and one Black woman. At the rank of instructor, we have two White men and one White woman. In terms of nationality and regional origins too we have diversity with one second-generation Mexican immigrant, two associate professors from Jamaica and India, and one assistant professor from India. We are mindful of diversity in our tenure-track search, and we are hopeful that new searches will result in a more diverse faculty.

The following summarizes the areas of specialization of our current tenure-track faculty:

Foreign Direct Investment: Len Treviño, Rajeev Sawant
Cross-cultural Management: Len Treviño, Chandrashekhar Lakshman, Donna Cooke
International Human Resource Management: Donna Cooke, Chandrashekhar Lakshman
International Political Economy, Business-Government Relationships: Rajeev Sawant
Internationalization, Institutional Theory – Len Treviño

Faculty Teaching Loads

The standard teaching load for tenure-track faculty is 2-2 provided they sustain high research productivity. The program director is released from one course per academic year. The standard teaching load for full-time instructors is 4-4.

Strategic Planning for Hires

We do not anticipate that we will have the opportunity to hire more faculty until the COVID-19 pandemic subsides. When it does, we seek to obtain approval to hire a new Assistant/Associate professor.

If we were to have the opportunity to make additional tenure-track hires in the near future, we might choose to prioritize some important but relatively underrepresented areas and/or adopt some variant of a cluster approach. For example, we may focus on expertise in Latin America. With one faculty member doing work in this area but much interest in teaching and research in this area among our students and the wider South Florida community, we believe that building this area would strengthen the program, increase opportunities for research collaboration with faculty in the department and in other departments in the university, and provide opportunities to engage the community. This approach would be buttressed by Len Treviño's position as President of the Iberoamerican Academy of Management.

Ultimately, prioritizing hiring will be an outcome of careful deliberation among our faculty over the next few years as we move forward with our research agendas and curricular design projects. We spend a lot of time developing a clear vision of what we want for every position that we are permitted to fill. Our future searches will be no exception to this practice.

International Business Faculty in the College across Departments

Consistent with the multidisciplinary nature of the International Business discipline, our faculty resources are spread across departments (see table below). However, a majority of the faculty in the International Business program are in the Management Programs department. Collectively, these faculty bring together expertise in the following domains: Foreign Direct Investment, Internationalization, Institutional Theory, International Political Economy, Business-Government relationships, Cross-Cultural Management, International Human Resource Management, International Marketing, Global Supply Chain Management, International Finance, and International Economics.

Name	Department	Position	Teaching in the IB Program	IB Researcher
Katarina Brant	Management Programs	Instructor	X	X
Donna Cooke	Management Programs	Tenure Track	X	X
Lakshman Chandrashekha	Management Programs	Tenure Track	X	X
David Herst	Management Programs	Instructor	X	X
Joseph Patton	Management Programs	Instructor	X	X
Rajeev Sawant	Management Programs	Tenure Track	X	X
Len Treviño	Management Programs	Tenure Track	X	X
Melanie Lorenz	Marketing	Tenure Track		X
David Menachof	IT and Operations Management	Tenure Track	X	X
Christopher J. Boudreaux	Economics	Tenure Track		X
Douglas Cumming	Finance	Tenure Track		X
Anita K. Pennathur	Finance	Tenure Track	X	X

D. RESEARCH

Faculty Research Productivity

The International Business faculty has maintained high research productivity from 2017 to 2020. As the table below shows, our peer reviewed publications have numbered at least 7 across the three most recent years, with the most recent count being 10 in 2019-20.

This steady research productivity can mostly be attributed to our continued attention to program building, resulting in faculty who are ambitious and energetic contributors. The productivity of our faculty has contributed to a culture of scholarly engagement. We anticipate, within the next couple of years, that we will see a few more major high-impact and other peer-reviewed publications. In addition to the peer-reviewed publications, our tenure-track faculty have been very active in making presentations at professional meetings or conferences, with as many as 20 presentations given in 2017-2018.

	International Business Group[a]		
	2017-18	2018-19	2019-2020
Books (including monographs & compositions)	0	0	2
Other peer-reviewed publications	11	7	11
All other publications			
Presentations at professional meetings or conferences	20	7	11
Productions/Performances/Exhibitions	0	0	0
Grant Proposals submitted	0	0	0

[a]Data compiled for International Business faculty housed within the department of Management Programs based on CVs included. Official College data not available at this level of granularity.

C 1-9 Research/Scholarly Productivity
Management Programs

		Management Programs			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions)	#	4	1	1	3	95
2. Other peer-reviewed publications	#	32	34	41	137	1,376
3. All other publications	#	157	13	5	35	565
4. Presentations at professional meetings or conferences	#	44	50	54	168	1,676
5. Productions/Performances/Exhibitions	#	0	0	0	0	514
6. Grant Proposals Submitted	#	1	1	2	4	290

Grant Proposals

In response to the college and university emphasis on seeking external research funding, the Management Programs department faculty have been engaged in submitting research grant proposals as shown in the table above.

High-Impact Publications in International Business

Our International Business faculty in the department continue to publish in high-impact journals in the field, which enhances the foundation for the program. This group has published in ABS 4* journals such as *Journal of International Business Studies, Academy of Management Journal*, *Academy of Management Review*, *Journal of Management*, and *Journal of Applied Psychology*. This group has also published in ABS 4 journals, such as *Journal of World Business*, *Academy of Management Learning and Education*, *Journal of Management Studies*, *British Journal of Management*, and *Human Resource Management*. Additionally, faculty in other departments within the college who contribute directly to the IB program of study also excel in this area, although they are not counted in this specific report.

E. SERVICE

As the data below demonstrate, our faculty do a lot of service for the profession, college and university, the department, and the community.

As a consequence of our small number of tenure-track faculty and the demand for them to serve on college standing committees, faculty search committees in the department, and task- oriented departmental sub-committees, our faculty dedicate most of their service time to institutional service. Most of our faculty do significant professional service as well, organizing conference panels, reviewing manuscripts for disciplinary journals, reviewing book proposals, serving as editors or book review editors of disciplinary journals.

In recent years, an extraordinary amount of time has been dedicated to serving on search committees to hire new junior faculty. While most faculty are highly motivated to do this work, faculty searches are one of the most time-consuming service responsibilities. In the past four years, we had four searches for tenure-track faculty, two of which were successful.

The IB program's curricular enhancement projects have also required a significant amount of faculty time. This work is ongoing and involves all of our faculty.

	International Business Group[a]		
	2017-18	2018-19	2019-2020
Faculty memberships on department, college, or university committees	3	7	9
Faculty memberships on community or professional committees	1	1	1
Faculty serving as editors or referees for professional publications.	4	4	4

[a]Data compiled for International Business faculty housed within the department of Management Programs based on CVs included. Official College data not available at this level of granularity.

B 1-3 Service Productivity
Management Programs

		Management Programs			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Faculty memberships on department, college or university committees	#	76	67	56	299	2,561
2. Faculty memberships on community or professional committees	#	52	48	34	122	1,246
3. Faculty serving as editors or referees for professional publications	#	28	23	22	146	619

F. STRENGTHS AND OPPORTUNITIES

1. High level of productivity of our tenure-track faculty. All of our IB faculty have published in ABS 4* journals and some multiple times recently. Faculty are committed to continually developing the field of international business by publishing international business and related research in top IB and management journals. Our faculty are highly productive in each of the three major dimensions of their jobs: teaching, research, and service.

2. Shared commitment to the collective good. All of our tenure-track faculty are enthusiastically on board with the curricular revision we completed. Our curriculum is now in line with top-tier IB programs and includes a course on Global Human Resource Management. All our faculty are committed to becoming more effective teachers, defined in terms of student achievement of learning goals rather than student ratings of their professors. We have shared scholarly interests and envision collaborative research projects

involving multiple faculty members, graduate students, and/or strong undergraduate students.

3. Our faculty are committed to using experiential-based pedagogical approaches in teaching and developing our students to be successful in their IB careers. We are currently assessing which course would be best to incorporate the X-culture® experience.

4. The courses in our IB program are multi-disciplinary in emphasis and provide a cross-cultural perspective for our students, with adequate attention to the development of emotional intelligence and cultural intelligence.

5. We enjoy the advantages of being located in South Florida (window to MNCs in Latin America) by drawing on available resources and contributing to the local community in return. By serving a large number of first generation and minority students and building cross-cultural competencies through our global pedagogy and cross-cultural research, we contribute to the Diversity platform.

6. We have a highly visible IB program with consistent top 25 ranking in U.S. News and World Report (USNWR; # 22 in 2020; #25 in 2019).

7. We now have an enthusiastic program director (with reference to previous program review) and a more focused set of administrative, curricular, and student engagement initiatives in place. Our students are now fully engaged with their participation in the Global Business Association.

8. We exhibit strong collegiality. In the Management Programs department we can disagree with one another over departmental matters and disciplinary futures while continuing to be able to forge a strong, shared curriculum and support one another through the rigors and vicissitudes of IB research.

G. WEAKNESSES AND THREATS

1. We have only a small number of tenure-track faculty to do the core work of developing the program. We currently have 4 tenure-track faculty (including the director of the program) across two campuses, 2 in Boca and 2 in Davie. At the same time, all our faculty have ambitious research agendas, while two among us are working toward promotion and tenure.

2. Our graduate student teaching assistantships could be more competitive.

3. Despite recent improvements, we still need to further strengthen our connection with a broad range of stakeholders in the program, namely among students, faculty, employers, the broader community, and the region. With adequate resources, we may do this more effectively with a Center for International Business.

4. The Student Learning Outcome Assessment are common to all business majors and not specific to the International Business program.

H. RESOURCE ANALYSIS

1. *International Business Faculty.* On the positive side, we have a highly productive group of ambitious scholars. Our faculty have consistently published in top-tier journals. In addition, they have contributed significantly to FAU's IB program development, culminating in a top 25 ranking in USNWR for the last two years.

2. *Support Resources.* For a highly ranked program, we are severely deficient in support resources. The program does not have any formal program support in the form of student assistants. We hope this will be addressed with the proposed IB Initiative but for now it is a barrier to advancement. Because all of the IB faculty have strong ongoing research orientations, it would be useful if we had at least part-time assistance to help with the details involved in program advancement. For instance, we would benefit from having up to 20 hours per week in student assistants to help manage details of the International Business program.

3. *Doctoral Program.* Recently Management Programs decided to focus its doctoral studies on Entrepreneurship. Having the ability to mentor and work with doctoral students is one reason many of us elected to continue our careers at FAU. Not having doctoral students may constrain our ability to recruit top IB faculty. All of the IB faculty are enthusiastic about working with and training talented IB doctoral students. Further, based on our research productivity, we are confident that we could attract strong doctoral students and place them well.

4. *Enrollments.* Our enrollments have declined recently. We believe this may be partly related to inadequate promotion of and support for the IB program.

I. FUTURE DIRECTIONS

Anticipated changes relevant to future directions: We can anticipate a number of changes that will provide opportunities for and challenges to the IB program**.**

Our first priority is to increase enrollments in our IB program. We need to do a better job in terms of promoting our nationally ranked program. Our plan to add an IB minor should help but we have to develop a global mindset among our students and let them know about the advantages of an international business career.

Pending budgetary constraints, especially considering COVID-19, we anticipate hiring an open-rank IB scholar, with a diverse hire being a priority.

We hope to receive approval for an FAU Initiative in International Business to support our International Business Program by attracting high quality students, while simultaneously enhancing the quality and impact of their education. (See Section J below.) Through an active partnership with the business community, the Initiative will provide a steady flow of internships, scholarships, case competitions, speakers, cross-national team building, and study abroad opportunities. Student involvement in research and program development will round out the Initiative's support at FAU. Housed in the nationally ranked College of Business at Florida Atlantic University, the FAU Initiative in International Business will be our state's epicenter for teaching and research in international business and cultural awareness. It will open doors to talented students who will become global business leaders. And it will solidify FAU's legacy in our community as a pioneer in the study of global commerce.

We hope to receive funding for an IB Center. This would allow us to build on the IB Initiative by hiring talented IB faculty, serving the local IB community, and developing our students for IB careers. We envision a center that has a community- and student-based focus. Regarding the community, we anticipate offering training to local businesses that would like to internationalize their operations. With respect to students, we would like to fund more scholarships to enable them to study abroad. In addition, we would like to develop relationships with local and international companies to provide our students with a consistent flow of internships and full-time opportunities.

We expect that our national ranking, coupled with an IB Initiative, will help us to increase enrollment.

We would like to welcome visiting scholars to our Boca Raton campus to extend our research wings globally.

We plan to evaluate the possibility of a two-tiered undergraduate program. In this case, our plan is to develop an honors program that would have a required study abroad component.

Questions for the review team: We welcome your general insights but would ask you to consider a small set of questions relevant to challenges that we have identified and frequently discuss.

1. We have experienced a drop in enrollment in recent years, in spite of our national ranking. We have elucidated our own recommendations in this self-review, but we are also interested in what strategies and tactics you would recommend to help us increase enrollment in our major and proposed minor.

2. Are there any features that you would like to see from a top 25 program that we could implement? Although we have made a lot of progress in the last few years, we are determined to maintain a cutting-edge IB program. We have included a copy of our IB initiative as an appendix to help you further understand our future plans.

3. Are our levels of providing students opportunities for engagement in the practicing world of IB sufficient (e.g., internships, study abroad, guest speakers)? Please consider this question with the understanding that, as a large public school with many working students, we have our own set of limitations and constraints. Thus, we may need to think outside of the box.

4. Do you have any recommendations recruitment and hiring of diverse faculty and staff?

5. We have made a concerted effort to improve our course delivery following the rearrangements necessitated by COVID-19. We would be interested in your reflections on course delivery, as well as study abroad, in the future. To what extent will the experience of the pandemic and the changed behaviors we have adopted to cope with it, have long term consequences for course delivery and travel?

J. PROPOSAL FOR INITIATIVE IN INTERNATIONAL BUSINESS

Conducting Global Business in a Modern World

The FAU International Business Program is built to prepare students to contribute effectively to their organizations and community in a global business environment. We offer undergraduate and graduate programs taught by distinguished faculty who emphasize the study and application of the latest International Business theory. Our IB program is ranked among the Top 22 undergraduate business programs by U.S. News & World Report.

The FAU Initiative in International Business is designed to support the FAU International Business Program by attracting high quality students, while simultaneously enhancing the quality and impact of their education. Through an active partnership with the business community, the Initiative will provide a steady flow of internships, scholarships, case competitions, speakers, cross-national team building, and study abroad opportunities. Student involvement in research and program development will round out the Initiative's support at FAU.

Housed in the nationally ranked College of Business at Florida Atlantic University, the FAU Initiative in International Business will be our state's epicenter for teaching and research in international business and cultural awareness. It will open doors to talented students who will become Global business leaders. And it will solidify FAU's legacy in our community as a pioneer in the study of global commerce.

Our proposal for the Initiative in International Business is guided by a vision that incorporates the following four goals:

(1) To *support FAU's commitment to international business*. Circumstances surrounding global business and trade are fluid, requiring FAU to continue to be at the leading edge of understanding its impacts and processes.

(2) *To strive for continuous excellence.* We strive to remain a top-ranked program led by faculty research and student engagement through such organizations as the Consortium for Undergraduate Business Education (CUIBE).

(3) *To integrate the program into the multicultural and global business hub in South Florida.* Our region is home to the global city of Miami, serving as the integral link for commerce and finance between Europe, Latin America, and the Caribbean. Connections with companies with international operations in South Florida will distinguish the FAU program from others in the rest of the country.

(4) *To create a program of immersive experiences.* We aim to challenge students in the classroom *and* in the boardroom. Bringing multinational organizations to campus to actively engage undergraduates, matching students with internships in South Florida and abroad, and increasing our connections with other IB programs around the globe to provide an unrivaled study-abroad program.

The FAU Initiative in International Business is necessary to transforms FAU's International Business Program into a keystone for South Florida's global economy.

Sample Initiative Short Term/Medium Term Objectives

(1) Remain a top ranked IB program, ranked in top 25 every year
(2) Actively participate in CUIBE and participate in CUIBE case competitions each year
(3) Place 5 student internships with international companies in South Florida
(4) Place 2 student internships in other countries
(5) Expand Global Business Association to X students
(6) Bring 3 guest speakers in IB to speak on campus or virtually per year
(7) Expand advisory board to 20 individuals/companies, and get the board more actively engaged
(8) 5 students in COB study abroad with partner institutions
(9) Integrate FAU's IB program into the global business hub of Miami/South Florida
10) Generate $ 400,000 in funding for IB initiatives

Sample Activity Breakdown

International Business Center
We envision a permanently staffed and funded IB Center as a repository of relationships, knowledge and capabilities for achieving the University's IB vision and goals outlined below. An IB Center serves as a nodal agency that can develop and maintain relationships with international companies, advisory board members, business and academic institutions, prominent business members and the wider business community in South Florida. The IB Center will also maintain the knowledge and capabilities with respect to infrastructure needed to host conferences, host/enter student business competitions, run IB bootcamps, maintain IB internship and study abroad programs, administer student scholarships, and stimulate IB student research at the undergraduate and graduate levels. These activities are further explicated below.

International Internships
Between two to five undergraduate students will participate in high quality internships with international companies, either in South Florida or abroad. Focus will be on companies that have international operations based in South Florida, or have office in other countries.

Global Business Association
This club for international business students will be expanded to xx students, who will focus on bringing guest speakers to campus, participating in case competitions, and making connections with international companies in South Florida

Guest Speakers in International Business
High-quality guest speaker presentations will be scheduled each semester. Speakers will appear live on campus, or virtually. Virtual guest speaker sessions will be recorded and available for asynchronous viewing. Focus will be on executives or company teams actively working in international business in South Florida.

International Program External Advisory Board
The existing advisory board will be more actively engaged, with regular meetings. Board will be asked to help with securing internships, guest speakers, and financial contributions. Membership of the board will also be expanded to 20-25 companies.

International Business Undergraduate Student Scholars
Between 10-20 undergraduate students will be recognized by Initiative in International Business and receive a scholarship. Students will be chosen based on criteria by the FAU International Business Program Advisory Board. Upon selection, we will host a pinning ceremony so that the families of these students can celebrate this honor, too.

International Business Graduate Student Scholars
One graduate student who receives this stipend will work with the Initiative to support its activities. Our plan is that FAU will provide this student with a partial tuition waiver (currently 50% of tuition).

International Business Undergraduate Research
FAU is home to outstanding undergraduate research activities, and the Initiative will extend its reach to international business. Local international business leaders will be invited to campus to take part in classroom discussions with the end goal of independent studies with students, writing international business case studies or research articles, and presenting the findings at conferences.

International Business Case Competitions
Each year CUIBE hosts an excellent Global Case Competition and the Initiative endeavors to annually send a team of 3-5 students and an advisor. This activity is important to our students by giving a deep dive into an international business case and close mentoring from a faculty advisor and business mentors.

International Business Bootcamp (7^{th}-12^{th} graders)
To honor the legacy of international business in South Florida, the initiative will include and encourage 7^{th} through 12^{th} graders in a free, weeklong International Business Boot Camp each summer. The campers will spend the week digging into functional areas and visit local multinational businesses to better understand logistics, production, and other core processes.

International Business Conference
The Center will host an annual International Business Conference that brings together the best in research and practice on global business. Open to students, faculty, business leaders and community members, its purpose is to feed the growth of global business networks in South Florida and recognize leaders in the field. *We estimate $30,000 based on 100 people, including food and honoraria for speakers. Due to the pandemic, the 2021 conference may be online at a lower cost.*

Initiative in International Business Faculty Support
To support the Initiative's activities, some faculty and student assistants will be charged with managing the day-to-day operations including but not limited to student internship program (minimum 10 students per year), the student-run Global Business Association, IB program recruitment, speaker selection, engagement with the IB program Advisory Board, fundraising, and internship development.

IB Business Visiting Scholar

Our visiting scholars program will attract visionaries from around the world for commitments of three months to a year. Their charge will be to collaborate with students, faculty and business leaders to advancing the IB program's research agenda.

Initiative Execution

In order to execute the IB initiatives vision and meet its approved objectives we envision support for the following requests.

Short-term Requests

1. A suitable location for the IB Initiative. Ideally this location would be adjacent to an office for the IB Programs Director on the first floor of the DeSantis Building.
2. Staffing to help with the logistics of the IB Initiative, including fundraising, study abroad programs, internships, full-time jobs, recruiting IB students, etc.
3. Seed Funding for student scholarships that may be augmented through fund-raising efforts noted below.

Medium-term Requests

1. An IB center with $1m expendable for 5 years. Or $5m endowment – $195k/yr. As noted above the IB center is critical for developing the financial, logistical, and institutional capabilities necessary to execute our planned activities.

Current Resources

1. IB Faculty – Katarina Brant, Donna Cooke, Lakshman Chandrashekar, David Herst, Joseph Patton, Rajeev Sawant, Len Treviño,.
2. IB Affiliated Faculty – Douglas Cumming, Melanie Lorenz, David Menachof,
3. Goodwill – USNWR # 22 ranking
4. IB External Advisory Board current members (Appendix x shows list of current board members).

To Do List

1. Create an IB Executive of the year award; this could coincide with our hosting CUIBE Fall Governance Meeting.
2. Add external advisory board members – Florida Crystal, North West (https://www.northwest.ca/contact-us) – Dan McConnell; - David Spinola – Sprout Loud Media (https://www.linkedin.com/in/davidspinola/); Carrier; American Household; Otis Elevators; maybe Fred Perry; SBA Communications (Jeff Stoops CFO: https://www.linkedin.com/in/jeff-stoops-79750b8/)
3. Increase internships and jobs in S Florida that have a true international component
4. Bring more IB speakers to classes, aiming with 2 speakers a year.
5. Create an IB minor

Potential Revenue Sources

1. Advisory Board to solicit donations
2. SBDC Global Ventures
3. Large donors (e.g. Fanjul family: Florida Crystals/Domino Sugar)
4. Certificates or Executive Education. Create a certificate program concentrated on training executives and small business owners in South Florida to develop an export business.

5. Fulbright and other international pieces; governments to pay the market rate pieces ($800-1000/credit hour).
6. Federal work study (FWS)

Program Development
MS International Business: By any measure we do not have sufficient full-time faculty to teach in the new program. We should hire a new faculty as soon as possible, perhaps a new diversity hire to teach in this program. Concerning our strategic objectives, a Latino/Latina scholar would be ideal. Adjunct faculty could make up shortfalls.

About the College of Business

FAU and International Business Education: The College revised the international business major by eliminating the previously required Cross-cultural negotiations course and replacing it with the Managing Human Resources Globally. (See the syllabus in the Appendix.) The old course was taught from a cross-cultural perspective while the new course reflects the more current multinational perspective. Students have the option of taking the new International Negotiations course as an elective.

Faculty Research: In the past five years, FAU faculty have published articles in the most respected and recognized journals in International Business.

- *Journal of International Business Studies*
- *Journal of World Business*
- *Asia-Pacific Journal of Management*
- *International Business Review*
- *Journal of International Management*
- *Management International Review*
- *International Journal of Human Resource Management*

Faculty have also authored a book and several book chapters and presented papers on international business at leading academic conferences. Dr. Treviño serves on the editorial advisory board of the Journal of World Business.

Core International Business Faculty

Katarina K. Brant, Ph.D., is an instructor in the Management Programs department. She received her Ph.D. in Management from Florida Atlantic University. She supports the international business program by teaching undergraduate and graduate courses. Her work focuses on leadership and cross-cultural studies. She has published in *Human Resource Management Journal and International Journal of Public Administration.*

Donna K Cooke, Ph.D., is an associate professor in the Management Programs department. She supports the international business program by working on curriculum and program development and teaching undergraduate courses. She is the faculty of record for the internships. She has published in *Academy of Management Journal, Journal of Applied Psychology, and Decision Sciences*.

Lakshman Chandrashekhar, Ph.D., is an associate professor in the Management Programs department. He received his Ph.D. in Organization Studies from Southern Illinois University at Carbondale. His work focuses on global and cross-cultural leadership and international human resource management. He has published in leading international business and management journals, including *Journal of International Business Studies, Journal of Management Studies, Human Resource Management, Journal of Business Ethics, International Journal of Human Resource Management, and European Journal of Work and Organizational Psychology,* among others.

David Herst, Ph.D., is a Senior Instructor in the Management Programs department. He received both his masters and Ph.D. in industrial/organizational psychology from the University of South Florida. David supports the international business program by teaching at both the graduate and undergraduate levels. His research interests include cross-cultural negotiation, leadership, work/non-work conflict, and cross-cultural measurement invariance. As a consultant he has provided leadership development and training to Fortune 500 companies. Dr. Herst has published in *The Journal of Public Administration: Research and Theory, Public Management Review, Leadership Quarterly,* and *Asian Business and Management*.

Joseph T. Patton is an instructor in the Management Programs department. He will receive his doctorate from Florida International University in 2021. He supports the international business program by teaching introductory and advanced undergraduate courses. He was previously an expatriate executive with Colgate-Palmolive Company where he worked in the Latin American division with postings in NYC, Venezuela and the Dominican Republic. He has presented at conferences including the *Academy of International Business* and the *AIB Latin America Chapter* conference

Rajeev Sawant, Ph.D., is an assistant professor in the Management Programs department. He received his Ph.D. in International Business from the Fletcher School at Tufts University. His work focuses on foreign direct investment in infrastructure industries, business-government relations and emerging markets. He has published in leading international business and management journals, including *Academy of Management Review, Journal of International Business Studies, British Journal of Management, International Business Review, Journal of Business Research,* among others.

Len J. Treviño, Ph.D., is Director of International Business Programs and SBA Communications Distinguished Professor of International Business at Florida Atlantic University. He received his Ph.D. in International Business from Indiana University. His research focuses on the antecedents and consequences of foreign direct investment and the internationalization strategies of multinational enterprises. Dr. Treviño has published in leading international business and management journals, such as *Journal of International Business Studies, Journal of Management, Journal of World Business, Academy of Management Learning & Education, International Business Review, Journal of International Management, and Management International Review*.

About Florida Atlantic University

Established in 1961, FAU officially opened its doors in 1964 as the fifth public university in Florida. Today, the University, with an annual economic impact of $6.3 billion, serves more than 30,000 undergraduate and graduate students at sites throughout its six-county service region in southeast Florida. FAU is ranked as a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching. For three years in a row, *U.S. News & World Report* included FAU on the list of the most ethnically diverse universities in the U.S.

Appendix A



Course Description

Examines key topics in human resource management for multinational enterprises (MNE). The course covers the functions of selection, training, compensation and performance management. Emphasis is placed on understanding the differences between the various types of global assignments.

Instructional Method

The course is delivered remotely during the scheduled time.

Prerequisites/Corequisites

Prerequisite: MAN 3025

Course Objectives/Student Learning Outcomes

Students will learn about human resource management (HRM) in the multinational context. We examine the effects of the internationalization process on HRM.

At the end of the course, students should be able to:

1. Describe the cultural and organizational contexts of global HRM.
2. Explain the impacts of M&As and IJVs on HR.
3. Differentiate between the types of international assignments and know some HR success factors and considerations.
4. Discuss some future challenges facing global HR such as ethics, and safety, health, and security risks.
5. Work effectively in a global virtual team.

COVID-19 Statement

All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

Required Texts/Readings

International Human Resource Management (7th ed.) Dowling, P. J., Festing, M., and Engle, Snr., A. D. Andover, UK. Cengage Learning.
ISBN: 978-1-4737-1902-6.

Course Evaluation Method

Your course grade is a function of the following:

3 Exams…….	60
X-culture……...	30
Cases……..……	10

The three exams cover the chapters noted. Exams are taken during class time in Respondus. The questions are multiple choice format, administered in exam conditions – no books, notes, help.
Cases are prepared in groups of four students. You are to answer the questions and submit them in Canvas. As a class, we will discuss the cases.

Course Grading Scale

The following grading scale is used: A (93.0 and above); A- (90.0-92.9); B+ (87 – 89.9); B (83 – 86.9); B- (80-82.9); C+ (77 – 79.9); C (70 – 76.9); D+ (65 – 69.9); D (60 – 64.9); F (below 60).

Incompletes are not an option for failing students. Students wishing to discuss course grades have within five days of general notification of grades to do so. Students desiring passing grades must adhere to the professor's requirements; ignorance of the policies stated herein is not an acceptable excuse.

Policy on Makeup Tests, Late Work, and Incompletes

Assignments which are overdue will attract a grade penalty. Assignments which are submitted more than 72 hours late **will not be graded**. It is not my responsibility to remind you of due dates. Do not contact me to ask me if you can submit an assignment late. If it is within the 72 hour window, submit it and take the penalty. By waiting on my reply, you lose time and points.

Special Course Requirements

We require X-Culture in this course. X-Culture is a global project involving other universities. The purpose is to give you the experience of working on a virtual global team.

You will be working in an international team of 5-6 people for about eight weeks. Every semester, we select several companies that present their real-life international business challenges. Your team will have to select one of those challenges and suggest your solution. The detailed list of tasks to be completed for each challenge is provided in the Challenge Instructions (access code 20202).

For more on the project, visit https://x-culture.org. We are 2020-2a.

To complete the X-Culture Project, please follow the following steps:

1. Review project materials on this page: http://www.x-culture.org/2020-2a (access code: 20202)

2. Before **August 31**, you will receive an X-Culture Welcome Letter that includes your personal Readiness Test link. You will be asked to complete a test that will check if you've reviewed the

materials from #1. The test will take about 30 min to complete and must be completed by **August 31**.

95% of all students pass the test the first time, another 3% pass on the second try. As long as you carefully review the project materials, you should have no difficulties passing the test. If you fail the test, you will still have to complete the test, but you will have to work individually, not in an international team.

3. As long as you pass the Readiness Test, you will receive the names and contacts of your team members. There will be 5-6 team members from different countries.

If you fail the test, you will be given another chance. If you fail again, you will have to complete the project individually.

4. You will then have two months to develop a business proposal for a real-life client organization.

5. After the project is over, you will receive an X-Culture Global Business certificate.

Furthermore, members of the best teams will be invited to attend the Academy of International Business Conference (www.x-culture.org/meetings/). The students will meet in person their teammates, present their work, and have a chance to participate the many conference networking and presentation events.

Grading: The project will involve a series of tasks that you and your team must complete. Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will get an excellent grade.

Performance Indicator	**Recommended Value**
Individual:	
Completion of the pre-project training	ust pass to enroll
Weekly progress reports, submitted individually by each student (completed fully and before the deadline)	20%
Post-project survey (completed before the deadline, % questions answered, check for response non-randomness);	ust be completed to receive project grade/mark*
Peer evaluations (as evaluated by the other team members in terms of effort, intellectual contribution, help with writing the report, coordinating team efforts, other comments), reported weekly and post-project, average of all.	40%
Team	
Quality of the team report (as rated by the instructors)	40%

Here are rough estimates of the time requirements:

Task, Students	Approx. Combined Hours

Before the project starts:	
Pre-project review of the materials	1-3
Readiness Test	1
During the project:	
Correspondence with teammates, per week	1-2
Research and report write up, per week	1-2
Other unexpected tasks and issues that need to be addressed	1-2
After the project:	
Post-project survey	1
TOTAL over the entire semester	20-40 hours

Grading: The project will involve a series of tasks that your team must complete, each graded as pass/fail. That is, a "pass" (100) is awarded if the task is completed fully by the respective deadline and a "fail" (0) is given if the student/team misses the deadline or partially completes the component of the project.

Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will receive a good grade. The quality of your team report matters, but less than your individual effort. Historically, most students in my class received a high grade for the project, but they all agree that it was not an easy task; one that required much, and at times frustrating, work - but in the end it was very rewarding and worth the extra effort.

Classroom Etiquette Policy

The class meets online. When you are on camera or on audio, please be aware of what viewers can see and hear.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve

and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Exams are closed book, and to be done independently without human or other assistance. Violations of this policy are an academic integrity issue. I enforce this.

Course Schedule

Date	Topic	Readings
Aug 26	Introduction, welcome, orientation, X-culture. Fill out Google Forms.	Syllabus, https://x-culture.org
Aug 28	X-culture readiness.	
Sept 2	Introduction to IHRM	Ch. 1
Sept 4	", X-culture	
Sept 9	The cultural context of IHRM	Ch. 2
Sept 11	", X-culture	
Sept 16	The organizational context	Ch. 3
Sept 18	", X-culture, exam review	
Sept 23	**Exam 1**	**Ch. 1-3 (18)**
Sept 25	Cross border M&A, IJV, X-culture	Ch. 4
Sept 30	"	
Oct 2	Staffing, recruiting, selection, X-culture	Ch. 5
Oct 7	"	
Oct 9	Case discussion, X-culture	**Case 2 (2)**
Oct 14	International performance management	Ch. 6
Oct 16	" . X-Culture ends.	
Oct 21	Case discussion, exam review	**Case 9 (3)**
Oct 23	**Exam 2**	**Ch. 4-6 (18)**
Oct 28	T&D, careers, talent	Ch. 7
Oct 30	"	
Nov 4	Case discussion	**Case 8 (2)**
Nov 6	International compensation	Ch. 8
Nov 12	"	
Nov 18	Case discussion	**Case 6 (3)**
Nov 20	Industrial relations, global institutions	Ch. 9
Nov 25	"	
Dec 2	Ethics, Trends, and challenges, case	Ch. 10
Dec 4	", exam review	
Dec 11	**Final 10:30-noon**	**Ch. 7-10 (24)**

Appendix B



MAN 3442-002
International Business Negotiations
T/ Th 2:00 to 3:20 pm
3 credits

Fall 2020
Prof. Deborah Searcy
Office hours: Virtual, by appointment
Email: dsearcy@fau.edu

Course Description
A skill-based course that focuses on the conduct and impact of negotiations on business relationships, including the role of culture.

Instructional Method
This class is designated as a "fully online class with live lecture." This class will provide live (synchronous) content for a minimum 50% of the original scheduled meeting pattern, as published in the online schedule.

Prerequisites/Corequisites
This class is worth three (3) credit hours.
Prerequisite: Junior standing and either MAN 3025, PSY 1012, ANT 2000, SYG 1000, SYG 2010, or HSA 4124.

This class is worth three (3) credit hours.

Course Objectives/Student Learning Outcomes
This course is aimed at developing expertise in negotiations across cultural borders, working with various suppliers, developing multicultural project teams and sensitivity, and developing counter proposals.

As a result of taking this course, you will be able to:
1. Diagnose your own negotiation style, including strengths and areas for improvement.
2. Analyze conflict situations and effectively prepare for a variety of negotiations.
3. Improve your ability to negotiate desired outcomes.
4. Provide a functional and practical understanding of how culture impacts individual, group, and organizational behavior and effectiveness
5. Develop a practical understanding of cross-cultural human relations.

To achieve these objectives, the course uses **role-play exercises** with class debriefing and discussions. Because debriefings increase awareness and understanding of your negotiation strengths and weaknesses, **consistent class attendance is critical**. Reading and role-play exercises provide essential background knowledge and must be completed before class. Students will also complete several short experiential homework assignments and regular in-class quizzes to improve their grasp of negotiation concepts.

COVID-19 Statement

All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

Required Text
The Mind and Heart of the Negotiator 7th edition, by Leigh Thompson
Assorted role play exercises distributed via email
Additional articles posted to Canvas

Course Grading Scale

In keeping with University policy, the grading scale is: A = 93-100; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9 B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; F = 0 – 59.9.

Course Evaluation Method

Breakdown of Grades

1.	Class Attendance & Participation	10%
2.	Quizzes	10%
3.	Graded Negotiation Exercises	25%
4.	Real negotiation write-ups (2 at 10%)	20%
5.	Team Country presentation	15%
a.	Quiz on team country presentations	5%
6.	Final identity, culture, self-reflection paper	15%

1. **Class Attendance and Participation.** Research shows that students learn more when they actively participate in discussions. Because debriefing the role-play activities contributes significantly to learning, students are expected to **attend** and **participate actively** during class exercises, discussions, and negotiation debriefings.

Despite Covid-19, this class will meet twice a week, as scheduled, using Zoom. Students who miss all or some portion of the class not only miss exercises and discussions, they may disrupt exercises and cause other students to miss the opportunity to learn from them. Therefore, ***students should be present on time*** for ***EVERY*** scheduled class session.

The other component of class participation involves students' active and enthusiastic participation in class discussions and activities. This component will reflect my evaluation of students' active contributions, for example:

- Was well-prepared for class exercises & discussions
- Participated enthusiastically in discussions, exercises and debriefings
- Volunteered unique insights and ideas to class discussions and debriefings

2. **Quizzes**. Students who are unprepared hinder the learning of others by wasting time reviewing readings and exercises or—worse yet—trying to "wing it" during role-play negotiations. To encourage consistent preparation, there will be 10-minute pop quizzes based on the readings at the start of some class sessions. There will be no make-up quizzes for absences or late arrivals, however the lowest score is dropped.

3. **Graded Negotiation Exercises.** Negotiations feel different when the outcomes have real consequences. I will grade a subset of the cases. I have not identified in advance which of the cases I will grade. Prepare for each case as if it is graded. There are several components of this grade

- Planning documents: Students are expected to have read their assigned role and completed a brief planning document in Canvas prior to the start of class. Your grade for these planning documents is strictly on completion of the document.
- Results on the actual negotiation: Your grade will be based on relative performance within a role (Your performance within a role will be compared with the performance of other students

in the same role.) You will earn a score between 70 and 100 based upon your relative performance. For example, if there are 10 buyers, the buyer with the most surplus will earn a 10, while the buyer with the lowest surplus will earn a 7. In addition, you will be graded on your write-up/ self-reflection. Students who miss a case for any reason will earn a score of 0.

4. **Real Negotiation Write-ups.** During this course you are required to go out and actually negotiate for something—twice. You can negotiate for anything—rent, hours at work, a restaurant meal, or a couch. My preference is for you to negotiate in a setting where negotiations are uncommon (e.g., not in a flea market). You can be the buyer or the seller, and although you do not need to complete a transaction to complete the exercise, the good or service that you negotiate for should be something that you would actually buy or sell. (Note: the negotiations should take place after the course starts). For one of the negotiations, you may negotiate against a good friend or loved one (e.g. mom, friend, significant other), but at least once you must negotiate against a relative stranger (but negotiating against your boss is ok). In your write-up I will be looking for (and grading) the following:

(1) Overview: Provide a brief overview of the key events.

(2) Analysis: What were the critical factors that affected the negotiation situation and outcomes, and what can you say about these factors in general? How do the concepts and strategies presented in lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style? How successful were you in the use of these concepts and strategies?

(3) Synthesis: What did you learn about yourself and others from this experience? What did you learn about negotiation or conflict from this situation? How does this experience compare to others that you or someone you know have had in comparable circumstances?

A "good" write-up is one that tries to step back from a negotiation, identifies key events and processes, uses readings to help structure the analysis, and is written well. A good paper is generally at least 5 pages long, 12 point font, and double-spaced.

5. **Team Region Report**. As a team, you will present on an assigned region of the globe. After doing appropriate research, present a 20-minute PowerPoint presentation describing business customs and practices in that country. Your task is to prepare a non-native businessperson to act appropriately in one or more business situations (e.g., an office meeting, a project proposal, a negotiation, a dinner meeting, an interview). Be sure to take into account both the cultural practices of this country and the cultural practices of the person for whom you are writing the report (you may be attempting to train a Latin American to do business in China, for example, so you would want to account for typical Latin American business practices when describing how the Latin American should conduct him/herself in China). You should incorporate lecture material as well as material from the text into the paper. Students will have the opportunity to complete peer evaluations to identify both high and low contributors. The final peer evaluation is evaluative in that it can affect each team member's grade. Any student whose peer evaluation average is below a 73% average (i.e. below the passing grade of the course itself) will have his/her grades on the team assignments reduced to 80% of the team score.

Final Self-reflection paper. Your final assignment for the class is to reflect on how you have grown as a negotiator over the duration of the course. This is a self-assessment paper in which you analyze yourself, including your style and its strengths and weaknesses, based on your experience in the course, the feedback you received, as well as other experiences. This analysis should culminate in an action plan for developing as a negotiator. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation manual that reflects a meaningful amount of reflection, synthesis, and application. The paper should be 6 pages, 12-point font, and double-spaced.

Selected University and College Policies

Missing or Late Assignments/ Exams: There are no missing or late assignments or exams unless in the case of a documented emergency. Students with University-excused absences must make arrangements to complete the assignments prior to the due date.

Code of Academic Integrity Policy Statement
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, please see FAU Regulation 4.001 at: FAU Regulation 4.001.

Accessibility Policy Statement
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require special accommodations to properly execute coursework due to a disability must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880), TDD (561) 297-0358; in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. Their web site is: https://fau.edu/sas.

Counseling and Psychological Services (CAPS) Center
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to: http://www.fau.edu/counseling/

Religious Accommodation Policy Statement
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at: FAU Regulation 2.007.

University Approved Absence Policy Statement
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such action.

Incomplete Grade Policy Statement
A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior is judged to be disruptive per the Student Code of Conduct.

	Date	Topic
Week 1	Topic: Negotiation and Value 8/25 2 pm 8/27 2 pm 10 pm	Class meeting: Live lecture via Canvas Reading: Chapter 1 (Negotiation: The Mind and The Heart) Reading & Deliverable: *Cuban Plants* role; submit planning document by start of class Class meeting: Negotiate *Cuban Plants* during class Deliverable: Submit settlement agreement and analysis
Week 2	Topic: Preparation, BATNA 9/1 2 pm 9/3 2 pm 10 pm	Reading: Chapter 2 (Preparation: What to Do before Negotiation) Class meeting: Live lecture via Canvas (pop quiz?) Reading & Deliverable: *Blue Coupe* role and submit planning document by start of class Class meeting: Negotiate *Blue Coupe* Deliverable: Submit settlement agreement and analysis
Week 3	Topic: Distributive Negotiations 9/8 2 pm 9/10 2 pm 10 pm	Reading: Chapter 3 (Distributive Negotiation: Claiming Value) Class meeting: Live lecture via Canvas (pop quiz?) Reading & Deliverable: *Buying a House* role and submit planning document by start of class Class meeting: Negotiate *Buying a House* during class Deliverable: Submit settlement agreement and analysis
Week 4	Topic: Integrative Negotiations 9/15 2 pm 9/17 2 pm 10 pm	Reading: Chapter 4 (Integrative Negotiation: Expanding the Pie) Class meeting: Live lecture via Canvas (pop quiz?) Reading & Deliverable: *Best Books* role and submit planning document by start of class Class meeting: Negotiate *Best Books* during class Deliverable: Submit settlement agreement and analysis
Week 5	Topic: Virtual Negotiations 9/22 2 pm 9/24 2 pm 9/27 midnight	Reading: Chapter 12 (Negotiating in a Virtual World) Class meeting: Live lecture via Canvas (pop quiz?) Deliverable: First out-of-class negotiation due to Canvas Complete Activity and submit Deliverable: Complete *Live 8* virtual negotiation. You must submit the back-and-forth text of email negotiation AND the write-up and analysis
Week 6	Topic: Emotion in Negotiation 9/29 2 pm 10/1 2 pm 10 pm	Reading: Chapter 6 (Managing Emotions and Contentious Negotiations) Class meeting: Live lecture via Canvas. Complete *emotional style questionnaire* before class Reading & Deliverable: *University Square* role, submit planning document by start of class Class meeting: Negotiate *University Square Apartments* during class Deliverable: Submit settlement agreement and analysis
Week 7	Topic: Teams negotiations 10/6 2 pm 10/8 2 pm 10 pm	Reading: Chapter 10 (Multiple Parties, Coalitions, and Teams) Class meeting: Live lecture via Canvas (pop quiz?) Reading & Deliverable: *Towers Market* role and submit planning document by start of class Class meeting: Negotiate *Towers Market* during class Deliverable: Submit settlement agreement and analysis
Week 8	Topic: Identity, Gender, and Relationships 10/13 2pm 10 pm 10/15 2pm 	Reading: "The complexity of identity" by Tatum, "Power of Gender Stereotypes" by Kray Class meeting: Live lecture via Canvas (pop quiz?) Deliverable: submit identity write-up and analysis to Canvas Reading: Chapter 7 (Establishing Trust and Building Relationships) Class meeting: Live lecture via Canvas (pop quiz?), https://economics-games.com/games

Week 9	Topic: Culture 10/20 2 pm Reading: Chapter 11 (Cross-Cultural Negotiation) Class meeting: Live lecture via Canvas (pop quiz?) 10/22 2 pm Reading & Deliverable: *Bacchus* role and submit planning document by start of class Class meeting: Negotiate *Bacchus* during class 10 pm Deliverable: Submit settlement agreement and analysis to Canvas
Week 10	Topic: More on Culture and making Concessions 10/27 2 pm Reading: "Making Concessions" by Malhotra, "Negotiation Across Cultures" by Brett Class meeting: Live lecture via Canvas (pop quiz?), debrief *Bacchus* Assignment: Second out-of-class negotiation due to Canvas 10/29 2 pm Reading & Deliverable: *Island Cruise* role and submit planning document by start of class Class meeting: Negotiate *Island Cruise* during class (by phone) 10 pm Deliverable: Submit settlement agreement and analysis to Canvas
Week 11	Topic: Cross-cultural Negotiations Team Presentations 11/3 2 pm Latin America (e.g. Brazil, Peru) Caribbean 11/5 2 pm Eastern Europe (e.g. Russia, Poland, Ukraine *NOT* England/ France/ Spain) Germanic and Northern Europe (e.g. Germany, Latvia, *NOT* England/ France/ Spain)
Week 12	Topic: Cross-cultural negotiations Team Presentations 11/10 2 pm Confucian Asia (e.g. China, Japan, Korea) Southern Asia (e.g. India, Bangladesh) 11/12 2 pm Northern Africa and Middle East (e.g. Morocco, Egypt, Saudi Arabia) Sub-Saharan Africa (e.g. South Africa, Kenya) Quiz on Country Presentations
Week 13	Topic: Salary Negotiation 11/17 2 pm Reading: Appendix 1 (Negotiating a Job Offer) Class meeting: Live lecture via Canvas (pop quiz?) 11/19 2 pm Reading & Deliverable: *Salary* roles and submit planning document by start of class Class: Negotiate *Salary* (one as applicant and one as employer with same partner) 10 pm Deliverable: Submit settlement agreement and analysis to Canvas
Week 14	11/24 Tuesday of THANKSGIVING WEEK □ Free day to work on final paper
Week 15	Topic: Identity and Intercultural Negotiation 12/1 2 pm TBD 12/3 2 pm Final self-reflection paper due at start of class

- Note: As we progress through the course, it may prove necessary to make adjustments to the schedule. You will be notified in advance of any changes.

https://uquiz.com/uzkIkK

Addendix C: Curriculum Vita

DONNA K. **COOKE**

Florida Atlantic University
3200 College Avenue
LA 466A
Davie, FL 33314
(954) 236-1064
Cooke@fau.edu

Education

PhD	1989	University of Miami, Organizational Psychology
MS	1986	University of Miami, Organizational Psychology
BS	1983	University of Florida, Psychology, Phi Beta Kappa.

Work/Research Experience

1995 - Present	Associate Professor Management Programs, FAU
10/2002 - 2010	Associate Dean College of Business, FAU
1988 - 1995*	Assistant Professor Department of Management and International Business, FAU *Was on leave of absence for two years.

Teaching Experience

- Proposed, developed, and taught two of the seven courses required in the IB & T major
- MAN 3611 Cross-cultural Relations and Negotiations
- Proposed MAN 4610 Global Human Resource Management (to be offered in 2020)
- MAN 4680 International Business Field Experience
- Cross-cultural Management (two versions for the MSIB, and the MBA)
- Proposed, developed and taught doctoral-level Industrial/Organizational Psychology course for the Department of Management at Florida Atlantic University.

Courses taught

- Global Human Resource Management (undergraduate)
- Cross-cultural Human Relations and Negotiations (undergraduate and graduate)
- Cross-cultural OB (graduate)
- International Business Field experience (Costa Rica, Czech Republic and France)

Refereed Works (10 years)

Journal publications

Cooke, D. K., DuBois, F., Sawant, R.J., Sprott, D. E., & Trevino, L. J. (2020). Bringing the Dark Side of International Business into the Classroom. AIB Insights, 20(1), 28-32.

Cooke, D. K., Brandt, K. K., & Woods, J. (2019). The role of public service motivation in employee work engagement: A test of the Job Demand-Job Resources Model. International Journal of Public Administration, 42(9), 765-775.

Collins, J., & Cooke, D. (2013). Creative role models, personality and performance. Journal of Management Development 32(9), 336-350.

Hu, Q., Dinev, T., Hart, P., & Cooke, D. (2012). Managing employee compliance with information security policies: The role of top management and organizational culture. Decision Sciences 43(4), 615-660.

Books and chapters in books

Woods, J., Cooke, D., & Brandt, K. (forthcoming). Public Service Motivation and Employee Engagement in Bureaucratic Organizations. Global Encyclopedia of Public Administration, Public Policy, and Governance. doi:10.1007/978-3-319-31816-5_3733-1

Cooke, D. K., & Bernardin, H. J. (1995). A review of the Survey of Work Values. Mental Measurements Yearbook, 1022-1024.

Cooke, D. K., & Bernardin, H. J. (1995). A review of the Leader Behavior Analysis II. Mental Measurements Yearbook, 552-554.

Presentations

Cooke, D. K., & Trevino, L. J. The Impact of Legitimacy, Status and Reputation on rankings in Colleges of Business: The Case of International Business Programs. Accepted to CUIBE 2020 Spring Meeting, Rome, Italy (canceled due to pandemic).

Cooke, D. K., & Trevino, L. J. Rankings, Legitimacy, Status, and Reputation Judgments: The Case of International Business Programs. Presented virtually at AIB 2020 Annual Meeting, Miami, FL.

Woods, J., & Cooke, D.K. High-performance work systems and unit innovation in the public sector. Presented at the 2019 Meeting of the Southern Management Association, Norfolk, Virginia.

Cooke, D.K., & Manor, K. Compliance Training in Previously Sanctioned MNCs. Presented at the 2017 Meeting of the Southern Management Association, St. Petersburg Beach, FL.

Chin, P., & Cooke, D.K. Internships and Undergraduate Research in Business Colleges. Poster session at *2015 Florida Statewide Symposium: Engagement in Undergraduate Research*, Orlando, Florida.

Cooke, D. K. Cultural Values and Asian American feedback ratings. Presented at 2012 ANZIBA, Adelaide, Australia.

Cooke, D. Increasing creativity and innovation in organizations: Implications for leaders. Presented at the 2010 DBA Business Research Conference, University of the West Indies - Mona, Jamaica.

Refereed Proceedings

Cooke, D. K. Cultural Values and Asian American feedback ratings. Proceedings of 2012 ANZIBA, Adelaide, Australia.

Professional Affiliations

Academy of International Business
Academy of Management
American Psychological Association

Professional Service

External

- Session facilitator Intercultural Diversity Southern Management Association's Annual Meeting 2015, St. Pete Beach, Florida
- Editorial Review Board for Journal of Asia Business Studies (2014-present)
- Ad hoc reviewer for Journal of Cross-Cultural Psychology
- Advisory Board, Annual Editions: Human Resources 1998 - present

Internal

- College representative QEP Committee (Fall 2020-present)
- Broward Achievement Awards; chair of Awards Committee (Jan 2020-present)
- College representative, Broward Faculty Advisory Board (2019-present)
- International Business undergraduate subcommittee (2016-present)
- Search committee for IB faculty position, Davie (2016-2018)
- Search committee for Management Programs department chair (2014)
- Chair, Search committee for HR faculty position (2014)
- International Business undergraduate curriculum revision committee (2010-2011)

C. Lakshman

lchandrashekhar@fau.edu
121, Fleming West; Florida Atlantic University
777 Glades Road, Boca Raton 33431

EDUCATION

Ph.D. (2003)
Southern Illinois University at Carbondale, IL, USA.
Major: Organization Studies, Minor: MIS

M.B.A. (1992)
University of Wisconsin-La Crosse

B. E. (1987) (Electrical & Electronics Engineering)
Madurai Kamaraj University, India.

ACADEMIC POSITIONS (and Courses Taught)

Current Position: Associate Professor of IB; Florida Atlantic University (Aug 2019 – present)
Global Business Operations; Global Environment of Management.

Senior Professor (2009 – 2013)
KEDGE Business School, Bordeaux, France

Independent Consultant (2008-2009)
Clients include Tata Management Training Centre, Atul India Ltd. ABN-AMRO, Honeywell India.

Associate Professor & Chair of HRM & OB Area (2006-2008)
Indian Institute of Management, Indore, India

Assistant Professor (2005 - 2006)
Longwood University, Farmville, VA, USA

Associate Professor (2004 - 2005)
Virginia State University, Petersburg, VA, USA

Assistant Professor (2001 – 2004)
Jackson State University, Jackson, MS, USA

PROFESSIONAL EXPERIENCE

Two years of sales and marketing experience dealing with electrical and electronic products for industrial customers in India, as Marketing Engineer for Elcompo Electronics Pvt. Ltd., Chennai 600 041.

Several Consulting Assignments in different positions described in respective locations.

SELECT PUBLICATIONS

Books

C. Lakshman (2015). *Doing Business in India: A Framework for Strategic Understanding*, *Elsevier* Publishing, UK.

Book Chapter(s)

C. Lakshman (2016). Culturally Integrating an Indian JV partner post-acquisition, in Malik, A., & Pereira, V. (Eds). *Indian Culture and Work Organizations in Transition*, Routledge, UK.

Journal Articles

1. Lakshman, C., Wang, L., Adhikari, A., & Cheng, G. (2021). Flexibility oriented HRM practices and innovation: Evidence from China and India, *The International Journal of Human Resource Management*, DOI: 10.1080/09585192.2020.1861057.
2. Lakshman, C., Lakshman, S., & Gok, K. (2020). Biculturalism and cross-cultural competence: Examination of an attributional complexity theory-based model, *Cross Cultural & Strategic Management*, DOI 10.1108/CCSM-03-2020-0081.
3. Lakshman, C., Vo, L-C., & Ramaswami, A. (2020). Measurement Invariance and Nomological Validity of the Attributional Complexity Scale: Evidence from Estonia, France, India, USA, and Vietnam, *International Journal of Cross Cultural Management, 20(1)*.
4. Kraak, J.M., Lakshman, C., & Griep, Y. (2019). From Top Gun to the Daily Grind: Contextualizing Psychological Contract Breach for Military Pilots, *European Journal of Work and Organizational Psychology*, https://doi.org/10.1080/1359432X.2019.1681500.
5. Lakshman, C., & Rai, S. (2019). The influence of leadership on learning and innovation: evidence from India, *Asian Business & Management*, https://doi.org/10.1057/s41291-019-00096-w
6. Vora, D., Martin, L., Fitzsimmons, S.R., Pekerti, A.A., **Lakshman, C.**, & Raheem, S. (2019). Multiculturalism within Individuals: A Review and Agenda for Future Research, *Journal of International Business Studies* 50(4): 499-524.
7. C. Lakshman, Vo, L-C., Ladha, R., & Gok, K. (2019). Consequences of paying CEOs for downsizing: A four-country study of the impacts on survivors vs. victims, *M@n@gement*, 22 (2): 250-272.
8. C. Lakshman, Gok, K., & Vo, L-C. (2018). Managerial Assignments of Credit and Blame: A five-country study of Leadership Desirability, *Cross Cultural & Strategic Management*, 25(4): 741-762.
9. C. Lakshman, Dupouet, O., & Bouzdine-Chameeva, T. (2018). HRM Architectures and Practices: Fostering Ambidexterity in MNCs, *Management International*, 22(1):115-132.
10. Lakshman, S., & Lakshman, C. (2017). The Dynamic Change in Expatriate Roles: Strategy Type and Stage of Internationalization, *Management Decision*, 55 (8):1770-1784.
11. Lakshman, S., Lakshman, C., & Estay, C. (2017). The relationship between International Business Strategies and Executive Staffing in MNCs, *International Journal of Organizational Analysis*, 25 (2).
12. C. Lakshman & Estay, C. (2016). Attributional Complexity and Leadership: Test of a process Model in France and India, *International Journal of Cross Cultural Management*, doi:10.1177/1470595815622653.
13. C. Lakshman, Ramaswami, A., Alas, R., Kabongo, J.F., & Pandian, J.R. (2014). Ethics Trumps Culture? A Cross-National Study of Business Leader Responsibility for Downsizing and CSR Perceptions, *Journal of Business Ethics*, 125: 101-119.

14. C. Lakshman (2014): Leveraging human capital through performance management process: the role of leadership in the USA, France and India, *The International Journal of Human Resource Management*, 25, 10:1351-1372.
15. C. Lakshman. (2013). Biculturalism and Attributional Complexity: Cross-cultural Leadership Effectiveness, *Journal of International Business Studies*, 44, 9: 922-940.
16. C. Lakshman (2011). Effective Post-Acquisition Integration: A knowledge-based approach, *Human Resource Management*, 50, 5: 605-623.
17. C. Lakshman & Ronaldo Parente. (2008). Supplier-Focused Knowledge Management in the Automobile Industry and Its Implications for Product Performance, *Journal of Management Studies*, 45, 317-342.
18. Brokaw, S.C., & C. Lakshman (1995). Cross-cultural consumer research in India: A review and analysis, *Journal of International Consumer Marketing*, 7, 3, pp. 53-80.

EDITORIAL BOARD MEMBERSHIP

Cross-Cultural & Strategic Management
South Asian Journal of Human Resource Management
Asian Business & Management

EDITORIAL Experience

Claes, B., & Lakshman, C. 2012. Guest editor of the special issue on 'Managing the Human Resources in the Supply Chain', *Supply Chain Forum: An International Journal*, Vol. 13, 2. (Names of editors listed in alphabetical order)

GRANTS

Received a grant (15000 Euros) from CIGREF, France for "Organizational and Information Systems Configurations for Ambidexterity" (with Bouzdine-Chameeva, T., & Dupouet, O.) 2010-2011.

Received a summer research grant (USD 5000) from Virginia State University for "Knowledge Leadership: Empirical examination of the impact on organizational performance," 2004-2005.

Awards and Honors

Awarded certificate of Excellence in Peer Review by *South Asian Journal of Human Resources Management*, 2017.
Nominated Finalist for Best Paper of the year; *Canadian Journal of Administrative Sciences*. (May 1, 2016).
Adjudged the second best paper of the conference, IHRM Conference, New Delhi, India. (November 18, 2012).
Best case study award, Association of Indian Management Schools. (October 15, 1998).

CASE STUDIES

C. Lakshman & Sangeetha Lakshman (2012). *Reliance Retail: Making the Hindu Elephant Dance. One of the best runners up award winners at* CEEMAN Case Writing Competition 2012, held in cooperation with Emerald (submitted to *ecch* for registration).
C. Lakshman & Sangeetha Lakshman (2014). Jack Welch at GE: Executive Leadership Centered on Knowledge Management, (Case # 914-023-1). The Case Centre. http://www.thecasecentre.org/educators/products/view?id=124151

Sawant, Rajeev J.

1. EDUCATION:

Degree	Institution	Field	Dates
Ph.D.	The Fletcher School, Tufts University	International Business	2008
M.A.	The Fletcher School, Tufts University	International Business	1997
B.S.	Jawaharlal Nehru University	Mathematics	1988

2. ACADEMIC EXPERIENCE:

Institution	Rank	Field	Dates
Florida Atlantic University, College of Business	Assistant Professor	International Business	August 2018-Present
Baruch College, Zicklin School of Business	Assistant Professor	International Business	August 25, 2011 – Jul 2018

3. SCHOLARSHIP/RESEARCH/CREATIVE ACTIVITY:

A. Books:

Sawant, R. J. (2010). *Infrastructure Investing: Managing the Risks and Rewards for Pensions, Insurance Companies and Endowments*. Hoboken, NJ: Wiley & Sons.

B. Papers in Professional Journals:

(1) Articles:

Sawant, R. J., Hada, M., & Blanchard, S. (2020) Contractual Discrimination in Franchise Relationships. Forthcoming at *Journal of Retailing*.

Sawant, R. J., Nachum, L., & Panibratov, A. (2020) The Effect of Interpersonal Political Embeddedness on Firm Internationalization Scope. Forthcoming at *British Journal of Management.*

James, B. E., Sawant, R. J., & Bendickson, J. (2020) Emerging Market Multinationals' Firm-specific Advantages and their Role in Foreign Acquisition Location Choice. Forthcoming at *International Business Review.* (Equal contribution for first two authors)

Cooke, D. K., DuBois, F., Sawant, R. J., Sprott, D. E., & Treviño, L. J. (2020). Bringing the Dark Side of International Business into the Classroom. *AIB Insights*, 20(1). https://doi.org/10.46697/001c.13441

James, B., & Sawant, R. J. (2017). Norte o Sul/Sur? Multilatinas' Choice of Developed versus Developing Countries for Foreign Acquisitions. *Journal of Business Research*. (Equal contribution).

Sawant, R. J. (2012). Asset specificity and corporate political activity in regulated industries. *Academy of Management Review, 37*(2), 194-210.

Sawant, R. J. (2010). The Economics of Large Scale Infrastructure Foreign Direct Investment: The Case of Project Finance. *Journal of International Business Studies, 41*(6), 1036-1055.

Sawant, R. J. (2010). Emerging Market Infrastructure Project Bonds: Their Risks and Returns. *Journal of Structured Finance*, *15*(4), 75-83.

4. Works Currently Under Review:

A. Papers submitted to journals for consideration.

James, B., Sawant, R. J., & Bendickson, J. Absorptive Capacity and Propensity for Knowledge-seeking acquisitions. Invited for 1st round Revise & Resubmit at *Journal of Business Research*.

Sawant, R. J., & James, B. Ownership and Control Rights in Public Private Partnerships. Invited for 1st round Revise & Resubmit at *Journal of Public Administration Research and Theory*.

Sawant, R. J. Lui, J., & Zhong, B. Determinants of New Product Scale in Market Entry Decisions. Under Review at *Journal of Management Studies.*

5. WORK IN PROGRESS:

A. Research in progress.

Sawant, R. J. & Mukherjee, S. Presidential Cabinet Secretaries and Corporate Tax Avoidance. To be submitted to *Administrative Science Quarterly*.

Sawant, R. J., & Sajeesh, S. The Rise (or Fall) of Sharing Economy Firms: Winning Favorable Market Entry and Competition Policies. To be submitted to *International Journal of Research in Marketing*.

Sawant, R. J. Lui, J., & Zhong, B. Scale to Market: Performance Consequences of New Product Scale in Market Entry Decisions. To be submitted to *Research Policy.*

Sawant, R. J. & Trevino L. Cognition and knowledge creation in organizations: A social network perspective. Working Paper.

7. REFERRED PRESENTATIONS AND PROCEEDINGS (2020 2019):

Sawant, R. J. Lui, J., & Zhong, B. Academy of International Business (SouthEast) Meeting, San Antonio, USA. "Performance Consequences of New Product Scale in Market Entry Decisions." (Oct 22-23, 2020).

James, B., Sawant, R. J., & Bendickson, J. Academy of Management Annual Meeting, Academy of Management, Vancouver, Canada. "Absorptive Capacity and Propensity for Knowledge-seeking Acquisitions. (Aug 7-11, 2020).

Sawant, R. J. Lui, J., & Zhong, B. Academy of International Business Annual Meeting, Miami, USA. "Scale to Market: Performance Consequences of New Product Scale in Market Entry Decisions." (Jul 2-6, 2020).

Sawant, R. J., & James, B. Academy of International Business Annual Meeting, Copenhagen, Denmark, "Ownership and Control Rights in Public Private Partnerships". (June 24-27, 2019).

James, B. E., Sawant, R. J., & Bendickson, J. Academy of International Business Annual Meeting, Copenhagen, Denmark, "Emerging Market Multinationals' Firm-specific Advantages and their Role in Foreign Acquisition Location Choice". (June 24-27, 2019).

Nachum, L., Sawant, R. J., & Panibratov, A. Academy of International Business Annual Meeting, Copenhagen, Denmark, "Political Capital as a Mobile Asset? 'Whom you Know'; 'What you Know' and Firms' International Strategies". (June 24-27, 2019).

Sawant, R. J., & Sajeesh, S. 2019 INFORMS Marketing Science Conference, Rome, Italy, "Protection for sale with foreign buyers". (June 19-22, 2019).

7. COURSES TAUGHT AT FAU:

MAN 3600 – International Business
MAN 6937 – Global Environment of Management
MAN 3600 – International Business
MAN 4602 – Global Business Operations
Co-chair for Doctoral Candidate Juliet Oriafo. Estimated Graduation date May 2023. Thesis: The Propensity for Risk-taking of Emerging Market Multinationals.

8. SERVICE AND PROFESSIONAL DEVELOPMENT:

A. Service to the Department - Member of Undergraduate International Business Committee (Fall 2018 and Spring 2019).
   Member of Faculty Recruiting Committee, (Spring 2019).
      Search, review, evaluate and select candidates for IB tenure track faculty positions.
      Interview and evaluate candidate presentations.
      Recommend faculty appointment.
B. Service to the School - Represented FAU in the Consortium for Undergraduate International Business Education (CUIBE) Annual Meeting.

9. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:

Editorial Board member of Journal of International Business Policy
Editorial Board member of Cross Cultural and Strategic Management Journal

LEN J. TREVIÑO

ADDRESS

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Department of Management Programs
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Boca Raton, FL 33431

CONTACT

Office Tel: (561) 297-3669
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E-mail: trevinol@fau.edu

EDUCATION

1991	**Indiana University**, Bloomington, Ph.D., International Business, Strategic Management
1986	**Indiana University**, Bloomington, M.B.A., Marketing, International Business
1982	**University of Notre Dame**, B.B.A., Finance, Magna Cum Laude, class rank - 19/435

ACADEMIC EXPERIENCE

2016 -	**Florida Atlantic University**, Boca Raton, Florida, SBA Communications Distinguished Professor of International Business, Professor of Management (**tenured)**, Director of International Business Programs, Department of Management Programs
2009 - 2016	**Loyola University New Orleans**, New Orleans, Louisiana, Gerald N. Gaston Eminent Scholar Chair in International Business, Professor of Management (**tenured)**, Department of Management
2006 - 2009	**Washington State University**, Pullman, Washington, Associate Professor of Management (**tenured)**, Department of Management and Operations
2004 – 2006	**Washington State University**, Pullman, Washington, Assistant Professor, Department of Management and Operations
1999 - 2004	**University of Southern Mississippi**, Hattiesburg, Mississippi, Partnership Society Associate Professor of International Business (**tenured)**, Department of Management
1996 - 1999	**Monterey Institute of International Studies,** Monterey, California, Associate Professor, Department of International Management
1991 - 1996	**University of Miami**, Coral Gables, Florida, Assistant Professor of Management, Department of Management
1990 - 1991	**University of Miami**, Coral Gables, Florida, Instructor, Department of Management
1987 - 1990	**Indiana University**, Bloomington, Indiana, Associate Instructor, Department of Management

INVITED SPEAKER/SYMPOSIA

2019	Bryant University
2019	Universidad Privada Boliviana

VISITING ACADEMIC EXPERIENCE

2008	Instituto de Empresa Business School, Madrid, Spain – IMBA (Flagship Program)
2008	Kyiv Mohyla Business School (KMBS), Kyiv, Ukraine – EMBA
2007	Durakij Pundit University, Bangkok, Thailand – Doctoral Program
2007	University of Hawaii at Manoa, Honolulu, Hawaii - Undergraduate

2005 National Economics University, Ho Chi Minh, Vietnam – EMBA
2005 National Economics University, Hanoi, Vietnam – EMBA
2005 Buskerud University, Kongsberg, Norway – Undergraduate, MBA

PROFESSIONAL EXPERIENCE

2003 - 2007 **United Nations**, United Nations Conference on Trade and Development, Division on Investment, Technology and Enterprise Development, Geneva, Switzerland, Economic Affairs Officer/Consultant
1986 - 1987 **Leo Burnett Advertising**, Chicago, Illinois, Account Executive
1985 **Whirlpool, Inc.**, Deerfield Beach, Florida, Marketing Intern

RESEARCH

Select Journal Publications

- Dheer, R. & Treviño, L.J., 2020. Explaining the rate of opportunity compared to necessity entrepreneurship in a cross-cultural context: Analysis and policy implications, in press at ***Journal of International Business Policy***.

- Funk, C.A., Treviño, L.J. & Oriaifo, J., 2020. Resource curse impacts on the co-evolution of emerging economy institutions and firm internationalization, in press at ***International Business Review*** (Impact factor – 3.953, ABS 3).

- Treviño, L.J. & Doh, J.P. 2020. Internationalization of the firm: A discourse-based view, ***Journal of International Business Studies***, https://doi.org/10.1057/s41267-020-00344-8 (Impact factor – 9.158, ABS 4*).

- Terpstra-Tong, J., Ralston, D.A., Treviño, L.J., et al. 2020. The quality of leader-member exchange (LMX): An analysis of individual-level, organizational-level and societal-level antecedents, accepted at ***Journal of International Management***, (Impact factor – 3.821, ABS 3).

- Treviño, L.J., Egri, C., Ralston, D. et al., 2020. A cross-cultural examination of person-organization fit: Is P-O fit congruent with or contingent on societal values? ***Management International Review,*** 60 (2): 287-314 (Impact factor – 2.015, ABS 3).

- Dheer, R., Li, M. & Treviño, L.J., 2019. An integrative approach to the gender gap in entrepreneurship across nations, ***Journal of World Business***, 54 (6) (Impact Factor – 5.194, ABS 4**)**.

- Treviño, L.J., Egri, C. & Ralston, D. et al., 2019. A multi-country, multi-sector replication challenge to the validity of the cultural tightness/looseness measure, ***Asia Pacific Journal of Management,*** https: doi.org/10.1007/s10490-019-09682-0, (Impact factor – 3.064, ABS 3).

- Ralston, D., Egri, C., Naoumova, I, Treviño, L., Shimuzo, K, Li, Y. 2018. An Empirical Test of the Trichotomy of Values Crossvergence Theory, ***Asia Pacific Journal of Management***, https://doi.org/10.1007/s10490-018-9572-1, (Impact factor – 3.064, ABS 3).

- Treviño, L.J., Balkin, D. & Gomez-Mejia, L.R. 2017. How 'Doing Gender' Leads to Gender Imbalances in the Higher Ranks in Colleges of Business and [How to 'Undo Gender'], ***Academy of Management Learning & Education***, 16(3), 439-453. (Impact factor – 3.274, ABS 4, Google Citations – 14, **AMLE Best Paper Finalist 2017**).

- Weinberg, F., Treviño, L.J., & Cleveland, O., 2019. Gendered communication and career outcomes: A construct validation and prediction of hierarchical advancement and non-hierarchical rewards, ***Communication Research***, DOI: 10.1177/0093650215590605, Impact Factor – 3.391.

- Treviño, L.J., Gomez-Mejia, L.R., Balkin, D. & Mixon, Jr., F.G. 2018. Meritocracies or masculinities? The differential allocation of named professorships by gender in the academy, ***Journal of Management***, (Impact factor – 8.880, ABS 4*.

- Sahaym, A., Treviño, L. J., & Steensma, K. 2012. The influence of managerial discretion, innovation and uncertainty on export intensity: A real options perspective, ***International Business Review,*** 21(6), 1131-1147, (Impact Factor – 3.953, ABS 3, Google scholar citations – 34).

- Funk, C. A., Arthurs, J. D., Treviño, L. J. & and Joireman, J. 2010. Consumer animosity in the global value chain: The effect of international production shifts on willingness to purchase hybrid products, ***Journal of International Business Studies***. 41(4), 639-651, (Impact Factor – 9.158, ABS 4*).

- Treviño, L. J., Mixon, F. G., Funk, C. A., & Inkpen, A. C. 2010. A Perspective on the State of the Field: international business publications in the elite journals as a measure of institutional and faculty productivity, ***International Business Review***, 19(4): 378-387, (Impact factor – 3.953, ABS 3).

- Gomez-Mejia, L. R., Treviño, L. J., & Mixon, F. G. 2009. Winning the tournament for named professorships in management, ***International Journal of Human Resource Management***, 20(9), 1843-1863. (Lead Article, Financial Times Top 40 when published), (Impact factor - 3.040, ABS 3).

- Treviño, L. J., Thomas, D. E., & Cullen, J. B. 2008. The three pillars of institutional theory and FDI in Latin America: An institutionalization process, ***International Business Review***, 17 (1), 118-133, (Impact factor – 3.953, ABS 3, Google Scholar Citations – 156).

- Grosse, R. & Treviño, L. J. 2005. New institutional economics and FDI location in Central and Eastern Europe, ***Management International Review***, 45 (2), 123-145, [Lead Article], **(Financial Times Top 40),** (Impact Factor - 2.015, ABS 3).

- Treviño, L. J. & Mixon, F. G. 2004. Strategic factors affecting foreign direct investment decisions by multi-national enterprises in Latin America, ***Journal of World Business,*** 39 (3), 233-243, **Top 25 Hottest Articles**, (Impact factor – 5.194, ABS 4).

- Treviño, L. J. & Grosse, R. 2002. An analysis of firm-specific resources and foreign direct investment in the United States, ***International Business Review,*** 11 (4), 47-68, (Impact factor – 3.953, ABS 3).

- Grosse, R. & Treviño, L. J. 1996. Foreign direct investment in the United States: An analysis by country of origin, ***Journal of International Business Studies***, 27 (1), 139-156, (Impact factor – 9.158, ABS 4*).

- Treviño, L. J. & Daniels, J. D. 1995. FDI theory and foreign direct investment in the United States: A comparison of investors and non-investors, ***International Business Review***, 4 (2), 177-194, (Impact factor – 3.953, ABS 3).

MELANE P. LORENZ

lorenzm@fau.edu
Assistant Professor of Marketing
Abbreviated Curriculum Vitae – 2014-2020

EDUCATION:

PhD in Marketing, University of Alabama, 2016
MBA, University of South Alabama, 2012
BS in European Business Management, FH Worms (Germany), 2010

SCHOLARLY ACTIVITY:

13 Peer Reviewed Journal Articles
39 Peer Reviewed Conference Proceedings/Presentations

Ad Hoc Reviewer for 6 of Peer Reviewed Journals
Reviewer for 5 of Peer Reviewed Academic Conferences

PROFESSIONAL ACTIVITIES:

Marketing PhD Program Committee, International Business Curriculum Committee, CoB Faculty- Students Appeals Council, CoB College Representative for Arts in Science Contest, Faculty Search Committee

TEACHING ACTIVITIES:

Courses Taught: International Marketing, Cross-cultural Understanding for Business, Global Environment of Business, International Business

Teaching Certifications: E-Learning certification, FAU Center for eLearning; COCE iDesign Flex/Online Teaching, FAU Center for eLearning

Doctoral Dissertations: Served on 1 Doctoral Dissertation Committee

David Menachof
Associate Professor
Information Technology and Operations Management
College of Business

Current research interests include: global supply chain issues, supply chain security, risk and visibility, sustainable supply chain and logistics, financial techniques applicable to supply chain, logistics and operations management, liner shipping and containerization.

Professional preparation

PhD	1993	University of Tennessee, Business Administration
MSc	1993	University of Plymouth, United Kingdom, International Shipping
MBA	1984	University of Tennessee, Knoxville, Transportation and Logistics
BA	1982	University of Cincinnati, Economics

Appointments

since 2017	Associate Professor, ITOM, Florida Atlantic University
2009-2017	Professor of Port Logistics, Peter Thompson Chair, University of Hull, UK
1999-2009	Senior Lecturer in Logistics and Distribution. City University London – Cass Business School , UK
1996-1999	Senior Lecturer in Maritime Business and Logistics, University of Plymouth,UK
1991-1996	Assistant Professor of Logistics and Marketing, University of Charleston, SC, USA
1985-1988	Operations Analyst and Pursers' Office, American Hawaii Cruises, Honolulu, USA
1984 – 1984	Traffic Analyst, Delta Steamship Lines, Teaneck, NJ, USA

Publications (10 samples from last 5 years)

Vu, T. P., Grant, D.B., and Menachof, D,(2020) "Exploring Logistics Service Quality in Hai Phong, Vietnam," *The Asian Journal of Shipping and Logistics*, Vol 36, No 2, pp 54-64.. https://doi.org/10.1016/j.ajsl.2019.12.001

Colicchia, C., Creazza, A and Menachof, D.,(2019) "Managing Cyber and Information Risks in Supply Chains: Insights From an Exploratory Analysis," *Supply Chain Management An International Journal*, as part of a Chartered Institute of Logistics and Transport Seed Corn Grant https://doi.org/10.1108/SCM-09-2017-0289

Kwesi-Buor, J., Menachof, D., and Talas, R. (2019), "Scenario Analysis and Disaster Preparedness for Port and Maritime Logistics Risks" *Accident Analysis and Prevention*, Vol.123, Pages 433-447 http://dx.doi.org/10.1016/j.aap.2016.07.013

Irawan, C, Akbari, N, Jones, D & Menachof, D (2018), 'A combined supply chain optimisation model for the installation phase of offshore wind *projects' International Journal of Production Research*, Vol 56, No. 3, pp 1189-1207 https://doi.org/10.1080/00207543.2017.1403661

Kim, S., Colicchia, C., and Menachof, D., (2018) "Ethical sourcing: An analysis of the literature and implications for future research" *Journal of Business Ethics, ,* Issue 152, pp 1033-1052. doi:10.1007/s10551-016-3266-8

Menachof, D.,Grant, D.B. and Lalwani, C (2018) "Doing the right thing – ethical issues in logistics and supply chain", *International Journal of Logistics Research and Applications*, 21:2, 113-114, DOI: 10.1080/13675567.2018.1433766

Akbari, N, Irawan, C, Jones, D & Menachof, D, (2017) "The role of ports in the offshore wind industry" in "Port Management: Cases in Port Geography, Operations and Policy," edited by Stephen Pettit and Anthony Beresford. Kogan Page, EAN: 9780749474324

Akbari, N, Irawan, C, Jones, D & Menachof, D (2017), 'A multi-criteria port suitability assessment for developments in the offshore wind industry' *Renewable Energy*, Vol 102, Part A, pp. 118-133. DOI: 10.1016/j.renene.2016.10.035

Talas, R, Menachof, D and Harris, K (2017), "Supply Chain Risk and Vulnerability in Maritime Ports and Terminals" in Encyclopedia of Marine and Offshore Engineering, John Wiley and Sons

Menachof, D., Grant, D.B., and Talas, R., (2016) "Does The Concept Of 'Nearporting' Provide a Pathway To Better Logistics Sustainability?" *Journal of Supply Chain Management Research & Practice*, Vol 10, No 1. pp.1-11

Synergistic Activities

- Fulbright Scholarship, Odessa State University, Ukraine, 1994-1995
- Conference Chairman**, 21st Annual Logistics Research Network Conference**, Kingston upon Hull, England, September 2016. Major International Conference with 90 presentations and 186 authors from over 30 countries.
- Guest Editor, *International Journal of Logistics Research and Applications*, ISSN 1367-5567, Published by Taylor and Francis, 2018, Vol. 21, No. 2.
- Editorial Review Board, *Journal of Business Logistics*, ISSN:2158-1592, Published by Wiley
- Editorial Review Board, *International Journal of Logistics Research and Applications*, ISSN 1367-5567, Published by Taylor and Francis
- Editorial Review Board, *International Journal of Logistics Management*, ISSN 0957-4093 Published by Emerald Group Publishing Ltd. through 2017
- Conference Co-Chairman, **2004 International Logistics Congress**, Izmir, Turkey. Major International Conference with over 65 presentations and 200 delegates.
- United States Coast Guard Reserve, Petty Officer 3rd Class, Yeoman/Quartermaster, 1987-1994.

External Funding

- LIUC-Università Cattaneo, Milan, Italy, Secured by Blockchain: Developing Cyber-Risk Free Supply Chains - €20,000 - Principal Investigator: Dallari Fabrizio – Awarded July 2019
- INNOVATE UK, Enhancing the End-to-End Journey Programme - £ 2,946,356 total of which £524,713 to University of Hull - Awarded Feb 2016 - Collaborative and AdaPtive Integrated Transport Across Land and Sea (CAPITALS) - Co-Investigator
- INNOVATE UK, Enhancing the End-to-End Journey Programme - £2,000,000 total of which £721,916.95 to University of Hull - Awarded Feb 2016 - LHOFT - Liverpool - Humber Optimisation of Freight Transport – Co-Investigator
- LEANWIND (Logistic Efficiencies And Naval architecture for Wind Installations with Novel Developments) SCP2-GA-2013-614020 is a 4-year project that started in December 2013. It is led by a 31-partner consortium and has been awarded €10 million by the European Commission's 7th Framework Programme. Co-Principal Investigator for Hull University.
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £6,500 – November 2014 - Enhancing Cyber Resilience in Supply Chains (with A. Creazza and C. Coliccia)
- Technology Strategy Board - £49,325 – March 2014 - Solutions for Integrated Seamless Transport Across Land and Sea (SISTALS) – Principal Investigator for Hull University
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £7,500 – November 2012 - Building a Virtual Game to Create Logistics Awareness in Our Youth: The Android App Project
- ESRC/SAMS Fellowship – Sustainable supply chains – Co-Investigator £50,000 – Awarded November 2012
- HEIF – Humber Economic Futures Project –£15,000 - May 2012 – Port-Centric Economic Impacts in the Humber region
- Knowledge Transfer Partnership – Autumn 2010 – Approx £122,000 - Cloud based computing solutions for Logistics - in partnership with Keyfort, Ltd.
- EPSRC Research Grant - £504,000 – April 2008 - "Modelling and Analysing the Cargo Screening Process" with U. Aickelin (Nottingham) and T. Sun (City, Engineering).
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £5000 – June 2006 - Linking the Cash-to-Cash Cycle to Corporate Performance

ANITA K. PENNATHUR, Ph.D.
O'Maley Distinguished Professor
Faculty Director Navitas and Masters of Science in Finance Market Rate Programs
Department of Finance, College of Business
Florida Atlantic University
pennathu@fau.edu

EDUCATION

Doctor of Philosophy - Finance (May 1998)
The University of Alabama
Bachelor of Commerce - Accounting and Economics
St. Francis College, Hyderabad, India

EMPLOYMENT

Professor, Florida Atlantic University, 2016-present
Associate Professor, Florida Atlantic University, 2006-2016
Assistant Professor, Florida Atlantic University, 2002- May 2006

PUBLICATIONS

Deborah D. Smith and Anita K. Pennathur, August 2017, "Signaling versus Free Cash Flow Theory: What does Earnings Management Reveal about Dividend Initiation?" ***Journal of Accounting, Auditing, and Finance***, available online at journal site on August 4th.

Deborah D. Smith, Anita K. Pennathur, Marek R. Marciniak, July 2017, "Why do CEOs agree to the discipline of dividends?" **International Review of Financial Analysis**, vol. 52, 38-48.

Anita Pennathur and Sharmila Vishwasrao, 2014, "The Financial Crisis and Bank- Client relationships: Foreign Ownership, Transparency and Portfolio Selection by Banks: The Case of India," ***Journal of Banking and Finance***, vol. 42, 232-246.

Anita K. Pennathur, Deborah Smith, and Vijaya Subramanyam, 2014, "The Impact of Governmental Interventions on Financial Industry Groups: Evidence from the 2007-2009 Crisis," ***Journal of Economics and Business***, vol. 71, 22-44.

Abhay Kaushik and Anita Pennathur, 2013, "The Performance and Flow of Funds in Real Estate Mutual Funds," ***Journal of Financial Research***, vol. 36(4), 453-470**.**

Abhay Kaushik and Anita Pennathur, 2013, "On the Timing of Real Estate Mutual Funds across Market Cycles," ***Journal of Real Estate Portfolio and Education***, vol. 16 (2), 96-106.

Abhay Kaushik and Anita Pennathur, 2012, "An Empirical Examination of Real Estate Mutual Funds," ***Financial Services Review***, vol. 21 (4), 343-358.

Anita Pennathur, Vijaya Subrahmanyam, and Sharmila Vishwasrao, 2012, "Income Diversification and Risk: Does Ownership Matter? An Empirical Examination of Indian Banks," ***Journal of Banking and Finance***, vol. 36(8), 2203-2215.

Kimberly Gleason, Anita Pennathur, and Joan Wiggenhorn, 2011, "Acquisitions of Family Owned Firms: Boon or Bust?" ***Journal of Economics and Finance*.**

Abhay Kaushik, Anita Pennathur, and Scott Barnhart, 2010, "Market Timing and the Determinants of Sector Fund Performance over the Business Cycle," ***Managerial Finance***, vol. 37(7), 583-602.

Hai Chin Yu, Anita Pennathur, and Der Tzon Hsieh, 2007, "How Does Public Debt Complement the Interrelationships between Banking relationships and Firm Profitability," ***International Research Journal of Finance and Economics***, vol. 12, 36-55.

Dalia Marciukaityte and Anita K. Pennathur 2007, "Equity with Warrants in Private Placements," ***Financial Review***, vol. 42(1), 143-160.

James McNulty, Joel Harper, and Anita K. Pennathur, 2007, "Financial Intermediation and the Rule of Law in the Transitional Economies of Central and Eastern Europe," ***Quarterly Review of Economics and Finance***, vol. 47(1), 55-68.

Kimberly Gleason, Jeff Madura, and Anita K. Pennathur, 2006, "Valuation and Performance of Corporate Restakings," ***Financial Review***, vol. 41(2).

Kimberly Gleason, James McNulty, and Anita K. Pennathur, 2005, "Returns to Acquirers of Privatizing Financial Services Firms: An International Examination," ***Journal of Banking and Finance***, vol. 29, 2043-2065.

Anita K. Pennathur, Otis Gilley, and Roger M. Shelor, 2005"An Analysis of REIT CEO Stock Based Compensation," ***Real Estate Economics***, vol. 33, 189-202.

Sri Nippani and Anita K. Pennathur, 2004, "Day-of-the-Week Effect in Commercial Paper Yield Rates," ***Quarterly Review of Economics and Finance***, vol. 44(4), 508-520.

Anita K. Pennathur, Natalya V. Delcoure, and Dwight Anderson, 2003, "The Diversification Benefits of iShares and Closed-End Country Funds," ***Journal of Financial Research***, Volume XXV(4).

Ali F. Darrat and Anita K. Pennathur, 2002, "Economic Integration of Arab Maghreb Economies," ***Review of Financial Economics***, 2002, vol. 11, 79-90.

Lead Article Sole-authored, "Clicks and Bricks: eRisk Management for Banks in the Age of the Internet," 2002, ***Journal of Banking and Finance***, vol. 25(11), 2103-2123. Listed # 9 for top 20 downloads in 2003.

Anita K. Pennathur and Roger M. Shelor, 2002, "The Determinants of REIT CEO Compensation," vol. 21(1), ***Journal of Real Estate Finance and Economics***.

BOOK CHAPTER

Anita Pennathur, 2010. "Financial Services Firms in India: The Road Ahead and the Challenges" in *Global Perspectives on Insurance Today: A Look at National Interests versus Globalization*, edited by Michel Flamée and Cecilia Kempler, Palgrave Macmillan

COMPETITIVE RESEARCH GRANTS

O'Maley Distinguished Professor This is a competitive award given to one faculty member in the College of Business in recognition of demonstrated high quality scholarship and research.

Stone Fellow This is a competitive award given to 4 faculty members in the College of Business for the Stone Initiative on Law, Economics, and Business.

Dean's College of Business Research Grant, Florida Atlantic University, Summer 2015, 2014, 2013, 2009, 2005.

SELECTED CONFERENCE PRESENTATIONS

Anita Pennathur, Manohar Singh, and Vijaya Subrahmanyan, "CEO Characteristics, Firm performance and Corporate Political Contributions: A Firm Level Analysis," Financial Management Association Annual Meeting, Las Vegas, 2016.

"Real Earnings Management leading up to Dividend Initiation: A Test of Signaling and Agency Theory," Financial Management Association Annual Meeting, Orlando, 2015.

"The Performance and Market-Timing of Real Estate Mutual Funds," Financial Management Association Annual Meeting, Nashville, 2014.

"CEO Power over the Board and Excess Cash: The Effect on Dividend Initiation,"

Financial Management Association Annual Meeting, Chicago, 2013.

"The Financial Crisis and Bank- Client relationships: Foreign Ownership, Transparency and Portfolio Selection by Banks: The Case of India," Eastern Finance Association Annual Meeting, St. Petersburg, 2013.

PROFESSIONAL SERVICE:

University Faculty Senate, College of Business Representative 2014- current.
Academic Planning and Budget Committee, University Standing Committee, College of Business Representative, 2014- current.
Recruiting Committee, Department of Finance, 2016, 2015, 2103, 2012, 2007
Strategic Planning Committee, Departmental Representative, 2015-current
Professional Doctorate in Bus. Admin. Committee, Department Representative, 2016
College Representative for International Programs (2013-2104); Represented College on FAU Turkey Delegation, September 2013.
Dean Search Committee – 2012-2013.
Scholarship Committee 2011-2016.
Dissertation Chair, Craig Haberstumf, 2015- current
Dissertation Chair, Deborah Smith, 2010-2012

Other Service:

Ad hoc Reviewer for *Journal of Banking and Finance*
Program Committee, Eastern Finance Association, 2012 and 2013
Director, Southern Finance Association, 2006-2008
Member of Panel Discussion on Economic Crisis, 2009, TIE Conference
International Finance Track Chair, Southern Finance Conference, Charleston, 2007
Investments Track Chair, Southern Finance Conference, Destin, 2006

Christopher J. Boudreaux, Ph.D.

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EDUCATION

Ph.D. Economics, Florida State University	August 2009-May 2014
M.S. Economics, Florida State University	August 2009-December 2011
B.S. Finance, Nicholls State University	August 2006-May 2009

PROFESSIONAL EXPERIENCE

Research Fellow, Phil Smith Center for Free Enterprise	August 2017-Present
Associate Professor, Florida Atlantic University	August 2020-Present
Assistant Professor, Florida Atlantic University	August 2017-July 2020
Assistant Professor, Texas A&M International University	August 2014-July 2017

EDITORIAL POSITIONS

Editorial Board Member, Small Business Economics	January 2020 - Current
Editorial Board Member, International Trade Journal	May 2015 – Current

PUBLICATIONS

Refereed Journal Articles:

1. Sanders, S., Potter, J., Ehrlich, J. Perline, J. and Christopher J. Boudreaux. "Informed Voters and Electoral Outcomes: A Natural Experiment Stemming from a Fundamental Information Technological Shift." ***Public Choice*** forthcoming
2. Boudreaux, Christopher J. "Employee compensation and new venture performance." ***Small Business Economics*** forthcoming
3. Walia, Bhavneet, and Christopher J. Boudreaux "The Cost of Player Injuries to Professional Sports Leagues and Other Sport Organizations" ***Managerial Finance*** forthcoming
4. Ehrlich, J.A., Boudreaux, C.J., Boudreau, J., and Sanders, S. "Estimating Major League Baseball Team Quality through Simulation: An Analysis of an Alternative Pythagorean Expected Wins Model" ***Mathematics and Sports*** Volume 1, Issue 1, 2020.
5. Lucas, David S. and Christopher J. Boudreaux. "National regulation, regional policy, and local job creation in the United States: A multilevel perspective" ***Research Policy.*** Volume 49, Issue 2. 2020.
6. Nikolaev, Boris N., Christopher J. Boudreaux, and Matthew Wood. "Entrepreneurship and Subjective Well-Being: The Mediating Role of Psychological Functioning" ***Entrepreneurship Theory and Practice***. Volume 44, Issue 3, 2020. Pages 557-586.
7. Boudreaux, Christopher J. "Ethnic Diversity and Small Business Venturing" ***Small Business Economics***. Volume 54, Issue 1, 2020. Pages 25-41.
8. Boudreaux, Christopher J. "The Importance of Industry to Strategic Entrepreneurship: Evidence from the Kauffman Firm Survey" ***Journal of Industry, Competition and Trade***. Volume 20, Issue 1, 2020. Pages 93-114.
9. Walia, Bhavneet and Christopher J. Boudreaux. "Hospital Mergers, Acquisitions, and Regulatory Policy Implications: Price, Cost, Access, and Market Power Effects," ***Managerial Finance.*** Volume 45, Issue 10/11, 2019, Pages 1354-1362.
10. Ehrlich, Justin, Christopher J. Boudreaux, and Shane D. Sanders. "The Relative Wages of Offense and Defense in the NBA: A setting for Win-Maximization Arbitrage?" ***Journal of Quantitative Analysis in Sport.*** Volume 15, Issue 3, 2019, Pages 213-224.

11. Boudreaux, Christopher J., Boris N. Nikolaev, and Peter Klein. “Socio-Cognitive Traits and Entrepreneurship: The Moderating Role of Economic Institutions,” ***Journal of Business Venturing***. Volume 34, Issue 1, 2019, Pages 178-196.
12. Boudreaux, Christopher J. and Boris N. Nikolaev. “Capital is not enough: Opportunity entrepreneurship and formal institutions”. ***Small Business Economics***. Volume 53, Issue 3, 2019, Pages 709-738.
13. Boudreaux, Christopher J., Monica Escaleras, and Mark Skidmore. “Natural disasters and entrepreneurship activity.” ***Economics Letters.*** Volume 182, 2019, Pages 82-85.
14. Boudreaux, Christopher J., Boris N. Nikolaev, and Randall G. Holcombe. "Corruption and Destructive Entrepreneurship," ***Small Business Economics***. Volume 51, Issue 1, 2018, Pages 181-202.
15. Nikolaev, Boris N., Christopher J. Boudreaux, and Leslie Palich. "Cross-Country Determinants of Early Stage Necessity and Opportunity-Motivated Entrepreneurship: Accounting for Model Uncertainty," ***Journal of Small Business Management***. Volume 56, Issue 1, 2018, Pages 243-280.
16. Boudreaux, Christopher J. and Randall G. Holcombe. "Is Institutional Improvement Possible?" ***Applied Economics Letters***. Volume 25, Issue 11, 2018, Pages 758-761.
17. Jha, Anand, Christopher J. Boudreaux, Vasabjit Banerjee. “Political Leanings and Social Capital,” ***Journal of Behavioral and Experimental Economics*** (formerly Journal of Socio-Economics). Volume 72, 2018, Pages 95-105.
18. Nikolaev, Boris N., Christopher Boudreaux, and R. Salahodjaev. "Are Individualistic societies less equal? Evidence from the Parasitic Stress Theory of Value," ***Journal of Economic Behavior & Organization***. Volume 138, 2017, Pages 30-49.
19. Holcombe, Randall G. and Christopher J. Boudreaux "Institutional Quality and the Wealth of Autocrats". ***European Journal of Government and Economics***, Volume 6, Issue 2, 2017, Pages 106-125.
20. Boudreaux, Christopher J., Shane D. Sanders, and Bhavneet Walia. "A Natural Experiment to Determine the Crowd Effect Upon Home Court Advantage," ***Journal of Sports Economics***. Volume 18, Issue 7, 2017, Pages 737-749.
21. Boudreaux, Christopher J. "Institutional Quality and Innovation: Some Cross Country Evidence," ***Journal of Entrepreneurship and Public Policy***. Volume 6, Issue 1, 2017, Pages 26-40.
22. Boudreaux, Christopher J. "An Economic Analysis of the Trial Penalty: A Comparative Analysis of Three Alternative Trial Settings," ***Journal of Economics and Finance***. Volume 41, Issue 3, 2017, Pages 553-568.
23. Boudreaux, Christopher J., and Randall G. Holcombe. "Economic Institutions and the Durability of Democracy," ***Atlantic Economic Journal***. Volume 45, Issue 1, 2017, Pages 17-28.
24. Boudreaux, Christopher J., Gokhan Karahan, and R. Morris Coats. "Bend it like FIFA: Corruption on and off the pitch," ***Managerial Finance***, Volume 42, Issue 9, 2016, Pages 866-878.
25. Boudreaux, Christopher J. and Randall G. Holcombe. "Market Institutions and Income Inequality," ***Journal of Institutional Economics***, Volume 12, Issue 2, 2016, Pages 263-276.
26. Holcombe Randall G. and Christopher J. Boudreaux. "Regulation and Corruption," ***Public Choice***, Volume 164, Issue 1-2, 2015, Pages 75-85.
27. Boudreaux, Christopher J. "The Evolutionary Effects of Democracy: in the Long Run, We are All Trading?" ***The International Trade Journal***, Volume 29, Issue 5, 2015, Pages 376-396.
28. Boudreaux, Christopher J. "Democratic Age and the Size of Government," ***Economics Bulletin***. Volume 35, Issue 3, 2015, Pages 1531-1542.
29. Boudreaux, Christopher J. "Jumping off of the Great Gatsby Curve: How Institutions Facilitate Entrepreneurship and Intergenerational Mobility," ***Journal of Institutional Economics***. Volume 10, Issue 2, 2014, Pages 231-255.
30. Holcombe, Randall G. and Christopher J. Boudreaux "Institutional Quality and the Tenure of Autocrats," ***Public Choice***. Volume 156, Issue 3-4, 2013, Pages 409-421.
31. Boudreaux, Christopher J., R. Morris Coats, and Earl Davis. "What is Seen and What is Not Seen: The Dark Side of State competition for Foreign Direct Investment," ***Southern Business and Economic Journal***, Volume 35, Issue 1, 2012, Pages 35-52.

32. Boudreaux, Christopher J., R. Morris Coats, and Bhavneet Walia. "Voting and Abstaining in the U.S. Senate: Mr. Downs Goes to Washington," ***Southern Business and Economic Journal***, Volume 34, Issue 1-2, 2011, Pages 55-72.

UNDER REVIEW

33. Bennet, Daniel, Nikolaev, Boris, and Christopher J. Boudreaux. "Feeling the Bern? Populism and Entrepreneurial Action: The Role of Pro-Market Institutions and Political Ideology." **Journal of International Business Studies (R&R)**
34. Tonoyan, V., and Christopher J. Boudreaux. "Gender Diversity in Ownership and Firm Innovativeness in Emerging Markets. The Mediating Roles of R&D Investments and External Capital." **Research Policy (R&R)**
35. Boudreaux, Christopher J., George Clarke, and Anand Jha. "The impact of social capital on MSE's productivity: Evidence from Zambia." **Small Business Economics (R&R)**
36. Escaleras, Monica, Anand Jha, and Christopher J. Boudreaux. "Weathering the storm: how foreign aid affects start-up activity following natural disasters." 30 pages. **Entrepreneurship Theory and Practice (R&R)**

COURSES TAUGHT

Fall 2020
- ECP 6705 Advanced Managerial Economics
- ECO 4504 Economics of the Public Sector

Spring 2020
- ECP 6705 Advanced Managerial Economics
- ECO 2023 Principles of Microeconomics

Fall 2019
- ECP 6705 Advanced Managerial Economics
- ECO 4223 Money and Banking

Spring 2019
- ECP 6705 Advanced Managerial Economics
- ECO 4504 Economics of the Public Sector
    - New course developed

Fall 2018
- ECP 6705 Advanced Managerial Economics
- ECO 4223 Money and Banking

Spring 2018
- ECP 6705 Advanced Managerial Economics
- ECO 4223 Money and Banking

Fall 2017
- ECO 2023 Principles of Microeconomics

Joseph Patton

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EDUCATION

DBA – Doctor of Business Administration **2021 (expected)**
Florida International University Miami, FL

MBA - Master of Business Administration
MS - Master of Science, Int'l Business **1994**
University of Miami Coral Gables, FL

MA - Master of Arts, International Affairs **1993**
University of Miami Coral Gables, FL

BA - Bachelor of Arts, Spanish **1991**
Florida State University Tallahassee, FL

Certificate, Spanish **1990**
Universidad de Salamanca Salamanca, Spain

WORK EXPERIENCE

FLORIDA ATLANTIC UNIVERSITY - COLLEGE OF BUSINESS 2010-PRESENT

Instructor, Department of Management Programs **Palm Beach County, FL**

Instructor 2019-present
Visiting Instructor 2018-2019
Adjunct Instructor 2010-2018

Public university with 25,000 students based in Boca Raton. 10 colleges, 180 degree programs

Courses Taught:

- MAN 4720 – Global Strategy and Policy
- MAN 4602 – Global Business Operations
- MAN 3600 – International Business
- GEB 2011 – Introduction to Business
- Master's Course - Veterans Florida Entrepreneurship

DIRECTOR OF REVENUE / DIRECTOR OF DEVELOPMENT 2008-PRESENT

Director of Finance / Director of Development / Director of Sponsorship **Palm Beach, FL**

Led fundraising and sponsorship activities for political campaigns, non-profits, and events. Some clients:

- Palm Beach International Agricultural Summit - $450K raised
- Florida Oceanographic Society $>$1MM raised
- Gayle Harrell for US Congress $>$500K raised
- Rick Roth for Florida House >$230K raised
- Hal Valeche for Palm Beach County Commission $>240K raised

BUSINESS MANAGEMENT CONSULTANT 2001- PRESENT

Consultant **NYC, Miami**

Consult on management, business startup, strategic marketing, revenue generation. Recent clients:

Trainerspace Miami Web Fest Fix Them or Fire them (published book)
Renne-Greshner TOD index Karnivore Armaments

SUNSHINE STATE NEWS 2010 – 2013

VP of Sales & Business Development
Tallahassee, FL

Influential online news outlet covering politics and business with >100,000 subscribers in Florida.

- Built revenue generation from $0 to $900,000, and recruited 100 advertisers and 25 sponsors.
- Built the revenue department from scratch, including hiring 2 employees, putting in processes.

REALTY ASSET SERVICES 2003-2008

Director of Sales & Business Development New York, NY

Asset management firm with a multi-million dollar real estate portfolio in NY, NJ and PA.

- Led capital raising and deal sales activities, leading to $>4MM raised.
- Took >40 deals to the marketplace developing relationships with investors, spoke at investor conferences.
- Structured contracts, negotiated details of equity investments, loans, debt, and profit sharing with investors.

UNIVERSITY OF MIAMI – SCHOOL OF BUSINESS 1999-2003

Lecturer, Management Department **Coral Gables, FL**

Private research university with 16,000 students. 11 colleges, 180 degree programs
Courses Taught:

- MGT 349 – International Business

CBS SPORTSLINE.COM 1999 - 2001

Brand Manager, CBS SportsLine.com, PGA Tour.com, NBA.com **Ft. Lauderdale, FL**

CBS SportsLine - part of CBS Sports, and the publisher of CBS Sportsline.com, MajorLeagueBaseball.com, PGATour.com, NFL.com and others. (Nasdaq: SPLN)

- Grew revenue, traffic, biz development partnerships, worked with sales team to develop & sell advertising / sponsorship programs to clients.
- Created and implemented first ever corporate branding guidelines for the CBS SportsLine brand.
- Executed all marketing initiatives, including campaigns featuring Tiger Woods and Michael Jordan & Shaquille O'Neal.
- Helped negotiate & execute B2B deals with PGA Tour, MLB, NFL, NBA, AOL, Disney, Random House.

REMY AMERIQUE, INC. 1998 - 1999

Brand Manager **New York, NY**

Remy Amerique markets high end spirits in North America, including Remy-Martin Cognac, The Macallan Scotch Whiskey, Cointreau, Cutty Sark, Galliano, and Antinori wines.

- P&L responsibility for The Macallan whiskey, the #3 U.S. single malt scotch (>$50MM sales)
- Launched two new products in the US in conjunction with HQ in Scotland
- Joint P&L responsibility for Remy Martin Cognac (>$100MM sales)
- Directed all Hispanic and Asian-American marketing efforts

COLGATE-PALMOLIVE COMPANY **1994 - 1997**

Product Manager **New York, NY**

A global $16B, consumer packaged goods company.

- **Product Manager -** Ajax/Dynamo Detergents. *New York, NY*
  Full P&L responsibility in classic product management position. Grew revenue 8%
- **Product Manager -** Fab Detergent. *Santo Domingo, DR*
  Full P&L responsibility in classic product management positions. Grew revenue 11%
- **Global Product Manager** – Latin America division *New York, NY*
  Coordinated Marketing region-wide for Palmolive soaps, Colgate oral care brands
- **Assistant Product Manager -**Speed Stick Deodorant. *New York, NY*
  P&L responsibility in classic product management position.

REFEREED ACADEMIC CONFERENCE PRESENTATIONS:

Patton, J. (2020). *Is It True That High Prices Are The Reason College Students Don't Get Their Books? Investigating The Undergraduate's Decision Not To Acquire The Assigned Instructional Materials*. Presented at Engaged Management Scholarship 2020 Conference, Cleveland OH, Sep 10-14, 2020 (Best Poster Winner)

Patton, J., Arias, J, Liu, W., Vilayil, A. (2020). *Quick Service Restaurant Industry in Latin America and the Caribbean (LAC): Predicting Entry Mode Choice using Dunning's OLI Framework.* Presented at AIB Latin America Chapter Conference, Miami FL, July 2-6, 2020

Arias, J., Liu, W., Patton, J., Vilayil A., (2020). *Entry mode choice of Quick Service Restaurants (QSR) in MENA and Asia: How does a MNE's ownership advantage, location advantage and internalization influence its choice of entry equity modes*? Presented at Academy of International Business Conference, Miami FL, July 2-6, 2020

Herst, D., Patton, J., Searcy, D. (2019). *Teaching in the digital age: Large Classes, Distracted Students, and Shifting Expectations.* Presented at Academy of Business Education Conference, Savannah GA, Sep 19-21, 2019

Reviewer:
Academy of International Business Conference, Miami FL July 2020
Academy of International Business Conference– LAC Chapter, Miami FL June 2020

CERTIFICATIONS/CLASSES

STRIDE Workshop: Strategies & Tactics for Recruiting to Improve Diversity and Excellence
February 2020
FAU, Boca Raton
FAU Libraries Workshop: Business Resources
June 2019
FAU, Boca Raton
Veteran's Florida Entrepreneurship Program
Instructor Training Workshop
February 2016
Florida Gulf Coast University, Fort Myers, FL
LMS Evaluation session for Canvas by Instructure

March 2016
Florida Atlantic University, Davie FL
Course CEL 1010 - Center for Instructional Design
February-March 2013
Florida Atlantic University, Boca Raton FL

katarina k. brant

Florida Atlantic University
College of Business
Management Programs
777 Glades Road
Boca Raton, FL 33431

Email: kknutsen2013@fau.edu
Phone: (443)244-1224
Mail: 13810 Emerson Street #208
Palm Beach Gardens, FL 33418

2019 – Present	Instructor, Management Programs Florida Atlantic University, Boca Raton, FL *Graduate course: Global Environment of Management* *Undergraduate courses: Leadership, Supervisory Skills and Team Development; Cross-Cultural Human Relations and Negotiations; International Business; Introduction to Business*
2018 – 2019	Adjunct Professor, Management Programs Florida Atlantic University, Boca Raton & Davie, FL *Graduate course: Global Environment of Management* *Undergraduate course: Leadership, Supervisory Skills and Team Development*
2018	Adjunct Professor, Management Nova Southeastern University, Davie, FL *Graduate course: Critical Thinking for Managers*
2013 – 2018	Graduate Research and Teaching Assistant, Management Programs Florida Atlantic University, Boca Raton & Davie, FL *Graduate course: Leadership and Organizations* *Undergraduate courses: Introduction to Management and Organizational Behavior; Leadership, Supervisory Skills and Team Development; Cross-Cultural Human Relations and Negotiations; International Business*
2014	Visiting Graduate Assistant, Business Administration University of Tartu, Tartu, Estonia

Education

2013 – 2018	Doctor of Philosophy in Business Administration (Management) Florida Atlantic University, Boca Raton, FL
2011	Master of Business Administration Robert Morris University, Moon Township, PA
2007 – 2011	Bachelor of Science in Business Administration, Minor in Actuarial Science Robert Morris University, Moon Township, PA
2010	Study Abroad Program (Concentration in International Business) American Business School of Paris, Paris, France

Professional Experience

2012 – 2013	Branch Manager PNC Bank, Pittsburgh, PA
2011 – 2012	ACCEL Management Associate PNC Bank, Pittsburgh, PA
2009	Actuary Intern Mercer, Pittsburgh, PA
2007 – 2008	Analyst Johns Hopkins Applied Physics Laboratory, Laurel, MD

Scholarly Activities

Publications

Brant, K. K. & Castro, S. L. (2019). You can't ignore millennials: Needed changes and a new way forward in entitlement research. *Human Resource Management Journal.*

Woods, J. M., Cooke, D. K., & Brant, K. K. (2019). Public service motivation and employee engagement in bureaucratic organizations. *Global Encyclopedia of Public Administration, Public Policy, and Governance.*

Cooke, D. K., Brant, K. K., & Woods, J. M. (2018). The role of public service motivation in employee work engagement: A test of the job demands-resources model. *International Journal of Public Administration*, 1-11.

Brant, K. K., Thomas, D. C., & Peterson, M. F. (2014). Instructor resources for cross-cultural management: Essential concepts. Thousand Oaks, CA: Sage.

Publications under review

Harari, M. B., Williams, E. A., Castro, S. L., & Brant, K. K. (n.d.). Self-leadership: A meta-analysis of over two decades of empirical research. *(Revise & Resubmit at Journal of Occupational and Organizational Psychology)*

Dissertation

Brant, K. K. (2018). Entitlement in the workplace. (Ph.D. Diss.), Florida Atlantic University, Boca Raton, FL.

Refereed Conference Presentations

Harari, M. B., Williams, E. A., Castro, S. L., & Brant, K. K. (2019). Self-leadership: A meta-analysis of over two decades of empirical research. Paper accepted for presentation at the 2019 Southern Management Association Annual Meeting, Norfolk, VA.

Brant, K. K. & Barreto, T. S. (2018). Blurred lines: Cultural effects on the relationship between work-life boundary and organizational outcomes. Paper presented at the 2018 Academy of Management Annual Meeting, Chicago, IL.

Brant, K. K. & Castro, S. L. (2017). Perceived co-worker entitlement and organizational justice. Paper presented at the 2017 Southern Management Association Annual Meeting, St. Pete Beach, FL.

Brant, K. K. & Castro, S. L. (2017). A moderated mediation model of perceived co-worker entitlement. Paper presented at the 2017 Southern Management Association Annual Meeting, St. Pete Beach, FL.
Brant, K. K. (2016). Blurred lines: Cultural differences in boundary management between work and non-work. Paper presented at the 2016 Academy of International Business Annual Meeting, New Orleans, LA.
Brant, K. K. & Castro, S. L. (2015). The relationship between perceptions of others' entitlement behavior and attitudinal outcomes. Paper presented at the 2015 Southern Management Association Annual Meeting, St. Pete Beach, FL.
The Clipper Project Group (Peterson, M. F., et al.) (2015). Decision-making and cultural values. Paper presented at the 2015 International Organizations Network Conference, Berlin, Germany.

Brant, K. K. (2014). A consideration of subcultures and intra-country variation in international management research. Paper presented at the 9th Global and Cross Cultural Research Ph.D. and Post-Doc Seminar and Conference, Maastricht, The Netherlands.
Brant, K. K. (2014). Role theory, organizational culture, and institutional theory: The convergence of three streams of thought in making sense of organizational events. Paper presented at the 2014 Southern Management Association Annual Meeting, Savannah, GA.

ACADEMIC SERVICE

Reviewer for Southern Management Association 2019 Annual Meeting, Norfolk, VA
Reviewer for Academy of Management 2019 Annual Meeting, Boston, MA
Reviewer for Human Resource Management Journal, 2018 - present
Reviewer for Academy of Management 2018 Annual Meeting, Chicago, IL
Reviewer for Academy of Management 2017 Annual Meeting, Atlanta, GA
Reviewer for Southern Management Association 2017 Annual Meeting, St. Pete Beach, FL
Reviewer for Academy of International Business 2016 Annual Meeting, New Orleans, LA
Reviewer for Academy of Management 2015 Annual Meeting, Vancouver, Canada
Reviewer for Southern Management Association 2015 Annual Meeting, St. Pete Beach, FL
Reviewer for Academy of Management 2014 Annual Meeting, Philadelphia, PA
Reviewer for Southern Management Association 2014 Annual Meeting, Savannah, GA

Coordinator for 9th Global and Cross Cultural Research Ph.D. and Post-Doc Seminar and Conference, 2014, Maastricht, The Netherlands

David Herst
Florida Atlantic University
College of Business, Management Programs
dherst@fau.edu

EDUCATION

Graduated 2003	**UNIVERSITY OF SOUTH FLORIDA**, Tampa, FL *Masters and Doctoral Degree,* Industrial/Organizational Psychology Advisor: Michael Brannick, Ph.D.
Graduated 1995	**UNIVERSITY OF WYOMING**, Laramie, Wyoming. *Bachelors of Science,* Psychology Magna Cum Laude Thesis: Influence on child speech patterns and mental development. Thesis Advisor: Karen Bartsch, Ph.D.

CURRENT EMPLOYMENT

Aug. 2004 – Present	**FORIDA ATLANTIC UNIVERSITY** Management Programs College of Business *Senior Instructor* Instructor for undergraduate and graduate business classes, including: ➢ Organizational Behavior, Human Resource Management, Leadership, Cross-cultural Communication, and Cross-cultural Negotiation.

ADDITIONAL PROFESSIONAL EXPERIENCE

2010 to present	**SCITRAIN** *Leadership Development Specialist* Leadership development for executives of Fortune 500 companies.
2011 to 2014	**PEOPLEWISE** *Senior Consultant, Leadership Development and Training Specialist* Leadership development and training for executives of Fortune 500 companies.
May – June 2004	**PERSONEL DECISIONS INTERNATIONAL** Manama, Bahrain *Assessment Specialist* Assessed Saudi Aramco executives for promotion.
Jan. 2001 – Jan. 2003	**TMP WORLDWIDE, Inc. (now Monster, Inc.)** Tampa, Florida Research Associate Aided in the design and implementation of three employee assessment tools: Personality, Organizational Culture, and Work Context. Worked with Monster.com to introduce the measures as a system for career development, dubbed the Monster Career Fit Indicator (CFI). Supervisors: Jonathan Canger, Ph.D., and Charles Gerhold, M.A.

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTVITY

Refereed Works in Print

Parola, H. R , Harari, M. B., Herst, D. E. L., & Carmona, B. P. (2018). Demographic determinants of public service motivation: A meta-analysis of psm -age and -gender relationships. *Public Management Review, online -awaiting final citation.* https://www.tandfonline.com/eprint/tmXy3PbirtWc6kqVhHtM/full

Xu, S., Zhu, J., Herst, D., Zhang, X. (2018). Ethical leadership and pro-social rule breaking behavior in China. *Asian Business and Management, 17(1), pp. 59-81.*

Harari, M. B., Herst, D.E., Parola, H.R., Carmona, B.P. (2017). Organizational correlates of public service motivation: A Meta-analysis of two decades of empirical research. *Journal of Public Administration: Research and Theory, 27 (1),* pp. 52-67.

Williams, E. A., Pillai, R., Lowe, K. B., Jung, D., Herst, D. (2009). Crisis, charisma, values, and voting behavior in the 2004 presidential election. *Leadership Quarterly, 20 (2),* pp. 70-86.

Allen, T., Herst, D.E.L., Bruck, C., Sutton, M. (1999). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, vol.5(2),* pp. 278-308.

Refereed Presentations

April 2014	Liu, C. Li, H., Herst, D.E., Zhang, X. (2014). Stressor and Stressor Appraisals: The Moderating Effect of Task Efficacy. Poster presented at the 30th meeting of the Society for Industrial & Organizational Psychology; Philadelphia, Pa.
April, 2004	Herst, D.E.L. and Brannick, M. (April, 2004). Cross-cultural measurement invariance of work/family conflict scales between English-speaking samples. Poster session presented at the 19th annual meeting of the Society for Industrial and Organizational Psychology; Chicago, Illinois.
August 2003	Casper, W.J., Herst, D., Boudreau, N., Tomlin, D., Swanburg, J., Marrs, L. (2003, August) Marital Status as a stigmatized work identity: Are singles "closeted" at work? Seminar for the 2003 Academy of Management in Seattle, Washington.
April, 2002	Canger, J., Smith, M., Lutrick, E., Herst, D. (2002, April). Supervisor "Big Five" personality and subordinate attitudes. Poster session presented at the 17th meeting of the Society for Industrial and Organizational Psychology; Toronto, Canada.
April 2000	Herst, D.E.L., & Allen, T. (2000, August). Coworker reactions to maternity Leave: A procedural justice perspective. Paper presented in symposium at 16th annual meeting of the Society for Industrial and Organizational Psychology, San Diego, California.
April 1999	Allen, T., Bruck, C., Herst, D.E., Sutton, M. (1999, April). Outcomes associated with work to family conflict: A review and research agenda. Poster session presented at the 14th annual meeting of the Society for Industrial and Organizational Psychology; Atlanta, Georgia.
August 1997	Boyer, Bradley S. and Herst, David E. (1997, August). Validity of ASVAB composites in predicting technical school performance. Poster session presented at the 105th Convention of the American Psychological Association; Chicago, Illinois.

Non-Refereed Works in Print

Herst, David E. (2014). Informed consent for cross-cultural classroom exercises: Teaching tool or wishful thinking? *Academy of International Business: Insights, 14 (2),* pp. 12-14.

Herst, David. (2013). HR Planning at CompTech. In Bernardin, H. J. & Russell, J. A. *Human Resource Management: An Experiential Approach*. (pp. 679- 686). 6th Edition, Irwin- McGraw-Hill.

Carey, T., Herst, D. & Chan, H.W. (2011). Global selection: selection in international contexts. In K. Lundby, & J. Jolton (Eds.), *Going Global: Practical applications and recommendations for HR and OD professionals in the global workplace.* SIOP Professional Practice series. Newbury Park, CA: Sage.

Herst, David (2009-2012). *Analysis of academic learning compact for MAN 3025 Introduction to Management and Organizational Behavior.* College of Business, Florida Atlantic University; Boca Raton, Florida.

COURSES TAUGHT AT FAU

GEB 2011 Introduction to Business (live and online as LC/VS)
MAN 3025 Introduction to Management and Organizational Behavior (live and on-line)
MAN 3442 International Negotiations (live and on-line)
ENT 4024 Entrepreneurship
MAN 4046 Leadership, Supervisory Skills, and Team Development
MAN 4301 Human Resource Management (live and on-line)

SERVICE TO THE INSTITUTION

Department	
2017 - present	Faculty Advisor, Undergraduate Global Business Association
Spring 2020	Hiring Committee, Instructor for Management Programs
Fall 2018-19	Hiring Committee, Instructor for Executive Programs
College of Business	
Fall 2018 – Present	COB Scholarship Committee – Committee Member
Spring 2016 -Present	COB Representative - Leadership Studies Minor advisory committee.
University	
Spring 2020	GPSA Judge and Moderator, Undergraduate Research Symposium
Spring 2017	QEP - Judge and Moderator, 2017 Graduate Research Symposium
Spring 2016 -Present	Member, Leadership Studies Minor advisory committee.
2013 - Present	QEP – Reviewer for the FAU Undergraduate Research Journal (FAU URJ)

SERVICE TO THE DISCIPLINE/PROFESSION

2017 - present	Reviewer, Public Management Review
2017 - present	Reviewer, Academy of Management Annual Meeting
1999 - present	Reviewer for the Southern Management Association Meeting
2013 - present	Heading subcommittee for Undergraduate Education, Society for Industrial and Organizational Psychology.

2006-present	Reviewer for International Journal of Organizational Theory and Behavior
2017 - present	Reviewer, Academy of Management Annual Meeting
1999 - present	Reviewer for the Southern Management Association Meeting
2013 - present	Heading subcommittee for Undergraduate Education, Society for Industrial and Organizational Psychology.
2006-present	Reviewer for International Journal of Organizational Theory and Behavior

Executive Summary
2021 Academic Program Review
College of Business

International Business [CIP: 521101]

Review Team

Nancy Buchan, University of South Carolina
Joseph Rottman, University of Missouri – St. Louis
Nancy Poulson, FAU College of Arts and Letters

Program Degrees by Level

Undergraduate Programs:
International Business (B.B.A. and B.S.)

Graduate Programs:
Master of Science in International Business (M.S. International Business)

Mission and Purpose

Using experiential-based pedagogy, we are committed to provide International Business students with the skills and knowledge commensurate with those provided by top-rated programs that will enable them to procure jobs in fields with an international component, whether in the U.S. or abroad. In addition, we aim to provide related service to the South Florida community as well as the International Business academic community. Finally, our faculty are committed to continuous development in the field of International Business by publishing International Business and related research in high quality peer-reviewed journals. As such, we view our pedagogical, research and service missions as complementary.

Strategic Goals and Action Plans

Goal 1. Leverage the Consortium for Undergraduate International Business Education (CUIBE) accreditation to enhance the stature of the International Business program among academic and business stakeholders.

The International Business program at FAU was accredited as an "Associate Member" in 2016 and elevated to a "Full Member" in 2018 by the Consortium for Undergraduate International Business Education (CUIBE). This accreditation advanced the program's visibility resulting in its first national ranking. The following objectives are intended to leverage this accomplishment in order to further increase the program's visibility and thereby expand the program's impact for all stakeholders.

Objective 1.1 Develop and submit proposals to the U.S. Department of Education and other entities (e.g., U.S. Department of State) for external funding in support of establishing a Center for International Business at FAU. File appropriate application for establishing a Center for International Business at FAU in support of obtaining necessary approval by the University and the Board of Governors.

The exercise of developing proposals for external funding from a federal agency and writing an application for the establishment of a center at FAU provides a pathway for taking the International Business program to the next level. The preparation of these documents will require us to formally develop clear statements of mission and purpose, as well as measurable goals to advance the program. The Director will oversee this initiative and collaborate with key individuals in FAU's Division of Research and the U.S. Department of Education. The Director will also conduct appropriate benchmarking research of successful centers located at other "Full Member" CUIBE institutions. And the Director will oversee the necessary steps and documentation required for approval of a center at FAU as described in the Division of Research's memo on "Procedures for the Submission of Institute or Center Proposals for Assessment and Approval at the University Level and by the Board of Governors."

Objective 1.2 Develop a fund raising plan in collaboration with the Associate Dean for Development in the college in support of a named Center for International Business.

Successful fundraising initiatives are based on a clear and convincible vision that will be attractive to potential donors. This vision will include justifiable goals and projected outcomes. The vision is necessarily borne out the interactions among program chairs/directors, college administrators, and university development officers. The Director will collaborate in the development of the vision with the appropriate college and university administrators and staff, and ensure that the fundraising initiatives are in line with the aspirations of the International Business faculty.

Objective 1.3: Improve the stature of the advisory board for the International Business program and apply for university approval of the board.

An assessment of the current advisory board's effectiveness will be conducted by the Director of the International Business program in collaboration with the Chair of the Management Programs Department. The Director will seek guidance in managing advisory boards through input from directors at other "Full Member" CUIBE institutions and participate in national

workshops designed in support of successful board management. The outcome of these proactive efforts will inform decisions about the future mission and composition of the board.

Assuming the advisory board continuance, the Director in collaboration with the International Business faculty, will formally apply for university approval of the board following University Policy 2.5 on Advisory Bodies which includes a template of Guidelines and Operating Principles.

Object 1.4: Host a CUIBE Governance Meeting.

This initiative is underway. The college is scheduled to host the Governance Meeting in the fall of 2021.

Goal 2: Advance the profile of the International Business program in the college.

The college took an important step toward advancing the profile of the program when a Director of the International Business program was hired in the fall of 2016. The following objectives are intended to continue to advance its profile.

Objective 2.1: Hire a replacement for a professor who retired a year and a half ago.

The request to replace Tom Lenartowicz was approved before the most recent hiring freeze. The request to fill the line by the fall 2022 was recently made by the Dean to the Provost Office in May 2021.

Objective 2.2: Establish International Business Fellows among appropriate faculty in other departments of the college.

A number of faculty in various departments of the college have well-established records of teaching courses aligned with the mission of the International Business program and/or publishing in highly ranked International Business journals. All faculty who publish in highly ranked journals, including International Business journals, are currently provided monetary compensation for their accomplishments through summer research awards. All faculty, as well as International Business faculty in the Management Programs Department, are currently eligible for Fellowships/Professorships. Some of the latter are named appointments provided through donor contributions.

In order to acknowledge the teaching and research contributions of faculty in departments other than Management Programs, the Director of the International Business program will identify and invite targeted faculty to apply for a title that reflects their contributions to the discipline. A possible title would be an “Affiliate [rank] Professor of International Business”. This title would enhance the visibility of the contributions of all the faculty in the college in support of the International Business discipline.

In order to enhance the visibility of extraordinary contributions, the Director will collaborate with the appropriate college and university administrators and staff seeking external funding to support named Fellows/Professors of International Business. (See Objective 1.2 above.)

Objective 2.3 Develop a strategy for leveraging knowledge among International Business faculty of the management of cultural diversity to enhance the institution's commitment to diversity and inclusion.

Diversity and Inclusion (D&I) is a priority for FAU, for universities all over the country, and for various grant programs of the federal government and private foundations. FAU is wonderfully positioned to be a leader on Diversity and Inclusion because of its highly diverse student population, and demographics of the local community. Efforts to expand the International Business faculty's commitment to D&I will be represented in deliberations involving the development of a Center for International Business (see Objective 1.1 above), in the recruitment of International Business faculty going forward (see Objective 2.1 above), and in engagement with student organizations (see Objective 3.3 below). The diverse student body and population of the southeastern Florida region will ease efforts in attracting diverse faculty candidates.

The Director will oversee the development of an ongoing strategy for leveraging knowledge of diversity with International business faculty. The strategy and the resulting efforts and accomplishments will be reported each year in the Annual Report of the College.

Objective 2.4 Establish an International Business Appreciation Week/Month.

Other CUIBE accredited institutions have implemented International Appreciation events. The review team provided an example of such an initiative at the University of Missouri at St. Louis: http://www.umsl.edu/ibcc/ . The initiative could focus on how students prepare for and start a career in International Business, and thus complement Objective 4.1 below. It could also involve members of an advisory board, faculty, and student groups. While the University of Missouri example of a month-long event might be overly ambitious from the start, the Director will oversee this initiative with the International Business faculty.

Objective 2.5 Advocate for a separate listing of International Business courses and International Business related courses cross-listed under a separate category on the university course schedule webpage.

The Director of the International Business program will advocate the way that courses offered in International Business courses (now shown under "Management Programs") and International Business related courses offered by other departments in the college be listed under a separate heading of "International Business" on the university course schedule website. This effort will include collaboration with the college Executive Director of Student Academic Services (SAS)

who serves on the university's A-Team, the Registrar, the Chief Information Officer, and other appropriate units in the university to determine whether and how this might be possible.

Goal 3: Increase Undergraduate Enrollments and Undergraduate Graduation Rates.

Over the past seven years, the number of undergraduate majors in International Business has steadily declined from 254 majors in 2014-2015 to 115 majors in 2020-2021. The following objectives are intended to reverse this trend.

Objective 3.1 Engage potential International Business majors during their first year and second year at FAU when they are formally classified as pre-Business majors.

Three programs in the college have established a practice of engaging students before they are eligible to declare their majors through successful student organizations. We intend to mirror their success going forward. The Global Business Association was established in January 2020. This student organization currently has approximately 30 members. An assessment of this organization's success will be conducted by the Director of the International Business program in collaboration with the Chair of the Management Programs Department.

The Faculty Advisor of the student organization and the Director of the program (as needed) will participate in on-going coordination with the faculty advisors of the other student organizations in the college. The purpose of the coordination will be to share best practices for ensuring the ongoing success of each student organization in the college and to develop/sustain efforts of engaging first year and second year students who are pre-business majors.

The Director and the Faculty Advisor will participate in annual events focused on attracting potential students to FAU, and on exposing new FAU students to the majors offered by the college. These events are hosted by the college Student Academic Services (SAS) or sponsored by the University in collaboration with the college SAS. Appropriate coordination with the Executive Director of SAS will ensure sustained visibility of the International Business major with the targeted audience of each event.

The Faculty Advisor will provide a report of the student organization's activities and their collaboration with the college SAS which will be an entry in the Department Annual Report submitted to the Dean's Office each June.

Objective 3.2 Grow the internships offered to International Business majors and actively promote them as an important opportunity/component for building student career success.

Internships are an important experiential learning opportunity for students as well as a bridge-building mechanism between the program/department/college and stakeholders in the business community. Internships also provide an experience that will hopefully advance the student's

career interest which, in turn, will serve as a motivation for continued commitment to completing academic programs. The Director of the International Business program in collaboration with the Chair of the Management Programs Department will assess the structure supporting internships for International Business majors. An appropriate faculty member will be assigned to oversee International Business internships, who will participate in on-going coordination with the faculty who have similar responsibilities in the college. The purpose of the coordination will be to share best practices in support of student retention and on-time graduation rates for International Business majors.

Objective 3.3 Promote the International Business minor across the college and the university.

We plan to promote our newly developed International Business minor to Marketing and Finance majors in the college. We also plan to initiate collaborations with the Department of Language and Linguistics in the College of Arts and Letters with the intent to promote/develop courses/curriculum offerings of mutual interest to our students. The Director of the International Business will oversee promotion of the minor which will include appropriate website updates pertaining to the minor and outreach to student organizations with an affinity to the International Business program (e.g., organizations focused on ethnicity and/or country of origin).

Objective 3.4 Develop and offer an honors program for International Business.

The development of an honors program for International Business undergraduate students would support two goals. It would advance Goal 2 (above) by enhancing the profile of the undergraduate program in International Business in the college. Secondly, because honors programs at FAU have historically attracted goal-driven students, they have a strong record of on-time graduation.

The International Business faculty have been considering an honors program for several years. One model for such a program would include foreign language proficiency -- a more rigorous standard compared to passing foreign language courses -- a study abroad experience, and an internship. It is likely that many students would be attracted to such an option, given the reputation of the program. The Director will convene a faculty committee to develop the curriculum for such a program, and obtain approval from the college and university undergraduate councils. The Director will also collaborate with the advisory board (see Objective 1.3 above) seeking internship opportunities and funding in support of study-abroad experiences.

Goal 4: Launch and grow the MS in International Business.

Objective 4.1 Launch the MS in International Business.

For many years International Business courses have successfully been offered by the college due to priority given to concentrations in the graduate programs offered by Executive Programs. A revised curriculum for the MS in International Business, which builds on the success of the courses that have been offered, has been approved by the university. We will continue to advocate that the MS program be launched and view it as a valuable addition to the roster of programs offered by the college. The MS program will contribute to elevating the visibility and brand of the International Business program, and be a vehicle for enhancing partnerships with local companies.

Object 4.2 Launch a marketing campaign to attract international students to the MS in International Business program.

The Director in collaboration with the Assistant Dean for accreditation and international programs, will launch a marketing campaign to attract international students. The Assistant Dean has given this matter serious consideration and maintains that a day-time course schedule would be necessary to ensure success of the program.

Objective 4.3 Conduct on-going bench-marking with other MS International Business programs throughout the country.

To ensure the success of the MS in International Business over time, the Director will oversee regular benchmarking with similar programs offered by CUIBE accredited institutions. This will ensure that the curriculum and structure of FAU's program will be responsive to changes in student demand and opportunity.

MANAGEMENT INFORMATION SYSTEMS PROGRAM REVIEW

BBA/BBS in Management Information Systems (MIS)
Master of Science in Information Technology Management (MSITM)
Classification of Instructional Programs (CIP) Code: **52.1201**

Department of Information Technology and Operations Management
College of Business
Florida Atlantic University

2014-2020 Program Review Self-Study Report

Prepared by:
Tamara Dinev, Chair
With input, guidance and support from all affected full-time and part-time program faculty members

Spring 2021

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Section A. Mission and Purpose of the Program

Mission

The Mission of the Department of Information Technology and Operations Management (ITOM): To develop competence in information systems, operations management (including quality management), and related decision sciences disciplines for traditional and non-traditional students across the College of Business; to produce skilled individuals proficient in information technology who are able to contribute effectively to their organizations and communities in an ever-evolving technological environment; to engage in an active partnership with the business community; and to continually innovate and increase the quality of its educational and research activities in a manner that increases education effectiveness and global reach.

Vision

In an environment that integrates information technology and operations management the Department balances world renown research with excellence in teaching to create successful students. Both the Department and its students are in alignment with the community we serve thus having a positive impact on the outside community (all communities) while maintaining a friendly collegial atmosphere which generates trust among ourselves. We use technology effectively, distance and locally providing multiple venues for the learning experience. Ethics and integrity are at our core, especially in our openness (acceptance each other's' views) and balance. We embrace change management and seek to improve our enrollment.

Alignment with the University Strategic Plan

ITOM, as part of the College of Business, makes significant contributions to the broader mission and goals of the College and FAU. With its presence in both Palm Beach and Broward campuses, ITOM provides high-quality educational opportunities to serve the needs of local and international students in the South Florida area.

The ITOM vision and mission are well aligned with the Florida Atlantic University Strategic Plan for the Race to Excellence (2015-2025) which includes an excellent education and high-quality programs in areas of strategic emphasis (STEM areas). The MIS and MSITM programs support FAU's focal areas, known as Pillars and Platforms. Among the pillars, of particular relevance is Healthy Aging, since Information Systems and Healthcare analytics and electronic systems are critical for effective delivery of healthcare. Among the platforms, the Big Data Analytics is one

of the major technologies driving the evolution of the 21st century economy. The ITOM programs support also platforms such as Community Engagement and Economic Development, as well as Global Perspectives and Participations. In particular:

- The University's aspiration to recruit and retain the highest talent in faculty. Our faculty abbreviated vitae are provided in the Appendix 2. Our faculty are world recognized researchers who publish in premier journals and are editors of top journals in the field. They are also engaged in community serving in industry association such as the Port Everglades Association. In recent years, the Department has hired junior tenure-track faculty with a very strong potential to build national reputations. Our tenured faculty have an outstanding record in citation indices and their contributions to research and external funding.

- The University's goal to provide excellent education and high-quality programs in the areas of strategic emphasis (STEM areas). The ITOM's MIS and MSITM Programs (CIP 52.1201) are listed on the State University System of Florida Programs of Strategic Emphasis (PSE) under the "STEM" category. Science, Technology, Engineering, and Math (STEM) is a category in the current version of the strategic plan aimed to emphasize the importance of these programs to Florida's economy. This category highlights the need of more degrees to fill the gap between current and projected state job demand. The MIS programs have a strong IT, math and Business Analytics components, along with additional components from Artificial Intelligence. The MIS programs are academic program of the highest quality. World-class faculty and research experts train the students in top skills needed to be competitive in the field and area of emphasis. The high quality of the program is ensured by (1) a strong curriculum, delivering the foundations and principles of Management Information Systems, integrated with major subfields such as Artificial Intelligence, Big Data Analytics, and Blockchain; (2) high quality applied industry projects supervised by experts in the field; and (3) software and simulation and business analytics systems that will expose students to real world situations and problem solving.

ITOM Department Highlights

The Degree Programs offered by the ITOM department are summarized in the following chart.

Major Name	CIP Code	Degree
BBA in Management Information Systems	52.1201	Bachelors
BS Management Information Systems	52.1201	Bachelors
MS in Information Technology and Management	52.1201	Masters
MS in Supply Chain Management	52.0203	Masters

As the name implies, the ITOM Department is the home of faculty in two disciplines: Management Information Systems (MIS) and Operations and Supply Chain Management (OM). As such, in addition to being home of the MIS undergraduate and graduate majors, the Department provides service courses to the College core business curriculum, as well as the

master's degree in supply chain management. A large part of the ITOM FTE production is from the service courses.

Section B. Last Program Review

The last program review was conducted in 2013. The Review Team report was written on February 21, 2013**.**

Per the review team summary, "At the department, college and university levels there appear to be several positive initiatives that can provide a strong tail wind for future growth and productivity in the Department of Information Technology and Operations Management (ITOM)." In their conclusion, the review team wrote that "Overall, the ITOM department is in good shape, well managed, and with a caring teaching faculty and growing strength in scholarly research. Enrollments are strong and growing and the students seem well pleased with their undergraduate and graduate educational experiences. However, this growth indicates a corresponding need for more faculty members, particularly those with strong research skills. No major problems or deficiencies were found and the findings and recommendations that are listed above are designed to assist the Department and the College to make further improvements in an already strong department". The review team made very constructive recommendations that guided the strategic and operational development of the Department for the next seven years.

The following "Strategic Goals and Action Plans" were established in the 2014 Review. The 2018 Progress Report Response follows each goal statement below. An additional update of major changes since the 2018 progress report is included as well.

Goal 1

To distinguish and brand the Department and the College in Business Analytics. The 5-7-year plan includes multiple action plans which build upon existing resources dedicated to offering an undergraduate concentration in Business Analytics for Management Information Systems (MIS) majors. First, a concentration in Business Analytics for MBA students should be developed and offered within the market rate online MBA program. Second, a Center for Business Analytics should be created. The Center is intended to provide an affiliation for interested faculty across departments in the College and support single discipline as well as interdisciplinary work. The long-term vision for the Center (see the attached) intended to attract national and international interest includes an annual conference for researchers from the academy as well as from business, and a marketplace for careers in "big data". Hopefully, this initiative would coincide with a third action plan of naming the Center with a $15 million donation.

2018 Progress Report:

- Creation of Center for Business Analytics. ITOM has been an integral part and one of the University leaders of the Data Analytics and Business Analytics initiatives. The ITOM Chair is

an active member of the steering committee of the Data Analytics Strategic Platform of FAU. The Vice President of Research of FAU created University-wide, umbrella Center for Data Analytics, and appointed as its Chair Dr. Taghi Khoshgoftaar, a professor from the College of Engineering and Computer Science. Thus, the envisioned Center for Business Analytics, although not a separate entity within College of Business, is actively operating within the University umbrella Center. The Business Analytics initiatives continue to be dynamic, vibrant, and at the core of the ITOM objectives. They involve industry, curriculum changes, strategic hiring, and new programs. Thus, even though a Center for Business Analytics has not been actually created, all the objectives envisioned in creating it, have been effectively achieved. Interested faculty across departments in the College actively work together to support single discipline as well as interdisciplinary work. For example, courses in Healthcare analytics and Sports Management analytics have been available within the respective degrees and they are highly popular. Another achievement is the creation of Business Analytics concentration within the MSITM degree. Students can specialize in Business Analytics while obtaining their Master's degree. Similarly, we have created a Big Data Analytics Graduate Certificate for professionals and students from other fields. Both programs are highly popular and in demand. In conclusion, we believe we are achieving progress toward our overall goal to "distinguish and brand the Department and the College in Business Analytics".

Update Since 2018 Progress Report:

- We created an MBA concentration in Business Analytics. This concentration, along with the Big Data Analytics Graduate Certificate, are in high demand and help strengthen the educational opportunities for all business students and strengthen the brand of the Department and the College in Business Analytics. We also created undergraduate and graduate courses in Artificial Intelligence, as well as undergraduate minor in Artificial Intelligence.

Goal 2

To strengthen the area of Operations and Supply Chain Management. As the name implies, the Department is the home of faculty in two disciplines, one of which is Operations Management. In recent years, interest among researchers in Operations Management has increasingly focused on Supply Chain Management. At the same time, the Department seeks to leverage FAU's location in one of the country's most dynamic areas of international trade and transportation. These two significant matters are the basis for the following action plans. First, the faculty will engage in a strategic exercise intended to develop the most appropriate academic undergraduate/graduate program to advance Supply Chain Management as a critical area of business preparation at FAU. This exercise will necessarily address how other disciplines such as Management Information Systems, Marketing, and International Business should be incorporated to such a program(s). Second, a Center for Supply Chain Management should be created. The faculty should develop a vision for the Center which in collaboration with potential stakeholders in south Florida. The Center should also leverage the proposed Center for International Business to maximize synergies of faculty and student interest across both areas.

2018 Progress Report

- We engaged the faculty in a strategic exercise intended to develop the most appropriate academic undergraduate/graduate program to advance Supply Chain Management (SCM) as a critical area of business preparation at FAU. We underwent a comprehensive investigation of the demand, the resources, and the cross-disciplinary options for creating a viable program in Supply Chain Management. We forged a dynamic relationship with Marketing, International Business, and the College of Engineering and Computer Science, and strategized on how we should incorporate programs or courses from these departments.
- We successfully hired a leader in the field of Supply Chain Management and Ports Logistics, Professor Dr. Menachof from University of Hull, UK, who took the lead in this initiative. He conducted multiple conversations and exercises with the above departments. He engaged in redesigning the course curriculum in both the undergraduate and graduate courses for Quality Management and Supply Chain Management (SCM). Along with our above listed partners, we are in the process of creating Graduate Certificate in Supply Chain Management and Transportation Logistics which is now going through faculty votes in the two Colleges. We expect it to be in the catalog during the next academic year. Dr. Menachof and the ITOM Chair also designed a proposed graduate Master degree in SCM. Currently he is coordinating with the Dean, the Executive Programs and the other interested constituents on how to move ahead.
- We have been actively working toward creation of the center. Dr. Menachof has also engaged in creating industry contacts with main stakeholders in South Florida, including the Fort Lauderdale and Boca Raton Chambers of Commerce and the Port Everglades Association. He engages and collaborates with all stakeholders from the industry, College of Engineering and the College of Business, to craft a vision for the Center. We also are working with Dr. Trevino, who is the Program Director for International Business.
- We are in the process of hiring a faculty in Supply Chain Management/Business Analytics to help us achieve our Goal 1 and Goal 2. In conclusion, we believe we are achieving progress toward our overall goal to “strengthen the area of Operations and Supply Chain Management”.

Update Since 2018 Progress Report

- ITOM completed hiring faculty in Supply Chain Management and Business Analytics. The stronger intellectual capital gave results. Publications followed in the most prestigious journals in that area, such as Journal of *Operations Management, Production and Operations Management, Decision Sciences, etc.*
- We created the MS in Supply Chain Management which will be offered for the first time in 2021.

Goal 3

To enhance the quality of the undergraduate MIS programs and the graduate MSITM program. The demand for skills in Management Information Systems has always been highly dynamic,

however over the past 15 years it has been especially so because of a significant trend in outsourcing programming development overseas. Keeping up with the dynamic nature of the demand for different skill sets has been challenging for MIS departments across the country. Recently there has been a resurgence in demand for graduates in MIS (as attested by the increase of MIS majors) and for individuals with more sophisticated skills, especially, again, in programming development. This trend is the basis for the following action plan. The Department will consider reintroducing programming as an area of concentration, which has historically been an area major concentration since the Department was created in the late 1980s.

2018 Progress Report:

- We have actively been working toward this academic goal. First, we strengthened the offering of the core programming course, ISM 3230. We progressed from offering one section each Fall and each Spring to offering two sections each semester, and one section in the Summer. In this way we assure we meet the demand of students wanting to learn programming. Next, we engaged in active promotion of the value of programming skills and web development skills.

- During 2015-2016, we started to offer Mobile Development for business courses (ISM 6058 and ISM 4053). Initially they struggled with low enrollments, but the Chair obtained the support of the Dean's office to protect these courses from cancellations for a period of 2 to 3 years. The courses now have stable enrollments, both at graduate and undergraduate levels.

- In Spring 2018 we offered for the first time a 3-Tier Web Development project course (Creating dynamic web content, with user transactions, based on PHP, Java Server Pages and Servlets, Java Script, and HTML 5). With active promotion from the Introduction to Computer Systems and Software Development (ISM 3230) instructors, this course started with quite low enrollment – only 6 students. The Chair appointed the most caring and knowledgeable instructor to teach the course. The Chair worked with the Dean's office to offer the course in spite of the low enrollments, affording appropriate time to gain traction. Currently, the course enjoys healthy enrollments and students are excited to learn.

Update Since 2018 Progress Report

- We have been very successful in this goal. All of the above-mentioned courses have strong enrollments and are offered every semester. Introduction to Computer Systems and Software Development (ISM 3230) is offered two sections every semester and one section in the summer semester. Additionally, we introduced an Advanced Business Analytics course, ISM 4403, with programming in Python, R, etc.

Major Changes Made Since the Last Review

The following extensive changes were made based on the Review Team report.

- The Master of Science in Supply Chain Management, a STEM program, was proposed and approved.
- The Master of Science in Information Technology and Management, also a STEM program, which was just starting at the time of the last program review, has solid enrollments and been substantially improved by establishing two concentrations: IT Management and Business Analytics.
- The accelerated BBA-MSITM pathway which was just starting at the time of the last review, has now grown stronger and become very popular. Many MIS majors enroll in the master's program during their junior or senior year.
- Big Data Analytics Graduate Certificate was created jointly with Computer Science Department at the College of Engineering.
- In response to market demand, the business analytics courses offered by the Department were revised to incorporate additional skills such as Python, R, Social Media analytics, etc.
- The Department hired four new tenure-track faculty and instructors to meet the increased demand for courses. One tenure-track faculty member, hired in 2014, received tenure and was promoted to Associate Professor. Instructors were promoted to Senior and University instructors during the review period.

Section C. Instruction

Student Learning Outcome Assessments

Clear learning goals have been established for the program as a whole and for every course taught in the Department. These goals are now part of the respective course syllabus. The goals were established in 2011 and have been constantly reviewed and adjusted per the assessment results.

The results of the Student Learning Outcome Assessments are discussed in two levels: 1) at course coordination meetings that are regularly conducted for multiple section courses; and 2) at department meetings in which each course coordinator gives a report to the whole faculty. As a result of the discussion or the results of the assessment, points for improvement and methods of improvement are identified. Improvements have included textbook changes; topic elimination or enhancement depending on how it serves the purpose of the overall program or if it is duplicated and offered in another course; and new methodology such as class discussion, team project, computer technology, new quizzes or similar.

Appendix 1c provides the Academic Learning Compacts for the Undergraduate MIS major
Appendix 1d provides the Assessment plan and outcomes for the academic year 2018-2019 for the Undergraduate MIS major and the Graduate MSITM program.

Baccalaureate Programs

ITOM offers one major in the College of Business, namely Management Information Systems (MIS). MIS develops specialized proficiencies in management information technology and leads to the B.B.A. or B.S. degree. It focuses on the concepts and tools necessary for analyzing, designing, planning and developing resources.

Admissions Criteria

The middle 50% of freshmen who were admitted for 2020-2021 were reported as:

High School GPA (out of 4.0):	3.38-3.98
ACT Composite Score:	23-29
SAT Total Score:	1110-1260

Enrollment Information

The tables below show the unduplicated headcount of MIS majors by degree program and does not consider the MIS concentrations.

The MIS major grew 44% since the last Academic review. ITOM has successfully and consistently reversed the critically low enrollments during the last review cycle (2006-2012). We attribute this to:

1) The national trends of increased interest in IT and MIS in particular; and
2) The substantial Department efforts in curriculum overhaul, industry outreach, and student recruitment and advising efforts

Enrollment by Major -- unduplicated count

BBA		BS	
	MIS		MIS
AY 2014-15	247	AY 2014-15	27
AY 2015-16	284	AY 2015-16	14
AY 2016-17	320	AY 2016-17	15
AY 2017-18	305	AY 2017-18	12
AY 2018-19	318	AY 2018-19	6
AY 2019-20	331	AY 2019-20	4

As the IT job sectors of Information Security and Business Analytics continue to increase in demand, we are optimistic that the MIS major will continue to grow. An upward trend is clearly visible and will most likely continue as the national priority of STEM disciplines redirects the future graduates to technology-focused education.

FTE and the SCH Productivity

Fulltime Equivalent (FTE) is a measure of instructional activity based on Student Credit Hours (SCH). Annualized FTE is based on the standard national definition and calculated as the undergraduate and graduate SCH divided by 30 and 24, respectively. State Fundable Student Credit Hours are those student credit hours for which the University receives funding by the state. So, anything that is a waiver without state funding to support it (TA/RA, athlete non-resident, admissions perks, employees, 60 yo+ auditors, DCF children, children of deceased first

responders) and anything that is non-state funded (market-rate programs) is non-fundable FTE. Thus, state-fundable FTE includes only those credits where students enroll and pay full price from their own funds (or financial aid, excluding waivers) in a Florida SUS program that the state tax dollars directly supports.

The tables below provide the FTE and SCH for the undergraduate MIS, for lower division and upper division students.

BBA/BS (MIS)

Lower Division UG

	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	4230	93	141	3.1
2015-16	4938	144	165	4.8
2016-17	4521	138	151	4.6
2017-18	4941	54	165	1.8
2018-19	5844	123	195	4.1
2019-20	5535	228	185	7.6

Upper Division UG

	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	14757	495	492	16.5
2015-16	14706	432	490	14.4
2016-17	16884	393	563	13.1
2017-18	17025	510	568	17
2018-19	17763	360	592	12
2019-20	17604	582	587	19.4

SUMMARY

	Total SCH	Total FTE
2014-15	22455	772.35
2015-16	22881	784.83
2016-17	25581	883.95
2017-18	26514	917.55
2018-19	28341	980.23
2019-20	28797	1001.26

Per the Summary table above, during the period under review, the ITOM's MIS program has increased the FTE by 30% (from 772.35 to 1001.26) and the SCH by 28%. This is a considerable increase given that ITOM already generates the highest number of FTE in the College for majors outside the Department but within the College. In addition to the FTEs generated for the major, as mentioned above, ITOM provides the majority of the instruction of core business courses required for all business majors.

The data in the table below represent the SCH and the FTE contributions for the Information Technology and Operations Management (ITOM) Department as a whole. This includes not just the contributions based on MIS majors, but the contributions of all the service courses required

of all the Business majors. Per the data in the table, ITOM produces around 15% of the College's total Annualized State-Fundable FTEs. It is the third largest Graduate FTE producer in the College, third largest Lower and Upper Division FTE producer, and along with Economics, third largest total FTE producer for the College.

	Courses offered by:	Information Technology & Operations Management					College of Business	University Total
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Course Level	FTE produced by students who are:	0.1	0.7	0.2	0.1	0.6	8.2	1,028.20
Lower Division Undergraduate	Majors within the department							
	Majors outside the department, but within the college	65.8	83.5	77.3	117.9	144.3	696.8	2,745.30
	Majors outside the college	39.9	39.3	35.5	46.7	49.9	192.2	5,889.50
	Total	**105.8**	**123.5**	**113**	**164.7**	**194.8**	**897.2**	**9,663.00**
Upper Division Undergraduate	FTE produced by students who are:	61.1	71.9	84.2	108.3	106.9	1,444.10	7,025.90
	Majors within the department							
	Majors outside the department, but within the college	298.6	287.7	327.1	448.1	469.9	1,836.20	3,275.10
	Majors outside the college	9.2	8	10.8	11.1	15.3	389.7	1,703.40
	Total	**368.9**	**367.6**	**422.1**	**567.5**	**592.1**	**3,670.00**	**12,004.30**
Graduate	FTE produced by students who are:	9.7	10.3	15.2	25.6	25.6	201.1	2,049.10
	Majors within the department							
	Majors outside the department, but within the college	43.5	28.3	29.3	41.1	40.3	138	247.2
	Majors outside the college	1.8	2.1	6.2	7.5	9.1	32.9	188.4
	Total	**54.9**	**40.7**	**50.7**	**74.3**	**75**	**372**	**2,484.80**
Total	FTE produced by students who are:	70.9	82.9	99.6	134	133.1	1,653.40	10,103.20
	Majors within the department							
	Majors outside the department, but within the college	407.9	399.5	433.7	607.1	654.5	2,671.00	6,267.60
	Majors outside the college	50.8	49.4	52.5	65.3	74.3	614.8	7,781.30
	Total	**529.6**	**531.8**	**585.8**	**806.5**	**861.9**	**4,939.20**	**24,152.10**

The increase in FTEs by the Department is due to the increase in College enrollments as a whole, and an increase in the MIS majors in particular. The majority of teaching productivity of the Department is generated by courses required for each business major. The generated FTE based on courses required of all business majors have also substantially increased, by 50% (see Majors outside the department, but within the college).

Instruction Effectiveness

The Department, College, and University Student Perception of Teaching (SPOT) survey averages for 2016 vs 2020 are shown below. The survey questions include the following

Q1. Covered what was stated in the courses' objectives.
Q2. Communicated ideas effectively.
Q3. Gave useful feedback on the coursework.
Q4. Encouraged students to think critically.
Q5. Showed respect for students.
Q6. Rate your instructor's overall teaching effectiveness in the course.

SPOT SURVEY			ITOM Department		
Fall 2015 & Spring 2016	University	College	Lower UG	Upper UG	GR
Question 1	1.24	1.24	1.23	1.23	1.20
Question 2	1.42	1.42	1.34	1.41	1.47
Question 3	1.46	1.47	1.42	1.44	1.49
Question 4	1.33	1.34	1.37	1.31	1.29
Question 5	1.23	1.22	1.17	1.21	1.16
Question 6	1.76	1.78	1.62	1.74	1.79
# of sections	5844	862	23	57	34
# of student responses	115915	21024	1000	1637	446

			ITOM Department		
Fall 2019 & Spring 2020	University	College	Lower UG	Upper UG	GR
Question 1	1.21	1.19	1.08	1.22	1.17
Question 2	1.39	1.35	1.12	1.40	1.34
Question 3	1.44	1.40	1.22	1.40	1.38
Question 4	1.29	1.27	1.18	1.28	1.24
Question 5	1.19	1.17	1.07	1.19	1.10
Question 6	1.68	1.64	1.30	1.69	1.58
# of sections	4924	827	21	57	35
# of student responses	85156	16582	660	1408	665

Per the Department SPOT results, the average rating of quality of instruction as measured by item #6 has consistently been better than the College and University averages. The Department results also show improvement in all categories for 2020 vs 2016. One must keep in mind that: 1) ITOM trains business students in Information technology – a STEM discipline which is generally considered a harder discipline by Business students, and 2) There are a number of additional factors (grades, size of fundable class, expectations of grade, type of course, time of class, etc.) that affect the quality of teaching and are not accounted for in this data.

Average Class Size

Undergraduate and Graduate courses were evaluated separately. The table below shows the average Lecture/Course Section Size Taught by faculty:

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	57.6	64	64.5	68.1	68.5

Student-to-Faculty Ratio

The annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio) is shown in the table below:

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	46.9	57.7	73.8	99.5	104

Curriculum

The MIS major provides students with two path options, one more technical and the other more information and knowledge management oriented. Students also have a no path option. Below is the description of the MIS major.
Appendix 1a provides the MIS Undergraduate Degree Program Sheet.

Lower-Level Prerequisite Courses

Management Information Systems majors must first complete the Pre-Professional required courses for all Business majors and maintain a 2.50 grade point average (on a 4.0 scale) for admission eligibility. The Pre-Professional courses include the following.

Accounting I (Financial Accounting)	ACG 2021
Accounting II (Managerial Accounting)	ACG2071
Macroeconomics	ECO 2013
Microeconomics	ECO 2023
Methods of Calculus	MAC 2233
Introductory Statistics	STA 2023
Information Systems Fundamentals	ISM 2000

The University catalog states the following with respect to the admission criteria for majors in the College of Business.

1. *Attain a Pre-Business admissions GPA of 2.5 on the courses noted in parentheses below that are relative to success in business programs (ECO 2013, ECO 2023, ACG 2021, ACG 2071, MAC 2233, STA 2023, ENC 1101, ENC 1102 and ISM 2000) with grades of "C" or better. For Pre-Business admissions GPA calculation, only the highest grade of multiple attempts is used.*

   Note: Students who have attempted any of the Pre-Business admissions courses three or more times, including withdrawals ("W"), cannot be admitted to a selective business major.

2. *Earn 60 credits.*

3. *Complete the foreign language entry (FLENT) requirements.*

4. *Major Declaration and Upper-Division Status*
   Students must be admitted to a major (other than Pre-Business) no later than the semester when they earn 60 credits. A registration hold will prohibit enrollment beyond this threshold.

   A student must be admitted to upper-division status in order to receive a baccalaureate degree from the College of Business, except for majors not eligible for the B.B.A. degree (General Economics and Health Administration).

   Students may appeal denial of admission to a major through the academic petition process. For an appeal to have merit, students must explain new academic or personal information as well as extenuating circumstances. The evidence should show a student's case is stronger than the GPA evidence suggests.

Management Information Systems Major
Students who major in MIS are required to take Advanced Systems Analysis and Design (ISM 4133) and five other MIS courses (18 total credits) beyond Management Information Systems (ISM 3011) required of all Business majors. A grade of "C" or better is required in all major courses.
Students may choose to follow one of the two paths below or may choose courses from both paths in consultation with their advisor. The Information Technology path is the traditional MIS path that provides core technical skills needed to manage and design information technology in organizations. Students acquire the basic four technical skills of application development and programming languages, databases, data communications and system analysis. The Information and Knowledge Management path provides students with general, broad knowledge in information and knowledge management in organizations, digital products and service development, social media analysis, as well as project management. Graduates will have the

skills to analyze and lead technology-enabled products and services and consult organizations on digital products and services.

Additionally, students may choose to concentrate in Business Analytics or Cybersecurity but are not required to. If a student pursues the Business Analytics or Cybersecurity concentration, the student must take the four courses that constitute the chosen concentration. Concentration courses are noted below.

Information Technology Path		
Introduction to Computer Systems and Software Development	ISM 3230	3
Database Management Systems*	ISM 4212	3
Business Data Communications**	ISM 4220	3
Advanced Systems Analysis and Design	ISM 4133	3
Choose two of the following courses		
Special Topics	ISM 4930	3
Social Media and Web Technologies	ISM 4054	3
Project Management	MAN 4583	3
Information Technology and Operations Management Internship	ISM 4940	3
Introduction to Business Analytics*	ISM 3116	3
Data Mining and Predictive Analytics*	ISM 4117	3
Advanced Business Intelligence*	ISM 4403	3
Introduction to Cybersecurity**	ISM 4320	3
Management of Information Assurance and Security**	ISM 4323	3
Computer Forensics**	ISM 4324	3
Mobile Apps for Business	ISM 4053	3
Social Media and Web Analytics	ISM 4420	3

* These courses constitute the Business Analytics concentration.
** These courses constitute the Cybersecurity concentration.

Information and Knowledge Management Path		
Advanced Systems Analysis and Design	ISM 4133	3
Choose five of the following courses		
Special Topics	ISM 4930	3
Social Media and Web Technologies	ISM 4054	3
Project Management	MAN 4583	3
Information Technology and Operations Management Internship	ISM 4940	3
Introduction to Computer Systems and Software Development	ISM 3230	3
Database Management Systems*	ISM 4212	3
Introduction to Business Analytics*	ISM 3116	3
Data Mining and Predictive Analytics*	ISM 4117	3
Advanced Business Intelligence*	ISM 4403	3
Business Data Communications**	ISM 4220	3
Introduction to Cybersecurity**	ISM 4320	3
Management of Information Assurance and Security**	ISM 4323	3
Computer Forensics**	ISM 4324	3
Global Supply Chain Management	MAN 4597	3
Contemporary Issues of Digital Data Management	ISM 4041	3
Mobile Apps for Business	ISM 4053	3
Social Media Innovation	ISM 3007	3
Healthcare Information Systems	ISM 4381	3
Social Media and Web Analytics	ISM 4420	3

* These courses constitute the Business Analytics concentration.
** These courses constitute the Cybersecurity concentration.

The headcount of MIS enrollments per concentration is given in the two tables below. MIS-none denotes No Concentration; MIS-MISB – Business Analytics Concentration; MIS-MISI – Cybersecurity Concentration

Breakdown by Concentration
BBA

	MIS-none	MIS-MISB	MIS-MISI	MIS-MISC	TOTAL
AY 2014-15	247				247
AY 2015-16	266	10	14		290
AY 2016-17	257	37	37		331
AY 2017-18	213	47	72		332
AY 2018-19	202	56	85		343
AY 2019-20	207	54	86	5	352

Breakdown by Concentration
BS

	MIS-none	MIS-MISB	MIS-MISI	TOTAL
AY 2014-15	27			27
AY 2015-16	14			14
AY 2016-17	14		1	15
AY 2017-18	10	1	2	13
AY 2018-19	4	2		6
AY 2019-20	1	1	2	4

Management Information Systems Minors and Certificates

Currently 6 minors and 4 certificates are offered. Minors are aimed at degree seeking students while certificate programs are aimed at non-degree seeking students and professionals. They include the following: Management Information Systems Minor (MIS), Business Analytics Minor and Certificate (BUAN), Cybersecurity Minor and Certificate (ISEC), Operations Management Minor (OPMN), Healthcare Information Systems Minor and Certificate, and Digital Marketing Minor and Certificate. The last two are offered jointly with the Department of Management Programs and the Department of Marketing, respectively. All the minors are generating strong course enrollments which are shown below.

1st & 2nd Minors - Unduplicated Count					
	BUAN	ISEC	MIS	OPMN	TOTAL
AY 2014-15	12	21	45	16	94
AY 2015-16	9	16	75	23	123
AY 2016-17	11	8	58	19	96
AY 2017-18	10	10	49	18	87
AY 2018-19	6	13	54	12	85
AY 2019-20	11	7	60	13	91

Pedagogy

The ability to think and process information is a vital skill for businesses. The purpose of developing new pedagogical approaches is to improve the challenges we provide for students to think analytically and critically.

In recent years, the new pedagogical approaches undertaken primarily involve experiential learning, which is focused on student engagement and is more broadly defined as an approach in which students actively engage in the learning process. Many classes include individual or group student projects aiming to solve a real business problem with real data from a real company. To implement this student-centered learning pedagogy, ITOM faculty employ many pedagogical and technology-based innovations such as

- **Simulation-Based Learning** in the operations, supply chain management, and project management courses using leading-edge web-based simulations from Harvard Business School
- **Case Studies and Case Analyses.** Graduate classes typically have one Harvard case study each week, along with a semester-long term paper involving an analysis of a specific company's processes, or a multi-week simulation managing the supply chain for a company, with a report analyzing the decisions the group made each round. Company tours and guest speakers are incorporated in the curriculum as well to see the course material applied to a real business. For example, each team in a class designs a production or information process with the aim of being the most profitable for company, and then they must analyze how they could it. Each activity is followed by a written analysis to help students better understand the learning goals of the activity as well as better understand the course material as it applies to business.

- **Individual or Group Project.** In many classes all course students are required to do individual company-based projects driven by the current challenges they face at work. For example, an OM graduate class worked to help the Human Powered Submarine Club of FAU to better organize themselves as they prepared for the national championship in the human powered submarine competition. Projects typically include consulting projects with local firms, business case requirement, business plan requirement, and so on. Many of these successfully enter and are showcased at the Business Plan Competition, a main entrepreneur initiative at the College of Business. Undergraduate students are also involved in real world group projects. Practical hands-on projects are utilized to ensure that students are not only learning the fundamentals of the course material, but they are also able to utilize the principles learnt in a real-world problem. For example, in Mobile Apps for Business (ISM 4053) they build Mobile apps; in the Social Media and Web Technologies course (ISM 4054), individual students perform an in-depth analysis of two existing websites and offer suggestions for improvement. They also work in groups to plan and create or re-design a website for an organization or a company. Similarly, System Analysis and Design (ISM 4133) is a project-based class in which students in teams analyze and create or improve an Information Systems in a real-world company
- **New Software Tools and Mobile/Social Technologies** into the curriculum. For example, Evernote (social app) is used for undergraduate projects in an experiential product and service design project. Other integrated information technologies include Business analytics tools, such as Tableau, R, Google Analytics, Power BI, programming languages such as Python and Java, Web 2.0 tools (wiki, blogs, Facebook, etc.), web-based activities, online assessment and collaboration, synchronization of virtual and on-campus course, student website creation, etc. Such instructional innovations are recognized via presentation at a premier academic conference, obtaining the *Quality Matters* certification for the majority of our classes, and publication in a top teaching-research journal, *Journal of Information Systems Education*.
- Adopting **Academic Service Learning (ASL)** by incorporating community work into the undergraduate curriculum, giving students real-world learning experiences that enhancing their academic learning while providing a tangible benefit for the local non-profit organizations such as the CROS Ministries Delray Beach Community Food Pantry. Information Technology and Operations Management Internship (ISM 4940), Supply Chain Management (MAN 4597), Business Software Systems Development Project (ISM 4243), and Social Media and Web Technologies (ISM 4054) are all ASL classes.
- Adaptation of the **Universal Teaching Method of Jacotot, Rancière and Biesta**. The goal of this methods is to provide a space for deliberative democracy and collaborative self-learning, to create a space in which students can do research (FAU's QEP initiative) and to minimize stultifying explanation by the instructor. Students are asked to rewrite the class text in class discussions (F2F format) and in group wikis (F2F and online formats). The rewritten text is the basis for some of the exams. F2F sections are required to produce a creative video (in groups) related to course topics. Assessment is based upon twelve individual wiki assignments, twelve MC quizzes and two essay/MC exams, and a

group project (F2F only). Students can take on an optional explanatory basis if they choose - explanatory videos are available on the course Blackboard site.

- **Experiential Learning: Internships, Corporate Projects, and Research-Intensive Courses** As part of the curriculum overhaul in 2012, to encourage career development and real-world experience for its majors, the Department created 2 **Internships** for credit courses: Information Technology and Operations Management Internship - ISM 4940 for undergraduate students and ISM 6942 for graduate students. In collaboration with the local business community, especially the ITOM Advisory Board, the Department has placed 218 students since 2014, which constitutes developing opportunities for more than 10% of the MIS majors. More than 100 students were hired permanently following their internships. We identified 5 to 10 primary local organizations that hire our students on a regular basis. We have streamlined the process to place students. As part of this process, we work with students to help them create better resumes and improve their interviewing skills.

  Global Supply Chain Management (MAN 4597) and Advanced Systems Analysis and Design (ISM 4133), Social Media and Web Technologies (ISM 4054) are courses which regularly integrate real world **corporate projects**. Students work in teams of 2-3 on a real company project development in strong collaboration with the industry partners. By the end of the course they complete the project and the industry partners evaluate the project and the student work.

  The Department faculty are active participants in the University's Quality Enhancement Program (QEP). The QEP initiatives focus on undergraduate research and include mentoring multiple student groups to facilitate their participation in the Office of Undergraduate Research and Inquiry's (OURI) Annual Undergraduate Research Symposium, serving on OURI administrative committees, and serving as reviewers and judges in the Annual Undergraduate Research Symposium and other OURI events. Several ITOM faculty members have received curriculum grants from OURI to develop their courses as **Research-Intensive** courses. These courses incorporate a team project - a method, a technology or data from industry or research partners - to solve a research problem. Students work in teams and present their projects in class. The best projects are selected to be presented in the Undergraduate Research Symposium or a research paper. Examples of these courses include Global Supply Chain Management (MAN 4597), Advanced Systems Analysis and Design (ISM 4133), Operations Management (MAN 3506), Data Mining and Predictive Analytics (ISM 4117), Computer Forensics (ISM 4324), Mobile Apps for Business (ISM 4053), Business Software Systems Development Project (ISM 4243) where students build a 3-tier Web site, Artificial Intelligence for Business (ISM 4930) where students build Machine Learning models with IBM Watson, and others. The above-mentioned courses are examples of courses in which we provide experiential learning and are not mutually exclusive in terms of pedagogical approaches.

E-Learning Modes of Delivery

- **Lecture Capture Video Streaming (LCVS) Delivery.** In this course delivery mode, lectures are transmitted live and recorded. Students choose to watch synchronously or at a later time. Due to the large number of students in the lecture capture sections, teaching assistants provide access to face-to-face and e-tutoring sessions as well as test preparations, pre-test and post-test reviews. The students are provided with an abundance of creative materials to master the lessons: challenging problem sets, worksheets, voice-over PowerPoint, notes, tutorials, online graded assignments and regular quizzes. The inclusion of current topical issues in the news, such as quantitative analytics pertaining to elections and quantitative tools available on popular websites, enhance the student's' understanding of the business relevance of the course. Providing adequate ancillary materials supports the increased demand for assistance required to pass the course and to accommodate the different learning styles of the students as they pursue confidence and expertise in quantitative skills.
- **Online Delivery.** ITOM faculty have received extensive training from the University's Center for eLearning to build and deliver effective, innovative, challenging course material and stimulate student learning through a variety of methods appropriate for the online delivery. Use of discussion boards, individual or group projects, video materials, wikis and blogs, and many others innovative methods are incorporated in the online course delivery. A majority of the ITOM faculty have successfully completed the ***eDesign*** certification for their online courses, which is the Center for eLearning's initiative to meet national standards. In addition, more than half of our faculty have obtained the ***Quality Matters*** certification for the online classes they teach.

Scope of Institutional Contributions

The Department contributes to the Intellectual Foundations Program (i.e., General Education Program) by offering Information Systems Fundamentals (ISM 2000) for freshmen. In addition, the Department offers service core courses to the College of Business Graduate and Undergraduate programs, such as Management Information Systems (ISM 3011), Operations Management (MAN 3506), Operations Management Applications (MAN 4504), Quantitative Methods in Administration (QMB 3600), Management of Information Systems and Technology (ISM 6026), Operations Management (MAN 6501), Business Process Improvement Management (MAN 6525), Project Management (MAN 6581), Supply Chain Management (MAN 6596), Data Analysis for Managers (QMB 6603), Research Methods 1 (QMB 7565).

The Department offers several interdisciplinary programs:

- The MS in Information Technology and Management is jointly offered with the Department of Computer Science and Computer Engineering in the College of Engineering and Computer Science; and
- Two minors and certificates in Healthcare Information Systems, offered jointly with Management programs, and Digital Marketing, offered jointly with Department of Marketing.

Student Demographics

One of the points of pride of the MIS program is the diversity of student ethnicity and gender. Over the review period, the number of Black (non-Hispanic) MIS students increased from 16.9% in 2014-2015 to 24% in 2019-2020. As in every technical and STEM discipline, we are experiencing a shortage of female students interested in MIS, however the number of female students did increase by 5% over the review period. The Department is trying to increase the number of female majors through vigorous recruitment efforts. In the courses required of all Business majors, Introduction Information Systems Fundamental (ISM 2000) and Management Information Systems (ISM 3011) we are trying to bring enthusiasm and interest as much as possible.

BBA, BS (MIS)					
	AY 2014-15			AY 2019-20	
	COUNT	%		COUNT	%
Amer Indian/Alaska Native	1	0.4%	Amer Indian/Alaska Native	0	0.0%
Asian (non-Hispanic)	25	9.4%	Asian (non-Hispanic)	23	6.9%
Black (non-Hispanic)	45	16.9%	Black (non-Hispanic)	80	24.0%
Hispanic	71	26.7%	Hispanic	95	28.4%
ific Islander (non-Hispanic)	0	0.0%	acific Islander (non-Hispanic)	0	0.0%
Two or More Races	5	1.9%	Two or More Races	9	2.7%
White (non-Hispanic)	118	44.4%	White (non-Hispanic)	118	35.3%
Unknown	1	0.4%	Unknown	9	2.7%
	266			334	
Female	69	25.9%	Female	101	30.2%
Male	197	74.1%	Male	233	69.8%
	266			334	

Scholarships

The Scholarship Fund and availability of scholarships is centralized at the College of Business (COB). These are now posted on the College web site. The scholarship opportunities are few and there is much to be desired on this front. The Department has tried to engage the ITOM Advisory Board to solicit and generate some scholarships but the results so far are not encouraging.

Advising Procedures

During their freshman year and their first 60 credit hours, students generally receive advising by the University Advising Services office. To facilitate their efforts, Department Chair visits both the Admissions office and the Advising Services office twice a year to reinforce staff awareness of the MIS major, and to advise them to direct interested students to contact the Chair for further information. Freshmen and sophomores who list an interest in a specific Business major during their orientation and subsequent sessions with University advisors are formally categorized as Pre-Business majors. Until they have successfully passed the required lower

level seven Pre-Business foundation courses, the records of these Pre-Business majors show their major of interest as a concentration. Thus, the challenge for all departments in the College is to establish communication with students interested in their respective majors during the student's first two years at FAU. As soon as the Pre-Business students are handed off from the University to the College's Student Academic Services office, advisors provide direction on the appropriate courses to take to ensure timely graduation. The staff of the Student Academic Services office provide advising to all undergraduate and graduate students in the College. Faculty do not have formal responsibility for advising students, although any number of faculty do provide guidance informally.

ITOM has built a framework to regularly communicate with the COB Advisors' team to inform them about the program changes, to clarify elements of our complex program that includes concentrations and paths and give more information about the minors as well. The Chair attends meetings the College advisors from the Student Academic Services office every semester to answer questions and give clarifications and recommendations for improvement in advising MIS students. In addition, the Chair hosts a Holiday Lunch during the month of December whose purpose is, in relaxed atmosphere, to enhance the awareness of the importance of their job and to express appreciation of their work. The event is used to further clarify the program.

ITOM has also appointed a Program Director who is also a COB Advisors' liaison, a faculty member who has intimate knowledge about our program and regularly visits the Advisors' office, takes their questions and difficulties and conveys them to the ITOM Chair. The Program Director also promotes our program and meets with students to help them choose the best path if they consider MIS undergraduate or graduate program.

Finally, the ITOM Chair and the Program Director do one-on-one advising for anything related to MIS – careers, specific course questions, internships, paths and opportunities, etc.

Mentorship Program for Management Information Systems (MIS) Students: ITOM has a successful innovative mentorship program for the MIS majors while strengthening relationships between academia and industry in the information technology sector. ITOM Advisory Board members, executives from prominent firms in South Florida, have been selected to serve as mentors for this program. Teams of three undergraduate students will have exclusive access to a designated board member and forge a close mentorship relationship with that member. Each semester, board members and their respective teams will conduct meetings in an informal setting such as online chat, coffee shop, or at the executive's workplace. Board members will provide guidance and informational interviews with the students, answer questions on how to best develop their careers and present themselves and help develop their resumes and skills. With exclusive access to company executives, students will gain the opportunity to learn about the local industry, what type of jobs and skills are most sought after, what type of work MIS professionals typically perform in a company, and how they can build successful portfolios.

Retention and Graduation Rates

The retention rate is the FL SUS Metric #5. It is defined as the 2nd year retention/persistence rates of students with a Grade Point Average (GPA) above 2.0 and shows how many students re-enrolled the following year. Graduation plus Retention define the Persistence.
The following table represents the retention rates data

Retention Rate		
MIS		
	MIS	Student Count
Fall 2015	100.0%	1
Fall 2016	100.0%	3
Fall 2017	100.0%	6
Fall 2018	50.0%	2

Progress Rate		
MIS		
	MIS	Student Count
Fall 2015	100.0%	1
Fall 2016	100.0%	3
Fall 2017	100.0%	6
Fall 2018	50.0%	2

Graduation rates. The 6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students is FL SUS Metric #4. This metric is based on the percentage of first-time-in-College (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. The Current Fall 2016 Cohort is an ongoing rate. As students from this cohort graduate, the rate will increase. End of Summer 2020 is the latest this cohort can graduate within 4 Years. The following table represents the graduation rates data

4yr-graduation rate (FTIC)			BBA & BS (MIS)	
2012-13	2013-14	2014-15	2015-16	2016-17
28.6%	37.5%	44.8%	60.0%	45.7%

6yr-graduation rate (FTIC)			BBA & BS (MIS)	
2010-11	2011-12	2012-13	2013-14	2014-15
81.8%	77.8%	91.4%	93.8%	96.6%

The following are some strategic initiatives aimed at increasing student success and retention and graduation rates

- Strengthen the Mentor program with the ITOM Advisory Board that will help students understand the job market environment, their job responsibilities as IT workers, and build competitive skills to best present themselves in the market. Each advisory board member will mentor a team of 3 students.
- Establish a comprehensive data gathering initiative of the main reasons MIS students do not graduate on time or leave. This includes developing surveys and interviewing individually students.
- Leverage the thriving and energetic MIS Students Association (MISA) to motivate the students and connect with industries willing to hire them
- Keep strong focus on the accelerated/combined degree graduate program to enable undergraduate students to continue their graduate studies in our MSITM program.

Placement Rates/Employment Profile

ITOM and COB do not have their own measurements of placement rates and average beginning salary. Historically, MIS Bachelor graduates have among the highest salaries among Business majors, and in an environment of high industry demand for IT talent, have high placement rates. The table below is the Florida Education and Training Placement Information Program (FETPIP**),** http://www.fldoe.org/fetpip/ data that serves to determine the number and percentage of employed graduates from FAU. The MIS major' placement data are available for 2014-2015, 2015-2016, and 2017-2018. FETPIP has been used by the Florida Legislature to distribute Performance-based funds to universities. Although FETPIP data has limitations, it provides a uniform method of measurement for all universities.

Year	Major	Level	Grads	Employed	% Employed	FT Average Qt Earnings
2014-2015	Mgmt. Info. Systems/Busi Data Proc. 521201	Bachelor's	85	65	76%	$12,402
2015-2016	Mgmt. Info. Systems/Busi Data Proc. 521201	Bachelor's	91	71	78%	$12,465
2017-2018	Mgmt. Info. Systems/Busi Data Proc. 521201	Bachelor's	-	81	72%	$11,117

Student Recruitment and Retention

ITOM's Management Information Systems (MIS) is a STEM Discipline, http://iea.fau.edu/inst/inventory712.pdf**. The Department has built an extensive multifaceted** framework to recruit and excite students to major in MIS. Below are the efforts ITOM regularly undertakes to recruit more students to the MIS discipline.

- **Engage Local Industry.** ITOM has a very active Advisory Board whose members are local industry leaders in Information Technology (IT). Several of them have taken proactive initiatives to leverage their connections with local high schools and talk to and mentor high school students toward MIS degree at ITOM, FAU
- **Invited Speakers.** Each class taught by ITOM once a semester has an invited speaker who is an industry leader to talk about IT and its importance in organizations and job opportunities.
- **Strong, attractive Information Systems (ISM 2000) Freshman class and access to MISA.** We have recruited excellent instructors who are student oriented, passionate and dedicated to students. The class excites early on students to pursue IT career and studies. The students are offered to attend the MISA student association events and hear industry leaders talk about the demand for MIS graduates in the workforce.
- **MISA – the MIS** Student association. ITOM has an energetic and dedicated Faculty Advisor for the Management Information System Association (MISA). In addition to mentoring student officers and students, he has developed significant relationships with local companies. With their weekly events, Information Sessions, and company tours that have become increasingly popular, the Faculty Advisor helps bridge MISA and our students with local companies and helps promote our students to the industry leaders. As a result of the efforts and the enthusiasm of the student, the MISA group is recognized as the most vibrant and active student groups by the FAU Career Services. Many of his guest speakers and the leaders he connects with proceed to hire our students full time or as interns.
- **Company Tours for MIS students.** Advisory Board members organize company tours for students. Some recent very successful tours were at Citrix for the students in the Data Communications class, organized by Paul Martine, CIO of Citrix, as well as with the MIS Student Association members at Citrix, NCCI, Modernizing Medicine, Rocket Matter, City Furniture, and others.
- **COB Advisors.** ITOM is closely working with COB advisors and educating them about the degree specifics. We appointed ITOM liaison who works directly with advisors and answers their questions. The ITOM Chair conducts at least 2 meetings each semester with all advisors to inform them of the curriculum specifics and answer their questions about the program
- **Orientation session for the newly declared MIS majors.** ITOM Chair gives orientation session to the newly declared MIS majors
- **Internships and Job Opportunities.** Each semester the ITOM Chair uses a survey to build a mailing list of MIS students who are interested in Internships and Job Opportunities. Advisory Board members commit to opening Internship opportunities for ITOM students. All job opportunities that reach ITOM reach the students by direct emailing to them
- **Alumni reach-out.** ITOM created a Linked-in ITOM Alumni group. Alumni will be featured on our web site and will be invited to the classrooms to connect to students and help.

- **Working with LLC communities**. ITOM gives 3-4 lectures per semester to Freshmen LLC communities about the benefits of an IT degree
- **Reach to Freshmen and undecided pre-business majors.** Recently explored channels to reach to freshmen through FreshWeek and similar events where the ITOM can present the MIS program. Also, we plan in the Fall semester to have a pizza event for the pre-business majors to present to the MIS degree
- **Direct Efforts to High Schools.** The ITOM Chair has built contacts with FAU High and other neighboring schools through top Educational Official in Palm Beach and Broward counties, Jody Gleason, Executive Director of the Education Commission of Palm Beach County and Doris Bodnar, Chair, Broward County NAF Academies Advisory Board, Chair, South Florida NAF Tri-County Advisory Board, and NAF Advisory Board Leadership Council (ABLC). Through them, the Chair and the Program Director gave several in house Information Sessions and talks to the National Academy of Learning students interested in IT. Intense efforts are made to connect to High School's Guidance Counselors to present the ITOM programs to them.
- **Efforts through Palm Beach Workforce Alliance and Palm Beach Tech.** The ITOM Chair and the ITOM Program Director are members of the Palm Beach Workforce Alliance' s IWDI (Infotech Workforce Development Initiative) and Palm Beach Tech, whose goal are to guide the educational institutions to establish common talent/skill development and recruitment goals and strategies for training in IT-related disciplines. The Committee developed Talent pipeline with IT programs offered in IT in Palm Beach County. This document is disseminated directly to Guidance Counselors.
- **Student Mentoring.** Each member of the AB is an individual mentor of a group of 3-4 MIS students and guides them through their course choices, resume building, presenting themselves, and choosing a career focus. This is accomplished through Skype sessions, coffee chats and other formats best fit to students.

Graduate Programs

In 2009 the Masters program MSITM (**Master of Science in Information Technology Management**) was created and launched. It is offered jointly with the College of Engineering. The Master of Science with Major in Information Technology and Management (MSITM) is jointly offered by the Department of Computer & Electrical Engineering and Computer Science (CEECS) in the College of Engineering and Computer Science and the Department of Information Technology and Operations Management (ITOM) in the College of Business. Designed for highly motivated individuals with computing and/or managerial backgrounds, the program aims to prepare students for a management career in the area of information technology in organizations. To allow for maximum flexibility in career aspirations, students can select from two options: Advanced Information Technology, emphasizing the technical aspect of organizational IT systems; and Information Technology Management, focusing on the management issues of IT in organizations. The program has grown significantly in enrollments and is now a thriving graduate program at the College.

In Fall 2013 we launched the **Accelerated Combined 5-year BBA-MSITM**. The Accelerated (B.B.A. or B.S.) to M.S. prepares highly motivated students for careers as professional

information technologists through an integrated, five-year, 150-credit program that leads to the joint award of a BBA or BS with Major in Management Information Systems and a Master of Science with Major in Information Technology and Management. The program begins in the senior year and is based on the Boca Raton campus. Students complete a rigorous curriculum, take their Information Technology classes together as a cohort group and participate in professional development activities. Students apply for the program in the spring semester of their junior year and must complete 150 credits in specified courses, satisfy all University and College major degree requirements for each academic program, maintain a cumulative and major GPA of at least 3.0 and satisfy all other requirements of the accelerated program. Students are awarded each degree separately upon completion of the individual degree requirements.
In the event a student enrolled in the Combined degree program is unable to complete the M.S. program credits, the student will be awarded the B.B.A. or B.S. degree upon completion of the undergraduate requirements.

Appendix 1e provides the Assessment plan and results for Graduate MSITM program for the academic year 2018-2019.

In 2020 ITOM launched the Master of Science in Supply Chain Management. In January 2021 will be the first cohort of admitted students.

Admissions Criteria

To be admitted to the MSITM program applicants must have:

- An undergraduate degree in Computer Science, Information Engineering Technology or an IT-related field of study. Applicants with another undergraduate degree and documented work experience of two or more years in an IT function will be evaluated as well;
- An undergraduate GPA of 3.0 or higher;
- GMAT/GRE - A combined score (verbal + quantitative) of at least 295 on the Graduate Record Examination (GRE) or a GMAT score of 500 or higher. GRE scores more than five years old are normally not acceptable
- International students from non-English-speaking countries must be proficient in written and spoken English as evidenced by a score of at least 500 (paper-based test) or 213 (computer-based test) or 79 (Internet-based test) on the Test of English as a Foreign Language (TOEFL) or a score of at least 6.0 on the International English Language Testing System (IELTS); and
- One to two page statement of candidate's objectives
- Meet other requirements of the FAU Graduate College

Admissions Criteria for the Accelerated Dual BBA-MIS Degree Program

Students apply to the program in the spring semester of their junior year, during which they should complete the prerequisite courses below. To be considered, students must have a cumulative undergraduate GPA of at least 3.0 and an Information Technology GPA of at least

3.0. Students must also complete an on-site essay and interview with a member of the Information Technology and Operations Management Accelerated Undergraduate/Graduate Programs Committee.

Prerequisites for Admission to Combined Program (Junior Year)		
Management Information Systems (fall)*	ISM 3011	3
Introduction to Computer Systems and Software Development (fall)	ISM 3230	3
Business Data Communications (fall)	ISM 4220	3
Advanced Systems Analysis and Design (spring)	ISM 4133	3
Database Management Systems (spring)	ISM 4212	3

* All College of Business undergraduate students, except Accounting majors, must take this course.

In addition, Advanced Business Analytics (ISM 6405) is required during undergraduate studies and is used to fulfill the required B.B.A. or B.S. 120 degree credits. In the event that a student is unable to complete the 30 M.S. program credits, excluding ISM 6405, during the following four semesters after receiving the B.B.A. or B.S. degree, the student will be dismissed from the program.

Students who successfully complete the first year of the accelerated program are admitted to graduate school in the fall of the second year. The financial aid status of the student changes to graduate at this time. Students who have not maintained the requirements are not automatically admitted to graduate school. These students may apply to graduate school by taking the GMAT and going through the traditional graduate school admission process. In the event that a student completes the undergraduate degree requirements but is unable to complete the graduate degree requirements, the student, upon receiving permission from the College of Business, will be awarded only the undergraduate degree.

Enrollment Information

Enrollment information for the MSITM program is given in the table below:

Enrollment by Major -- unduplicated count	
MS	
	ITMT
AY 2014-15	38
AY 2015-16	44
AY 2016-17	56
AY 2017-18	67
AY 2018-19	67
AY 2019-20	85

FTE and the SCH Production

Fulltime Equivalent (FTE) is a measure of instructional activity based on the number of student credit hours (SCH). Annualized FTE is based on the standard national definition and calculated as the undergraduate & graduated SCH divide by 30 and 24, respectively. The tables below provide the FTE and SCH for the graduate MSITM program.

	Grad Level 1 (Masters)					Grad Level 2 (PhD)				
	State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE		State Fundable SCH	Non-State Fundable SCH	State Fundable FTE	Non-State Fundable FTE
2014-15	1734	1122	72	46.75	2014-15	24	0	1	0
2015-16	1278	1359	53	56.63	2015-16	24	0	1	0
2016-17	1572	2022	66	84.25	2016-17	51	0	2	0
2017-18	1728	2202	72	91.75	2017-18	54	0	2	0
2018-19	1770	2451	74	102.13	2018-19	30	0	1	0
2019-20	1995	2739	83	114.13	2019-20	39	75	2	3.13

ITOM provides the majority of the instruction of core business courses required for all business majors. ITOM produces 15.5% of the College's total Graduate I Annualized State-Fundable FTEs. It is the third largest Graduate I FTE producer in the College.

The MSITM program has now seen one of the fastest growth in the College: 128% increase in enrollments since 2013. In Fall 2013 we launched the Accelerated Combined 5-year BBA-MSITM program. The accelerated program is now the preferred way of the MIS students to enter the graduate MSITM program.

Average Class Size

The average Lecture/Course Section Size Taught by Faculty is given in the table below:

	2014-15	2015-16	2016-17	2017-18	2018-19
Graduate	15.3	16.1	15.6	13.2	14.2

Student-to-Faculty Ratio

The annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)

	2014-15	2015-16	2016-17	2017-18	2018-19
Graduate	5.4	4.8	7.0	10.1	9.9

Curriculum

Appendix 1b provides the MSITM Graduate Degree Program Sheet. Details follow below. Students in the Advanced Information Technology and Computer Science Data Analytics concentrations are required to complete 30 graduate-level credits, or 10, 3-credit courses (5000 level or higher), with a 3.0 GPA or better to graduate. Students in the Information Technology Management and Business Analytics concentrations are required to complete 33 graduate-level credits, or 11, 3-credit courses (5000 level or higher), with a 3.0 GPA or better to graduate. Students in the Advanced Information Technology and Computer Science Data Analytics concentrations will be awarded the degree by the College of Engineering and Computer Science, while those in the Information Technology Management and Business Analytics concentrations will have their degrees awarded by the College of Business.

Advanced Information Technology Concentration (30 credits)

Students are required to take the following three courses:	
Software Engineering	CEN 5035
Theory and Implementation of the Database Systems	COP 6731
Management of Information Systems and Technology	ISM 6026
In addition, students need to take five electives from the following CEECS courses. Additional CEECS courses may be used as electives with prior approval of the CEECS advisor:	
Computational Foundations of Artificial Intelligence	CAP 5625
Applied Machine Learning	CAP 6610
Data Mining and Machine Learning	CAP 6673
Advanced Data Mining and Machine Learning	CAP 6778
Software Maintenance and Evolution	CEN 6027
Software Testing	CEN 6076
Computer Data Security	CIS 6370
Mobile Computing	CNT 6517
Topics in Computer Science	COT 5930
Topics in Computer Science	COT 6930
Computer Performance Modeling	CEN 6405
Video Communication	CNT 6885
Software Architecture and Patterns	CEN 6085
Information Retrieval	CAP 6776
Natural Language Processing	CAP 6640
Introduction to Data Science	CAP 5768
Cloud Computing	CEN 5086

Computational Advertising and Real-Time Data Analytics	CAP 6807
Social Network and Big Data Analytics	CAP 6315
Sensor Networks and Smart Systems	CNT 5109
Mobile Application Development	CAP 5675
Advanced Internet Systems	CAP 6819
The last two electives must be chosen from the following ITOM courses:	
Information Technology Project and Change Management	ISM 6316
Management of Information Assurance and Security	ISM 6328
Enterprise Information Technology Service Management	ISM 6368
Business Innovation with Artificial Intelligence	ISM 6427C
Web-Based Business Development	ISM 6508
Information Technology Sourcing Management	ISM 6509
Advanced Business Analytics	ISM 6405
Data Mining and Predictive Analytics	ISM 6136
Social Media and Web Analytics	ISM 6555
Mobile Apps for Business	ISM 6058
Special Topics	ISM 6930
Data Management and Analysis with Excel	QMB 6303

Information Technology Management Concentration (33 credits)

Students are required to take the following seven courses offered by the College of Business:	
Management of Information Systems and Technology	ISM 6026
Information Technology Project and Change Management	ISM 6316
Management of Information Assurance and Security	ISM 6328
Enterprise Information Technology Service Management	ISM 6368
Web-Based Business Development	ISM 6508
Information Technology Sourcing Management	ISM 6509
Graduate Business Communication Applications	GEB 6215
Students must take one elective from the following ITOM courses:	
Advanced Business Analytics	ISM 6405
Data Mining and Predictive Analytics	ISM 6136
Social Media and Web Analytics	ISM 6555
Mobile Apps for Business	ISM 6058
Enterprise Information Technology Service Management	ISM 6368

Business Innovation with Artificial Intelligence	ISM 6427C
Special Topics	ISM 6930
Data Management and Analysis with Excel	QMB 6303
In addition, students must take three electives from the following courses offered by the College of Engineering and Computer Science. Additional CEECS courses may be used as electives with prior approval of the CEECS advisor:	
Computational Foundations of Artificial Intelligence	CAP 5625
Applied Machine Learning	CAP 6610
Data Mining and Machine Learning	CAP 6673
Software Maintenance and Evolution	CEN 6027
Software Testing	CEN 6076
Computer Data Security	CIS 6370
Mobile Computing	CNT 6517
Theory and Implementation of Database Systems	COP 6731
Topics in Computer Science	COT 5930/6930
Information Retrieval	CAP 6776
Natural Language Processing	CAP 6640
Introduction to Data Science	CAP 5768
Cloud Computing	CEN 5086
Software Engineering	CEN 5035
Computational Advertising and Real-Time Data Analytics	CAP 6807
Social Network and Big Data Analytics	CAP 6315
Introduction to Neural Networks	CAP 5615
Foundations of Vision	CAP 6411
Software Architecture and Patterns	CEN 6085
Sensor Networks and Smart Systems	CNT 5109

Computer Science Data Analytics **Concentration** (30 credits)

Students are required to take the following three courses offered by the Computer and Electrical Engineering & Computer Science (CEECS) Department:	
Introduction to Data Science	CAP 5768
Software Engineering	CEN 5035
Theory and Implementation of the Database Systems	COP 6731

In addition, students must take four CEECS electives, at least two of which are from the CEECS Data Analytics group:	
CEECS Data Analytics electives are listed below. Additional CEECS courses may be used with prior approval of the CEECS advisor.	
Applied Machine Learning	CAP 6610
Data Mining and Machine Learning	CAP 6673
Introduction to Neural Networks	CAP 5615
Social Network and Big Data Analytics	CAP 6315
Deep Learning	CAP 6619
Natural Language Processing	CAP 6640
Data Mining for Bioinformatics	CAP 6546
Information Retrieval	CAP 6776
Web Mining	CAP 6777
Advanced Data Mining and Machine Learning	CAP 6778
Big Data Analytics with Hadoop	CAP 6780
Computer Performance Modeling	CEN 6405
Computational Advertising and Real-Time Data Analytics	CAP 6807
Other CEECS electives are listed below. Additional CEECS courses may be used with prior approval of the CEECS advisor.	
Cloud Computing	CEN 5086
Computer Data Security	CIS 6370
Sensor Networks and Smart Systems	CNT 5109
Mobile Application Development	COP 5675
Advanced Internet Systems	COP 6819
Computational Foundations of Artificial Intelligence	CAP 5625
The last three electives must be chosen from the following ITOM courses:	
Data Mining and Predictive Analytics	ISM 6136
Database Management Systems	ISM 6217
Introduction to Business Analytics and Big Data	ISM 6404
Advanced Business Analytics	ISM 6405
Social Media and Web Analytics	ISM 6555
Data Management and Analysis with Excel	QMB 6303
Data Analysis for Managers	QMB 6603
Business Innovation with Artificial Intelligence	ISM 6427C

Special Topics	ISM 6930

Note: Students in this concentration meet the requirements for the Big Data Analytics certificate. Follow up with the CEECS advisor to apply for the certificate.

Business Analytics **Concentration** (33 credits)

Students are required to take the following seven courses offered by the College of Business:	
Management of Information Systems and Technology	ISM 6026
Introduction to Business Analytics and Big Data	ISM 6404
Data Mining and Predictive Analytics	ISM 6136
Advanced Business Analytics	ISM 6405
Business Innovation with Artificial Intelligence	ISM 6427C
Social Media and Web Analytics	ISM 6555
Graduate Business Communication Applications	GEB 6215
Students must take one elective from the following ITOM courses:	
Data Management and Analysis with Excel	QMB 6303
Information Technology Project and Change Management	ISM 6316
Information Technology Sourcing Management	ISM 6509
Web-Based Business Development	ISM 6508
Mobile Apps for Business	ISM 6058
Management of Information Assurance and Security	ISM 6328
Enterprise Information Technology Service Management	ISM 6368
Special Topics	ISM 6930
In addition, students must take three electives from the following courses offered by the College of Engineering and Computer Science. Additional CEECS courses may be used as electives with prior approval of the CEECS advisor.	
Computational Foundations of Artificial Intelligence	CAP 5625
Applied Machine Learning	CAP 6610
Data Mining and Machine Learning	CAP 6673
Information Retrieval	CAP 6776
Natural Language Processing	CAP 6640
Computational Advertising and Real-Time Data Analytics	CAP 6807
Social Network and Big Data Analytics	CAP 6315
Introduction to Neural Networks	CAP 5615
Deep Learning	CAP 6619
Data Mining for Bioinformatics	CAP 6546

Web Mining	CAP 6777
Advanced Data Mining and Machine Learning	CAP 6778
Big Data Analytics with Hadoop	CAP 6780
Computer Performance Modeling	CEN 6405
Introduction to Data Science	CAP 5768

Internships and Corporate Projects

As part of the curriculum overhaul, to encourage career development and real-world experience for its graduate students, ITOM created Internship for credit course ISM 6942 for graduate students. In collaboration with the local business community, especially the ITOM Advisory Board, ITOM placed more than 85 graduate students since 2014. More than 20 students were hired permanently following their internships. We identified five to ten primary local organizations that hire our students on a regular basis. As part of this process, we work with students to help them create better resumes and improve their interviewing skills.

Pedagogy

This section is identical to the section under the Undergraduate/Baccalaureate Programs.

Scope of Institutional Contributions

ITOM provides service core courses to the College of Business Graduate MBA and Ph.D. programs, such as Management of Information Systems and Technology (ISM 6026), Operations Management (MAN 6501), Business Process Improvement Management (MAN 6525), Supply Chain Management (MAN 6596), Project Management (MAN 6581), Data Analysis for Managers (QMB 6603), Data Management and Analysis with Excel (QMB 6303), Research Methods 1 (QMB 7565).

Our graduate MSITM program is offered jointly with the College of Engineering, Department of Computer Science and Computer Engineering

Student Demographics

MS (ITMT)					
	AY 2014-15			AY 2019-20	
	COUNT	%		COUNT	%
Amer Indian/Alaska Native	0	0.0%	Amer Indian/Alaska Native	0	0.0%
Asian (non-Hispanic)	3	7.5%	Asian (non-Hispanic)	12	14.1%
Black (non-Hispanic)	6	15.0%	Black (non-Hispanic)	14	16.5%
Hispanic	9	22.5%	Hispanic	23	27.1%
acific Islander (non-Hispanic)	0	0.0%	acific Islander (non-Hispanic)	0	0.0%
Two or More Races	3	7.5%	Two or More Races	4	4.7%
White (non-Hispanic)	19	47.5%	White (non-Hispanic)	32	37.6%
Unknown	0	0.0%	Unknown	0	0.0%
	40			85	
Female	9	22.5%	Female	28	32.9%
Male	31	77.5%	Male	57	67.1%
	40			85	

One of the great advantages and points of pride of our program is that it is age and ethnicity diverse program providing many opportunities to younger and older students, and those with diverse ethnical and national background. We have seen impressive diversity increase when we compare the 2014 to 2020 data: Asian students grew from 7.5% to 14%; most importantly, female students in the program have grown from 22.5% to 32.9%. This is a major achievement since in the last review cycle this was pointed as a major opportunity to address. We believe our vigorous recruitment effort, in-class education at the core Information Systems Fundamentals (ISM 2000) and Management Information Systems (ISM 3011), and our superb MISA student association helped build buzz and enthusiasm and interest (see **Student Recruitment** in the Baccalaureate section). We see the efforts paying off in recruitment of female students.

Scholarships

Our graduate students are offered Teaching Assistantships. They teach or tutor for undergraduate MIS courses up to 20 hours per week. If they are enrolled full time and are also full time TAs, they receive maximum tuition waiver as determined by the FAU Graduate College.

Advising Procedures

ITOM has built a framework to regularly communicate with the COB Graduate Advisors' team and share the advising responsibilities and Study Plan building for the graduate students. We have had a dedicated Program Director whose responsibilities included advising, recruitment and mentoring graduate students. The Chair attends Advising meetings every semester to answer questions and give clarifications and recommendations for improvement in advising MIS students. In addition, the Chair hosts a Holiday Lunch during the month of December whose purpose is in relaxed atmosphere to enhance the awareness of the importance of their

job and to express appreciation of their work. The event is used to further clarify the program.

Finally, the ITOM Chair and the Program Director conduct one-on-one advising for anything related to MSITM – careers, specific course questions, internships, paths and opportunities, etc.

Graduation Rates

The following is the number Degrees awarded since the start of the program:

MS Degrees Awarded (ITMT Majors)	
MS	MS-ITMT
AY 14-15	10
AY 15-16	10
AY 16-17	10
AY 17-18	26
AY 18-19	16
AY 19-20	30
TOTAL	102

Student Recruitment and Retention

ITOM has built an extensive and multifaceted strategy to recruit and keep students in the program. ITOM's MSITM is a STEM Discipline, http://iea.fau.edu/inst/inventory712.pdf . Above all, we have developed a very information rich web site for both undergraduate and graduate programs. The Chair and the ITOM Program Director are committed to meet one and one any potential candidate who has questions or wants to learn more about the program.
Below are specific efforts ITOM undertakes to recruit more students to the MSITM program.

- **Engage Local Industry.** ITOM has a very active Advisory Board whose members are local industry leaders in Information Technology (IT). Several of them have taken proactive initiatives to leverage their connections with local high schools and talk to and mentor high school students toward MIS degree at ITOM, FAU
- **Invited Speakers.** Each class taught by ITOM once a semester has an invited speaker who is an industry leader to talk about IT and its importance in organizations and job opportunities.
- **ITOM Advisory Board.** Each member of the AB is an individual mentor of a group of 3-4 MIS students and guides them through their course choices, resume building, presenting themselves, and choosing a career focus. This is accomplished through Skype sessions, coffee chats and other formats best fit to students.
- **MISA –** the MIS student association. ITOM has an energetic and dedicated Faculty Advisor for the Management Information System Association (MISA). In addition to mentoring student officers and students, he has developed significant relationships with local companies. With their weekly events, Information Sessions, and company tours that have become increasingly popular, the Faculty Advisor helps bridge MISA and our

students with local companies and helps promote our students to the industry leaders. As a result of the efforts and the enthusiasm of the student, the MISA group is recognized as the most vibrant and active student groups by the FAU Career Services. Many of his guest speakers and the leaders he connects with proceed to hire our students full time or as interns.

- **Efforts through Palm Beach Workforce Alliance and Palm Beach Tech.** The ITOM Chair and the ITOM Program Director are members of the Palm Beach Workforce Alliance' s IWDI (Infotech Workforce Development Initiative) and Palm Beach Tech, whose goal are to guide the educational institutions to establish common talent/skill development and recruitment goals and strategies for training in IT-related disciplines. The Committee developed Talent pipeline with IT programs offered in IT in Palm Beach County. This document is disseminated directly to Guidance Counselors.
- **Company Tours for MIS students.** Advisory Board members organize company tours for students. Some recent very successful tour were at Citrix for the students in the Data Communications class, organized by the CIO of Citrix, as well as with the MIS Student Association members, again at Citrix and at NCCI, as well as with Modernizing Medicine, Office Depot, City Furniture, etc.
- **COB Advisors.** ITOM is closely working with COB Graduate advisors and educating them about the degree specifics. We appointed ITOM liaison who works directly with advisors and answers their questions. The ITOM Chair conducts at least 2 meetings each semester with all advisors to inform them of the curriculum specifics and answer their questions about the program
- **Internships and Job Opportunities Promotion.** Each semester the ITOM Chair uses a survey to build a mailing list of MIS students who are interested in Internships and Job Opportunities. Advisory Board members commit to opening Internship opportunities for ITOM students. All job opportunities that reach ITOM reach the students by direct emailing to them
- **Open House and Information Sessions.** The Program Director gives every semester Open House for potential candidates and Information Session on the Accelerated program.
- **Alumni reach-out.** ITOM created a Linked-in ITOM Alumni group. Alumni will be featured on our web site and will be invited to the classrooms to connect to students and help. Connection with Alumni and understanding their nature of work will help promote our MSITM program.

Faculty

Administrative Structure

ITOM has a Chair who is a tenured faculty member and the only 12 month appointment. Since 2013 ITOM has appointed a Program Director (instructor with reduced teaching load) to support the growth, advising, and recruitment of our programs. ITOM has several active committees, among which Strategic Planning, Personnel, Curriculum, Assessment, Marketing, and some ad-hoc committees. Full time instructors and tenured faculty are members of these committees.

Faculty Profile

The Department of Information Technology and Operations Management employs 21 full-time faculty across two disciplines: MIS and Operations Management. This includes 5 full professors, 5 associate professors, 4 assistant professors, 3 senior instructor, and 4 instructors. One emeritus professor also remains active in publishing and service.

Abbreviated faculty CVs are provided in Appendix 2 of this report.

All faculty are AACSB qualified. The tenured/tenure-track faculty all have actively maintained their Scholarly Academic qualifications, and of the 7 senior instructors/ instructors, 2 are qualified as Scholarly Academics, the rest are Professional Academic.

ITOM has an established group of approximately a dozen experienced and qualified adjunct faculty, who provide additional classroom support as needed in both undergraduate and graduate classes.

The current faculty rank mix meets the Department needs. In 2020 we successfully hired three tenure-track faculty members and 1 instructor. In 2020 one tenure-track faculty earned tenure and was promoted to Associate professor. With that, we completed the goal to align faculty resources with College/University research goals and the Department's growth plans. We do not have hiring plans for the next two years, except for replacing faculty who leave. Demographically, ITOM is facing challenges in recruiting female tenure-track faculty which will be our focus in the next Review Cycle.

The following table presents the rank, academic, and demographic profile if the ITOM faculty.

Name	Rank	Ph.D.	Gender	Ethnicity	Academic Discipline
Sunil Babbar	Full Professor	Y	M	Asian	OM
Ravi Behara	Full Professor	Y	M	Asian	OM
Tamara Dinev	Full Professor	Y	F	Caucasian	MIS
Jim Han	Full Professor	Y	M	Asian	OM
Paul Hart	Full Professor	Y	M	Caucasian	MIS
Stuart Galup	Associate Professor	Y	M	Hispanic	MIS
Jahyun Goo	Associate Professor	Y	M	Asian	MIS
Derrick Huang	Associate Professor	Y	M	Asian	MIS
David Menachof	Associate Professor	Y	M	Caucasian	OM
Chul Yoo	Associate Professor	Y	M	Asian	MIS
Milad Baghersad	Assistant Professor	Y	M	Asian	OM
Mohsen Emadikhiav	Assistant Professor	Y	M	Asian	OM
Inkyoung Hur	Assistant Professor	Y	F	Asian	MIS
Magno Queiroz	Assistant Professor	Y	M	Hispanic	MIS
Pauline Chin	Senior Instructor	Y	F	African American	MIS
Karen Dye	Senior Instructor	Y	F	Caucasian	OM
Mary Schindlbeck	Senior Instructor	Y	F	Caucasian	MIS
Lawrence Feidelman	Instructor	N	M	Caucasian	MIS
Mircea Marandici	Instructor	N	M	Caucasian	MIS
Bharti Sharma	Instructor	Y	F	Asian	MIS
Jonathan Sweet	Instructor	Y	M	Caucasian	MIS
Neal Alewine	Adjunct Instructor	Y	M	Caucasian	MIS
Mehran Basiratmand	Adjunct Instructor	Y	M	Asian	MIS
Dennis Battistella	Adjunct Instructor	N	M	Caucasian	OM
William Gallart	Adjunct Instructor	N	M	Caucasian	MIS
Evan Jaffe	Adjunct Instructor	N	M	Caucasian	OM
Zsuzsa Pusztai	Adjunct Instructor	N	F	Caucasian	MIS
Matt Ramsey	Adjunct Instructor	N	M	Caucasian	MIS
Rhian Resnick	Adjunct Instructor	N	M	Caucasian	MIS
Danny Sementilli	Adjunct Instructor	N	M	Caucasian	MIS
Omar Toledo	Adjunct Instructor	N	M	Hispanic	MIS

Section D. Research

ITOM Research Goals. The ITOM Mission statement reflects our research goals: to continually innovate and increase the quality of its educational and research activities in a manner that increases education effectiveness and global reach. Per the Vision statement, ITOM Department balances world renown research with excellence in teaching to create successful students.

ITOM goals are aligned with the COB goals for scholarship: Our pursuit of Scholarship is fundamental to the creation of an intellectually relevant climate at the College of Business. It is based on a foundation of intellectual honesty and belief in lifelong learning. The research questions we address are relevant to the business community, both locally and globally, while being academically rigorous. Our scholarship is the cornerstone of our excellence in teaching and service to our community.

It is the goal of ITOM to produce highest quality of publications in peer reviewed journals recognized at the aspirant schools; to encourage interdisciplinary collaboration and expanding the research horizons; to foster a climate conducive to seek research funding through collaborative efforts across departments and colleges.

Despite that in recent years ITOM has lost several faculty, some of whom were highly research productive, we kept the productivity. In 2020 we hired three tenure-track faculty and with this we aim to increase the research productivity. There are also caveats that must be noted in assessing the research productivity for any given year. (1) There are swings in research productivity over short periods of time. (2) The metrics do not account for quality of peer-reviewed articles or conference presentations. (3) If faculty collaborate with colleagues in their Department, then the Department productivity is higher, whereas if faculty collaborate with colleagues in other universities instead the Department is indirectly penalized.

Faculty teaching load and methods of calculation
Contractual teaching loads are 4 courses for each of the Fall and Spring semester. Active research and publications in peer reviewed journals result in one or more course releases, depending on the quality of the publication outlet. The following framework serves as a guideline for the faculty of ITOM;

The table below provides the Framework of Evaluation of Research component of the Annual Evaluation. Research Productivity is always assessed in 3-year window. High Service load can lead to another course release.

Good	Maintain your AQ, including by publishing in non-ranked journals (per the current AQ) or ABS 1 and 2. Higher Teaching load
Outstanding	Publish in the ABS Category 3 or 4 journals OR earn Research grant 2-2 Teaching load (with adequate service load) Travel support
Exceptional	Publish in at least one 4* journal or two ABS 4 OR Substantial Research grant ($100,000 or more) 2-2 Teaching load (with adequate service load) Travel support

Research and Scholarly Productivity. Since 2013 ITOM faculty published total of 78 papers in premier and other highly ranked MIS and Operations Management journals (the count includes papers published during 2020). ITOM faculty have been co-PI's of joint grants with College of Engineering and Medicine worth millions of dollars.

The table below shows the Departmental Dashboard Indicators for ITOM's Research/ Scholarly Productivity:

	Information Technology & Operations Management				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
1. Books (including monographs & compositions)	0	2		0	0
2. Other peer-reviewed publications	15	8	17	15	8
3. All other publications	0	1	6	2	0
4. Presentations at professional meetings or conferences	15	11	19	14	9

The table below shows the Efficiency Data - Scholarly output per tenured and tenure earning faculty member:

	Information Technology & Operations Management				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
1. Books (including monographs & compositions)	0	0.2	0	0	0
2. Other peer-review publications	1.5	0.8	1.7	1.4	0.7
3. All other publications	0	0.1	0.6	0.2	0
4. Presentations at professional meetings or conferences	1.5	1.1	1.9	1.3	0.8

The table below shows Faculty Person Years and FTE Devoted to Research:

			Information Technology & Operations Management					
				2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years		0.3	2.5	2.6	2.6
			FTE		0.4	3.3	3.5	3.4
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	1.9	2.1	0.1	0.1	0.1
			FTE	2.6	2.8	0.1	0.1	0.1
	Other personnel paid on faculty pay plan	--	Person-Years	0.1	0.1			
			FTE	0.2	0.1			
	Other	--	Person-Years			0.3	0.1	0.1
			FTE			0.4	0.2	0.1
	Total		Person-Years	2.1	2.5	2.9	2.8	2.7
			FTE	2.8	3.3	3.9	3.8	3.6
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years			0.1	0.1	0.1
			FTE			0.1	0.2	0.1
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0				
			FTE	0				
	Other personnel paid on faculty pay plan	--	Person-Years					
			FTE					
	Other	--	Person-Years					
			FTE					
	Total		Person-Years	0		0.1	0.1	0.1
			FTE	0		0.1	0.2	0.1

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks)
The data Includes summer, fall and spring semester data. Person-year is equal to 1 person working full time for one year: 1.00 FTE = .75 person-years

The ITOM Department devoted 2.7 Faculty Person-Years and 3.6 FTE to research activity in 2019, up from 2014-2015 indicators (2.1/2.8 for Person-Years and FTEs respectively). In 2019 the Department generated 1.5 peer-reviewed articles and 1.9 conference papers per faculty.

The Department's research productivity is consistent with the previous years and with the intellectual capital it has. With the recent successful hires, we expect that these numbers will grow in the next 5 to 7 years.

The FAU College of Business references the Chartered Association of Business Schools' (ABS) 2018 Academic Journal Guide (AJG) for the purpose of rating journal quality in promotion and tenure and award decisions. ITOM faculty regularly publish in ABS3 or higher ranked journals, which is a goal of the FAU College of Business. Our faculty also has a long history of publishing in journals on the Financial Times 50 list, such as MIS Quarterly. Information Systems Research, Journal of Operations Management, Production and Operations Management.
The College of Business provides three years of summer support (at 12.5% of the nine-month salary) to new assistant professors during the first three years. The Dean's Summer Research grants offer support for for research-active faculty who have published in ABS 3 or better journals. The College awards a number of research fellowships annually that include stipends for top-producing faculty, along with teaching and service fellowships. Several ITOM professors have been awarded several times these prestigious professorships and fellowships for the last 5 years.

The College of Business supports travel for conference participation, covering two conferences per year including all registration costs and a stipend for additional travel expenses depending on the ranking of the conference (as established by the individual departments) and whether it is domestic or international. Although travel restrictions during the COVID-19 pandemic have eliminated the need and costs of travel to conferences, the dean's office has continued to support registrations for virtual conferences as requested.

Faculty computers are regularly updated, and support is consistently available for software or databases needed for research. In addition, the dean's office provides small grants (typically under $2,000, but they have approved requests up to $10,000) for funding data collection costs.

ITOM faculty's research interests are aligned with the College's strategic thrusts: Business Analytics, Healthcare Analytics, Cybersecurity, Artificial Intelligence, Supply Chain Management and Transportation and Port Logistics. ITOM OM and MIS faculty have found rewarding collaboration opportunities and have produced highest quality of research and grants.

ITOM faculty are actively involved in collaborative sponsored research on healthcare information systems and healthcare analytics with College of Engineering, College of Nursing, and the Health Administration program at the College of Business.

Interdisciplinary efforts and community engagement efforts.
Cyber Security Center (Center for Cryptology). ITOM actively participates in the initiative of creation of University-wide umbrella center of Information Security, and ITOM is one of the key founding members. We proceeded with acquiring teaching and research certification with NSA which will largely enhance the visibility of the center and its contribution to the University Research and teaching goals.

Business Analytics. ITOM is a central part of the FAU's "University of Distinction" plan for applied artificial intelligence and big data analytics which was officially approved by the Florida Board of Governors. Big Data Analytics is one of the platforms highlighted in the FAU President's 2015 strategic plan. Our teaching and research employ Big Data and statistical techniques, data mining, link analysis, machine learning, econometrics, optimization, and experimental methodologies in order to extract actionable insights from Big Data. Of particular interest to this interdisciplinary effort and community engagement efforts are meaningful industry partnerships that will help our mission through knowledge and data sharing.
We have faculty actively involved in collaborative research on healthcare information systems and healthcare analytics with College of Engineering and Health Informatics with the Health Administration program.

Section E. Service and Community Engagement

It is the Department goal to service the institution, profession, students, and community. We strive to have each full-time faculty member involved in at least one of the following service activities:

- Involvement in faculty support, Department, College, and University committees
- Conducting professional service such as peer reviewing of journal and conference papers, participating in conference organization committees, National/International accreditation committees, professional organizations and others.
- Engagement in community-based service such as reaching out and working with companies, memberships in advisory board committees, working and reaching out to guest speakers
- Working with student groups such as MISA and professional mentoring of students

The tables below provide the Departmental Dashboard Indicators. Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity.

The total service productivity for the review period, the number memberships and faculty serving as editors or referees is shown in the table below.

B 1-3 Service Productivity	Information Technology & Operations Management				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
1. Faculty memberships on department, college or university committees	60	53	47	46	40
2. Faculty memberships on community or professional committees	17	18	22	17	14
3. Faculty serving as editors or referees for professional publications	33	48	76	13	42

Efficiency data - Faculty committee memberships and faculty serving as editors or referees per tenured and tenure earning faculty member are given in the table below:

C 1-3 Efficiency Data	Information Technology & Operations Management				
	2014-2015	**College Total**	**2016-2017**	**2017-2018**	**2018-2019**
1. Faculty memberships on department, college or university committees per faculty member	6	5.3	4.7	4.2	3.6
2. Faculty memberships on community or professional committees per faculty member	1.7	1.8	2.2	1.5	1.3
3. Faculty serving as editors or referees for professional publications per faculty member	3.3	4.8	7.6	1.2	3.8

The service productivity has been very strong relative to other departments in the College. We offer extensive membership to committees and University governance. We have dedicated faculty that serve the community through Board memberships and City governance committees, in National University accreditation bodies and curriculum standardization bodies. We have faculty members serving as Associate editors in premier and top journals, with awards for Best Reviewer of the Year. Faculty serve at the Academy of Management Leadership and Organization Committees. Faculty have put immense effort into creating and mentoring the MISA student association. Currently MISA is thriving, energized and helps promoting the MIS major. Faculty participate in Faculty Learning workshops such as Teaching with Technology, E-Learning, etc.

While the Department service goals are generally being met, there are two main areas where there are gaps that could be improved. The Department pursues a dual mission of teaching large number of service courses and newly developed majors/concentrations, while also requiring a strong research output for tenured/track faculty without graduate support and a Ph.D. program. In addition, service loads have been very high in recent years in our outreach effort to promote our MIS programs. As a result, faculty has been stretched to the limit. This in turn limits the extent to which service goals can be met for further developed. With the recent hires, we expect improvement in this area.

As the Department has tenured/tenure-track, instructor and adjunct faculty, College bylaws limit the types of committee assignments to different faculty under existing rules. More effective utilization of all faculty and their skills should be pursued, for a more inclusive and equitable distribution of committee service work and responsibilities.

Section F. Other Program Goals

A main goal is to keep the Department's program curriculum current and relevant. The Department has actively pursued its program development. It reached to the industries and communities of interest to make sure that their needs for talent development are met. A new graduate program, MS in Supply Chain Management, has been successfully launched in 2020. In addition, the now mature and thriving MSITM and the accelerated BBA-MSITM program have grown. Further, new MIS minors in emerging areas have been developed. These include the Healthcare IT and Digital Marketing minors.

The other main goal of the Department was to launch outreach efforts and bridge the industry with our students. The Department has an active Advisory Board that now meets regularly and gives the Department a much-needed perspective from current and potential employers of our students. In addition, the Department is also affiliated with the South Florida Procurement Professionals executive group, who bring their operational expertise to the Department's Operations management program; with Palm Beach Tech and Workforce development committee, and many others. The Department has also successfully nurtured its student association MISA to bring together MIS students, alumni, faculty, and industry leaders. Student outreach has also been pursued through open houses, meeting advisors, and informal promotion of the program in our classes.

Section G. Strengths and Opportunities

University and College Strengths. Below is a list of some major strengths of our College and institution as a whole, providing an excellent environment for nurturing program growth and intellectual contributions:

- Highly desirable location – great place to work and live, competitive advantage for hiring, retention
- Long-term stable College administration and staff with high levels of expertise in university systems and processes
- Supportive administration in the College/Dean's office
- Excellent COB professional advising staff
- Three-year summer support for newly hired tenure/tenure-track faculty
- Strong Executive Education program (offers revenue-generating degree and non-degree programs)
- Administrative transparency and engagement of faculty in shared governance

- Summer grants available for research-active faculty publishing in top outlets
- Reasonable/appropriate teaching load, number of course preps, and class sizes
- Travel support for conference participation
- IT and technology support for both Teaching and Research, including hardware, software, and access to data, training
- Excellent pedagogical support from University and College – offering training, certifications, access to fellow faculty expertise in the College

ITOM Department Strengths

- Growing enrollments in MIS undergraduate and MSITM graduate degree programs
- 100% placement rate for the MSITM graduates for now 7th year
- High placement and salary rates for the MIS majors
- Active MIS/OM internship program
- Active and vibrant MISA Association student chapter – ranked as one of the most engaged and vibrant students' associations in the University
- Popular minors in Business Analytics, Cybersecurity, Digital Marketing (jointly offered with the Marketing Department), and Healthcare Information Systems (jointly offered with Health Administration program)
- Strong engagement with companies in classroom settings by invited speakers, company tours, experiential, and service learning
- Highly qualified and experienced adjunct instructors available to cover needs
- Highly experienced faculty with various teaching modalities: online asynchronous, remote live synchronous, hybrid, and face-to-face modes, providing scheduling flexibility to meet student demand
- Engagement with undergraduate research initiatives critical to University's QEP
- Diverse student body
- Active Social Media (Facebook, Instagram, Linked-in) channels engaging students
- Excellent, well designed and well-developed promotional materials - Department website; printed recruitment materials for the major; information pamphlets.
- Highly informative 2 min spotlight videos about the major courses, published on the ITOM web site.
- Highly collegial and supportive faculty environment in Department and College
- 100% AACSB Scholarly Academic qualified research faculty; 100% AACSB qualified instructors
- Collaborative research engagement with other Departments in the College, College of Engineering, and College of Nursing
- Successful hiring of new faculty in last four years, adding new energy and intellectual capital in the strategic areas of Business Analytics, Supply Chain Management, and Artificial Intelligence

Opportunities for ITOM

There is an increased interest and demand in Business Analytics and Artificial Intelligence classes and programs. We believe that there is an opportunity and favorable timing to capture this interest and create a Master of Science in Business Analytics (MSBA). We are working through the process and currently have the Dean's and the Provost's support. Currently, we are waiting for the results of the survey from an external consulting company that will evaluate the demand and the market for such degree.

We have successfully leveraged the strength of our Department – the intellectual capital in IT and Operations Management - and bridged the two fields in teaching and research. What helped is that our new hired faculty are proficient and credentialed in both fields and draw on the strengths and the opportunities this offers. For example, an Operations management faculty is teaching Business Analytics with Python and R; A Supply Chain Management faculty created a course in Supply Chain Analytics, etc. The Data Analytics continues to be successfully leveraged as the common platform around which the teaching and research initiatives of the Department can integrate more effectively.

The third opportunity is reopening our Ph.D. program and revamping its curriculum to include specialization in Business Analytics/ Artificial Intelligence and Supply Chain Management. Along with the MSBA, this is the next focused effort for 2021. The Dean's office support for tuition waivers and TA is crucial to the success of this opportunity.

Section H. Weaknesses and Threats

- A lot of the threats and weaknesses during the last review cycle have now been eliminated and resolved. The faculty's teaching loads are better aligned with the expectations for high quality research. we expect that this situation will yield better results.
- We need to restart our Ph.D. program which has been in a pause (not accepting students) for now 10 years. We were planning to re-open it in Fall 2020. Due to the COVID-19 situation and budget cuts, it was decided to postpone re-opening the program. We hope, as the conditions stabilize, to restart and rebuild a strong Ph.D. program in MIS and Operations Management
- The largest student body at the College of Business at FAU is the commuting/working students. The drawback of this is the lack of strong cohesive student body to inspire collaboration and interaction among students.
- Growing competition to our programs coming from the State Colleges and the increasing presence of other online programs across the country, state and local area.
- There are impediments for instructors and adjuncts to participate in research and service activities which will lighten up the service committee load of tenured faculty.

Section I. Resource Analysis

The Department provides a significant number of service courses to the College. In addition, it also has an undergraduate MIS program, a graduate MSITM program, a graduate MSSCM program, contributes to the MBA core, the MBA concentration in Business Analytics and Operations Management, and a variety of new and existing minors in MIS and Operations Management.

Junior and senior faculty who have strong interest in publishing in premier and highest quality journals have been hired and promoted, and that will give the opportunity to enhance the research productivity of the Department and support the goal of high research expectations. The increased high-quality research productivity will give opportunity to revive a strong PhD program as adequate to a research granting institution.

The College Leadership worked tirelessly to support and secure faculty lines. In 2020 we completed the hiring and we believe the new resources that have joined the Department will contribute to bring the Department to the next level and meet our program goals of high-quality teaching, research and service.

Section J. Future Direction

Anticipated changes. The main uncertainty we face at this time is the economic and budget consequences of COVID-19. This is a national and state uncertainty as well, so until there is more clarity, we are not able to do much at Department level. Currently, in alignment with the ITOM Strategic plan, we anticipate and prepare for growth of our MS in Supply Chain Management, and creation of the MS in Business Analytics program. The following initiatives represent the main set of tasks the Department wants to see being involved in.

- INITIATIVE 1: Explore the development of a Business Analytics specialization of the PhD in Business Administration program with appropriate faculty resource support.
- INITIATIVE 2: Explore integration of ITOM with other programs, such a Healthcare Analytics that will make business analytics a nexus.
- INITIATIVE 4: Explore Redesigning the role and contribution of Instructors and Adjunct Faculty to enable their participation in research and committee service
- INITIATIVE 5: Explore collaborative teaching. For example, a full-time faculty to give a lecture in another ITOM class

Questions for the Review Team

1. How to best restart the PhD program at ITOM? We are interested in learning about bootstrapping from zero, both process and tactical decisions we can make to help the bootstrap.
2. How can we improve our faculty diversity? What are the best practices in addressing diversity in faculty and staff? What are some initiatives at your own institutions that have proven to be successful in improving faculty diversity?
3. What is the impact of the COVID-19 experience on determining the "right" mix of online, hybrid, face-to-face (or other?) classes for the next generation of college students? What would be the future of the demand for online programs and should our efforts focus on that delivery mode? Are there creative opportunities for changes to delivery modes that we should be considering?
4. Do you believe a Master of Science in Business Analytics program housed at the College of Business should have core mandatory classes from other colleges, such as Science, Engineering, or Social Sciences? Or do you believe such classes should rather be electives? For example:

- Terry College of Business, University of Georgia, the MSBA curriculum is designed multidisciplinary within the College, with electives from other colleges, https://www.terry.uga.edu/msba/curriculum.php

- Similarly, at Pamplin College of Business, Virginia Tech, the curriculum is designed multidisciplinary within the College, with currently no electives from other colleges, https://cbia.pamplin.vt.edu/masters/curriculum.html

Appendix 1a: MIS Undergraduate Degree Program Sheet

FAU | COLLEGE OF BUSINESS | STUDENT ACADEMIC SERVICES

Management Information Systems (MIS, MISI, or MISB)

The following information is a general overview of the program. Academic advising is recommended before registration each term.

General Degree Requirements

A minimum of 120 credit hours are required for the degree. See university catalog for official list of degree requirements. This program is available as a BBA degree or, with six additional credits of advanced math, a BS degree.

Maximum Course Attempts

FAU counts a "course attempt" as any time a student is enrolled in a course (at any institution) and earns either a grade or a "W". FAU COB students may not attempt any course more than twice; **third attempts are not permitted.** Transfer students who have not successfully completed a pre-business course within three attempts are **not eligible to declare a business major at FAU. The College of Business will not permit fourth attempts for transfer students.** Transfer students who have already attempted a pre-business course twice at a previous institution should speak with an advisor for more information.

Intellectual Foundation Program (IFP) Courses

The pre-business foundation courses satisfy much of the IFP, but the following additional coursework is required. Students with an AA (Associate of Arts) degree from a regionally accredited Florida Public Institution are deemed to have met the IFP. To view the entire IFP course list, use this case sensitive URL: http://www.fau.edu/ugstudies/IFP_curriculum_sheets.php.

Category	Required Credits	Notes
Natural Science	6 credits	One course must include a lab
Global Citizenship	6 credits	Choose one Writing Across the Curriculum (WAC) course from either Global Citizenship or Humanities
Humanities	6 credits	

Pre-Business Foundation Courses (2.5 GPA Required in the Courses Below; Minimum Grade "C")

Course Title	Prefix and Number	Pre-requisites (Minimum Grade of "C")
College Writing I	ENC1101	
College Writing II	ENC1102	ENC1101
Accounting I (Financial)	ACG2021	30 credits
Accounting II (Managerial)	ACG2071	ACG2021
Macroeconomics	ECO2013	30 credits
Microeconomics	ECO2023	30 credits
Methods of Calculus	MAC2233	MAC1105 or ALEKS score 45
Introductory Statistics	STA2023	MAC1105, MGF1106, MAC2233, or ALEKS score 30
Information Systems Fundamentals	ISM2000	

Requirements to Declare the Major and Timely Graduation

To declare Management Information Systems (MIS), students must have earned 60 credit hours, satisfied the foreign language admission requirement (FLENT), and achieved a minimum 2.5 GPA in the Pre-Bus Foundation. For timely graduation, students should plan courses in consultation with an academic advisor, create a balance between taking business core and major courses each semester, and prioritize major courses as they are not offered every term.

Business Core Courses (Minimum Grade "C")

Course or Requirement Title	Prefix and Number	Pre-requisites (Minimum Grade "C")
Management and Organizational Behavior	MAN3025	60 cr (45 cr w/advisor approval and pbus/IFP complete)
Marketing Management	MAR3023	60 cr (54 cr w/advisor approval); ECO2013 & ECO2023
Financial Management	FIN3403	60 cr (54 cr w/advisor approval); ACG2021 & ACG2071
Business Law 1	BUL4421	60 credits
Choose ONE international economics course:	Choose ONE:	
International Economics	ECO3703	ECO2013 & ECO2023
International Economic Development	ECS3013	ECO2013 & ECO2023
Economics of International Trade	ECO4704	Declared in major; ECO2013 & ECO2023
International Monetary Economics	ECO4713	Declared in major; ECO2013 & ECO2023
Management Information Systems	ISM3011	Declared in major; 60 credits; ISM2000
Intro. to Business Communication	GEB3213	Declared in major; 60 credits
Quantitative Methods in Administration	QMB3600	Declared in major; 60 credits; MAC2233 and STA2023
Operations Management	MAN3506	Declared in major; 60 credits; MAN3025 and QMB3600
Global Strategy and Policy	MAN4720	Declared in major; 90 credits; MAN3025, MAR3023, FIN3403, QMB3600, and MAN3506

Upper Division Business Elective (UDBE): Minimum One Course Required

MIS Students	MISB/MISC Students
All bus. core majors must complete 51 cr. (17 courses) of upper division business coursework. MIS requires 16 courses in the core and the major; the 17th course is an elective chosen by the student. Choose ONE 3000 or 4000 level business course not already taken in the core or major. **Speak to a career advisor about using an internship here.**	No UDBE required

Updated 7/2/20

Management Information Systems Major Courses (Minimum Grade "C")

Choose a Path: Information Technology (IT) or Information Knowledge (IK). Both paths require same number of courses.

Information Technology (IT): This is the classic MIS path that provides core technical skills needed to manage and design Information Technology in organizations. This path is **required for the BBA/BS to MS accelerated program.**
Optional Concentrations: Students can take either all four courses marked as MISC for a concentration in Cybersecurity or MISB for a concentration in Business Analytics. A concentration is **required for the accelerated BBA/BS to MIS program.**

Course or Requirement Title	Prefix and Number	Pre-requisites (Minimum Grade "C")
Intro to Comp. Sys. & Software Development	ISM3230	Declared in major; ISM2000
Business Data Communications	ISM4220 (MISC)	Declared in major; ISM2000
Database Management Systems	ISM4212 (MISB)	Declared in major; ISM3011 or ACG4401
Choose **TWO** ITOM Dept. Electives:	Choose **TWO**:	
Introduction to Cybersecurity	ISM4320 (MISC)	Declared in major
Mgmt. of Info. Assurance & Security	ISM4323 (MISC)	Declared in major
Computer Forensics	ISM4324 (MISC)	Declared in major; 60 credits
Introduction to Business Intelligence	ISM3116 (MISB)	Declared in major; ISM3011
Advanced Business Intelligence	ISM4403 (MISB)	Declared in major; 60 credits; ISM3116
Data Mining and Data Warehousing	ISM4117 (MISB)	Declared in major; 60 credits
Project Management	MAN4583	60 credits
Mobile Apps for Business	ISM4053	60 credits
Social Media and Web Technologies	ISM4054	Declared in major; ISM2000
Social Media and Web Analytics	ISM4420	Declared in major
Special Topics (subject matter varies)	ISM4930	Declared in major; 90 credits; may require instructor permission
Internship	ISM4940	See career advisor for more information
Advanced Systems Analysis and Design	**ISM4133**	Declared in major; 60 credits; 9 credits completed in MIS

Information Knowledge (IK): This path provides students with general, broad knowledge in information and knowledge management in organizations, digital products and service development, social media analysis as well as project management
Optional Concentrations: Students can take either all four courses marked as MISC for a concentration in Cybersecurity or MISB for a concentration in Business Analytics.

Course or Requirement Title	Prefix and Number	Pre-requisites (Minimum Grade "C")
Choose **FIVE** ITOM Dept. Electives:	Choose **FIVE**:	
Introduction to Cybersecurity	ISM4320 (MISC)	Declared in major
Mgmt. of Info. Assurance & Security	ISM4323 (MISC)	Declared in major
Computer Forensics	ISM4324 (MISC)	Declared in major; 60 credits
Business Data Communications	ISM4220 (MISC)	Declared in major; ISM2000
Introduction to Business Intelligence	ISM3116 (MISB)	Declared in major; ISM3011
Advanced Business Intelligence	ISM4403 (MISB)	Declared in major; 60 credits; ISM3116
Data Mining and Data Warehousing	ISM4117 (MISB)	Declared in major; 60 credits
Database Management Systems	ISM4212 (MISB)	Declared in major; ISM3011 or ACG4401
Project Management	MAN4583	60 credits
Global Supply Chain Management	MAN4597	60 credits
Mobile Apps for Business	ISM4053	60 credits
Social Media and Web Technologies	ISM4054	Declared in major; ISM2000
Social Media and Web Analytics	ISM4420	Declared in major
Intro to Comp. Sys. & Software Development	ISM3230	Declared in major; ISM2000
Contemporary Issues of Digital Data Mgmt	ISM4041	Declared in major
Social Media Innovation	ISM3007	Declared in major
Healthcare Information Systems	ISM4381	
Special Topics (subject matter varies)	ISM4930	Declared in major; 90 credits; may require instructor permission
Internship	ISM4940	See career advisor for more information
Advanced Systems Analysis and Design	**ISM4133**	Declared in major; 60 credits; 9 credits completed in MIS

About Management Information Systems

MIS focuses on using technology to solve business problems. MIS focuses on the concepts and tools necessary for analyzing, designing, planning, developing, and managing organizational information resources. Although entry level positions are similar to those earned by computer science graduates, MIS graduates are more likely to move into managerial positions overseeing and directing the design and development of systems solutions for companies.

Additional Information and Resources

College of Business Student Academic Services

Current students can make an appointment with an academic advisor or a career advisor via www.fau.edu/successnetwork.
Prospective students can call in for assistance making an appointment.
Boca: 561-297-3688 | Davie: 954-236-1290 | www.business.fau.edu | COBAdvising@fau.edu | businessintern@fau.edu

ITOM: Department: www.business.fau.edu/itom | **Accelerated BBA/BS to MS:** www.business.fau.edu/bba-ms

Updated 7/2/20

Appendix 1b: MSITM Graduate Degree Program Sheet

College of Business Graduate Advising Office
777 Glades Road, FW 101
Boca Raton, FL, 33431
Information Technology & Operations Management Department

Phone: 561-297-2545
E-mail: COBgradadvising@fau.edu
Phone: 561-297-3191
E-mail: askITOM@fau.edu

MSITM —Information Technology Management Concentration

Minimum 33 Hours Required for Graduation

FOUNDATION COURSES (12 Credits) [a]

- Business Data Communications ISM 6225 (ISM 4220)
- Information Technology Fundamentals ISM 6148 (ISM 3230)
- Database Management Systems ISM 6217 (ISM 4212)
- Advanced Systems Analysis and Design ISM 6123 (ISM 4133)

REQUIRED COURSES (21 Credits)

- Management Information Systems and Technology ISM 6026 [b]
- Communication Strategies for Business Professionals GEB 6215 [b]
- Management of Information Assurance and Security ISM 6328 [b][c]
- IT Sourcing Management ISM 6509 [c]
- IT Project and Change Management ISM 6316 [c]
- Web-Based Business Development ISM 6508 [c]
- Enterprise Information Technology Service Management ISM 6368 [c]

ELECTIVE COURSES (3 Credits) [d]

- Introduction to Business Analytics & Big Data ISM 6404 [c]
- Advanced Business Analytics ISM 6405 [c]
- Mobile Apps for Business ISM 6058 [c]
- Data Mining and Predictive Analytics ISM 6136 [c]
- Social Media and Web Analytics ISM 6555 [c]
- Data Management & Analysis with Excel QMB 6303 [c]

COLLEGE OF ENGINEERING PROGRAM ELECTIVES (9 Credits) [e]

Please Visit the Link below to View the Recommended College of Engineering and Computer Science Elective Course List for MSITM Business Students

https://business.fau.edu/itom/cs-courses/

a) Foundation courses cannot be taken for credit; however, prior course work or professional experience may be considered in lieu of these courses, with departmental approval. The courses in ( ) are the undergraduate equivalents.
b) GEB 6215 must be taken in the first semester, prior to or concurrent with ISM 6026, ISM 6368, ISM 6328, and ISM 6508.
c) ISM 6942, Graduate Information Technology and Operations Management Internship, may be substituted for this course (offerings are dependent upon employer availability).
d) Choose any 1 course from the Electives group.
e) Select any 3 classes from the recommended list offered by the College of Engineering

College of Business Graduate Advising Office
777 Glades Road, FW 101
Boca Raton, FL, 33431
Information Technology & Operations Management Department

Phone: 561-297-2545
E-mail: COBgradadvising@fau.edu
Phone: 561-297-3191
E-mail: askITOM@fau.edu

MSITM —Business Analytics Concentration

Minimum 33 Hours Required for Graduation

FOUNDATION COURSES (12 Credits) [a]

- Business Data Communications ISM 6225 (ISM 4220)
- Information Technology Fundamentals ISM 6148 (ISM 3230)
- Database Management Systems ISM 6217 (ISM 4212)
- Advanced Systems Analysis and Design ISM 6123 (ISM 4133)

REQUIRED COURSES (21 Credits)

- Management Information Systems and Technology ISM 6026 [b]
- Communication Strategies for Business Professionals GEB 6215 [b]
- Data Mining and Predictive Analytics ISM 6136 [c]
- Advanced Business Analytics ISM 6405 [c]
- IT Project and Change Management ISM 6316 [c]
- Social Media and Web Analytics ISM 6555 [c]
- Introduction to Business Analytics and Big Data ISM 6404 [c]

ELECTIVE COURSES (3 Credits) [d]

- IT Sourcing Management ISM 6509 [c]
- Mobile Apps for Business ISM 6058 [c]
- Web-Based Business Development ISM 6508 [c]
- Management of Information Assurance and Security ISM 6328 [c]
- Enterprise Information Technology Service Management ISM 6368 [c]
- Data Management & Analysis with Excel QMB 6303 [c]

COLLEGE OF ENGINEERING PROGRAM ELECTIVES (9 Credits) [e]

Please Visit the Link below to View the Recommended College of Engineering and Computer Science Elective Course List for MSITM Business Students

https://business.fau.edu/itom/cs-courses/

a) Foundation courses cannot be taken for credit; however, prior course work or professional experience may be considered in lieu of these courses, with departmental approval. The courses in ( ) are the undergraduate equivalents.
b) GEB 6215 must be taken in the first semester, prior to or concurrent with ISM 6026, ISM 6368, ISM 6328, and ISM 6508.
c) ISM 6942, Graduate Information Technology and Operations Management Internship, may be substituted for this course (offerings are dependent upon employer availability).
d) Choose any 1 course from the Electives group.
e) Select any 3 classes from the recommended list offered by the College of Engineering

Appendix 1c: Academic Learning Compacts for the MIS Majors



All B. B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:
BUL 4421 (Business Law I) MAN 3506 (Operations Management)
ENC 3213 (Writing for Management) MAN 4720 (Global Strategy & Policy)
FIN 3403 (Principles of Financial Management) QMB 3600 (Quantitative Methods in Administration) ISM 3011 (Management Information Systems) MAR 3023 (Marketing Management

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including: Finance: capital budgeting, cash flows, cost of capital, valuation,

- **Management: managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and**
- **Marketing: segmenting and targeting customers; elements of a marketing mix.**
- **Operations: product and process design, supply chain management, service operations, and quality management**
- **Information Systems: information technology use in organizations, types of large scale systems, ethical issues**

In FIN 3403, ISM 3011, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

CONTENT KNOWLEDGE (Technical skills): Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their
applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decisionmaking tools and techniques for business.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

COMMUNICATION (Written Communication, Team/Collaborative

Communication): Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each other's work.

In GEB 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other's work.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

CONTENT KNOWLEDGE (Declarative Knowledge, Research Skills, Technical Skills) and COMMUNICATION SKILLS (Written Communication, Oral Communication, Graphic Skills, Team/Collaborative Skills), and CRITICAL THINKING SKILLS (Analytical Skills, Practical Skills). Students, working in teams, will prepare and submit a documentation package for a proposed computer-based system for an organization.

In ISM 4133 (Advanced Systems and Design Analysis), students will work in teams of 4 or 5 to prepare and submit a written comprehensive systems analysis and design project documentation package for a proposed computer-based system for an organization. Successful completion of the project requires that students understand and integrate database and software development concepts. Each project member will deliver in-class oral presentations on the design project. Projects will be assessed using the rubric below. In addition, a representative from the organization will evaluate each documentation package by indicating the company's plans to implement all or any portion of the project, the quality and usefulness of the project to the organization, and the quality and usefulness of the documentation.

Analytical and Practical Skills.

Documentation will be rated as Superior, Adequate, or Inadequate based on these criteria:

The document identifies and clearly and fully defines the problem that the system is being designed to solve.

The content is relevant to the business problem reviewed.

The content demonstrates appropriate application of database, telecommunication, and software development concepts.

The content demonstrates in-depth analytical procedures to solve the problem.

Written Communication and Graphic Skills.

Documentation will be rated as Superior, Adequate, or Inadequate based on these criteria The language of the document is concise and easy to read.

There is clarity and coherent organization of the project documentation.

The document reflects superior command of grammar and diction.

The document incorporates appropriate, useful, and accurate graphic representations.

Oral Communication.

Presentations will be rated as Superior, Adequate or Inadequate based on these criteria:

Comments demonstrate insights and knowledge about the contents of the project documentation package. The presenter effectively communicates the organizations' problem(s), solution(s), and methodologies used to obtain solution(s).

Creativity - The presenter uses innovative presentation methods.

Overall Project – The project generates substantial interest from other members of the class.

Team/Collaboration Skills.

Presentations will be rated as Superior, Adequate, or Inadequate based on these criteria: The contributions to the project have been equitably shared among team members.

An individual team member's contribution is positively assessed by other team members.

Revised 10/2018

Appendix 1d: Assessment Plan and Outcomes – Management Information Systems

Outcome 1 Details

Description and Methodology

Outcome Description

ISM4133 - Advanced Systems Analysis and Design: Effective communication skills of students will be demonstrated in three categories:1. Writing a comprehensive systems analysis and design project documentation package for a proposed computer application. The documentation package is expected to address a "real world" computer-based system -- one which might realistically be developed and implemented. Students will work, in teams of 4 or 5, to develop the documentation package. Documentation packages are expected to exhibit clear and concise knowledge of the system problem and the proposed solution.2. In-class oral presentations, by each project member, as well as a presentation on a current IT topic. These oral presentations should be well organized and exhibit all the attributes of a good presentation, which include clarity, creativity and the ability to generate a high level of interest from the intended audience.3. External survey of the organization within which the student conducted the project. The organization liaison who worked with the student team would be the person designated to complete the survey. This survey consists of 21 questions divided into three categories: Questions 2 – 10 focus on company plans to implement the project, or any portion of the project, submitted by the students. Questions 11-15 focuses on the quality and usefulness of the project to the organization. Questions 16-21 focuses on the quality and usefulness of the documentation.

Implementing Strategy:

Projects from each section of ISM 4133 will be evaluated for the fall and spring semesters.

Assessment Method:

Project documentation and oral presentations will be assessed on the basis of a rubric developed and utilized across all sections of the course and which will be shared with the students. The rubric will be used to assess student performance in the three categories outlined below.

SUPERIOR

Written Communication

The document identifies and clearly and fully defines the problem that the system is being designed to solve.

The content presented is relevant to the business problem reviewed and demonstrates in-depth analytical procedures to solve the problem.

The language of the documentation is concise and easy to read.

There is clarity and coherent organization of the project documentation.

The document reflects superior command of grammar and diction.

Oral Communication

Comments demonstrate insights and knowledge about the contents of the project documentation package.

Clarity -- The presenter effectively communicates the organizations' problem(s), the solution(s),

and the methodologies used to obtain the solution(s).
Creativity - The presenter uses innovative presentation methods by the presenter.
Overall Project – Project generates substantial interest from other members of the class.
COMPETENT
Written Communication
The document adequately identifies and defines the problem that the system is being designed to solve.
The content is relevant to the business problem reviewed and demonstrates adequate analytical procedures to solve the problem.
The language of the documentation is concise and easy to read.
The document reflects adequate organization of the material and adequate command of grammar and diction.
Oral Communication
Comments demonstrate adequate insights and knowledge about the contents of the project documentation package.
Clarity- Presenter adequately communicates the organizations' problem(s), the solution(s), and the methodologies used to obtain the solution(s)
Creativity – The presenter adequately utilizes innovative presentation methods.
Overall Project – Project generates adequate interest from the other members of the class.
INCOMPETENT
Written Communication
Fails to adequately define the problem that the system is being designed to solve.
The content presented is irrelevant to the business problem reviewed and demonstrates inadequate analytical procedures to solve the problem.
The language of the documentation is confusing and difficult to understand.
Material presented is disorganized.
Documentation contains grammatical and typographical errors.
Oral Communication
Comments demonstrate that the presenter has little or no insight and knowledge about the contents of the project documentation package.
Clarity- Presenter inadequately communicates the organizations' problem(s), the solution(s), and the methodologies used to obtain the solution(s).
Creativity – The presenter utilizes no innovative presentation methods.
Overall Project – Project fails to generate any interest from the other members of the class.

Criterion for success

This project documentation and oral presentations account for 50% of the students' grade. The percentage of students to be rated at least competent(C) should be 90%. The percentage of students to be rated superior (A) should be 20%. Approximately 75% of the projects completed by students in the Advanced Systems Analysis and Design course will receive the highest possible evaluation from respondents of the organization.

Outcome 2 Details

Description and Methodology

Outcome Description

Project documentation for ISM 4133 should demonstrate in-depth content knowledge of the principles, methodologies and practices of the Systems Analysis and Design field. The documentation should stand-alone (i.e., it should assume that the reader has no knowledge of either the organization or the application). The documentation should also demonstrate technical skills representing the practical application of systems analysis and design principals in the identification and analysis of system problems and proposed system solutions.

Implementing Strategy :

Projects from each section of ISM 4133 will be evaluated for the fall and spring semesters

Assessment Method :

Project documentation and oral presentations for the Systems Analysis and Design course will be assessed based on a rubric developed and utilized across all sections of the course and which will be shared with the students. The rubric will be used to assess students' performance in the three categories outlined above. (See Assessment method for Outcome 1 for the scoring of the rubric.)

Criterion for success

This project documentation and oral presentations account for 50% of the students' grade. The percentage of students to be rated at least competent (C) should be 90%. The percentage of students to be rated superior (A) should be 20%. Approximately 75% of the projects completed by students in the Advanced Systems Analysis and Design course will receive the highest possible evaluation from respondents of the organization.

Outcome 3 Details

Description and Methodology

Outcome Description

In ISM4133 Students will have the opportunity to examine and analyze "real world" problems within an organization. Students will then utilize the content knowledge obtained within the course to demonstrate analytical thinking in the practical application of the tools and processes used by systems developers to analyze, design, manage and construct information systems for the proposed solution.

Implementing Strategy :

Projects from each section of ISM 4133 will be evaluated for the fall and spring semesters

Assessment Method :

Project documentation and oral presentations for the Systems Analysis and Design course will be assessed based on a rubric developed and utilized across all sections of the course and which will be shared with the students. The rubric will be used to assess students' performance in the three categories outlined above. (See Assessment method for Outcome 1 for the scoring of the rubric.)

Criterion for success
This project documentation and oral presentations account for 50% of the students' grade. The percentage of students to be rated at least competent (C) should be 90%. The percentage of students to be rated superior (A) should be 20%. Approximately 75% of the projects completed by students in the Advanced Systems Analysis and Design course will receive the highest possible evaluation from respondents of the organization.

Outcome 4 Details

Description and Methodology

Outcome Description
ISM 4117 Data Mining & Predictive Analytics: Commencing with several singular technique projects and concluding with the comprehensive semester project, students will reinforce their oral skills by way of presentations as well as written and critical thinking skills by the use of executive memos requiring quantitative analysis and evaluation. Students in ISM4117 will demonstrate proficiency in applying data mining analytical techniques on an advanced real world business problem that examines a large amount of data to discover new information in addition to analyzing and evaluating technique effectiveness by presenting a self-designed semester project.ISM 4117 Data Mining & Predictive Analytics: Commencing with several singular technique projects and concluding with the comprehensive semester project, students will reinforce their oral skills by way of presentations as well as written and critical thinking skills by the use of executive memos requiring quantitative analysis and evaluation. Students in ISM4117 will demonstrate proficiency in applying data mining analytical techniques on an advanced real world business problem that examines a large amount of data to discover new information in addition to analyzing and evaluating technique effectiveness by presenting a self-designed semester project.
Implementing Strategy:
Due to faculty changes the implementing strategy was changed to the following:
All students in all sections of ISM 4117 will be assessed based on exams and term project.

Assessment Method :
Due to faculty changes assessment method was changed to the following:
Over the course of the semester 12 assessments questions will be administered within midterm and final exams. The questions which are representative samples of both declarative and technical skill questions and cover key topics aligned with the learning objectives of the course, are evaluated for this assessment. Additionally, the term project completed by the students in the course is used to assess students' ability to apply data mining knowledge on a real dataset. Three levels of ranking are assigned to the projects: superior, competent and not competent.

Criterion for success
The percent of correct responses in the declarative and technical skill questions should be 73% which is equal to a passing grade of "C".
The percentage of students to be rated competent, a grade of C or higher in the course, should be at least 75%.

Outcome 1 Details

Description and Methodology

Outcome Description

QMB3600: Students completing QMB3600, a business core course, will demonstrate proficiency in the use of quantitative methods and decision making tools and techniques for business applications. Students will demonstrate content knowledge and critical thinking skills using probabilistic and deterministic business models in administrative and operational problem solving and decision-making.

Implementing Strategy A cumulative multiple choice question final exam is administered during the Fall and Spring semesters to all sections of QMB3600.

The exam includes 16 specific questions that represent each topic in the course.

Instructors teaching the course have an opportunity to submit questions for the exam pool and to review the exam questions before it is administered each semester.

The exam measures student performance in probabilistic and deterministic models.

Assessment Method. A 32 question exam (the 16 specific assessment questions are embedded) is administered online via Canvas.

To reduce dishonesty during test taking, the exams employ best practices such as the use of proctoring software, limited exam time and one question presented at a time.

The data will be used to determine the reliability of the exam thereby providing an important benchmark for future modifications in our final exam.

The data should provide a clear understanding of the content knowledge strengths and weaknesses of our students which can be used to improve student learning outcomes.

Criterion for success

Students should demonstrate an overall average of 73% or greater for correct responses in each of the content knowledge areas which is equal to a passing grade of "C".

The percentage of students to be rated competent, a grade of C or higher in the course, should be at least 73%.

Outcome 2 Details

Description and Methodology

Outcome Description

MAN 3506: Students who successfully completing MAN 3506, a business core course, will demonstrate content knowledge and critical thinking skills in Operations Management, and its importance in increasing competitiveness, productivity, and quality in the production of goods and services.

Implementing Strategy

Traditionally MAN3506 Students' knowledge and critical thinking skills in operations management is measured via a targeted, comprehensive final exam. The exam serves as a comprehensive assessment of operations management knowledge and skills. The final exam is counted at least 30% of the course grade. For the Spring 2020 semester, a variety of grading policies were implemented because of the Covid-19 epidemic, which forced the University to convert Face-to-face classes to online classes in the middle of the semester. This change forced many sections to alter the evaluation criterions.

Assessment Method :

For the fall 2019 semester all sections used our previously established approach which is based on embedding 30 assessment problems into a minimum fifty-problem final exam. Various assessment criterions were adopted in the Spring 2020 semester, largely enacted by the Covid-19 pandemic. The assessment methods implemented in the Spring 2020 semester include using group project, case studies, different test banks for final assessment exam, quizzes, and other grading policies.

Criterion for success

Student should score an overall average 73% or higher in each of the content knowledge areas which is equal to a passing grade of "C". The passing rate for all MAN 3506 sections combined is above 80%.

Outcome 5 Details

Description and Methodology

Outcome Description

ISM 3011 Students will demonstrate proficiency in key software programs (spreadsheets) to their applications of business practices.

Implementing Strategy :

Students are required to take ISM 3011 (Management Information Systems) for the program. This course teaches students advanced skills in spreadsheet techniques (using Microsoft Excel), which will be assessed. It is taught in multiple sections by various instructors in different locations and formats. Beginning in the 2018-19 academic year, we implement assessment methodology based on Microsoft Office Specialist (MOS) exams.

Assessment Method :

Beginning in the 2018-19 academic year, we implement assessment methodology based on Microsoft Office Specialist (MOS) Excel 2016 exams. This new assessment method was approved by the Associate Dean to start piloting in the calendar year 2018-2019, during which students can opt in to take the MS Excel 2016 exam. Starting in the calendar year 2019-2020, all students in all sections of ISM 3011, with the exception of online BBA, eight-week accelerated, and summer course, are required to take MOS Excel exam, and the assessment will be comprehensive. The exam is fully covered by FAU: Students can take MOS exam at any certified testing centers, including those in FAU, and need only pay the sitting fees.
The implementation of this new assessment in Spring 2020 was unfortunately disrupted by COVID-19. Due to the closing of school as well as most testing centers starting in March, it was not possible to have students taking the MOS exam. Therefore, the only available assessment data is from Fall 2019.

Criterion for success

We are targeting 70% passing rate of Microsoft Office Specialist (MOS) exams.

MISTOM - Masters of Science (Information Technology and Management) Learning Goals (2019-2020)

Learning Goal 1: *Students will demonstrate the ability to analyze and articulate the information technology investment strategies that align business strategies and encompass elements of an organization's functional processes, work practices, and human resource capital.*

Course(s) Used for Assessing this Learning Goal:

- **(ISM 6026) Management of Information Systems and Technology:** A study and evaluation of information systems: types, development and use. Emphasis is on understanding information systems in the context of managerial use, problems, and opportunities.

Spring 2020	Target	Overall Student Success
Superior	45%	36%
Competent	55%	61%
Not Competent	0%	3%

- **(ISM 6368) Enterprise Information Technology Service Management:** Course focuses on the information technology manager's role in coordinating with and providing service to other business functions. Discussion on internationally recognized best practices in delivering true value at the lowest total cost of ownership.

Fall 2019	Target	Overall Student Success
Superior	45%	11%
Competent	55%	89%
Not Competent	0%	0%

Comments from the course instructor:

There was a decrease in Superior assessments for both the presentations and final grades.

Depending on the student's College affiliation (e.g. CoB or CoE) and their degree (MS IT&M or MAC), they may or may not take the Business Communications Program writing and presentation course. As a result, paper scores may vary. We will continue to work with the Business Communications Program Director to address, if possible, this knowledge gap.

The 2019 fall semester was fully online as requested by the ITOM department. Several online communication tools (i.e. Go to meeting, etc.) were used to facilitate the needed interactions. It is evident from the papers and presentation that some form of face-to-face (WebEx, etc.) is required to communicate the ITIL concepts.

The need for Business Communications Program writing and presentation skills for non-CoB students continues to be an issue.

Learning Goal 2: *Students will demonstrate an ability to understand sourcing issues involving global IT providers and teams to apply this knowledge for selecting and evaluating sourcing partners.*

Course(s) used for Assessing this Learning Goal:

- **(ISM 6509) Information Technology Sourcing Management:** Course is designed to assist students in developing the knowledge and skills needed to work with IT service providers and processes. IT focuses on the concepts and methods associated with designing, planning, and contracting for IT infrastructure and applications.

Spring 2020	Target	Overall Student Success
Superior	40%	87.5%
Competent	60%	12.5%
Not Competent	0%	0%

Comments from the course instructor:

Bring an update on the cases to reflect the current trends in global outsourcing industry
Meeting comments:
Address the influence of COVID19 on online learning.
Spring data will be spotty.
Industry difficulties are reflected on the data.
7 year program review needs our assessment data? Integrating data for the review.
2011 stops phd.

The following is the required feedback from each AACSB program "Closing-the-Loop" exercise.

1. Meeting date
2. Issues (past or present)
3. Findings/recommendations
    - New courses
    - Course sequencing/pre-requisites
    - Modified courses
    - Coordination among courses
    - New admission standards
    - Remedial work
    - Faculty development
    - New extracurricular activities
4. Action items with suggested due date

Appendix 2: Abbreviated Faculty CVs

Sunil Babbar

Professor, Department of Information Technology and Operations Management (ITOM) at the College of Business.

Research interests: Quality management, service operations, business ethics, and social networks

Professional preparation

Kent State University, Ohio, USA	Operations Management	Ph.D.	1988 ,
Kent State University, Ohio, USA	Business	M.B.A.	1983
Meerut University, U.P., India	Economics	M.A.	1979

Appointments

Since 2011	Professor, ITOM, Florida Atlantic University
2001-2011	Associate Professor, ITOM, Florida Atlantic University
1998-2001	Assistant Professor, ITOM, Florida Atlantic University
1997-1998	Visiting Assistant Professor, Department of Management, University of Missouri-Columbia
1990-1997	Assistant Professor, Department of Management, Kansas State University
1987-1990	Assistant Professor, Department of Management, Bryant College
1983-1987	Teaching Fellow, Kent State University
1980	Director and Operations Manager, Sainik Transporters, India

Publications (10 samples from recent years):

- Koufteros, X. A, Babbar, S., Behara, R.S., Baghersad, M. 2020. OM Research: Leading Authors and Institutions, *Decision Sciences* (ABS 3), *Forthcoming*.
- Babbar, S., Koufteros, X., Bendoly, E., Behara, R., Metters, R. and Boyer, K. 2020. Looking at Ourselves: Lessons about the Operations Management Field Learned From Our Top Journals, *Journal of Operations Management* (ABS 4*), 66, pp. 349-364.
- Babbar, S., Koufteros, X.A., Behara, R.S. and Wong, C.W.Y. 2019. SCM Research Leadership: The Ranked Agents and their Networks, *Supply Chain Management: An International Journal* (ABS 3), 24(6), pp. 821-854.
- Babbar, S., Behara, R.S., Koufteros, X.A. and Wong, C.W.Y. 2018. Charting Leadership in SCM Research from Asia and Europe, *International Journal of Production Economics* (ABS 3), 203, pp. 350-378.
- Babbar, S., Behara, R.S., Koufteros, X.A. and Huo, B. 2017. Emergence of Asia and Australasia in Operations Management Research and Leadership, *International Journal of Production Economics* (ABS 3), 184, pp. 80-94.
- Behara, R.S., Babbar, S. and Smart, P.A. 2014. Leadership in OM Research: A Social Network Analysis of European Researchers", *International Journal of Operations and Production Management* (ABS 4), 34(12), pp. 1537-1563.
- Babbar, S., Koufteros, X. and Jayaram, J. 2012. Expanding the Quality Paradigm for Contemporary Realignment: An Ethics Perspective, *International Journal of Services and Operations Management*, 12(3), pp. 309-331.
- Babbar, S. 2010. Teaching Ethics for Quality as an Innovation in a Core Operations Management Course, *Decision Sciences Journal of Innovative Education*, 8(2), pp. 361-366. [This paper is cited in the leading OM textbook by Krajewski et. al. and its content forms much of the section on "Ethics and Quality" of this textbook.]
- Koufteros, X., Babbar, S. and Kaighobadi M. 2009. A Paradigm for Examining Second-Order Factor Models Employing Structural Equation Modeling", *International Journal of Production Economics* (ABS 3), 120(2), pp. 633-652.

- Babbar, S. and Koufteros, X. 2008. The Human Element in Airline Service Quality: Contact Personnel and the customer, *International Journal of Operations & Production Management* (ABS 4), 28(9), pp. 804-830. [Published as the lead article.]

Journals Currently Serving on as an Editorial Board Member:

- *International Journal of Operations & Production Management* - (2017-present)
- *Decision Sciences Journal of Innovative Education* - (2010-present)
- *International Journal of Services and Operations Management* - (2004-present)
- *International Journal of Integrated Supply Management* - (2009-present)

Research grants and awards (recent years)

- 2020: Recipient of the Dean's $20,000 Summer Research Grant of the College of Business
- 2019: Recipient of the Dean's $10,000 Summer Research Grant of the College of Business
- 2017: Recipient of the Dean's $10,000 Summer Research Grant of the College of Business
- 2016: Recipient of the Dean's $10,000 Summer Research Grant of the College of Business
- 2015: Recipient of the Dean's $10,000 Summer Research Grant of the College of Business
- 2015: *Best Reviewer Award* of the *Decision Sciences Journal of Innovative Education*
- 2011: *Best Reviewer Award* of the *Decision Sciences Journal of Innovative Education*
- 2010: *Best Reviewer Award* of the *Decision Sciences Journal of Innovative Education*
- 2010: Recipient of the Dean's $10,000 Top-Tier Summer Research Grant of the College of Business

Teaching awards and recognitions received at FAU

- 2016: Recipient of the *Excellence and Innovation in Undergraduate Teaching Award* in the College of Business
- 2012: Recipient of the *Excellence and Innovation in Undergraduate Teaching Award* in the College of Business and also at the University level
- 2007: Recipient of the $10,000 *Stewart Distinguished Professorship Award* of the College of Business for teaching excellence
- 2006: Nominated (unsolicited) by students for the University's *Distinguished Teacher Award*
- 2006: Awarded a *Certificate of Recognition* by the Dean upon being selected as one of four finalists for the *Stewart Distinguished Professorship Award* of the College of Business for teaching excellence
- 2005: Awarded a *Certificate of Recognition* by the Dean upon being selected as one of four finalists for the *Stewart Distinguished Professorship Award* of the College of Business for teaching excellence
- 2004: Recognized in *Who's Who Among America's Teachers* upon nomination (unsolicited) by Deans List students at FAU
- 2003: Nominated (unsolicited) by students for the University's *Distinguished Teacher Award*
- 2001: Recipient of the University $5,000 *Teaching Incentive Program (TIP) Award* for teaching excellence
- 2001: Recipient of the *Excellence and Innovation in Undergraduate Teaching Award* in the College of Business

Milad Baghersad

Assistant Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Supply Chain Management, Supply Chain Disruptions, Disaster Resilience, Machine Learning, Financial Data

Professional preparation

Virginia Tech, Virginia, USA	Business Information Technology	Ph.D. 2018
University of Tehran, Tehran, Iran	Industrial Engineering	M.S. 2013
K. N. Toosi University of Technology, Tehran, Iran	Industrial Engineering	M.S. 2011

Appointments

2019-present	Assistant Professor, ITOM, Florida Atlantic University
2018-2019	Visiting Assistant Professor, Department of Operations & Supply Chain Management, Cleveland State University

Publications (10 samples):

- Baghersad, M., & Zobel, C. W. (2021). Assessing the extended impacts of supply chain disruptions on firms: An empirical study. *International Journal of Production Economics*, 231, 107862.
- Zobel, C. W., MacKenzie, C. A., Baghersad, M., & Li, Y. (2020). Establishing a frame of reference for measuring disaster resilience. *Decision Support Systems*, In Press.
- Koufteros, X.A., Babbar, S., Behara, R.S. and Baghersad, M. (2020), OM Research: Leading Authors and Institutions. *Decision Sciences*, In Press.
- Mena, C., Melnyk, S. A., Baghersad, M., & Zobel, C. W. (2020), Sourcing decisions under conditions of risk and resilience: a behavioral study, *Decision Sciences*, 51, 985-1014.
- Zobel, C. W., & Baghersad, M. (2020), Analytically Comparing Disaster Resilience across Multiple Dimensions: Leveraging 311 Data, *Socio-Economic Planning Sciences*, 69, 100679.
- Nasri, L., Baghersad, M., Gruss, R., Marucchi, N., Abrahams, A. S., & Ehsani, J. P. (2018). An investigation into online videos as a source of safety hazard reports, *Journal of Safety Research*, 69, 89–99.
- Baghersad, M., & Zobel, C. W. (2015). Economic impact of production bottlenecks caused by disasters impacting interdependent industry sectors. *International Journal of Production Economics*, 168, 71–80.
- Torabi, S. A., Baghersad, M., & Mansouri, S. A. (2015). Resilient supplier selection and order allocation under operational and disruption risks. *Transportation Research Part E*, 79, 22–48.
- Azadeh, A., Baghersad, M., Farahani, M. H., & Zarrin, M. (2015). Semi-online patient scheduling in pathology laboratories. *Artificial Intelligence in Medicine*, 64(3), 217–226.
- Azadeh, A., Hosseinabadi Farahani, M., Torabzadeh, S., & Baghersad, M. (2014). Scheduling prioritized patients in emergency department laboratories. *Computer Methods and Programs in Biomedicine*, 117(2), 61–70.

Courses taught

- Advanced Business Analytics (Graduate Level), FAU, 2019-2020
- Data Mining and Predictive Analytics, FAU, 2019-2020
- Introduction to Operations Management, Cleveland State University, Fall 2018 and Spring 2019
- Introduction to Business Analytics, Cleveland State University, Fall 2018
- Applied Business Statistics, Cleveland State University, Spring 2019
- Mathematical Models for Business (Graduate Level), Cleveland State University, Summer 2019
- Quantitative Methods II, Virginia Tech, Summer 2017

Synergistic activities

- Reviewers: International Journal of Production Economics, Computers & Industrial Engineering, Journal of Cleaner Production, IEEE Transactions on Engineering Management, Journal of Supply Chain and Operations Management, Socio-Economic Planning Sciences, Decision Sciences Journal of Innovative Education, Patterns, ISCRAM Conferences (2015 to 2020), DSI Conference (2017).
- Vice President of Iranian Society at Virginia Tech (ISVT), 2017-2018.

Ravi S. Behara

Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: operational risk analysis, healthcare operations, analytics, service operations

Professional preparation

Manchester Metropolitan University, UK.	PhD	Service Operations Management	1989
Indian Institute of Science, Bangalore, India.	BS	Electrical Engineering	1981
Bangalore University, Bangalore, India.	BS	Physical Sciences	1978

Appointments

2015	Professor, Florida Atlantic University, Boca Raton, FL
2011-2012	Research Staff (unpaid appt.), Cleveland Clinic Florida, Weston, FL
1998-2015	Assistant/Associate Professor, Florida Atlantic University, Boca Raton, FL
1996-1998	Associate Professor, George Mason University, Fairfax, VA
1992-1996	Assistant/Associate Professor, SFA State University, TX
1991-1992	Research Fellow, University of Southern California, Los Angeles, CA and Adjunct Faculty, National University, San Diego, CA
1989-1991	Lecturer, Univ. of Manchester Institute of Science &Tech., Manchester, UK
1986-1989	Research Assistant, Manchester Metropolitan Univ., Manchester, UK
1981-1986	Electrical Engineer, Tata Electric Cos., India and Saudi Arabia

Publications (10 samples from last 5 years):

- Koufteros, X., Babbar, S., Behara, R., and Baghersad, M. (2020), OM Research: Leading Authors and Institution, Decision Sciences, June 2020, https://doi.org/10.1111/deci.12452
- Babbar, S., Koufteros, X., Bendoly, E., Behara, R., Metters, R. and Boyer, K. (2020), Looking at Ourselves: Lessons about the Operations Management Field Learned from Our Top Journals, Journal of Operations Management, Vol. 66, Issue 3, April 2020, pp. 349-364
- C. Baechle, C.D. Huang, A. Agarwal, R. Behara and Jahyun Goo (2020), Latent Topic Ensemble Learning for Hospital Readmission Cost Optimization, European Journal of Operations Research, Vol. 281, Issue 3, March 2020, pp. 517-531
- Piyush, J., A. Agarwal, A., R. Behara and C. Baechle, (2019), HPCC based framework for COPD readmission risk analysis, Journal of Big Data, 6, 26, 2019 doi:10.1186/s40537-019-0189-0.
- Babbar, S., Koufteros, X., Behara, R.S. and Wong, C.W.Y. (2019), SCM research leadership: the ranked agents and their networks, Supply Chain Management, Vol. 24 No. 6, Oct 2019, pp. 821-854.
- Huang, C.D., J. Goo, R.S. Behara, A. Agarwal (2018), Clinical Decision Support System for Managing COPD-Related Readmission Risk, Information Systems Frontiers, published online 17 Oct 2018: https://link.springer.com/article/10.1007/s10796-018-9881-4
- Babbar, S., R.S. Behara, X. Koufteros, C.W.Y. Wong (2018), Charting Leadership in SCM Research from Asia and Europe, International Journal of Production Economics, 203 (Sept 2018), 350-378.

- Agarwal, A., C. Baechle, R.S. Behara, X. Zhu (2018), A Natural Language Processing Framework for Assessing Hospital Readmissions for Patients with COPD, IEEE Journal of Biomedical and Health Informatics, March 2018, 22 (2), 588-596.
- Babbar, S., R.S. Behara, X. Koufteros, B. Huo (2017), Emergence of Asia and Australasia in Operations Management Research and Leadership, International Journal of Production Economics, 184 (Feb 2017), 80-94.
- Agarwal, A., C. Baechle, R.S. Behara, V. Rao (2016), Multi-Method Approach to Wellness Predictive Modeling, Journal of Big Data, 3:15.

Synergistic activities

- Member: Interprofessional Advisory Group (IAG) for FAU's Ed and Ethel Moore Alzheimer's Disease Research project (2020)
- Steering Committee Member: Palm Beach County Healthcare Coalition (2017- 2020)
- Vice-President for the Production and Operations Management Society (POMS) College of Service Operations (2013-2014)
- Co-Chair Mini-Track on Healthcare Analytics at 20th Americas Conference on Information Systems (AMCIS 2014). Premier IT Conference.
- Member: Boca Raton Regional Hospital Care Coordination Council (2012-13)
- Co-Chair for the Service Operations Management track at the 24th Annual Production and Operations Management Conference (2013). Premier Operations Conference.
- Co-Chair Mini-Track on Health Information Technology at 18th Americas Conference on Information Systems (AMCIS 2012). Premier IT Conference.
- Advisor: Conducted study of Delray Beach Green House Gas Inventory (2010-2012).

External funding

- Health Resources and Services Administration (HRSA) Role: Analyst 2018-2022
  - Caring-based Academic Partnerships in Excellence (CAPE) RNs in Primary Care project [$2.8M]
  - Caring-based Academic Partnerships in Excellence: Veteran RNs in Primary Care (CAPE-V) [$1.5M]
- Health Resources and Services Administration (HRSA) Role: Analyst 2016-2019
  - Caring-based Academic Practice Partnerships (CAPP) to Enhance Nurse Practitioner [NP] Readiness and Willingness-to-Practice in Rural and Underserved Communities [$2M]
- National Science Foundation (NSF) Role: Co-PI 2016-2019
  - Industry University Cooperative Research Center (NSF/IUCRC) Phase II I/UCRC Florida Atlantic University Site of Center for Health Organization Transformation (CHOT) [$300K]
- Palm Health Foundation Role: PI 2015-2018
  - Developing a Learning Community for Elder-Care Services in Palm Beach County [$100K]
- National Science Foundation (NSF) Role: Co-PI 2014-2016
  - A Clinical Predictive Model Based Smart Decision Support System for Congestive Obstructive Pulmonary Disease (COPD) related Re-hospitalization [$200K]
- National Science Foundation (NSF) Role: Co-PI 2012-2016
  - Design of Medical Information Systems [$200K]

Pauline Chin

Senior Instructor
College of Business, Information Technology and Operations Management Dept., FAU

Research interests: Adoption and management of information technology in developing and developed regions inclusive of information technology governance. Technology in education and the impact of technology on the economies of developing regions.

Education

University of Florida	Business Administration (Decision and Information Sciences)	PhD	2001
Florida Atlantic University	Educational Technology	M.Ed.	2010
Pennsylvania State University	Business Administration (MIS)	MS	1990

Academic Appointments

2017—present Senior Instructor, Department of Information Technology and Operations Management, Florida Atlantic University, USA

2004—2017 Instructor, Department of Information Technology and Operations Management, Florida Atlantic University, USA

2001 – 2004 Assistant Professor, Department of Information Technology and Operations Management, Florida Atlantic University, USA

Publications (samples from last 5 years)

- Chin, P.: "The Potential Impact of Massive Open Online Courses On Technology Education and Globalization" - EDULEARN19 Proceedings, 11th International Conference on Education and New Learning Technologies, Palma, Spain. 1-3 July, 2019. ISBN: 978-84-09-12031-4 / ISSN: 2340-1117 doi: 10.21125/edulearn.2019, Publisher: IATED, Pages: 9959-9963, Publication year: 2019
- Chin, P.: "Computer Technology Engagement in Society and in College Majors" - INTED2016 Proceedings, 10th International Technology, Education and Development Conference Valencia, Spain. 7-9 March, 2016. ISBN: 978-84-608-5617-7 / ISSN: 2340-1079 doi: 10.21125/inted.2016 Publisher: IATED, Pages: 1939-1945, Publication year: 2016

Synergistic activities

- SESSION CHAIR: MASSIVE OPEN ONLINE COURSES (MOOC) – EDULEARN2019 - 11th annual International Conference on Education and New Learning Technologies, Palma de Mallorca (Spain), July 1-3, 2019. Session time: Monday, July 1st, 2019. Session type: ORAL
- Judge of Broward Undergraduate Research Grants Awards Spring 2015 – Reviewed and ranked 12 Research Project Proposals.
- ITOM liaison for the Broward Campus advisors and students to promote MIS majors and minors and to answer questions on the programs. 2011.
- Faculty Advisor – Student Club Professional Business Leaders of America 2009-2011.

Tamara Dinev

Department Chair and Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: information privacy, avoidance and prevention of negative Information Technologies, information security – organizational and individual issues and behavior models, information security and medical records

Professional preparation

Florida Atlantic University, Florida, USA	Theoretical Physics	Ph.D.	1997
Sofia University, Sofia, Bulgaria	Applied Physics	M.S.	1985

Appointments

2013	Professor, ITOM, Florida Atlantic University
since 2011	Department Chair, ITOM, Florida Atlantic University
2010-2011	Acting Department Chair, ITOM, Florida Atlantic University
2008-2013	Assoc. Professor, ITOM, Florida Atlantic University
2002-2008	Assistant Professor, ITOM, Florida Atlantic University
2000-2002	Visiting Assistant Professor, ITOM, Florida Atlantic University
1999-2000	IBM Senior Software Engineer
1997 – 2000	Senior Consultant, Digitron Consulting

Publications (10 samples from last 5 years):

- Keil, M., Culnan, M., Dinev, T. et al. 2019 Data Governance, Consumer Privacy, and Project Status Reporting: Remembering H. Jeff Smith. Information Systems Frontiers, vol 21, 1207–1212.
- Gerlach, J., Buxman, P., Dinev, T. 2019 'They're All the Same!' Stereotypical Thinking and Systematic Errors in Users' Privacy-Related Judgments about Online Services, Journal of the Association for Information Systems, 20(6) pp. 787-823
- Lowry, P.J., Dinev, T., and Willison, R. 2017 Why Security and Privacy Research Lies at the Centre of the Information Systems (IS) Artefact. European Journal of Information Systems, 26(6) pp.546–563
- Dinev, T., Albano, V., Xu, H., D'Atri, A., and Hart, P. 2016. Individual's Attitudes towards Electronic Health Records – A Privacy Calculus Perspective, in A. Gupta et al. (eds.), Advances in Healthcare Informatics And Analytics, Annals of Information Systems, 19, pp. 19-50
- Dinev, T., McConnell, A. R., Smith, H. J. 2015 Informing Privacy Research through Information Systems, Psychology, and Behavioral Economics: Thinking Outside the "Apco" Box, Information Systems Research, 26(4), pp. 639-655.
- Dinev, T. 2014. Why would we care about privacy? European Journal of Information Systems, 23(2), pp. 97-102
- Dinev, T., Xu, H., Smith, H. J., and Hart, P. 2013. Information Privacy and Correlates: An Empirical Attempt to Bridge and Distinguish Privacy-Related Concepts, European Journal of Information Systems, 22(3), pp. 295-316.

Synergistic activities

- Guest Associate Editor, *MIS Quarterly*
- Associate Editor, *European Journal of Information Systems*
- Track Chair, IS Security and Privacy, for the *International Conferences on Information Systems* (ICIS), Shanghai, China, December 2011
- Associate Editor, International Conference on Information Systems (ICIS) 2009, 2010
- Session Chair, Academy of Management Annual Meeting, 2006
- Program Committee Member for TRUST 2010, 4th International Conference on Trust and Trustworthy Computing, June 22-24, 2011, CyLab/CMU, Pittsburgh, PA, USA,
- Program Committee Member for TRUST 2011, 3d International Conference on Trust and Trustworthy Computing, 21-23 June 2010, Berlin, Germany
- Program Committee Member, 9th International Conference on Mobile Business (ICMB) and the Global Mobility Roundtable (GMR), Athens, Greece, 13-15 June 2010, Athens, Greece
- Program Committee Member, 8th Annual Workshop on HCI Research in MIS, December 14, 2009 (Pre-ICIS), Phoenix, Arizona.

External funding

- Individuals' Information Privacy Concerns and Attitudes towards Electronic Health Records (EHR), Dean's Summer Research Grant, 2009.
- Defense Information Systems Agency (DISA), Department of Defense: Organizational Issues in Secure Communication Networks, August 2005-July 2006, $70,000. (coPI)

Karen Chinander Dye

Senior Instructor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Decision making under risk and uncertainty; effects of behavioral factors on operations management; reverse logistics and global supply chain management; sustainability and environmental management; risk and disaster management

Professional Preparation

University of Pennsylvania, USA	Decision Sciences/ Operations Management	Ph.D.	1997
University of Pennsylvania, USA	Decision Sciences	M.A.	1991
Gustavus Adolphus College, Minnesota, USA	Economics	B.A.	1989

Appointments

2015 – present Senior Instructor, Florida Atlantic University, College of Business
2011 – 2015 Instructor, Florida Atlantic University, College of Business
2008 – 2011 Visiting Assistant Professor, Florida Atlantic University, College of Business
2003 – 2008 Assistant Professor, Florida Atlantic University, College of Business
1997 – 2003 Assistant Professor, University of Miami, School of Business Administration
1996 – 1997 Instructor, University of Miami, School of Business Administration

Publications

- Chinander Dye, K., Eggers, J.P. and Shapira, Z. (2014). "Tradeoffs in a Tempest: Stakeholder Influence on Hurricane Evacuation Decisions," Organization Science, 25, 1009 – 1025.
- Chinander, K.R. and Schweitzer, M.E. (2003). "The Input Bias: The Misuse of Input Information in Judgments of Outcomes," Organizational Behavior and Human Decision Processes, 91, 243 – 253.
- Chinander, K.R. (2001). "Aligning Accountability and Awareness for Environmental Performance in Operations," Production and Operations Management, 10, 276 – 291.
- Chinander, K.R. and Schweitzer, M.E. (2000). "Judgments of Quality: Using Input Quantity to Evaluate Outcome Quality," in D. Fedor and S. Ghosh (Eds.), Advances in the Management of Organizational Quality, Volume 5, 193 – 214, JAI Press/ Elsevier Inc.
- Chinander, K.R., Kleindorfer, P.R., and Kunreuther, H.C. (1998). "Compliance Strategies and Regulatory Effectiveness of Performance-Based Regulation of Chemical Accident Risks," Risk Analysis, 18, 135 – 143.
- McNulty, P.J., Schaller, L.C., and Chinander, K.R. (1998). "Communicating under Section 112(r) of the Clean Air Act Amendments," Risk Analysis, 18, 191 – 1997.
- Schaller, L.C., McNulty, P.J., and Chinander, K.R. (1998). "Impact of Hazardous Substances Regulations on Small Firms in Delaware and New Jersey," Risk Analysis, 18, 181 – 189.

Synergistic activities

- Associate Editor, *Journal or Operations Management*, 2012 – present
- Appointed Member, National Advisory Board, Gustavus Adolphus College, Economics and Management Department, 2012 – 2019
- Appointed member, OSCM Distinguished Scholar Selection Committee, Academy of Management Operations and Supply Chain Management Division, 2017 – 2018
- Interim Past Division Chair, Academy of Management Operations Management Division, 2015-16
- Chair, OM Scholar Selection Committee, Academy of Management Operations Management Division, 2015-2016; 2013-2014; 2011-2012 (member)
- Past Division Chair, Academy of Management Operations Management Division, 2013 – 2014
- Division Chair, Academy of Management Operations Management Division, 2012 – 2013
- Division Chair-Elect, Academy of Management Operations Management Division, 2011 - 2012
- Program Chair, Academy of Management Operations Management Division, 2010-2011
- Professional Development Workshop Chair, Academy of Management Operations Management Division, 2009-2010
- Secretary, Academy of Management Operations Management Division, 2002 – 2009
- Session Chair, Production and Operations Management Society Annual Meeting, Healthcare Operations Track, April 2006
- Program Committee, 2005 INFORMS Annual Meeting, Research Clinics Co-Chair
- Session Chair, Academy of Management Annual Meeting, Operations Management Division, 2004
- Invited Session Chair/ Organizer, INFORMS Annual Meeting, Reverse Supply Chains Cluster, 2003
- Program Committee, 2001 INFORMS Annual Meeting, Doctoral Colloquium Chair
- Session Chair, POMS Annual Conference, Environmental Issues Track, 2001
- Session Chair, Society of Judgment and Decision Making Annual Conference, 2000
- Program Committee, Behavioral Decision Research in Management Conference, 1998

Awards and External funding

- Quality Matters Certification for MAN 6501 Operations Management, 2020 – 2025
- Excellence and Innovation in Undergraduate Teaching Award, Florida Atlantic University, 2020
- FAU Office of Undergraduate Research and Inquiry, Distinction through Discovery Curriculum New Assignment for MAN 4597, "Understanding Small Business Supply Chain Management Practices and Challenges", 2016– 2018, $1000.
- Florida Atlantic University, College of Business Summer Research Award, 2014, 2015, 2016
- Academy of Management, OM Division Outstanding Service Award, 2014
- Excellence and Innovation in Undergraduate Teaching Award, Florida Atlantic University, 2014
- Journal of Operations Management, Best Reviewer Award, 2012
- Academy of Management, Operations Management Division Best Reviewer Award, 2008
- FAU MacArthur Campus College of Business Exceptional Faculty Award, 2008
- Excellence and Innovation in Undergraduate Teaching Award, Florida Atlantic University, 2006
- FAU MacArthur Campus College of Business Exceptional Faculty Award, 2006
- Florida Atlantic University, College of Business, Dean's Summer Research Grant, 2006, 2004
- Nominated for FAU MacArthur Campus College of Business Exceptional Faculty Award, 2005
- One of six finalists, Distinguished Teacher of the Year Award, College of Business, FAU, 2004
- Excellence in Teaching Award, University of Miami School of Business, 2001

Mohsen Emadikhiav

Assistant Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Transportation and Logistics; Procurement Auction; Operations Management, Combinatorial Optimization; Data Analytics.

Professional preparation

University of Connecticut (UConn), Connecticut, USA	Business Administration	Ph.D.	2020
Linkoping University (LiU), Linkoping, Sweden	Industrial Eng. & Mgmt.	M.Sc.	2015
Iran Univ. of Sci. and Tech. (IUST), Tehran, Iran	Industrial Engineering	B.Sc.	2013

Appointments

2020-present Assistant Professor, ITOM, Florida Atlantic University

Publications:

- Emadikhiav, Mohsen, Bergman, D., Day, R. (2020). Consistent routing and scheduling with simultaneous pickups and deliveries, *Production and Operations Management*, 29(8), 1937-1955.
- Mazdeh, M., Emadikhiav, M., Parsa, I. (2015). A heuristic to solve the dynamic lot sizing problem with supplier selection and quantity discounts, *Computers and Industrial Engineering*, 85, 33-43.
- Parsa, I., Emadikhiav, M., Mazdeh, M., Mehrani, S. (2013). A multi supplier lot sizing strategy using dynamic programming, *International Journal of Industrial Engineering Computations*, 4(1), 61-70.

Courses taught

- Operations Management, FAU, Fall 2020
- Business Information Systems, UConn, Spring 2020
- Operations Management, UConn, Spring 2018

Synergistic activities

- Website Chair: Conference on Principles and Practice of Constraint Programming (2019)
- Ad-Hoc Reviewer: Constraints; International Conference on the Integration of Constraint Programming, Artificial Intelligence, and Operations Research; The AAAI Conference on Artificial Intelligence.
- Session Chair: Production and Operations Management Society Conference (2019)
- Organizing Committee: UCONN School of Business PhD Program 30th Anniversary (2017)

Lawrence Feidelman

Instructor, Department of Information Technology and Operations Management (ITOM)

Research interests: Healthcare information systems, Healthcare technology and delivery systems, information system security, social media and web site analysis, distance learning techniques, effects of the Internet on our lives

Professional preparation

University of Pennsylvania, Pennsylvania	CIS	Ph.D. full credits	1965
University of Pennsylvania, Pennsylvania	CIS	M.S.	1963
New York University, New York	Mathematics	B.A.	1959

Appointments

2020 Instructor, ITOM, Florida Atlantic University

2018-2020 Visiting Instructor, ITOM, Florida Atlantic University

2004- 2018 Adjunct Professor, ITOM, Florida Atlantic University

2000 - 2004 Palm Beach County Mediator/Arbitrator

1995 - 2000 Vice President, Phillips Business Information, Inc

1971 - 1995, President, Management Information Corporation

Synergistic activities:

Member of the HIT committee of the South Florida Hospital and Healthcare Association (representing Florida Atlantic University)

Editor for Wiley, McGraw-Hill and Pearson

Member of ISACA and ACM

Stuart Diaz Galup

Associate Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Information Technology Service Management

Professional preparation

Nova Southeastern University, Fort Lauderdale, USA Management D.B.A. 1994
Nova Southeastern University, Fort Lauderdale, USA Telecommunications Management MS 1988

Appointments

2003	Associate Professor
1997 - 2003	Assistant Professor
1995 - 1997	Deputy Director, Palm Beach County Information Systems Service Department
1990 – 1995	Assistant Director, Broward Sheriff's Office Information Services Bureau
1982 – 1990	Programming Systems Supervisor, Miami-Dade Police Department

Publications (10 samples from last 5 years):

- Galup, S., Dattero, R., Quan, J. (2020). What do Agile, Lean, and ITIL mean to DevOps?. *Communications of the ACM, 63*(10), 48-53.
- Dattero, R., Galup, S. Kan, A. and Quan, J. (2017). IT Pays To Be Agile. *Journal of Computer Information Systems*, 57(3), 252-257.
- Galup, S. (2012). (Ed.), *Technology Applications and Advancements in Service Science, Management, and Engineering* (pp. xvii-xxv). Hershey, PA: Business Science Reference. ISBN13: 9781466615830, ISBN10: 1466615834
- Galup, S., Dattero, R., and Groll, J. (2011). DNA Model of IT Service Assets. International Journal of Service Science, Management, Engineering, and Technology, 2(2), 16-47.
- Quan, J., Dattero, R., Galup, S., and Dhariwal, K. (2011). The Determinants of Information Technology Wages. International Journal of Human Capital and IT professionals, 2(1), 48-65.
- Galup, S. and Dattero, R. (2010). A Five-Step method to tune your ITSM Processes. Information Systems Management Special Issue on Servitizing IT, 27(2), 156-167.
- Quan, J., Dattero, R. and Galup, S. (2010). *Impact of Age on Information Technology Salaries*. Editor: Mehdi Khosrow-Pour. Global, Social, and Organizational Implications of Emerging Information Resources Management: Concepts and Applications. Pennsylvania: Idea Group Publishing. ISBN13: 9781605669625, ISBN10: 1605669628, EISBN13: 9781605669632, pp. 403-420.

Synergistic activities

- Dissertation Committee - Surani Vincent "Maturity of IT Risk Management Practices and Reporting Structure: An IT Manager Perspective," School of Accounting, Florida Atlantic University; dissertation committee member, 2013-2014.
- Dissertation Committee - Robert Victor Benyon "An Investigation of Service Management Implementation in the Information Technology Sector" Department of Information Technology and Operations Management, Rhodes University – Grahamstown, South Africa; dissertation committee member, 2012.
- Program Evaluator: Computing Accreditation Commission of the Accreditation Board for Engineering and Technology to evaluate university degree programs in Information Systems. (2010 – present)

- Graduate Degree Program Reviewer: SUNY Empire State University, MS in Information Technology, Saratoga Springs, NY. (August 3, 2017).
- Editorial Review Board: Information Resource Management Journal (2008 – present)
- Editorial Review Board: International Journal of Service Science, Management, Engineering, and Technology (2009 – present)

Jahyun Goo

Associate professor with the Information Technology and Operations Management Department since August 2009.

Research interests: cybersecurity, healthcare IT, tourism IT and IT sourcing management

Professional preparation

SUNY at Buffalo, NY, USA	Management Information Systems	Ph.D.	2003
SUNY at Buffalo, NY, USA	Management Information Systems	MBA	1998

Appointments

since 2009	Assoc. Professor, ITOM, Florida Atlantic University
2003 - 2009	Asst. Professors, ITOM, Florida Atlantic University
2001 -2003	Asst. Professors, Dept. of Business Administration, SUNY at Fredonia

Publications (10 samples from last 5 years):

- C. Yoo, Jahyun Goo, and H. R. Rao, "Is Cybersecurity a Team Sport? A Multilevel Examination of Workgroup Information Security Effectiveness," *MIS Quarterly,* (44:2), 2020, pp. 907-931.
- Kichan Nam, Jeff Baker, Norita Ahmad, and Jahyun Goo, "Determinants of Writing Positive and Negative Electronic Word-of-Mouth: Empirical Evidence for Two Types of Expectation Confirmation," *Decision Support Systems,* (129), 2020, pp. 1-24.
- C. Baechle, C.D. Huang, A. Agarwal, R. Behara and Jahyun Goo, "Latent Topic Ensemble Learning for Hospital Readmission Cost Optimization," *European Journal of Operational Research,* (281:3), pp. 517-5312020.
- C.D. Huang, Jahyun Goo, Ravi S. Behara, and Ankur Agarwal, "Clinical Decision Support System for Managing COPD-Related Readmission Risk," *Information Systems Frontiers,* (22), 2020, pp. 735-747.
- Kichan Nam, Jeff Baker, Norita Ahmad, and Jahyun Goo, "Dissatisfaction, Disconfirmation, and Distrust: An Empirical Examination of Value Co-Destruction through Negative Electronic Word-of-Mouth (eWOM)," *Information Systems Frontiers,* (22), 2020, pp. 113-130.
- C.D. Huang, Jahyun Goo, Chulwoo Yoo, and K. Nam, "Smart Tourism Technologies in Travel Planning: The Role of Exploration and Exploitation," *Information & Management*, (54:6), 2017, pp. 757-770.
- Chulwoo Yoo, Jahyun Goo, C.D. Huang, K. Nam and M. Woo, "Improving travel decision support satisfaction with smart tourism technologies: A framework of tourist elaboration likelihood and self-efficacy," *Technological Forecasting & Social Change*, (123), 2017, pp. 330-341.
- Jahyun Goo, C.D. Huang, and C. Koo, "Learning for Healthy Outcome: Exploration and Exploitation with Electronic Medical Records," *Information & Management*, (52), 2015, pp. 550-562.

Synergistic activities

- Guest Associate Editor, *MIS Quarterly*
- Coordinating Editor, *Information Systems Frontiers*
- Associate Editor, Information Technology Management
- Associate Editor, Decision Support Systems
- Associate Editor, International Conference on Information Systems
- Co-President of AIS Korean Chapter, 2016-2018
- Co-Program Chair, Post ICIS KrAIS Workshop, 2014-2016
- Co-Chair, Pacific Conference on Information Systems, IT sourcing and cloud computing track
- Co-Chair, American Conference on Information Systems, IT outsourcing mini-track

- Co-Chair, American Conference on Information Systems, Healthcare Analytics mini-track
- Co-Chair, American Conference on Information Systems, IT and food mini-track

External funding

2016 – 2017 Co-PI for FLDOE Award # AWD-001097 ($100,000)
1999 – 2001 Research Associate for NSF #9907325 ($8,000)
2003 Research Fund from Canadian-American Studies Competition, the State University of New York at Buffalo, ($1000)
2003 – 2004 Mark Diamond Research Fund from the State University of New York at Buffalo ($1500)

C. Jim Han, Ph.D.

Professor, Department of Information Technology and Operations Management, College of Business, Florida Atlantic University

Research interests: Dr. Han studies logistics systems and decision supporting systems, with most of his recent research focused on global supply chain management. Several other research interests encompass management information systems, artificial intelligence, and discrete systems modeling. He teaches courses on operations management, probability and statistics, artificial intelligence, systems modeling, object-oriented design and programming, computer systems evaluation, and quantitative methods for business. Dr. Han has published over sixty research articles, appearing in some of the most prestigious journals in Systems Engineering related fields. These include the Annals of CIRP, Journal of Manufacturing Systems, International Journal of Production Research, Transactions of the NAMRI, Journal of Manufacturing Technology Management, among others.

Professional preparation

Penn State, State Park, Pa., USA	Industrial Engineering	Ph.D. 1988
Penn State, State Park, Pa., USA	Industrial Engineering	M.S. 1985
Dalian University of Technology, Dalian, China	Mechanical Engineering	B.S. 1982

Appointments

2009 –	Professor, Department of ITOM, Florida Atlantic University
2002 – 2009	Professor, Department of Computer Science and Engineering, Florida Atlantic University
2001 – 2002	Professor, Department of Mechanical Engineering, Florida Atlantic University
1993 – 2000	Associate Professor, Department of Mechanical Engineering, Florida Atlantic University
1988 – 1993	Assistant Professor, Department of Mechanical Engineering, Florida Atlantic University
1993 – 1998	Associate Director, Faculty of the Manufacturing Systems Engineering, FAU
1988	Project Coordinator, National Forge Company, Irvine, Pennsylvania

Publications (Samples from last 7 years)

Chao, Wang; Chun, Jin; Han, Chingping (Jim). (2016). Model and algorithm for multi-objective joint optimization of three-dimensional loading and CVRP*, Control and Decision (J)*, 31(5), 929-934

Chao, Wang; Chun, Jin; Han, Chingping (Jim). (2016). Multi-objective model and methods for capacitated vehicle routing problem facing different target preference*, Application Research of Computers (J)*, 33(8), 2270-2274

Lv, Miao; Chun, Jin; Higuchi, Yoshiyuki; Han, Chingping (Jim). (2014). Context-based Catering Recommendation Method Using Bayesian Network and Ontology*, ICIC Express Letters*, 8(2), 341-347

Mazouz, Abdelkader; Han, Chingping (Jim); Blandon, Jatni. (2014). Design Patterns and Object-Oriented Models of a Civil Biometric Service System*, China-USA Business Review*, 13(2), 1537-1514

Wang, Chao; Chun, Jin; Han, Chingping (Jim). (2014). A Multistage Algorithm for Multi-objective Joint Optimization of Loading Problem and Capacity Vehicle Routing Problem*, ICIC Express Letters, Part B, Applications: An International Journal of Research and Surveys*, 5(5), 1453-1459

Cardona, Aura-Maria; Roth, Zvi; Han, Chingping (Jim). (2014). Group Technology (GT) Applied to Biotechnology Automation*, 2014 Florida Conference on Recent Advances in Robotics, Miami, FL*

Cardona, Aura-Maria; Roth, Zvi; Han, Chingping (Jim). (2014). Modular Implementation of Laboratory Unit Operations (LUOs) for Automation of Biotechnology Protocols*, 2014 Florida Conference on Recent Advances in Robotics, Miami, FL*

Lv, Miao; Chun, Jin; Higuchi, Yoshiyuki; Han, Chingping (Jim). (2013). Ontology-based User Preferences Bayesian Model for Personalized Recommendation*, Journal of Computational Information Systems*, 9(16), 6579-6586

Wang, Chao; Chun, Jin; Han, Chingping (Jim). (2013). A Multistage Algorithm for Multi-objective Joint Optimization of Loading Problem and Capacity Vehicle Routing Problem*, 2013 Sixth International Conference on Advanced Computational Intelligence (ICACI), Hangzhou, China*, 251-255

Deng, Xiaoyi; Jin, Chun; Higuchi, Yoshiyuki; Han, Chingping (Jim). (2013). A Novel Collaborative Filtering Recommendation Method Combining Context Clustering and Social Network Analysis for Personalized Recommendation in Mobile E-Commerce*, INFORMATION, an International Interdisciplinary Journal*, 16(7(A)), 4555-4576

External Funding

Dr. Han has generated more than one million dollars in sponsored research at FAU. He has successfully led projects sponsored by the National Science Foundation, Ford Motor Company, IBM, Motorola, General Motor, Florida Power and Light Company, Dole Fresh Fruit Company, National Forge Company, among others. Dr. Han was a Co-Founder of the National Science Foundation University/Industry Consortium Research Center for Material Handling at FAU in 1990.

Chiang-Sheng Derrick Huang

Associate Professor
Department of Information Technology and Operations Management
Florida Atlantic University

Education

Harvard University	Computer Science	PhD	1994
Harvard University	Applied Physics	MS	1989

Academic Appointments

2009—present Associate Professor, Department of Information Technology and Operations Management, Florida Atlantic University, USA

2003—2009 Assistant Professor, Department of Information Technology and Operations Management, Florida Atlantic University, USA

Journal Publications (samples from last 10 years)

- C.W. Yoo, J. Goo, and **C.D. Huang** (2020) "Task Support of Electronic Patient Care Report (ePCR) Systems in Emergency Medical Services: An Elaboration Likelihood Model Lens," *Information and Management*, 57 (6), available online.
- C. Baechle, C.D. Huang, A. Agarwal, R.S. Behara, and J. Goo (2019) "Latent Topic Ensemble Learning for Hospital Readmission Cost Optimization." European Journal of Operations Research, 281 (3), 517-531.
- C.D. Huang, J. Goo, R.S. Behara, and A. Agarwal (2018) "Clinical Decision Support System for Managing COPD-Related Readmission Risk." Information Systems Frontiers, 1–13.
- C.D. Huang, J. Goo, K. Nam, and C.W. Yoo (2017) "Smart Tourism Technologies in Travel Planning: The Role of Exploration and Exploitation," Information and Management, 54 (6), 757-770.
- C.W. Yoo, J. Goo, C.D. Huang, K. Nam, and M. Woo (2017) "Improving Travel Decision Support Satisfaction with Smart Tourism Technologies: A Framework of Tourist Elaboration Likelihood and Self-Efficacy," Technological Forecasting and Social Change, 123, 330-341.
- J. Goo, C.D. Huang, and C. Koo (2015) "Learning for Healthy Outcome: Exploration and Exploitation with Electronic Medical Records," Information and Management, 52 (5), 550-562.
- C.D. Huang, R.S. Behara, and J. Goo (2014) "Optimal Information Security Investment in a Healthcare Information Exchange: An Economic Analysis," Decision Support Systems, 61, 1-11.
- C.D. Huang and R.S. Behara (2013) "Economics of Information Security Investment in the Case of Simultaneous Attacks," International Journal of Production Economics, 141 (1), 255-268.
- R.S. Behara, C.D. Huang, and Q. Hu (2010) "A System Dynamics Model of Information Security Investments," Journal of Information Systems Security, 6 (2), 30-44.

Synergistic Activities

- Senior Editor, Decision Support Systems, 2014-present

- Program Committee member, 2020 Data Science, Analytics, and Artificial Intelligence Conference, Florida Atlantic University, November 14, 2020.
- Scientific Advisory Board, The Instituto Superior para el Desarrollo de Internet (Higher Institute for Internet Development), Madrid, Spain, 2011-present
- Coordinating Editor, Information Systems Frontier, 2016-present
- Mini-Track Co-Chair, Information Systems, Food Industry, and Consumer Behavior, Americas Conference on Information Systems (2016-2020)
- Track Co-Chair, Cyber Security, Annual Meeting of the Decision Sciences Institute (2015, 2018, 2019)
- Mini-Track Co-Chair, Healthcare Analytics, Americas Conference on Information Systems (2014-2017)
- Program Committee, 10th Annual Security Conference, Las Vegas, NV, May 4-6, 2011
- Program Committee, International Workshop on Risk and Trust in Extended Enterprises (RTEE'2010), San Jose, CA, November 1-4, 2010

External Funding

- Florida Department of Education Research Grant (FLDOE Award # AWD-001097), $100,000, September 2016 – December 2017

Inkyoung Hur

Assistant Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: healthcare informatics, information security, data analytics, data visualization, and information system development

Professional preparation

Florida International University, Florida, USA	Business Administration	Ph.D.	2016
Purdue University, Indiana, USA	Industrial Engineering	M.S.	2010

Appointments

2020.8 - Assistant Professor, ITOM, Florida Atlantic University
2020-2020.5 Lecturer, Business Technology, University of Miami
2016 – 2019 Assistant Professor, Information Systems and Cybersecurity, Nova Southeastern University
2001 – 2006 Assistant Specialist, Samsung SDS

Publications (10 samples from last 5 years):

- Lau, N., Wang, L., Hur, I., and Clarke, M. The Influence of Cognitive Factors and Personality Traits on Mobile Device User's Information Security Behavior. *Issues in Information Systems*, 21. *forthcoming*
- Giwah, A., Wang, L., Levy, Y., and Hur, I. (2019). Empirical Assessment of Mobile Device Users' Information Security Behavior Towards Data Breach: Leveraging Protection Motivation Theory. *Journal of Intellectual Capital*, 21(2), 215-233. DOI:10.1108/JIC-03-2019-0063
- Hur, I., Cousins, K., and Stahl, B.C. (2019). A Critical Perspective of Engagement in Online Health Communities. *European Journal of Information Systems*, 28(5), 523-548.
- Alharthi, S., Levy, Y., Wang, L., and Hur, I. (2019). Employees' Mobile Cyberslacking and Their Commitment to the Organization. *Journal of Computer Information Systems*, 1-13. DOI: 10.1080/08874417.2019.1571455
- Kang, K., Altinkemer, K., and Hur, I. (2019). Mobile Coupons Delivery Problem: Postponable Online Multi-constraint Knapsack. *Decision Support Systems*, 116, 13-25.
- Samak, A. C., Hur, I., Kim, S. H., and Yi, J. S. (2016). An Experimental Study of Decision Process with Interactive Technology. *Journal of Economic Behavior & Organization*, 130, 20-32.

Synergistic activities

- Member for Korean Association of Information Systems (KrAIS), 2009-present
- Member for Korean American University Professors Association (KAUPA), 2009-present
- Reviewers for International Journal of Electronic Commerce, Database, Electronic Markets

Mircea Marandici

Instructor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Mobile and Web technologies, Artificial Intelligence – societal, organizational and individual issues, labor impacts and behavior models

Professional preparation

Syracuse University, NY, USA	Electrical Engineering	M.S.	1987
Polytechnic University, Brooklyn NY, USA	Electrical Engineering	B.S.	1985

Appointments

2020	Instructor, ITOM, Florida Atlantic University
2016-2020	Adjunct, ITOM, Florida Atlantic University
2006-2013	Sr. Engineer, Program Manager, IBM Corporation, Boca Raton FL
1999-2006	Sr. Engineer, Development Manager, IBM Corporation, Boca Raton FL
Previously	Software and automation engineering, IBM East Fishkill NY and Boca Raton FL

Publications (10 samples from last 5 years):

- N/A

Synergistic activities

- Guest Associate Editor, *MIS Quarterly*
- Program Committee Member for the 3rd FAU Data Science and Analytics Conference 2020
- ITOM Host, speed networking for the 2nd FAU Data Science and Analytics Conference 2019

External funding

- N/A

David Menachof

Associate Professor, Information Technology and Operations Management, College of Business

Current research interests include: global supply chain issues, supply chain security, risk and visibility, sustainable supply chain and logistics, financial techniques applicable to supply chain, logistics and operations management, liner shipping and containerization.

Professional preparation

University of Tennessee, Knoxville, USA	Business Administration	Ph.D.	1993
University of Plymouth, United Kingdom	International Shipping	MSc	1993
University of Tennessee, Knoxville, USA	Transportation and Logistics	MBA	1984
University of Cincinnati, Ohio, USA	Economics	BA	1982

Appointments

since 2017	Associate Professor, ITOM, Florida Atlantic University
2009-2017	Professor of Port Logistics, Peter Thompson Chair, University of Hull, UK
1999-2009	Senior Lecturer in Logistics and Distribution. City University London – Cass Business School , UK
1996-1999	Senior Lecturer in Maritime Business and Logistics, University of Plymouth,UK
1991-1996	Assistant Professor of Logistics and Marketing, University of Charleston, SC, USA
1985-1988	Operations Analyst and Pursers' Office, American Hawaii Cruises, Honolulu, USA
1984 – 1984	Traffic Analyst, Delta Steamship Lines, Teaneck, NJ, USA

Publications (10 samples from last 5 years):

- Vu, T. P., Grant, D.B., and Menachof, D,(2020) "Exploring Logistics Service Quality in Hai Phong, Vietnam," *The Asian Journal of Shipping and Logistics*, Vol 36, No 2, pp 54-64.. https://doi.org/10.1016/j.ajsl.2019.12.001
- Colicchia, C., Creazza, A and Menachof, D.,(2019) "Managing Cyber and Information Risks in Supply Chains: Insights From an Exploratory Analysis," *Supply Chain Management An International Journal*, as part of a Chartered Institute of Logistics and Transport Seed Corn Grant https://doi.org/10.1108/SCM-09-2017-0289
- Kwesi-Buor, J., Menachof, D., and Talas, R. (2019), "Scenario Analysis and Disaster Preparedness for Port and Maritime Logistics Risks" *Accident Analysis and Prevention*, Vol.123, Pages 433-447 http://dx.doi.org/10.1016/j.aap.2016.07.013
- Irawan, C, Akbari, N, Jones, D & Menachof, D (2018), 'A combined supply chain optimisation model for the installation phase of offshore wind *projects' International Journal of Production Research*, Vol 56, No. 3, pp 1189-1207 https://doi.org/10.1080/00207543.2017.1403661
- Kim, S., Colicchia, C., and Menachof, D., (2018) "Ethical sourcing: An analysis of the literature and implications for future research" *Journal of Business Ethics*, , Issue 152, pp 1033-1052. doi:10.1007/s10551-016-3266-8
- Menachof, D.,Grant, D.B. and Lalwani, C (2018) "Doing the right thing – ethical issues in logistics and supply chain", *International Journal of Logistics Research and Applications*, 21:2, 113-114, DOI: 10.1080/13675567.2018.1433766

- Akbari, N, Irawan, C, Jones, D & Menachof, D, (2017) "The role of ports in the offshore wind industry" in "Port Management: Cases in Port Geography, Operations and Policy," edited by Stephen Pettit and Anthony Beresford. Kogan Page, EAN: 9780749474324
- Akbari, N, Irawan, C, Jones, D & Menachof, D (2017), 'A multi-criteria port suitability assessment for developments in the offshore wind industry' *Renewable Energy*, Vol 102, Part A, pp. 118-133. DOI: 10.1016/j.renene.2016.10.035
- Talas, R, Menachof, D and Harris, K (2017), "Supply Chain Risk and Vulnerability in Maritime Ports and Terminals" in Encyclopedia of Marine and Offshore Engineering, John Wiley and Sons
- Menachof, D., Grant, D.B., and Talas, R., (2016) "Does The Concept Of 'Nearporting' Provide a Pathway To Better Logistics Sustainability?" *Journal of Supply Chain Management Research & Practice*, Vol 10, No 1. pp.1-11

Synergistic activities

- Fulbright Scholarship, Odessa State University, Ukraine, 1994-1995
- Conference Chairman**, 21st Annual Logistics Research Network Conference**, Kingston upon Hull, England, September 2016. Major International Conference with 90 presentations and 186 authors from over 30 countries.
- Guest Editor, *International Journal of Logistics Research and Applications*, ISSN 1367-5567, Published by Taylor and Francis, 2018, Vol. 21, No. 2.
- Editorial Review Board, *Journal of Business Logistics*, ISSN:2158-1592, Published by Wiley
- Editorial Review Board, *International Journal of Logistics Research and Applications*, ISSN 1367-5567, Published by Taylor and Francis
- Editorial Review Board, *International Journal of Logistics Management*, ISSN 0957-4093 Published by Emerald Group Publishing Ltd. through 2017
- Conference Co-Chairman, **2004 International Logistics Congress**, Izmir, Turkey. Major International Conference with over 65 presentations and 200 delegates.
- United States Coast Guard Reserve, Petty Officer 3rd Class, Yeoman/Quartermaster, 1987-1994.

External funding

- LIUC-Università Cattaneo, Milan, Italy, Secured by Blockchain: Developing Cyber-Risk Free Supply Chains - €20,000 - Principal Investigator: Dallari Fabrizio – Awarded July 2019
- INNOVATE UK, Enhancing the End-to-End Journey Programme - £ 2,946,356 total of which £524,713 to University of Hull - Awarded Feb 2016 - Collaborative and AdaPtive Integrated Transport Across Land and Sea (CAPITALS) - Co-Investigator
- INNOVATE UK, Enhancing the End-to-End Journey Programme - £2,000,000 total of which £721,916.95 to University of Hull - Awarded Feb 2016 - LHOFT - Liverpool - Humber Optimisation of Freight Transport – Co-Investigator
- LEANWIND (Logistic Efficiencies And Naval architecture for Wind Installations with Novel Developments) SCP2-GA-2013-614020 is a 4-year project that started in December 2013. It is led by a 31-partner consortium and has been awarded €10 million by the European Commission's 7th Framework Programme. Co-Principal Investigator for Hull University.
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £6,500 – November 2014 - Enhancing Cyber Resilience in Supply Chains (with A. Creazza and C. Coliccia)
- Technology Strategy Board - £49,325 – March 2014 - Solutions for Integrated Seamless Transport Across Land and Sea (SISTALS) – Principal Investigator for Hull University

Magno Queiroz

Assistant Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: IT-business alignment, IT-enabled agility, IT capabilities, IT resource sharing in multi-business firms

Professional preparation

University of Wollongong, Australia	MIS	PhD.	2014
Federal University of Campina Grande, Brazil	Computer Science	MS.	2010
Federal University of Campina Grande, Brazil	Computer Science	BSC.	2008

Appointments

since 2020	Assistant Professor, ITOM, Florida Atlantic University
2016-2020	Assistant Professor, School of Business, Utah State University
2015-2016	Lecturer, Systems, Management & Leadership, University of Technology Sydney
2014-2015	Research Fellow, Faculty of Business, University of Wollongong

Publications (10 samples from last 5 years):

- Queiroz, M; Tallon, P; Coltman, T; Sharma, R; Reynolds, P. (2020) "Aligning the IT Portfolio with Business Strategy: Evidence for Complementarity of Corporate and Business Unit Alignment". *Journal of Strategic Information Systems*, Vol. 29, No. 3, pp. 1-15.
- Queiroz, M; Tallon, P; Coltman, T; Sharma, R (2020). "Digital Infrastructure, Business Unit Competitiveness, and Firm Performance Growth: The Moderating Effects of Business Unit IT Autonomy". *Hawaii International Conference on System Sciences (HICSS)*, Maui. **(Received Best Paper Award)**
- Tallon, P; Queiroz, M; Coltman, T; Sharma, R. (2019) "Information Technology and the Search for Organizational Agility: A Systematic Review with Future Research Possibilities". *Journal of Strategic Information Systems,* Vol. 28, No. 2, pp. 218-237.
- Queiroz, M; Tallon, P; Sharma, R; Coltman, T. (2018) "The Role of IT Application Orchestration Capability in Improving Agility and Performance". *Journal of Strategic Information Systems*, Vol. 27, No. 1, pp. 4-21.
- Queiroz, M; Tallon, P; Coltman, T; Sharma, R (2018). "Corporate Knows Best (Maybe): The Impact of Global versus Local IT Capabilities on Business Unit Agility". *Hawaii International Conference on System Sciences (HICSS)*, Waikoloa.
- Queiroz, M; Coltman, T; Tallon, P; Sharma, R; Reynolds, P. (2018). "The Complementarity of Corporate IT Alignment and Business Unit IT Alignment: An Analysis of Their Joint Effects on Business Unit Performance". *Hawaii International Conference on System Sciences (HICSS)*, Waikoloa.
- Queiroz, M. (2017) "Mixed Results in Strategic IT Alignment Research: A Synthesis and Empirical Study". *European Journal of Information Systems*, Vol. 26, No. 1, pp. 21-36.

- Tallon, P; Queiroz, M; Coltman, T; Sharma, R. (2016) “Business Process and Information Technology Alignment: Conceptualization, Empirical Illustration, and Directions for Future Research”. *Journal of the Association for Information Systems*, Vol. 17, No. 9, pp. 563-589.
- Reynolds, P; Coltman, T; Queiroz, M; Tallon, P. (2016). “Design Your Platform for Business Unit Agility and Performance”. *MIT Sloan School of Management, CISR Research Briefing*, Vol. 16, No.2.
- Coltman, T; Tallon, P; Sharma, R; Queiroz, M. (2015). “Strategic IT Alignment: Twenty-five Years On”. *Journal of Information Technology*, Vol. 30, No. 2, pp. 91-100.

Synergistic activities

- Guest Editor, *European Journal of Information Systems*
- Guest Editor, *Journal of Information Technology*
- Associate Editor, *International Conferences on Information Systems* (2017, 2018, 2020)
- Mini-track Chair, Americas Conference on Information Systems (2020)
- Reviewer for MISQ, ISR, EJIS, JSIS, JIT, and JBR.

Mary Schindlbeck

Senior Instructor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: quantitative literacy, instructional design, and cognitive load theory.

Professional preparation

Florida Atlantic University, Florida, USA	Educational Leadership	Ph.D.	2009
Florida Atlantic University, Florida, USA	Computer & Information Systems	M.A.S.	1987
Florida Atlantic University, Florida, USA	Computer & Information Systems	B.A.S.	1983

Appointments

2013	Senior Instructor, ITOM, Florida Atlantic University
1998 – 2013	Instructor, ITOM, Florida Atlantic University
1996 – 1998	Visiting Instructor, ITOM, Florida Atlantic University
1988 – 1996	Adjunct Instructor, ITOM, Florida Atlantic University

Publications:

- Bryan, V., Danaher-Schindlbeck, M., and Duay, D., Relationship Among Key Variables and Students' Perceptions Toward Learning Online in Postsecondary Environments. SITE 2005 Society for Information Technology & Teacher Education Conference, Phoenix, Arizona. March 2005.

Presentations:

- Schindlbeck, M. and Sweet, J. (2019). *Improving Student Engagement in Distance Learning Courses,* Teaching with Technology Showcase, March 23, 2019.
- Schindlbeck, M. and Sweet, J. (2016). *Teachnology: Teaching Technology Across the Curriculum,* Teaching with Technology Showcase, April 9, 2016.
- Schindlbeck, M. et al. (2012). *Lecture Capture and Video Streaming (LCVS) Technology at the College of Business (*panel presentation). FAU Faculty Seminar, November 9, 2012.
- Schindlbeck, M. (2012). *Technology in Political Campaigns.* FAU Living Learning Community Interest Session, October 3, 2012.
- Schindlbeck, M. (2011). *Does IT Matter?.* FAU Living Learning Community Interest Session, November 8, 2011.
- Root, A. and Schindlbeck, M. (2011). *Lecture Capture.* FAU Center for Teaching and Learning, Teaching with Technology Showcase, October 1, 2011.
- Chin, P. and Schindlbeck, M. (2010). *Comparing Learning Outcomes in Face-to-Face and Online Classes.* The Scholarship of Teaching Faculty Enhancement Program. November 18, 2010.

Bharti Sharma

Instructor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Business Analytics, Web Analytics, Descriptive Analytics, Data mining, Machine learning, Predictive Analytics.

Professional preparation

Florida Atlantic University, Florida, USA	Electrical Engineering	Ph.D.	2014
University of Pune, India	Electrical Engineering	B.S.	1996

Appointments

2017	Full time Instructor, ITOM, Florida Atlantic University
2016-2017	Adjunct Professor, ITOM, Florida Atlantic University
2015-2016	Adjunct Professor, Nova Southeastern University
2015-2016	Adjunct Professor, Broward College
2015-2016	Post-doc Associate, University of Miami
2005-2011	Business Analyst, Florida Power & Light
1999-2005	Programmer, Florida Power & Light
1996-1998	Adjunct Professor, Delhi College of Engineering, India

Publications:

- Neelakanta, P.S. and B. Sharma, “Conceiving THz Endometrial Ablation: Feasibility, Requirements and Technical Challenges,” IEEE Transactions on Terahertz Science and Technology, vol. 3, no. 4, pp. 402- 408, July 2013.

- Neelakanta, P.S. and B. Sharma, “Conceiving THz Endometrial Ablation: Feasibility, Requirements and Technical Challenges,” IEEE Journal of Biomedical and Health Informatics, vol. 17, no. 4, pp. 813-819, July 2013.

- Neelakanta, P.S. and B. Sharma, “de Novo Radio Frequency Ablation Therapy: Application of Unexplored Electromagnetic Spectral Resources of mm-Wave/THz Band in Clinical Ablation Procedures- A Review,” British Journal of Medicine & Medical Research, vol. 3, no. 4, pp.1701-1730, June 2013.

- Sharma, B. “Descriptive Analytics on the Endangered Species International Trade”, Journal of Applied Business and Economics (JABE), vol. 22, no. 3, June 2020. https://doi.org/10.33423/jabe.v22i3.286.

- Sharma, B., K. Gant and A. Prasad, “Sensorimotor cortical activation in chronic motor-complete cervical spinal cord injury during EEG-Brain computer interface controlled functional electrical stimulation,” Journal of Neuroscience, Clinical Neurophysiology (Under review)

- **Refereed Conferences**

    - Sharma, B., “Endangered Species International Trade Analysis using Power BI Analytics Tool”, 49th Annual Meeting of the Decision Sciences Institute, Chicago, IL, Nov 18-19, 2018, pp. 631-639.
    - Sharma, B., K. Gant and A. Prasad, “Sensorimotor Cortical Activation during EEG-BCI controlled Functional Electrical Stimulation in Spinal Cord Injured Subjects,” IEEE EMBC 2016 Conference Proceedings, Late-breaking research posters, Aug. 2016.
    - Sharma, B., P. S. Neelakanta, V. Aalo, D. F. DeGroff, “Indoor RF-Channel Characterization of Nanothrough Femto-cell Ambient at Millimeter-wave/THz Frequencies in LTE Contexts,” Proceedings of the 3rd IEEE International Conference on Recent Trends in Information Technology, July 2013, pp. 625-630. (Awarded Best Paper).

Jonathan Sweet

Instructor and Program Director, Department of Information Technology and Operations Management (ITOM) at College of Business.

Research interests: Student course success, technology and adult learners, and operational efficiency

Professional preparation

Florida Atlantic University, Florida, USA	Educational Leadership	Ph.D.	2018
Florida Atlantic University, Florida, USA	Educational Leadership	M.Ed.	2016
Florida Atlantic University, Florida, USA	Operations Management	M.B.A	2013
Florida Atlantic University, Florida, USA	Management	B.B.A	2011

Appointments

2016	Instructor, ITOM, Florida Atlantic University
since 2016	Program Director, ITOM, Florida Atlantic University
2015-2016	Visiting Instructor, ITOM, Florida Atlantic University
2014-2015	Adjunct Instructor, ITOM, Florida Atlantic University
2014	Adjunct Instructor, College of Business & Management, Lynn University

Presentations (Samples from last 5 years):

- Sweet, J. et al. (2019). *Is your culture increasing your risk?* Securities Industry and Financial Markets Association's Internal Audit (SIFMA IA) Conference. Oct 30th, 2019.
- Sweet, J. & Schindlbeck, M. (2019). *Improving Student Course Engagement in Distance Learning Courses*. FAU Teaching with Technology Showcase. March 23rd, 2019.
- Sweet, J. (2018). *Predicting undergraduate student course success in a lecture capture quantitative methods course*. FAU Graduate Research Day. March 20th, 2018.
- Sweet, J. (2017). *Predicting undergraduate student course success in a lecture capture quantitative methods course*. International Society for Exploring Teaching and Learning Conference. October 13th, 2017.
- Sweet, J. (2017). *Factors that predict undergraduate student course success in a lecture capture quantitative methods course*. FAU Graduate Research Day. March 24th, 2017.
- Sweet, J. (2016). *Factors that predict undergraduate student course success in a lecture capture quantitative methods course*. Online Learning Consortium Accelerate Conference. November 17th, 2016.
- Schindlbeck, M., & Sweet, J. (2016). *Teachnology: Teaching technology across the curriculum*. FAU Teaching with Technology Showcase. April 9th, 2016.

Service

- Faculty Advisor, FAU MISA Student Organization, IT & OM Department, (Fall 2016 to Present)

Professional Licenses/Certifications

- Microsoft Office Specialist Certification: Excel 2016 Core (77-727)
- Florida Real Estate Sales Associate Professional Business License (License Number SL3304991)

Chul Woo Yoo

Associate Professor, Department of Information Technology and Operations Management (ITOM) at College of Business.

Information Security, Information Privacy, Business Analytics in Social Media, Electronic Word of Mouth Phenomena, Consumer Behaviors in Electronic Commerce, Information Systems in Agricultural Business

Professional preparation

University at Buffalo, New York, USA	MIS	Ph.D.	2014
Seoul National University, South Korea	Economics	M.S.	2009
Seoul National University, South Korea	Applied Biology	B.S.	2006

Appointments

2020-present Associate Professor, ITOM, Florida Atlantic University
2014-2020 Assistant Professor, ITOM, Florida Atlantic University

Publications (10 samples):

- Gaia, J., Wang, X., Yoo, C.W., Sanders, G.L., Good News and Bad News About Incentives to Violate the Health Insurance Portability and Accountability Act (HIPAA): Scenario-Based Questionnaire Study, JMIR Medical Informatics, 2020 (8:7), e15880.
- Yoo, C.W., Goo, J., Rao, H.R., Is Cybersecurity a Team Sport? A Multilevel Examination of Workgroup Information Security Effectiveness, MIS Quarterly -ABS4*, 2020 (44:2), pp 907-931.
- Yoo, C.W., Huang, C.D., and Goo, J., Task Support of Electronic Patient Care Report (ePCR) Systems in Emergency Medical Services: An Elaboration Likelihood Model Lens, Information & Management – ABS3, 2020 (57: 6), 103336.
- Yoo, C.W., An Exploration of the Role of Service Recovery in Negative Electronic Word-of-Mouth Management, Information Systems Frontier – ABS3, 2020 (22), pp 719-734.
- Yoo, C.W., Sanders, G.L., and Cerveny, R.P., Exploring the influence of flow and psychological ownership on security education, training and awareness effectiveness and security compliance, Decision Support Systems – ABS3, 2018 (109), pp 107-118
- Huang, C.D., Goo, J., Nam, K., and Yoo, C.W., Smart tourism technologies in travel planning: The role of exploration and exploitation, Information & Management – ABS3, 2017 (54:6), pp 757-770.
- Yoo, C.W., Goo, J., Huang, D.C., Nam, K., and Woo, M., Improving travel decision support satisfaction with smart tourism technologies: A framework of tourist elaboration likelihood and self-efficacy, Technological Forecasting & Social Change - ABS3, 2017 (123), pp 330-341.
- Yoo, C.W., Srikanth, P., and Kishore, R., Knowing about your food from the farm to the table: Using information systems that reduce information asymmetry and health risks in retail context, Information & Management – ABS3, 2015 (52:6), pp 692-709.
- Yoo, C.W., Kim, Y.J., and Sanders, G.L., The impact of interactivity of electronic word of mouth systems and E-Quality on decision support in the context of the e-marketplace, Information & Management – ABS3, 2015 (52:4), pp 496-505.
- Yoo, C.W., Sanders, G.L., Rhee, C., and Choe, Y., The effect of deterrence policy in software piracy: cross-cultural analysis between Korea and Vietnam, Information Development, 2014 (30:4), pp 342-357.

Courses taught at FAU

- ISM4220 Business Data Communication (2014-2020)
- ISM4320 Information Systems Security (2014-2020)
- ISM4324 Digital Forensics (2021)
- ISM6225 Business Data Communication (2014-2020)
- ISM6328 Management Information Assurance Security (2018-2020)
- ISM6508 Web-based Business Development (2021)

Synergistic activities

- Coordinating Editor, *Information Systems Frontier*
- Associate Editor, *International Journal of Information Management*
- Associate Editor for the *International Conferences on Information Systems* (ICIS), 2019, 2020, 2021
- Mini-track co-chair for *Americas Conference on Information Systems* 2015, 2016 and 2017 SIGHealth Healthcare Analytics.
- Mini-track co-chair for *Americas Conference on Information Systems* 2016, 2017, 2018, and 2019 SIGHCI_IS, Food Industry and Consumer Behavior
- Program Committee Member for KrAIS Post-ICIS Workshop 2018, 2019, 2020, 2021
- Reviewers: DSS, ISF, EJIS, ISJ, IJIM, MISQ, I&M, ICIS, AMCIS, and ECIS.

Florida Atlantic University

Management Information Systems

ITOM Department

Program Review

March 22-25, 2021

Program Review Team

Dr. Elena Karahanna, Professor, MIS Department

University of Georgia

Dr. Roberta Russell, Professor, Business Information Technology Department

Virginia Tech

Dr. Zhixiao Xie, Geosciences Department

Florida Atlantic University

OVERVIEW

This report provides the findings of the review team for the Department of Information Technology and Operations Management and its academic programs, in the College of Business at FAU. The findings are based on the department self-study document, and the information shared by faculty, students, and administrators during virtual meetings between March 22nd and March 25th, 2021. During the virtual visit the review team met with:

- Russell Ivy, Senior Associate Provost for Programs and Assessment
- Daniel Gropper, Dean, College of Business
- Karin Scarpinato, Senior Associate Vice President for Research
- Bob Stackman, Dean, Graduate Studies
- Edward Pratt, Dean, Undergraduate Studies
- Dr. Paul Hart, Associate Dean of the College of Business
- Tamara Dinev, Chair, Department of Information Technology and Operations Management
- Adjunct Faculty: Mr. Dennis Battistella, Dr. Mehran Basiratmand, Dr. Oge Marques, Mr. Rhian Resnick, Mr. Danny Sementilli, Mr. Omar Toleda Lopez
- Instructors: Dr. Pauline Chin,Dr. Karen Chinander- Dye, Mr. Lawrence Feidelman, Mr. Mircea Marandici, Dr. Mary Schindlbeck, Dr. Bharti Sharma, Dr. Jonathan Sweet
- Executive Programs Representatives: Dr. Ken Johnson, Associate Dean, Mr. Vegar Wiik, Assistant Dean, Ms. Sybil Alfred, Director
- Dean's Office Representatives: Dr. Siri Terjesen, Associate Dean, Ms. Kimberly Paulus, Ex Dir of Student Academic Services, Dr. Marc Rhorer, Assistant Dean
- Associate Professors and Professors: Dr. Sunil Babbar, Dr. Stuart Galup, Dr. Jahyun Goo, Dr. Jim Han, Dr. David Menachof, Dr. Derrick Huang, Dr. Ravi Behara, Dr. Chul Woo Yoo
- Assistant Professors: Dr. Milad Baghersad, Dr. Mohsen Emadikhiav, Dr. Inkyoung Hur, Dr. Magno Queiroz
- Graduate Students: Ms. Jessica L. Cody, Ms. Emily S. Festin, Mr. David M. Goldstein, Mr. Jonathan A. Rivas
- Undergraduate Students: Ms. Pamelina A. Baglio, Ms. Katie Hoang, Ms. Tulsi A. Mistry, Mr. Raymond V. Panuela

The Information Technology and Operations Management (ITOM) Department has undergone a significant transformation since the last program review was conducted in 2013 in terms of program offerings, research orientation, and faculty hiring. *Our overall assessment is that this is a strong, dynamic, forward-looking, innovative department, on a strong positive trajectory.*

The Department now has 14 tenure-track faculty, seven full time instructors, and 10 adjunct instructors. The tenure-track faculty is well balanced across ranks and includes five full professors,

five associate professors, and four assistant professors. Three of the full-time instructors are senior instructors. Tenure-track faculty who are research-productive are on 2:2 teaching loads, whereas instructors are on 4:4 teaching loads.

The Department offers BBA/BS in Management Information Systems degrees with two concentrations in Business Analytics and Cybersecurity, an accelerated combined 5-year BBA-MSITM degree, an MS in Information Technology Management (MSITM) degree, and a new MS in Supply Chain Management degree, initiated based on recommendations in the last program review.

The Department has implemented many of the recommendations made in the prior program review. These efforts have been comprehensively described in the department self-study and we briefly summarize them below.

In the remainder of this report, we note the strengths of the department and list the challenges and opportunities that we observed. We also provide specific recommendations that focus on addressing those challenges or on leveraging untapped potential and opportunities.

MAJOR CHANGES SINCE PRIOR REPORT

Three goals were recommended in the last program review: (1) To distinguish and brand the Department and the College in Business Analytics; (2) To strengthen the area of Operations and Supply Chain Management; (3) To enhance the quality of the undergraduate MIS programs and the graduate MSITM program. ITOM has made sufficient progresses with the following major changes:

- *Business Analytics*: Business Analytics has been added as a concentration in both the MSITM program and the MBA program. A Big Data Analytics Graduate Certificate has been created jointly with Computer Science. These new concentrations and certificates have been popular and in high demand.
- *Operations and Supply Chain Management*: An MS in Supply Chain Management has been approved and the first group of students will be accepted in 2021.
- *MIS and MSITM Programs*: ITOM has significantly updated its curriculum in response to the renewed demand for programming skills, including more frequent offerings of the core programing course (ISM 3230), adding new courses in Mobile Development (ISM 6058 and ISM 4053), and Web Development project. These courses incorporate additional skills required by industry, such as Python, R, and social media analytics. The enrollments in these courses have become stable and healthy.

- *Strategic hiring and faculty promotion*: The Department hired four new tenure-track faculty and instructors, including a leader and another tenure tracking faculty in SCM, to help achieve its strategic goals. Two faculty were promoted.
- *Healthy enrollments*: Both the MIS and MSITM have seen significant growth since the last review: the MIS major grew 44%, and the MSITM 128%. These are the result of successful recruitment efforts and curriculum overhaul, as well as market demand. The MSITM also benefits greatly from the Accelerated Combined 5-year BBA-MSITM program, which is now the preferred option for pursuing an MSITM degree.

STRENGTHS

Curriculum

The review committee was impressed with the breadth and depth of the curriculum offered by the ITOM department. The curriculum contains a classic core of MIS courses, supplemented with an excellent array of advanced software development, IT management, business analytics and cybersecurity courses. Courses are kept current with continual updating and improvement activities among faculty and industry colleagues. The recent introduction of Python and R in the advanced analytics course, and the new social media and app development courses, are examples. Within the past six years, ITOM has introduced 20 new courses and gained approval for 2 new degrees, 2 new concentrations, and numerous new certificates which is a remarkable achievement and one that illustrates the forward momentum of the department.

In terms of pedagogy, ITOM courses include significant hands-on activities and real-world projects (both individual and group) reflective of the department's strong community/industry connections and the faculty's industry experience and expertise. Industry experience and currency is especially strong for adjunct faculty. The new role of Program Director for the department facilitates student and industry engagement, including mentorship and internship opportunities, which translates into jobs for graduates and industry input and relevance for the curriculum. Students are highly engaged in the classroom and in the MISA student-run professional organization. Both undergraduate and graduate students view the faculty as relevant, knowledgeable and caring.

Essential to student success in ITOM programs is the accessibility of courses to the FAU student population. Flexible modes of instruction in the Master's programs, where a course is offered online one semester and in-person the next, gives working students maximum flexibility and alignment with their individual needs. For undergraduates, the department's close working relationship with college advisors provides needed guidance to create schedules that align with

their individual needs as well. These are examples of the structure of student support the department has built.

As demonstrated by the aggressive introduction of new courses and degrees in the past few years and the culture of collaboration and continuous improvement established by the department head, the review committee feels assured that ITOM's curriculum will continue to be current and relevant and its student support successful.

Faculty and Research

The ITOM department appears to be well respected and held in high regard by the administration of both the college and the university as a high-performing, innovative, proactive, and strongly functional part of the college and the university. The faculty and administration uniformly praised the strong leadership provided by the Chair, Tamara Dinev, and how instrumental this leadership has been to the growth, culture, and initiatives of the department. ITOM faculty are heavily engaged with the department, proactive, and ready and willing to help with initiatives. The department appreciates the strong support for their initiatives and programs from the dean's office.

The department has a warm, collegial, welcoming, inclusive, and supportive culture that was noticeable in all of our conversations across tenure-track faculty, instructors, and adjunct instructors. This is one of the strongest assets of the department and an important factor in faculty retention for both tenure-track and non-tenure track faculty. There also exists a nurturing environment for young faculty who feel mentored and supported not just in terms of their research, teaching, and professional development but also personally. In addition to mentoring by senior faculty, the chair creates the conditions for junior faculty to succeed in their research by shielding them from service, minimizing their number of preps, and being accommodating in terms of when they teach (e.g., 2-2, 3-1).

The department is on a positive trajectory in terms of research. Several factors have contributed to this. First, the department has recently strategically hired four research-active assistant professors. Second, the college has reduced teaching loads for research-active faculty from 3-2 to 2-2. This reduction is particularly consequential for information systems faculty because rapid technological advances require constant updating of existing courses and the introduction of new courses - both of which are time consuming. Finally, the college has provided performance-based incentives in terms of summer support based on publications in leading journals. The last two factors have provided strong incentives and also time to engage in research and publish in high quality journals. They have also "re-energized" the research-active faculty who feel recognized and appreciated. The committee views these as critical success factors in sustaining continued research productivity and in raising the research profile of the department.

The longevity of the department's instructors and adjunct instructors is also a noteworthy strength because it enables continuity and preserves organizational memory. The inclusive culture of the department across activities is a contributing factor. The instructors and adjuncts are an integral part of the department and feel valued and appreciated by the tenure-track faculty.

Student Success

Our interviews with students, faculty and administrators consistently point to a student-centered department, committed to the success of its students. This is evident across a number of student success initiatives and outcomes:

Professional Development – The Department and College have created multiple successful professional development opportunities for students. ITOM identified and established strong ties with 5-10 primary local organizations that regularly hire its students. In collaboration with these, ITOM was able to place a good number of students in internships (218 MIS since 2014), many of which led to permanent jobs (100+ since 2014). The ITOM Advisory Board members, including select executives, offer innovative mentorship to students, through job shadowing, company tours, regular meetings, etc. The department also has effectively utilized its alumni to connect and help students. Students interviewed are extremely appreciative of such mentoring and internship opportunities. We would encourage the department to continue working with the College and University career services on such initiatives.

Student-Centered Department Culture – The students felt the department listens and has a clear understanding of their needs. Like any information technology, the demands for MIS skills always change. The department has worked diligently to revamp the programs to match continuously evolving industry needs. The students have access to effective advising from the Department, Program Director, and faculty, which give them a strong sense of community. They expressed the desire to contribute back to the department after graduation.

A Strong Program Director – The Department, from administrators to students, spoke highly of the MIS Program Director. It is clear that the Program Director has been the key for successfully running the MISA, mentoring students, and bridging ITOM students with local industry.

Highest Salary in COB for BBA – Based on information in the self-study, MIS BBA graduates earn the highest salaries of all undergraduate Business majors at FAU and enjoy a high placement rate. This is supported by the data from the Florida Education and Training Placement Information Program (FETPIP).

100% Placement Rate for MS ITMT for 7 Years – This is an amazing record. The self-study report indicated that many factors contributed to this success, including dedicated advising from the

Program Director and Department Chair, internship and class project opportunities with local industry, the overhaul of curriculum, MISA activities and others.

MISA – MISA is recognized as one of the most vibrant and active student groups by the FAU Career Services. With both undergrad and graduate student members, and its events well attended by students (40-50 per event), it effectively bridges ITOM students with local industry. Students interviewed are all enthusiastic about MISA and benefited directly from involvement in its various activities.

CHALLENGES

The ITOM department faces some challenges that are shared with similar programs across academe and other challenges that are unique to its own programs and university. We describe these briefly here.

Staying current – This is a challenge for all departments and programs in MIS. Technology advances rapidly and even courses that have the same title and have been taught year after year can have drastically different content depending on new software, new tools and techniques, and new laws and industry practices. Thus, keeping faculty up to date is as important as keeping students up to date. This is a constant struggle, challenge and opportunity.

Growing competition – Business analytics, cybersecurity and information technology are hot topics and, especially in graduate programs, competition is getting intense. Determining how to market your program and how to differentiate your program from others is critical to a successful and sustainable program. With more master's programs delivered online, competition can come from big name programs across the country and across the globe. Since price is sometimes a determinant of quality, undercutting the competition does not always bring in more students. Positioning your programs in the marketplace to be profitable and at the same time attracting a critical mass of students can be challenging. Cannibalizing current graduate programs with good reputations to offer more niche degrees can be risky. Along with competition for students, comes competition for faculty and staff.

Determining the right mix of course delivery modes post-pandemic – This is a concern of every institute of higher education. Will students be more attracted to programs that offer face-to-face courses and high touch, or will they be drawn to programs online that provide convenience, flexibility and high tech? From the pandemic, we have learned the efficiency of online learning, but how do we balance efficiency with mastery of the subject manner and the communications and interpersonal skills that are enhanced by live, in-person interactions?

Diversity - Diversity of faculty is a problem across business schools and especially in MIS programs. Diversity, in terms of race and gender, is a well-publicized problem in the IT industry. Recruiters will be looking for a diverse slate of students. The students at FAU and in the MIS major at FAU are more diverse than most universities. The tenure-track faculty, while diverse in terms of ethnicity, are predominantly male: only two out of 14 faculty are female. Female faculty are more plentiful in the Instructor ranks. It is important for students to see themselves represented in professional positions of leadership.

Faculty retention - In recent years the department has lost several faculty, some of whom were highly research productive, to retirement or to institutions that provided career opportunities for spouses. Otherwise, the faculty in ITOM show a remarkable longevity in the program, including adjunct faculty. The problem of faculty retention may arise from the Assistant Professors and other recently recruited faculty who are building a strong research agenda. The department has made important strategic hires in the past three years to strengthen its research reputation. Highly successful researchers are ripe for recruitment by other universities. It is imperative that the department keep its summer support and reduced teaching load incentives in place to avoid faculty retention problems.

Branding the department – ITOM has expanded its course and degree offerings into supply chain management, cybersecurity and business analytics. This is not uncommon for an MIS department; however, it can sometimes get confusing for students and potential students. For example, the name of the department (ITOM) is different from the name of the degree (MIS), and the business analytics and cybersecurity concentrations are not in clear view. Referring to the department and its programs in a consistent manner in promotional material and across websites and social media sites is important. Finding a particular program when it is hidden as a concentration or option can be challenging. This leaves the program open to internal competition from other departments within the university, and vulnerable to outside competition from universities who have a clearer brand for business analytics or cybersecurity.

Faculty support – Meeting faculty support needs in terms of teaching assistants or research assistants is a challenge for the ITOM department. Instructors carry a 4-4 load and have expressed a need for additional TA support. Tenure-track faculty have increased research expectations and have expressed a need for additional RA support. This is a challenge at FAU due to the number of students who are working while they are pursuing their degrees. This challenge will need to be solved if the service responsibilities of instructors are increased, and if tenure-track faculty are to be successful in obtaining more research grants or increasing the quality of their publications.

Turf wars – A challenge that emerged in our conversations with faculty and administrators was the turf war between ITOM and other colleges and departments across the university related to artificial intelligence. AI is an important emerging field for IT and business, and regardless of the

more technical coverage of the topic in engineering or science, it is imperative that a course or courses related to 'AI Applications in Business' or 'AI and Emerging Technologies' or 'Managing AI' be included in ITOM curriculum. Especially for the new Master's in Business Analytics, courses in AI will be expected, and if absent, will signal that the program is not as current or impactful as it should be. There is no conflict in AI coverage in Business versus Engineering; one is AI applications driven and the other creates or expands the technology of AI. No students will switch from one major to another; no grant will go to one college over another. Moreover, a collaboration between Business and Engineering will create broader opportunities for AI research. Business will be able to add a different perspective on the ethics of AI, AI transparency, AI fairness, data equity, fair data use, workforce development, and the business use of AI. Wider coverage of AI across the university will increase the university's reputation in this area. The challenge, then, is overcoming siloed thinking, allowing AI courses that relate to discipline-specific areas to be offered, and articulating the benefits of collaboration in this important field.

Restarting the PhD program – While we were not asked to review the PhD curriculum, we were asked to consider what it would take to restart the PhD program in MIS. This will be a challenge for the department. The tenure-track faculty are fully supportive, and in fact excited, about the prospect of PhD students to help with research and to elevate the level of research in the department. The challenge lies in starting with a small cohort and ramping it up carefully so as not to overwhelm financial or faculty resources. If done carefully (e.g., having first and second year cohorts take PhD seminars together) this is a viable option. Having a PhD program would be helpful in both the research culture of the department and in faculty recruitment efforts.

RECOMMENDATIONS FOR MOVING FORWARD

The review committee has been very impressed with the quality of ITOM's leadership, curriculum, student engagement, and faculty and staff. Nevertheless, we do have some recommendations for the department moving forward. While implementing some of the recommendations that follow are under the Department's control, implementing others would require College-level or University-level action.

Further, the department is engaged in numerous new initiatives. While the vision, energy and drive demonstrated by the department is admirable, we advise that leadership first leverage the strengths of the department in assessing new opportunities. We caution about spreading faculty and other resources too thin.

Curriculum

In terms of curriculum, we make recommendations in three areas: new offerings, undergraduate honors and research, and teaching environment and support. Some of these are no/low-cost near

term recommendations while others focus in a longer term, strategic time frame. We do not explicitly refer to the PhD program, since this initiative is already under way and we have already discussed it above.

New Offerings

AI in the curriculum - We encourage the department to explicitly include AI (artificial intelligence) in the content and title of new course offerings or existing courses, and in concentrations or degrees. The fact that graduates of your programs are exposed to and are competent in AI techniques and management is important for employers, future students and other universities to see. The label needs to be up front and clear. Faculty need to be kept up to date on innovations in AI and other emerging technologies (such as blockchain and quantum computing) so that your students can enter the job market or vie for new positions and promotions with these skills.

MS in Cybersecurity - While most job postings may only require a bachelor's degree in cybersecurity, the reality is that most firms do not readily hire candidates with only a BS in this field. As soon as possible, the department should do a market analysis of master's degrees and job opportunities available in South Florida in cybersecurity. We think you will find a sizable unmet need. You already have numerous cybersecurity courses in the undergraduate curriculum and with the focus of those courses on forensics and assurance, you have identified the landscape on which you can compete. Graduate IT and analytics courses can serve the needs of the cybersecurity master's as well.

Contribute to a FinTech Master's Degree or concentration in collaboration with Finance - South Florida has a significant FinTech industry and an opportunity exists to combine the strengths of the MIS department (with its courses in Python/R, data analytics, data management, AI/machine learning, and cybersecurity) and the strengths of the Finance department (financial markets, banking, risk management, financial modeling). We recommend that a market analysis and review of resources be conducted to ascertain whether this type of program would be feasible and profitable for the college and departments involved.

Undergraduate Honors and Research

Honors in the Major - The department can participate in the university's honors program by cross listing (H) selective courses as honors courses. The additional work required by faculty to provide supplemental opportunities to the honors students would be minimal. The process may energize faculty and the results may enrich future iterations of the standard course.

Undergraduate Research - Providing more opportunities for undergraduate research is a win-win for students and faculty alike. Having an undergraduate research course where students as individuals or as a team help faculty with research projects provides faculty with needed support (mini-research assistants) and could serve as a pipeline to the PhD program. Showcasing undergraduate research will raise the profile of the department at the university and in the profession and community. The number of undergraduate research activities is also a KPI in the university's accountability report.

Teaching Environment and Support

TA support - The faculty, specifically the instructors, indicated that they could use additional teaching assistant support. The department has done an excellent job of using IT staff at the university to serve as ad hoc teaching assistants in lieu of graduate assistants (who typically have full time jobs and are not available). We suggest that another source of TAs can be employed with little additional cost. Many universities now use peer teaching assistants or UTAs - undergraduate students who have excelled in a course and who can be paid an hourly wage to assist in subsequent offerings of the course. These UTAs, seen as top academic performers, are often sought after by companies upon graduation. There is also an opportunity for companies or alumni to sponsor and/or name the peer teaching group. UTAs can assist in grading assignments (with a rubric), hold office hours or study sessions, and assist in class management (software use, online courses, project groups or breakout rooms).

[Resources: https://pamplin.vt.edu/engage.html; https://www.cs.uga.edu/CSUA; https://www.cmu.edu/teaching/resources/PublicationsArchives/UGTA_TAs-v2.pdf; https://www.cs.uga.edu/CSUA]

Business Analytics and Visualization Lab - As the reputation of business analytics in the MIS department grows, we suggest that the college establish a Business Analytics and Visualization Lab for teaching and research. The lab would have a large display in the front of the room with tiled capabilities for multiple screens (e.g., 10 or so displays simultaneously as you would see in a command center), and individual or group work stations arranged throughout the room. Such a lab would give students access to large datasets, provide advanced visualization capabilities and display Bloomberg Terminal content and live news feeds. The room could also be configured to serve as an operations center for simulated data breaches and other security or disaster scenarios. This type of lab would elevate technology and decision making skills among students and give them an edge in competing for jobs and advancing their careers. Both undergraduate and graduate programs would benefit. The college would have a showcase for its advanced work in analytics and visualization, and the lab would be a draw for multiple master's and certificate programs. This is probably the most expensive recommendation we have put forward, but the cost could be reduced by contributions of equipment, software and naming rights. There are numerous similar

labs at other universities that have been quite successful. The lab would also work well with the previously recommended FinTech initiative.

[Resources: https://www.luc.edu/quinlan/stories/archive/business-analytics-lab-equips-students-with-in-demand-skills.shtml; https://mitsloan.mit.edu/action-learning/a-lab#tour-welcome; https://www.clemson.edu/cbshs/centers-institutes/smlc/]

Faculty & Research

In terms of faculty and research, we make recommendations in two areas: faculty diversity and recognition, and faculty research.

Faculty Diversity and Recognition

Enhancing Gender Diversity: The department is quite diverse in terms of ethnic diversity. However, As we discussed under challenges, out of 14 tenure-track faculty, only two are female, though there is greater gender diversity at the instructor level. We would encourage future hiring efforts to enhance the gender diversity of the tenure-track faculty in the department, which is especially important in STEM fields like MIS. Recruiting diverse candidates rarely happens without a concerted effort to identify potential candidates well in advance of a stated need, or without building a long-term relationship with groups or organizations that support diverse graduate students. College and university support for these initiatives is also important.

Faculty Award Opportunities: Faculty awards is a KPI in the FAU Accountability Plan. We would encourage the department to actively and regularly nominate faculty (if this is not done already) to appropriate faculty awards from relevant professional associations (e.g., AIS, INFORMS, DSI). This can strengthen the brand, reputation, and visibility of the department and provide faculty with external recognition for their accomplishments.

Enabling Instructor Participation on College Committees: Our understanding is that instructors are not able to serve on a number of college committees though they participate and make valuable contributions to such initiatives at the department level. To the extent appropriate, expansion of membership to instructors on certain committees would gain from their insights and provide recognition for their contributions.

Faculty Research

Raising the Research Profile of the Department: The faculty in the department have been consistently successful in publishing in ABS 3 journals with some publications in ABS 4 and ABS 4* journals. The trajectory in both quality and quantity of such publications has been positive. The reduced teaching loads and summer support for research-active faculty have contributed to this

trajectory. Assuming that such reduced teaching loads and summer support continue, we would encourage the faculty to increase the density of publications in ABS 4 and ABS 4* journals to raise the visibility and research profile of the department. This will have additional spillover effects towards enhancing opportunities for faculty to hold editorial appointments in high quality journals.

Maintaining Current Teaching Loads and Providing Summer Research Support: The 2-2 teaching loads and productivity-based summer research support have been instrumental to re-invigorating research and enhancing the research trajectory of the department. Though not under the control of the department, their continuation is critical not only to research productivity but also for retention of research talent in the department.

Creating a Vibrant Research Culture: A vibrant research culture sustains the research energy in the department, is generative of new ideas, encourages collaborations, and enhances research productivity. Re-initiating the PhD program will be helpful in this regard. In addition, the department already has a research colloquium for external speakers. We would recommend instituting a regular, weekly research colloquium that is a blend of external speakers, internal research presentations, and internal roundtables of research idea discussions among department faculty. Faculty from other departments across the college and across campus could also be invited to participate in the roundtables as appropriate to encourage cross-fertilization of ideas and interdisciplinary collaborations.

RA Support: The addition of research assistants, if possible, is another area which can benefit research-active faculty. The re-initiation of the PhD program can provide some research assistants. Undergraduate and master students can be another source, with the added benefit that this can serve as a pipeline for identifying potential PhD students for the PhD program. Having undergraduate RAs can also strengthen undergraduate research initiatives which is an FAU objective.

Untapped Potential

We have identified a number of opportunities that the department can explore to generate funds and to promote a culture of giving back that will benefit the department, college, and university long-term. The department will have to explore the viability of these given the local context.

Leveraging the Advisory Board for Fund-Raising: The department already has an engaged advisory board. A potential opportunity involves leveraging the advisory board to generate funds for the department. While this may take different forms and ITOM has to explore what may work for the department and how to stage different initiatives, we provide some successful examples at other institutions as initial possibilities.

- MIS departments at a number of universities charge fees for membership to the advisory board. For example, the MIS department at the University of Georgia has a three-tier membership fee (one for individuals and two for corporations) with additional benefits for the highest-tier (see https://www.terry.uga.edu/alumni/mis-advisory-board.php). These additional benefits include, for example, a Top-10 event where corporations meet with the top 10% of the MIS students in a reception and dinner format to identify and recruit top talent.
- Advisory board members can also sponsor named scholarships for students or sponsor outstanding senior/outstanding junior scholarships.
- What is commonly done is having a faculty member with appropriate expertise to be responsible for the advisory board, its meetings, development, and fund-raising. This may be something for ITOM to consider doing, as cultivating relationships with companies and organizing the various initiatives is time consuming and requires more focused attention to succeed.

Creating a culture of giving back: The ITOM graduates are very pleased with the program and with the faculty and view the department as very student-centric in its approach. Therefore, another area with long-term benefits for the department includes cultivating a culture of giving among the students and alumni. This can take many forms and the department is in the best position to know what may work best for their context. Some examples of what has worked in other universities include:

- a "Giving Back Day" where students and alumni can make contributions of any amount where what is stressed is participation not the amount
- I-Pay-Ten-Per-Year (IPTA) initiatives (e.g., Clemson)
- 50-for-50 (MIS department at UGA celebrating its 50th anniversary)

External Funding for Research – Grants Support: While external funding for research is not common in business schools, the ITOM department has had some success in this area. However, this is not traditionally a business school strength and many faculty do not have experience in applying for grants. To encourage and facilitate additional grants by ITOM and other business faculty, the college may consider hiring, on a part-time basis, a grants person focused on identifying opportunities for business school faculty and facilitating the development and submission of the proposal. This person can also help with applying for seed grants at the university level.

Strategic Plan - Pillars and Platforms

The department self-study report clearly indicated the alignment of faculty teaching and research with the pillars and platforms of the university. However, in our conversations with the faculty, even though they were aware of university pillars and platforms, they did not seem particularly

engaged about their role in this representation of the strategic plan. Healthy Aging and Sensors are obvious pillars to which ITOM could connect. Neuroscience and Environmental Science also have potential decision making and analytics connections to faculty research. All of the platforms can be connected in some way to ITOM involvement, most especially big data analytics. We suggest that a section be added on faculty annual reports where individual faculty can point out how their teaching, research or service activities contribute to individual pillars or platforms. Though this may not be an expectation for a satisfactory annual review, it will sensitize faculty to opportunities to make such connections and contributions.

CONCLUSION

The ITOM department is exceedingly well-run with a talented forward-thinking department head and committed, energetic faculty. The department has made substantive and impressive changes since its last program review and has significantly increased its reach in the South Florida business community and its impact in the IS field. The department is in a position of strength and on an upward trajectory which we predict will continue and will bring the department national recognition. For this review, we recommend that the department continue its practice of looking for ways to innovate and expand its course offerings, especially in its graduate programs, based on the department's strengths, capacity, and demand. We also recommend that the department continue to build and support a culture of research that will further strengthen the department's reputation in the academic community.

Thank you for the opportunity to be a part of the review of such an exemplary department.