Accreditation Plan
For
AACSB International Accreditation

School of Business
State University of New York at New Paltz

Revised June 3, 2008
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Executive Summary

As the only public business school in New York's mid-Hudson River Valley, the School of Business at SUNY New Paltz aspires to be the region's business resource hub. It supports the economic growth of the region by training and developing future business professionals, and by sharing its faculty expertise with regional businesses as they make operational and strategic decisions. As part of these endeavors, the school is pursuing AACSB accreditation as further evidence of its value statement.

This accreditation plan highlights achievements and identifies areas for improvement, and is based on a self-assessment driven by faculty committees. The plan is divided into twenty sections. The first section provides background information about the school and addresses the concerns raised by the PreAccreditation Committee. The remaining sections provide a detailed analysis of the nineteen AACSB Standards that are applicable to the school. Supporting materials are appended at the end of the document. To facilitate navigation in the electronic version of this document, available at http://www.newpaltz.edu/~tsaic/AACSB.html, links are included in the Table of Contents and in the italicized cross references (CTRL+Click to follow link).

During the self-assessment study, faculty committees reviewed the schools' vision, mission, strategies, programs, and curriculum, and considered the input of major stakeholders. Several program revisions and new initiatives resulted from the review, including a major restructuring of the MBA program. Overall, the school has sufficient faculty and financial resources to support its mission. Additional resources are provided by the Business Advisory Council, which provides enthusiastic support through its friend-making, reputation-building, fundraising, and mentoring activities. Active student organizations enhance students' learning experiences outside of the classroom and the school's Business Institute provides opportunities for faculty and students to apply their business knowledge in real-world settings.

The primary areas in which the school seeks improvement are:
- Faculty Qualifications: The ratio of Academically Qualified (AQ) faculty in the Accounting area needs to be increased. As a result of difficulty in recruiting a suitably qualified Accounting faculty member, the school plans to retool two AQ faculty members to teach auditing and taxation.
- Assurance of Learning Process: Following the recent changes to the MBA program and a revised assessment methodology, the school plans to complete two close-the-loop cycles during the next three years for both the undergraduate and graduate programs. This will allow the school to evaluate and document the impact of curricular changes as part of its continuous improvement effort.

In summary, the school meets all the accreditation standards except for Standard 10, concerning Faculty Qualifications, and Standards 15, 16, and 18 related to Assurance of Learning (Curriculum Management, Undergraduate Program Goals, and General MBA Program Goals). Closing the gaps with respect to those standards will also lead to the achievement of Standard 4 (Continuous Improvement).

INTRODUCTION

The State University of New York (SUNY) at New Paltz is one of the state's 64 public colleges and universities. It is accredited by the Middle States Commission on Higher Education. The university is led by a college president selected by the New Paltz College Council and approved by the SUNY Board of Trustees. As chief executive officer of the college, the president has oversight for fiscal, academic, and operational functions. Reporting to the president, the provost/vice president for academic affairs oversees five schools headed by their respective deans: the School of Business, the School of Education, the College of Liberal Arts and Sciences, the School of Fine and Performing Arts, and the School of Science and Engineering.

Campus-wide faculty governance committees address faculty issues, including organization, personnel recommendations, general faculty welfare, and grievance resolution. Faculty personnel decisions are made by the president based on input from two channels: peer review at the departmental, school and university level, and administrative review on the part of chairs, deans and the provost.

0.2 Governance of Business Unit

The Dean of the School of Business is appointed by the president and charged with oversight of the school's operations and strategic direction. The Associate Dean assists the dean in managing academic affairs and leads the AACSB International Accreditation effort. The school does not have academic departments. However, faculty members are generally classified into six disciplines, Accounting, Business Law, Decision Sciences, Finance, Management, and Marketing. The dean is assisted by three and one-half professional staff and two office staff in managing the school's activities, including academic advising.

Faculty governance in the School of Business is provided by seven faculty committees: the executive council and the Personnel, Curriculum, Undergraduate Assessment, Graduate Assessment, Faculty Development, and Scholarship Committees. The associate dean coordinates committee activities, and is a non-voting member of all faculty committees.

0.3 Clarification of Eligibility Issues:

In the acceptance letter of the school's Eligibility application (See *Appendix 0.1 : Acceptance Letter for PreAccreditation Eligibility Application*), the PreAccreditation Committee highlighted the following three concerns and encouraged the school to discuss these with its assigned mentor, Dr. David Martin.

0.3.A Assurance of learning

The committee letter indicated that additional information was needed concerning the Assurance of Learning process. As a result of the self-assessment study, the school established a new assessment approach. All core courses are now involved in assessing program goals. Previously, assessment activities had been relegated to capstone courses. All learning goals were assessed at least once by Spring 2008 and two close-the-loop cycles are planned during the next three years.

0.3.B Academically qualified faculty in Accounting

The PreAccreditation Committee was concerned about the proportion of Academically Qualified (AQ) faculty, especially in the Accounting area. The school has since added an AQ faculty member. However, due to a very competitive market, it encountered difficulty in recruiting a faculty member with the optimal qualifications. Detailed faculty qualification statistics are presented in Section *10.2 Composition of Current Faculty*. A strategy to improve the ratios of AQ and PQ faculty in the Accounting area is described in Section *10.3 Faculty Development Strategy in Accounting Area*.

0.3.C Diversity

The PreAccreditation Committee also requested detailed data on diversity, in particular, student diversity. The school has a well diversified student population as evidenced in Sections *6.3 Diversity in Student Admissions: Undergraduate Program* and
6.4 Diversity in Student Admissions: MBA Program. In addition, the school's faculty members come from various ethnic and cultural backgrounds, as reported in Section *10.2 Composition of Current Faculty*.

STANDARD 1: MISSION STATEMENT

The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

The school envisages itself as the business resource center for its community. It strives to develop future business leaders and provides a source of business expertise to community businesses and organizations. This vision guides the planning and deployment of resources to fulfill the school's responsibilities to its stakeholders. The vision, mission, and identity statements that follow clarify the school's characteristics and goals.

1.0 Vision, Mission, and Identity

The school's vision, mission, and identity statements follow.

Vision

The school aspires to be the business resource hub of the mid-Hudson Valley region.

Mission
The School of Business at the State University of New York at New Paltz is committed to educating and developing students to be competent business professionals in a global economy. Teaching is our primary mission, which is complemented by our commitments to acquire and apply knowledge through scholarly and professional activities, and to serve our colleagues in the academic and business communities.

Identity
As the only residential public university in the mid-Hudson region, we are committed to providing access to a quality education for a diverse student population. The undergraduate programs in business are grounded in a broad-based liberal arts and science education, and serve students drawn primarily from the mid-Hudson region and the greater New York metropolitan area, together with international students representing various countries. Our graduate students, both local and international, seek to advance their professional careers. A diverse group of faculty brings academic qualifications and professional expertise to the classroom. Our scenic Hudson Valley location between Albany and New York City provides students with internship and employment prospects, and gives faculty opportunities for professional development.

1.1 Mission Review Process and Dissemination

The school's mission and strategic priorities are reviewed annually by the school's executive council. Stakeholder input is obtained from sources that include student exit surveys and focus group discussions, and surveys of regional business leaders, university administrators, and alumni. The most recent major revision to the mission occurred in Spring 2006.

The Vision/Mission/Identity statement appears on the school's web site, is published in printed materials, and posted in key locations in the building housing the school.

1.2 Influence of Mission/Vision/Identity on Decision Making

The school's mission is supported by the following five strategic goals and priorities (see *Appendix 1.2 : Goals and Strategic Priorities* for details):
1. Improve the School's Reputation
2. Provide Quality Academic Programs
3. Support the Faculty's Active Engagement in Scholarship
4. Improve Processes Related to Student Selection and Support
5. Foster Linkages with the Business Community

In addition, Figure 1.2 shows the balanced scorecard approach that has been adopted to drive the decisions and actions needed to achieve strategic goals.

Figure 1.2: a balanced scorecard approach

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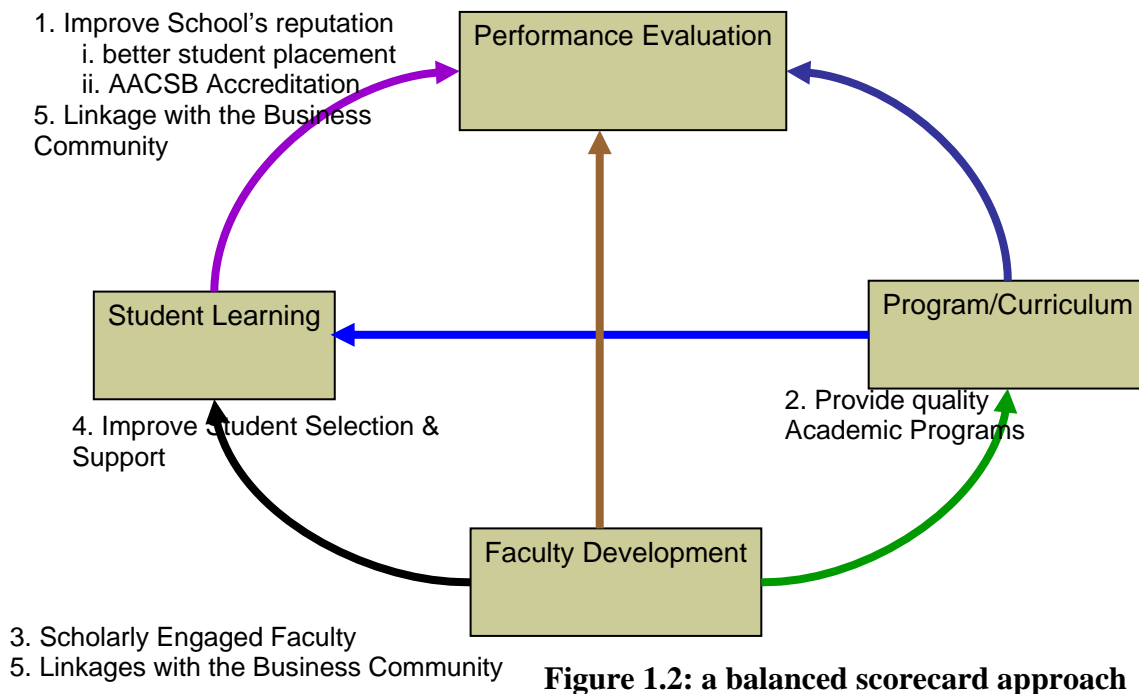
At the beginning of each academic year, the school prioritizes the initiatives needed to support the strategic map and assigns tasks to faculty committees for investigation and discussion. To ensure that the mission is considered in all decision-making processes,

- The associate dean oversees committee activities so they are aligned with the school's vision, mission, and goals; he is a non-voting member of all faculty committees;
- Faculty committees bring proposals to the full faculty for a vote. After that, they are reviewed and approved by the dean, and when appropriate, by the provost;
- The executive council conducts a follow-up review during each mission review cycle.

This approach has led to several important decisions regarding major program changes, including

1. Consolidated six MBA Concentrations (Majors) into two: a general MBA and an MBA in Public Accountancy. This change was made in order to improve the quality of the program given the existing resource level (see Section *15.2.B MBA Program*),
2. Adopted a tighter MBA admission policy (see Section *6.2 Admissions - MBA Program*),
3. Raised admissions requirements for undergraduate business majors from a GPA of 2.50 to 2.75, to be implemented gradually over a five-year period (Section *6.1 Admissions - Undergraduate Program*),
4. Restructured the dual-degree program with Turkish partners to improve curriculum delivery (Section 6.1.A Dual Diploma Program),
5. Hired a senior career counselor to serve business students on a part-time (60%) basis (Section 8.4 Career Service), and
6. Developed a new assessment approach involving all core courses (see Section *STANDARD 16 & 18: UNDERGRADUATE AND MBA LEARNING GOALS*).

1.3 Overall Assessment of Standard 1

Based on the materials presented in this section, the school meets this standard.

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STANDARD 2: MISSION APPROPRIATENESS

The school's mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management

SUNY New Paltz was chosen as "*The Hottest Small State School*" by Newsweek (in the August 20-27, 2007 report on the "*25 Hottest Schools*"). This is clear evidence that the university's public image has been enhanced as a result of its continuous effort to improve educational quality and student diversity. The School of Business is proud to be one of the major contributors to this success.

2.1 Consistency with the University Mission

The school's vision, mission, and strategic goals, which address student diversity and selectivity, community involvement, and scholarly activity, align closely with the mission of the university, which follows:

> In the proud tradition of SUNY, the State University of New York at New Paltz is committed to providing high quality, affordable education to students from all social and economic backgrounds. We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity. SUNY New Paltz is an active contributor to the schools, community institutions and economic/cultural life of our region. We are selective in admitting students who show promise of thriving in a learning environment which is challenging, student-centered, and personalized. Our goal is for students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions and active citizens in a democratic nation and a global society.

As one of the most selective colleges in the SUNY system, the university's goal is to improve the quality of incoming students rather than to increase the student population. Following the same strategic goal, the School of Business is gradually raising its admissions requirements for undergraduate majors and is projecting a small decrease in the number of undergraduate students as a result.

2.2 Mission and Performance Evaluation

The school's reputation and the placement record of its alumni are important market indicators of performance. Our records show that alumni are employed by 1,395 companies worldwide. Regional companies such as IBM, MediaCom, HealthQuest, and Ulster Savings Bank routinely employ the school's graduates and offer internship opportunities to students. During the most recent three-year period, the school has

successfully placed a dozen graduates into top accounting and financial firms in the New York City metropolitan area, as shown in Table 2.2.

Table 2.2: Selected Employers during past three years

Employer	Location	No. of alumni
Ernst & Young	New York City	5
PricewaterhouseCoopers	New York City	3
Goldman Sachs, Leman, HSBC, Bank of America	New York City	4

As the reputation of the university and the School of Business continues to rise, the school will be able to recruit students with better academic preparation. The school currently has the highest admissions standard of any school or department on the campus. As the quality of entrants improves, and we work towards continuous improvement of programs and processes, the quality of our graduates and their opportunities for placement will continue to be enhanced.

Operating under the auspices of the School of Business, the Business Institute provides consulting services to local firms and organizations, and fosters synergy between academic resources, business practices, and student learning. By offering high quality, affordable services, the institute has obtained an increasing number of consulting engagements from regional clients, including Ulster Savings Bank, Mid-Hudson Valley Federal Credit Union, Vassar Hospital, Putnam Hospital Center, Orange County Citizens Foundation, and Orange County United Way. The projects undertaken have ranged from marketing research studies to investigations of the social and economic wellbeing of county residents. Through these successful projects, the institute helps promote the brand name of the school while providing an important bridge between the school and the community. Most important, it offers a real-world laboratory in which faculty and students can apply the theories and skills learned in the classroom. Recently, a student who managed a client's project received a job offer from the firm. The Business Institute plays an important role in achieving our vision to be the business resource hub of the region.

As its image improves, the school has been able to attract more prominent business leaders to join its Business Advisory Council (BAC). The council currently consists of 35 members organized into four committees (Faculty Program Integration, Internship, Outreach, and Technology) and an executive committee consists of all committee chairs and past council chairs. BAC members bring invaluable business expertise to all aspects of the continuous improvement effort. They serves as the school's advocate in publicly promoting its brand name, and council members are heavily involved in fundraising activities.

2.3 Mission and Programs/Curriculum

The School of Business offers six undergraduate degree programs (majors) leading to BS degrees in Accounting, Finance, Marketing, Management, International Business, and General Business with 719 active students. All major degree programs share a 39-

credit core and include an additional 18 to 24 credits of required or elective courses in each major. To support our mission of developing students into business professionals for the global economy, program goals emphasize the acquisition of various skills and perspectives, including critical thinking, oral and written communications, teamwork and ethics. These skills are introduced in the thirteen core courses and then reinforced in major and elective courses.

The newly consolidated MBA program has two majors and just received all approvals for its debut in Fall 2008. Both the general MBA and the MBA in Public Accountancy are 57 credit majors (19 courses). They include seven foundation courses, which ensure that students have adequate preparation for master's level work. Beyond the foundation, the general MBA major requires nine MBA core courses and three elective courses. The Public Accountancy major includes the same nine core courses plus three required accounting courses. It is designed and registered to meet the new 150-credit requirement for the Certified Public Accountant (CPA) examination in the State of New York, effective August 1, 2009. Admission to the MBA in Public Accountancy is open only to applicants who have completed the B.S in Accounting, or equivalent. The MBA program develops students' abilities to: 1) assess the impact of globalization on business, 2) apply analytical skills in a business context, 3) communicate ideas effectively, 4) analyze ethical implications of business decisions, and 5) understand leadership concepts in business contexts. Currently, there are 129 active students in the school's MBA program.

Additional detail can be found in the sections covering *STANDARD 15: MANAGEMENT OF CURRICULA*, *STANDARD 16 & 18: UNDERGRADUATE AND MBA LEARNING GOALS*, and *STANDARD 17 & 20: UNDERGRADUATE AND MBA LEARNING LEVELS*

2.4 Mission and Student Learning

The school provides students with a multifaceted learning environment in terms of both participants and curricula. Students and faculty members come from various ethnic backgrounds and nationalities. In addition to traditional lecturing, the curriculum injects simulations, projects, teamwork, and extracurricular activities to enrich the learning experience. A leadership lab and a trading room (in preparation) support both curricular and extra-curricular activities. In addition, there are eight active student associations that help students develop leadership skills outside of the classroom.

The school aims to create challenging programs, and it sets high standards for student admission and retention. It selects academically prepared students, develops their knowledge and skills through curricular and extracurricular activities, and prepares them for business careers. Details are provided in the sections covering *STANDARD 6: STUDENT ADMISSION*, and *STANDARD 7: STUDENT RETENTION*.

2.5 Mission and Faculty Development

The most important pillar supporting the school's strategic framework is its faculty. In order to effectively deliver the curriculum to students, faculty members need to keep abreast of developments in both the academic and business environments. The school provides both financial and non-financial support to faculty members for development activities.

Most faculty members are actively engaged in intellectual activities leading to publications in peer-reviewed journals and in conference proceedings. The faculty, as a whole, produces scholarly work which emphasizes their contributions to practices in business. This is followed by the development of pedagogical approaches, and the advancement of knowledge in various disciplines. The Faculty Development Committee organizes seminars in which faculty can share results and exchange ideas related to scholarly activities and pedagogical methods. The school funds legitimate development activities (see Sections
4.2 Faculty Development and *STANDARD 11: FACULTY MANAGEMENT AND SUPPORT*).

The Business Institute provides faculty with an opportunity to interact with members of the business community, and so identify opportunities for research or for applying their expertise to real-world problems.

To balance faculty workload, the school has developed guidelines specifying performance expectations in teaching, service, and scholarly activities (see *Appendix 9.1: Faculty Workload Plan*, *Appendix 9.2: Baseline Service Expectations*, *Appendix 10.1.A: Faculty Qualification Requirements – Part I*, *Appendix 10.1. B: Faculty Qualification Requirements – Part II*) as well as awards for outstanding teaching and service (*Appendix 11.3.B: Faculty Teaching Award, Appendix 11.3.A: Faculty Service Award*).

2.6 Overall Assessment of Standard 2

The school meets this standard.

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STANDARD 3: STUDENT MISSION

The mission statement or supporting documents specify the student populations the school intends to serve.

The Mission/Identity statement indicates the student population that the school attracts, which in turn guides our recruiting and admissions efforts as well as our placement services.

3.1 Undergraduate Programs

The school's identity statement notes that:

> *The undergraduate programs in business are grounded in a broad-based liberal arts and science education, and serve students drawn primarily from the mid-Hudson region and the greater New York metropolitan area, together with international students representing various countries.*

One of the goals and strategic priorities we have identified is to "improve processes related to student selection and support." Achieving this goal will further insure the quality and diversity of our student body *(see Appendix 1.2 : Goals and Strategic Priorities).*

Table 3.1A indicates that over 83% of the school's 719 active undergraduate students come from the mid-Hudson region or the greater New York City metropolitan area, including Long Island. The remainder of the undergraduate student body is composed of out-of-state students (about 3%) and international students (13%). Over one-quarter of the international students are enrolled in the regular program, while the remainder are Turkish students in the dual-diploma program (this program is described in section *6.1.A Dual Diploma Program*). Eighty percent of students pursue their degrees full-time, taking 12 or more credits per regular semester, as Table 3.2B indicates.

Table 3.1A: Residency of Undergraduate Business Majors

Residency	In-State	Out-State	Foreign	Dual-Diploma
No. of students	600	24	26	69
Percentage	83.4%	3.3%	3.6%	9.7%

Based on students enrolled in Fall 2007, including Business majors, pre-majors, and conditional majors.

Table 3.1B: Full/Part Time Status of Undergraduate Business Majors

Full/Part Time	Full-Time	Part-Time
No. of students	576	143
Percentage	80%	20%

Based on students enrolled in Fall 2007, including Business majors, pre-majors, and conditional majors.

The ethnic diversity of the student body is discussed in Section *6.3 Diversity in Student Admissions: Undergraduate Program*.

3.2 Graduate Program

The school's identity statement notes that:
> *Our graduate students, both local and international, seek to advance their professional careers.*

As can be seen from table 3.2A, almost three quarters of the 129 active MBA students are New York State residents. The remainder is international students who must maintain full-time status. On the other hand, 77% of the domestic students are attending on a part-time basis. Overall, 58% of the students are pursuing their degrees part-time, as Table 3.2.B indicates. Career advising for MBA students is not as critical as it is for undergraduates since most graduates are already employed or will return to their home countries to seek employment. Part-time and full-time MBA students complete identical programs; all MBA courses are offered in the evenings or on weekends. Statistics related to the diversity of the MBA students is provided in Section *6.4 Diversity in Student Admissions: MBA* Program.

Table 3.2.A: Residency of MBA Students

Residency	In-State	Out-State	International
No. of students	95	1	33
Percentage	73.6%	0.8%	25.6%

Based on students enrolled in Fall 2007.

Table 3.2.B: Full/Part Time Status of MBA Students

Full/Part Time	Full-Time	Part-Time
No. of students	55	74
Percentage	42.6%	57.4%

Based on students enrolled in Fall 2007.

3.3 Overall Assessment of Standard 3

The school meets this standard.

STANDARD 4: CONTINUOUS IMPROVEMENT OBJECTIVES

The school specifies action items that represent high priority continuous improvement efforts.

Although some changes bring immediate benefits, many changes in educational programs require continuous revision and evaluation to produce incremental benefits.
In order to achieve our vision and stay on track with our mission and strategic priorities, the school engages in a continuous improvement process, which is based on the late quality guru W. Edward Deming's Plan-Do-Check-Act cycle. The tables in this section list initiatives undertaken as part of the continuous improvement cycle. Their costs are identified along with their relationship to the school's strategic priorities (see *Appendix 1.2 : Goals and Strategic Priorities*), and to individual AACSB Standards. Detailed action plans appear in related sections of this document.

4.1 Undergraduate and MBA Programs

Table 4.1A: Undergraduate Program Continuous Improvement

Action Item	Description	Annual Cost	Related Strategic Priorities	Related AACSB Standard
Undergraduate admission	Raise the GPA requirement to 2.75 in annual increments of 0.05 [2006-2010]		4	6
Dual diploma program revision	Change from a summer-only program to a Spring-Summer I program [Starting Spring 2010]		2, 4	15
Undergraduate program assessment	Implement a new approach for assessing program goals involving all core courses [Starting Spring 2008]		2	15, 16, 17
Transfer agreement revision	Discontinue accepting upper-division transfer credits from community colleges [Fall 2006 to Spring 2009]		2, 4	6
Exit survey	Administer WebEBI exit survey to December and May graduates (undergraduate only) [Started Fall 2006]	$1,250	2, 4	4, 7, 15

Table 4.1B: MBA Program Continuous Improvement

Action Item	Description	Annual Cost	Related Strategic Priorities	Related AACSB Standard
New MBA admission policy	Require a minimum GMAT score for all applicants [Starting Fall 2008]		4	6
MBA program revision	Consolidate six majors into two, and revise core and elective courses. [Starting Fall 2008]		2	15
MBA Program assessment	Revise and/or develop operational definitions to assess program goals for the MBA program [Complete by Spring 2008]		2	15, 18, 20
ETS MBA Major Field Test	Assess student's content-based knowledge (at a cost of $25 per student x 50 students) [Started Fall 2007]	$1,250	2, 4	15

Table 4.1C: Undergraduate & MBA Continuous Improvement

Action Item	Description	Annual Cost	Related Strategic Priorities	Related AACSB Standard
Program globalization	Send faculty to seminars and support curriculum development to embed globalization issues in various courses (under a grant from US Education Department) [2006-2008]	$50,000	2, 3	15, 16, 18
Student orientation	Offer nine sections of orientation workshops and ethics training [ongoing]		4	7
1 writing assistant	Hire a graduate student from English department to help students improve their writing skills ($5000+ 12 credits tuition waiver) [ongoing]	$8,552	2, 4	7, 8
Extra-curriculum activity support	Allocate $5,000 for transportation to attend events and $2,000 to support on-campus events [ongoing]	$7,000	2, 4	7
4 student helpers	Hire four full time equivalent student helpers to support student services (4x($7.15/hr x 40hr)x50 weeks) [ongoing]	$57,200	4	7, 8
Office supplies[1]	Purchase office supplies to support curricular and extra-curricular activities ($46,250x.7)	$32,375	2, 4	8
Program promotion	Print publications and related materials to promote the school's programs	$2,500	1, 2, 5	1, 3

1. Assumes 70% of office supplies is used for curriculum and extra-curriculum support and the remaining 30% is used for faculty development support.

4.2 Faculty Development

Table 4.2A: Faculty Development

Action Item	Description	Annual Cost	Related Strategic Priorities	Related AACSB Standard
Faculty recruitment	Recruit an AQ Accounting faculty [$7,000 from Fall 2007 to Spring 2008]		2, 3	10
Retooling accounting faculty	Provide an accounting faculty with a semester's pre-tenure sabbatical leave to obtain auditing experience in preparation for teaching in that area beginning Spring 2009. [Spring 2008]	$38,000	2, 3	10, 11
Retooling accounting faculty	Provide training and membership fees for another accounting faculty to develop expertise in taxation	$3,000	2, 3	10, 11
Academic conference support	Support faculty participation in academic conferences (up to $2,000 per faculty per academic year)	$35,000	3	10, 11
Research & Creative Projects Awards	Support research activities up to $2,500 per year per project (funding provided by the Provost Office)	$7,100[1]	3	10, 11
Development of Lecturers	Fund scholarly activities to develop three lecturers (professional organization membership fees and conference fees) [Ongoing]	$5,000	3	10, 11
6.5 Full time equivalent Graduate Assistants	Fund graduate assistants to help faculty members with their research and courses at a cost of $5,000+12 credits tuition waive ($296 per credit NY resident, $473 per credit, out-of-state)	$ 55,588 to $69,394	2, 3	10, 11
2 student assistants	Hire two full time equivalent student assistants to support faculty research and course preparation (2x($7.15/hr x 40hr)x50 weeks) [ongoing]	$28,600	2, 3	10, 11
Faculty Development Seminar	Organize local seminars to exchange faculty research results (food/refreshment and guest speaker expenses)	$2,000	3	10
Development Support	Support faculty participation in AACSB conferences and seminars	$7,000	2	12
Digital Measures	Fund online faculty management system to track faculty activities and generate annual reports	$2,500	2	11, 12
Faculty Teaching Award	Offer annual award for outstanding teaching [Started Spring 2008]	$1,000	2	11
Faculty Service Award	Offer annual award for outstanding service [Started Spring 2008]	$1,000	2	11
Faculty Exchange	Provide $8,000 summer support for a visiting scholar from a Turkish partner university (paid by the provost's office) [Summer 2008 -]	$8,000	3	11, 12

| Office Supplies[2] | Provide office supplies to support research activities ($46,250x.3) | $13,875 | 3 | 10 |

1. Three tenure-track faculty members received a total of $7,100 ($2,500, $2,500, and $2,100 respectively) for the 2008-2009 award.
2. Assumes 30% of office supplies is used for faculty development and the remaining 70% for curriculum and extra-curriculum support.

4.3 Facility/Technology/Membership

Table 4.3A: Faculty/Technology/Membership

Action Item	Description	Annual Cost	Related Strategic Priorities	Related AACSB Standard
Trading room	Purchased an additional LCD TV to display financial news and obtain FTS software ($7,500 annual subscription fee) initially, with plans to add additional software. Initial funding from Mr. Pasternak's $100,000 gift.	$7,500	2, 3, 4	11, 15
Leadership Lab	Employ a half-time graduate assistant to monitor the lab [ongoing]	$4,276 to $5,338	2, 4	8
QuickBooks	Purchase accounting software [Starting Spring 2007]	$350	2, 4	15
Other Software	Purchase common software packages such as MS Office, SPSS, Mathematica, etc. [funded by Computer Services)	$0	2, 4	15
Survey Tools	Obtain subscription to SurveyMonkey to conduct various surveys	$300	2, 4	7, 15, 16, 17
AACSB membership	Pay Institution fee and PreAccreditation Fee [Started Fall 2006]	$6,000	1	1
Program Promotion	Fund printing of publications and other materials to promote the school's programs	$2,500	1, 2	1, 6, 15

4.4 Career Development

Table 4.4A: Career Development

Action Item	Description	Annual Cost	Related Strategic Priorities	Related AACSB Standard
Internship Practicum	Offer a one credit course required for students as a prerequisite to a credit-bearing internship ($1,035 per instructor per semester for 2 instructors)	$4,140	2, 4	8, 15
Internship Supervision	Employ an academic advisor to supervise credit-bearing internships [$1,035 per semester x2]	$2,070	2, 4	8
Career Advising	Hire a senior career counselor who devotes 60% of her time to business students ($40,000x60%)	$24,000	1, 2, 4	8
Placement Survey	Use SurveyMonkey and staff time at no additional cost	$0	4	3, 14

4.5 Overall Assessment of Standard 4

The school currently meets Standard 4 with the exception of completing the two Plan-Do-Check-Act cycles for Assurance of Learning (Standards 15, 16, 17, and 18).

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STANDARD 5: FINANCIAL STRATEGY

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

A well-designed strategic plan needs to have both financial and non-financial support. The school's strategic plan guides and prioritizes the allocation of financial and non-financial resources. Tables presented in the previous section of the document linked the school's strategic priorities with the financial resources required to achieve compliance with the AACSB standards (*STANDARD 4: CONTINUOUS IMPROVEMENT OBJECTIVES*). This section of the document provides an overall budgetary outlook.

5.1 Overall financial strategy of the school

Most of the school's operating budget is received as an appropriation from the campus, which in turn receives operating funds from the SUNY central administration. In recent years, the school has been increasingly successful in soliciting additional financing from external donors, and these funds have been used to support various school activities. Table 5.1A summarizes the school's revenue and expenses during 2007-2008 academic year, and shows that personnel expenses consumed ninety percent of the state budget.

Table 5.1A: Revenue and Expenses of the School (Operational)

	2007-2008
Revenues:	
State Budget	$2,651,241
Donations	$12,500
Expenses:	
Personnel expenses	$2,384,841
Support to all activities	$278,900

In addition, the school's endowment account has a balance of $40,000 with an additional $140,000 pledged contribution to be collected over the next few years.

5.2 Physical Infrastructure

The School of Business is housed in the van den Berg Hall, a historic building constructed in 1930. The building underwent a $12.5 million renovation project between 2001 and 2005 to upgrade its physical facilities and information technology infrastructure. The building has an area of 43,000 square feet. Its new interior design, executed by Hall Partnership Architects, received the 2006 outstanding design award in

the American School and University's Educational Interiors Showcase. The award cited the following reasons in support of this recognition:

Converting the building presented two design challenges. First, because of the length of the corridor, the design breaks down the scale into smaller zones through wall, ceiling and light articulation. Second, gathering nooks for students were designed with seating and writing surfaces. Warm, sophisticated colors were incorporated into the design to provide a more corporate image for the business school.

New mechanical systems were part of the design, as well as a sophisticated audiovisual system and wireless technology to be used in the lecture rooms.

The renovation of the van den Berg Hall strategically positions the school closer to achieving its goal as the regional business resource hub. It facilitates the use of cutting edge technology and the creation of a venue for knowledge exchanges among students, faculty, and regional business leaders. The building has contributed notably to the school's recent success in attracting high quality students, convincing potential donors, and building stronger ties with regional businesses.

The building is spacious enough to accommodate all of the school's daily activities. Faculty and administrative offices and a conference room occupy the whole of the third floor. Half of the second floor is occupied by the school. Here the Kenneth D. Pasternak Trading Room, a leadership lab, classrooms, and an office for adjunct faculty and part-time staff can be found. The first floor is primarily devoted to classrooms and also houses a computer lab, student lounge, and tutoring room. There are wireless hot-spots in the whole building. In addition to the $100,000 gift by Mr. Pasternak for the trading room, the school received a $100,000 gift from Ulster Savings Charitable Foundation for the building's exterior restoration. According to the 2006-2007 EBI exit survey, students are very satisfied with the building and classrooms (average 5.3 out of 7) and the information technology deployed (a 6.02 average out of 7).

5.3 Support Services

5.3.A Research support

The school supports the faculty's professional expenses, including conference attendance, professional dues and memberships, and purchases of software and data from its state budget and external fundraising efforts. Table 5.3A indicates the extent of this support.

Table 5.3A: Research Support

Activities	Explanation	Annual Limit per Faculty
Conference attendance	$1,000 per conference for up to two conferences per academic year	$2000
Professional dues and membership	Up to $200 for the membership fee in a	$200

fees	professional organization	
Miscellaneous expenses	Expenses to submit a paper, conduct a survey, purchase data or software	Case by case

In addition, the Research and Creative Project fund, administered by the provost's office, provides research support to individual faculty of up to $2,500 a year. Tenure-track faculty members typically have their budgeted requests fully-funded.

5.3.B Sabbatical leaves

Sabbatical leaves benefit the school by providing faculty members with time to intensively pursue their research agendas or to update skills and knowledge. When the faculty's has the opportunity to renew its intellectual capital, the school's research productivity and teaching effectiveness should be enhanced. After completing six years of service, tenured faculty members who are eligible may receive either a one semester leave with full pay or a full year's leave with half pay. Recently, the university also began offering pre-tenure sabbatical leaves in an effort to assist tenure-track faculty to meet higher expectations for intellectual contributions before they face tenure and reappointment decisions. Table 5.3.B summarizes the number of sabbatical leaves taken by faculty members and their associated cost to the school between Spring 2007 and Spring 2009. The table also lists the number of research manuscripts completed during faculty sabbatical leaves, the number of those manuscripts published in peer-reviewed journals so far, and the number of hours of practice in relevant professional areas.

Table 5.3.B: Sabbatical Leaves 2007-2009

Semester	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
# of faculty[1]	1	2	3	1	1
Budget[2]	$38,000	$76,000	$114,000	$38,000	$38,000
Manuscripts completed[3]	3 (1)	3 (2)	5 (2)		
Conference presentations	3		1		
Practice			350 hours CPA practice		

1. One of the faculty members on sabbatical leaves in Fall 2007, Spring 2008, and Fall 2008 belongs to Pre-Tenured leave.
2. Estimated using average annual salaries
3. Numbers in the parentheses represent the number of manuscripts published in peer reviewed journals later on.

5.4 Overall assessment of Standard 5

The financial and non-financial resources are sufficient to support the school's strategic map. The school meets this standard.

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STANDARD 6: STUDENT ADMISSION

The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission.

The school's mission and strategic priorities dictate that the school's admission policies favor improving the quality of the student body rather than increasing its size. A three-year admission plan should lead to a slight reduction in the undergraduate student population to maintain a favorable student-faculty ratio and facilitate faculty- student interactions. To implement this plan, the school is gradually raising its admissions standards in an effort to recruit high quality students that possess the academic readiness to thrive in a challenging environment.

6.1 Admissions - Undergraduate Program

The university's Admission Office manages undergraduate admissions. The number of applications to the institution has increased in recent years, as the high quality of its programs has been recognized. For Fall 2008, about 14,000 freshmen applications and 1,300 transfer applications were received, and enrollment of 1,050 freshmen and 600 transfers was planned. However, an unexpectedly high yield of 24% (the percentage of admitted students committed to enroll) resulted in an increase of 300 in freshmen admissions, with a corresponding reduction in transfer admissions. Receiving the *"Hottest Small State School"* designation in Newsweek is expected to lead to an increasing number of applicants in the future. Nevertheless, the admissions strategies of both the university and the School of Business call for applying more selective standards to improve the quality of incoming students while maintaining or slightly decreasing the student population. SAT scores for freshmen are presently 1030 and 1210 respectively, at the 25th and 75th percentiles.

Once admitted to the institution, students interested in the business programs can declare a Conditional Business Major. This allows them to receive academic advising from the staff in the business school rather than in the university-wide advising office. Students are eligible to declare a Business Pre-Major if they have a minimum GPA of 2.60 (to be increased annually by 0.05 during the next three years) and a Mathematics Placement Level of 3 or higher (which is equivalent to successful completion of MAT 093—College Algebra A).

To become a business major, a matriculated student needs to
1. Obtain a Mathematics Placement Level of 4 (equivalent to a grade of "C-" or better in MAT 193—College Algebra B).
2. Successfully complete (i) Financial Accounting, (ii) Microeconomics, (iii) Macroeconomics, (iv) English Composition I, and (v) English Composition II.
3. Maintain a minimum GPA of 2.6 (to be increased by 0.05 annually for the next three years).

Academic preparation prior to entering the business school is a critical indicator of a student's success in the program. With increasingly better-prepared students, the program can become more successful in preparing them for challenging careers. Based on the university's quality vision and the school's admission strategy, the following initiatives are being implemented to raise admissions standards.

- The minimum GPA required for admission to the undergraduate programs is being increased from 2.50 to 2.75 over a five-year period. Table 6.1.A shows the schedule of increases, along with the projected impact on enrollment and tuition revenue.

Table 6.1.A: GPA Requirements and Impact on Enrollments & Revenues

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009[3]	2009-2010[3]	2010 and after[3]
Min GPA	2.50	2.55	2.60	2.65	2.70	2.75
Fall enrollment[1]	7566	7019	6598	6200	6000	6000
Spring enrollment[1]	7280	6661	6414	6250	6460[4]	6670[5]
Total credit hours	14846	13680	13012	12450	12460	12670
Tuition reveneue[2]	$2,687,126	$2,476,080	$2,355,172	$2,253,450	$2,255,260	$2,293,270

1. Student credit hours
2. Estimated tuition revenue using 2008 NYS residence tuition ($181 per credit).
3. Projected numbers
4. Includes 360 credit hours from the 1st year dual-diploma students (30 students, 12 credits in the spring semester)
5. Include 720 credit hours from the 1st and 2nd year dual-diploma students (60 students, 12 credits in the spring semester)

The projected reduction in the student population will allow the school to provide better services to students, while maintaining the current levels of faculty and staff.

- Students are required to earn a grade of "C-" or better in all business courses, effective in Fall 2006. Previously, the "C-"requirement only applied to courses designated as prerequisites to other business courses. This is in addition to the minimum GPA requirement to declare a major.

Another positive change stems from a new university policy that requires students to declare a major by the time they have completed 75 credits (of a 120-hour program). As a result, students will be forced to decide at an earlier stage whether pursuit of a business degree is feasible, and this should help improve the school's four-year graduation rate.

6.1.A Dual Diploma Program

The dual diploma program is a unique and innovative undergraduate program created between the Turkish Higher Education Council (YÖK) and The State University of New York (SUNY) system. Students in this program will have the opportunity to:

- Earn a high-value undergraduate degree from a SUNY campus as well as from their respective Turkish universities
- Study, live, and attend classes in both the United States and Turkey
- Benefit from an extended bicultural learning experience
- Develop excellent English language skills
- Complete a rigorous undergraduate degree program in less than four years
- Earn a Turkish degree and an American degree at a relatively low cost *
  * *A limited number of scholarships will be available*

(Source: http://www.newpaltz.edu/dualdiploma/aboutprogram.html)

Students interested in the dual diploma program in Business are first admitted to one of the Turkish partner schools (Istanbul Technical University, Middle East Technical University, and Izmir Economic University). Then, they can apply to the New Paltz program. To be admitted to that program, students must meet the same TOEFL requirement as other international students, and the same minimum GPA requirement as other students. Courses that students have taken at the Turkish partner school are treated similarly to courses transferred from regional community colleges: transfer credits are granted based on articulation agreements between the schools. Currently, there are 99 students in the three cohorts of this program. A recently approved revision of this program, discussed in *15.2.A Undergraduate programs* and *Appendix 4.3.C: Dual Diploma Program Revision*, will change it from a three-summer New Paltz program to a three Spring-and-Summer-I program. The revised program provides the students access to the school's more abundant curricular and extra-curricular resources during the spring semester.

The program received the 2006-2007 Andrew Heiskell Award for International Exchange Partnerships from the Institute of International Education (IIE). New Paltz was one of the seven SUNY institutions recognized at the presentation in New York on March 30, 2007. Named after the late Andrew Heiskell, a former chairman of Time Inc., this award recognizes the most outstanding initiatives for internationalizing higher education by universities in the IIE network.

6.2 Admissions - MBA Program

Application and admission to the MBA program is coordinated between the university's Graduate School office and the school's admission officer. Admission to the MBA is based upon an applicant's having:

1. A 4-year baccalaureate degree or equivalent from an accredited institution. Applicants to the MBA in Public Accountancy must have earned a baccalaureate degree in Accounting.
2. An undergraduate GPA of 3.0 or higher (4.0 basis)
3. A TOEFL score of 550 (213 computer based, 80 internet based) or higher, for international students.
4. Basic knowledge in computer, quantitative, and oral and written communication skills.
5. A Graduate Management Admissions Test (GMAT) score of 430 or above.

The first three requirements are mandated by the Graduate Office while the last two are specific to the business school. The minimum GPA requirement of 430 was established based on the following formula:

$$200 \times GPA + GMAT \geq 1030$$

The university's minimum GPA requirement of 3.0 contributes 600 points to the 1030 threshold, so the minimum GMAT score was set at 430. The established policy also allows a small number of applicants with significant prior management experience to be admitted without meeting the minimum GMAT score requirement. This admission policy was approved by the faculty and administration for applicants for Fall 2008 (see *Appendix 6.2: MBA Admission Policy* for details). Prior to implementing this new policy, applicants from the school's undergraduate program who had a GPA above 3.3 were not required to take the GMAT and often waivers were not clearly defined and documented.

Information about the country of origin and GMAT scores of Fall 2007 MBA applicants is summarized in Table 6.2.A. Nearly 60% of the MBA applicants were from overseas, and the majority of the international applicants were from Taiwan. The data indicate that the Taiwanese applicants were not only the most likely to submit GMAT scores, but also presented the highest scores, on average. However, very few of these qualified Taiwanese applicants ultimately enrolled in the program, as can be seen from Table 6.2.B.

Table 6.2.A: Fall 2007 MBA Applicants by Country & GMAT Scores

Country	Number of Applicants	Percent	Reported GMAT	Avg. GMAT Score
India	7	7.4%	4	465
Korea	5	5.3%	3	450
Taiwan	33	34.7%	29	490
USA	39	41.1%	18	428
Others	11	11.6%	5	n/a
TOTAL	95	100%	59	471

Based on applications to Fall 2007 admission

Table 6.2.B shows that, overall, 44% of the students accepted actually enrolled for the Fall 2007 semester. Less than half of the students who enrolled had submitted GMAT

scores. With a new policy that requires all applicants to submit GMAT scores, data will be accumulated over the next three years related to GMAT scores and students' ultimate success in the program, and provide a basis for reevaluate the minimum GMAT requirement.

Table 6.2.B: Fall 2007 Accepted Students by Country & GMAT Scores

Country	Number Accepted	Number Enrolled	Reported GMAT	Avg. GMAT Score
India	7	3	1	490
Korea	2			
Taiwan	22	3	3	507
USA	28	19	7	438
Others	7	4		
TOTAL	66	29	11	470

Based on applications to Fall 2007 admission

6.3 Diversity in Student Admissions: Undergraduate Program

Consistent with the school's identity statement and strategic priorities, the school admits undergraduate students from diverse ethnic backgrounds. Table 6.3.A shows that active business majors in Fall 2007 had identified themselves as follows: 6% Asian/Pacific Islander, 11% Hispanic, 7% African American, and 23% international students.

Table 6.3.A: Diversity of Fall 2007 Active Business Majors

MAJOR	American Indian / Alaska Native	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic	Non-Resident Alien	White, Non-Hispanic	Unknown	Grand Total
Accounting	1	9	9	7	4	40	12	82
Finance		8	7	9	1	23	8	56
General Business		1	3	5		17	3	29
General Business - Turkish					54			72
International Business		2	4	5	9	8	5	33
Management		1	3	12	3	39	10	68
Marketing		3	4	6	3	37	11	64
Grand Total	1	24	30	44	92	164	49	404
Percent	0.25%	5.94%	7.43%	10.89%	22.77%	40.59%	12.13%	100%

Based on Fall 2007 active (enrolled) Business Majors.

Table 6.3.B reveals a similar pattern for business pre-majors during Fall 2007, except for the relative absence of international students among the pre-majors as compared to the matriculated business majors. This is due to the fact that Turkish students in the dual diploma program do not go through the pre-major stage.

Table 6.3.B: Diversity of Fall 2007 Active Business Pre-Majors

MAJOR	American Indian / Alaska Native	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic	Non-Resident Alien	White, Non-Hispanic	Unknown	Grand Total
Undeclared: Pre-Accounting		2	8	10		31	13	64
Undeclared: Pre-Finance		3	7	6	2	22	5	45
Undeclared: Pre-Gen Business		7	4	1		24	10	46
Undeclared: Pre-Interntnl Bus		4		7	1	13	4	29
Undeclared: Pre-Management		4	6	9		33	6	58
Undeclared: Pre-Marketing		3	2	9		28	17	59
Undeclared-Business		2	1	3		5	5	16
Grand Total	0	25	28	45	3	156	60	317
Percent	0%	7.89%	8.83%	14.20%	0.95%	49.21%	18.93%	100%

Based on Fall 2007 active (enrolled) business pre-majors.

According to Table 6.3.C, 80% of the school's undergraduate students are full-time students and 53% are female.

Table 6.3.C: Full & Part Time Status & Gender of Business Students

	Female	Male	Sub-Total	Percent
Full Time	303	272	575	80%
Part Time	78	66	144	20%
Sub-Total	381	338	719	100%
Percent	53%	47%	100%	

Based on business students who were enrolled in courses in the Fall 2007 semester.

An outreach effort to recruit students with diverse backgrounds is exemplified by the university's Educational Opportunity Program (EOP), winner of a Noel-Levitz Retention Excellence Award (2004). It is an academic program designed for capable students who, because of inadequate financial resources and academic preparation, have not had the same opportunities as other students to realize their academic potential. With an annual enrollment of more than 500 students, the university's EOP is one of the largest in the State University of New York system. A personalized, highly structured academic support program, it offers admission to the University and provides academic, personal, and social counseling, as well as financial aid advisement.

6.4 Diversity in Student Admissions: MBA Program

The majority of MBA students are drawn from the mid-Hudson region and foreign countries. As a result, diversity is most evident in terms of the various nationalities represented by the student body (and their related ethnicities) rather than by the ethnic diversity of students resident in the U.S., as Table 6.4.A shows.

Table 6.4.A: Diversity of Fall 2007 MBA Students

MAJOR	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic	Non-Resident Alien	White, Non-Hispanic	Unknown	Grand Total
Pre-MBA	6		1	22	21	7	57
Business Administration	8	3	1	13	22	19	66
Public Accountancy		1		1	4		6
Grand Total	14	4	2	36	47	26	129
Percentage	10.85%	3.10%	1.55%	27.90%	36.43%	20.16%	100%

Based on students who were enrolled in courses in the fall 2007 semester.

Table 6.4.B shows that less than half (43%) of the MBA students are attending on a full-time basis, while 53.5% of the students are female.

Table 6.4.B: Full & Part-Time Status & Gender of MBA Students

	Female	Male	Sub-Total	Percent
Full Time	29	26	55	43%
Part Time	40	34	74	57%
Sub-Total	69	60	129	100%
Percentage	53.5%	46.5%	100%	

Based on students who were enrolled in courses in the fall 2007 semester.

6.5 Overall Assessment of Standard 6

Overall, the school's has clearly stated admission policies which follow from the school's mission and strategies related to student quality and diversity. The school meets this standard.

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STANDARD 7: STUDENT RETENTION

The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission.

The goal of the school's retention effort is to enable students to complete their programs within a reasonable amount of time. Retention efforts actually start with admissions policies. By selecting students who have the appropriate academic preparation, we maximize their chances of successfully completing a challenging program. Once admitted, the school fosters a supportive environment where students have access to appropriate course offerings, academic advisors, tutoring services, extra-curricular activities, and internship opportunities. This section details the resources offered by the school.

7.1 General Services to all students

Appropriate guidance and academic assistance are essential to ensure a student's timely progress and success in the program. Resources provided to assist students include:

- Campus-wide tutors: The university has a Tutoring Center which employs tutors from all disciplines.
- Business school tutors: The school also employs its own tutors, who are available in the tutoring room in van den Berg Hall, and typically work for specific instructors.
- Writing Assistant: The school hires a graduate student from the English department to assist students with writing assignments.
- Library Liaison: A designated librarian is available to assist School of Business faculty and students with research projects.
- Career Advice: A senior career advisor, employed on a part-time (60%) basis, and a graduate assistant are available to help students seeking internships and job placements.
- Faculty office hours: Campus rules mandate a minimum number of faculty office hours per week. A recent Student Association study found that among the five schools of the university, the faculty of the School of Business has the highest level of commitment to maintaining their published office hours.
- Office Support: The main office of the business school opens 55 hours a week to assist students.

7.2 Undergraduate Program

The following policies have been implemented in an effort to improve the four-year graduation rate:
1. Revision of course prerequisites: Changes effective in Fall 2007, added basic prerequisite courses to certain higher-level business courses, in order to ensure

that students had previously acquired the necessary skills and knowledge in statistics, spreadsheet applications, and management concepts.

2. Minimum "C-" requirement for all business courses: Effective in Fall 2006, students need to obtain a grade of "C-" to receive credit for a required business course. Previously, a minimum grade of "C-" was required only for courses serving as prerequisites for other business courses.

3. A dedicated full-time academic advisor: Conditional and pre-majors are advised by this professional staff member. Once a student is accepted as a major, s/he is assigned to a faculty member in that major for advising.

4. A half-time academic advisor: This advisor is available to assist both undergraduate and graduate students during evening hours and on Saturdays.

5. Midterm Evaluations: Faculty university-wide complete mid-semester evaluations for all first-year students in their courses.

6. Dismissal of students: A conditional major or pre-major who does not maintain the required minimum GPA is given one semester to improve. Students who fail to reach the required GPA after the probation period are dismissed from the program. Between twenty and thirty students are dismissed every semester.

Table 7.2.A summarizes the time taken by the school's 2007 graduates to complete their degrees, categorized based on the students' status at the time of admission to the university. Eighty percent of those admitted as freshmen completed their degrees within 4 to 4.5 years, and the remainder graduated within 5.5 years. Seventy percent of those admitted as transfer students completed their degrees within 3.5 years. The transfer classification is applied to students admitted with any previous college-level education, and students in this group differ greatly in terms of the numbers of transfer credits that they enter with. The university accepts a maximum of 70 transfer credits. Courses are accepted in transfer based on articulation agreements between the university and its feeder community colleges. Courses from non-affiliated schools are accepted when approved by a faculty member in the discipline.

Table 7.2.A – Time to Complete the Undergraduate Programs

	May 2007 Graduates		Dec. 2007 Graduate	
	Freshmen[1]	Transfers[1]	Freshmen	Transfers
% graduated in less than 2.5 years		42%		61%
% graduated in 3-3.5 years		28%	10%	16%
% graduated in 4-4.5 years	81%[2]	23%	70%	13%
% graduated in 5 – 5.5 years	19%	5%	20%	3%
% graduated in more than 6 years		1%		6%
Total # of students	37	92	10	62

Based on students who graduated in May 2007 and December 2007.
1. "Freshmen" refers to students admitted to the university without prior college level education. Students who completed any credits from a post high school institution are classified as "Transfers".
2. All graduated in 4 years.

7.3 Graduate Program

The revised MBA program will be launched in Fall 2008. The older program gave students a choice of six majors. The new program offers only two options: a general MBA and an MBA in Public Accountancy (see *Appendix 4.1.A: Comparison of the new general MBA program* and *Appendix 4.1.B: Comparison of the old and new MBA Public Accountancy*).

MBA courses are generally classified into four categories.
- Foundation courses: These seven undergraduate courses are required for students without prior knowledge in the basic areas of business. A minimum grade of "B" must be earned for a foundation course to count towards the MBA requirements. (Students who took these courses as part of an undergraduate program and earned a grade below "B" must retake them to achieve the minimum grade required for credit towards the MBA degree.)
- MBA core courses: The revised MBA program includes nine core courses covering the functional areas in business. The older MBA program had seven core courses.
- MBA major courses (Public Accountancy major only): Students in the new Public Accountancy major take three required accounting courses. Students in the older MBA program took three required courses in a concentration of their choosing. The new general MBA major does not have major courses.
- MBA Electives (General MBA major only): Students in the new general MBA major choose any three elective courses. The older MBA program included two elective courses.

The MBA program revisions did not change the total number of credits required for the degree. The changes made included minor adjustments in the composition of the foundation courses, but no change was made to the total number of foundation credits. The MBA core was expanded from seven to nine courses. In addition, students in the general MBA program select three elective courses, while those in the Public Accountancy program take three required accounting courses instead of electives.

Most MBA students attend on a part-time basis. The number of courses taken each semester and the student's undergraduate preparation determines the time to which the student receives her/his degree. Students with undergraduate degrees in fields unrelated to business require additional time to complete the foundation courses. Students who attend full-time and have had all foundation courses waived at the time of admission should be able to complete the MBA in three semesters.

One of the major reasons for revising the MBA program was to make sure that graduation after three semesters of full-time study was feasible. To facilitate students' progress in the program, we have always scheduled foundation and MBA core courses every semester. However, based on enrollment numbers, concentration courses had only been offered every second or third semester. As a result, some students had to wait an additional semester to take a required concentration course or would request a

course substitution in order to graduate on time. Now that students in the general MBA will no longer need concentration courses, completion of the prescribed program on a timely basis will be facilitated. At the same time, the revised curriculum addresses resource constraints and quality concerns. The MBA program revision was one of the major changes make to better align our programs with our mission, vision, and identity (see Section *1.2 Influence of Mission/Vision/Identity on Decision Making*).

During 2007, 75% of the MBA students who graduated, had completed their requirements within three years. The results reported in Table 7.3.A reflect the large percentage of part-time students in this program.

Table 7.3.A – Time for Full-Time MBA Students to Complete the Program

	2007 May and Dec.
% graduated in 2 years	46%
% graduated in 3 years	29%
% graduated more than 3 years	25%
Total # of students	35

There is a full-time MBA academic advisor, who also acts as the admission officer for the program. MBA students are also assigned to faculty advisors and have access to the school's half-time evening/weekend advisor.

7.4 Overall Assessment of Standard 7

The school meets this standard.

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STANDARD 8: STAFF SUFFICIENCY – STUDENT SUPPORT

The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics.

The school's dedicated staff members provide invaluable student support for both academic and extra-curricular activities. They serve as academic advisors, help organize student activities, and assist with internship and job searches.

8.1 General Services to all students

Student support is provided by three members of the professional staff and two members of the office staff, and staff support is available from 8:00 AM to 6:30 PM. In addition, a half-time academic advisor serves students who attend classes in the evening or on Saturdays, and a 60%-time senior career advisor is available three days a week. The school also employs part-time student workers who provide office and activity support; their total hours are equivalent to having four additional full-time employees.

8.2 Academic Assistance

The academic assistance provided by tutors, a writing assistant, library liaison and leadership lab assistant was discussed in section 7.

8.3 Academic Advising

MBA students receive advising from a professional staff member from admission to the program until they complete their initial coursework. Students are then transferred to a faculty advisor who works with them for the remainder of the program.

A second professional staff member serves as the senior academic advisor for undergraduate students, advises pre-majors and conditional majors and clearing students for graduation. Once an undergraduate student formally declares a major, s/he is assigned to a faculty advisor in the major area. A half-time advisor is available to evening and weekend students, and supports both the graduate and undergraduate advising functions.

8.4 Career Service

After a two-year effort, the campus's Career Resource Center hired a full-time senior career counselor in Spring 2008, who spends 60% of her time serving the needs of business students. During the first semester in this new position, the advisor held regular career-counseling appointments with students in the School of Business building, and coordinated two bus trips to New York City where students attended job fairs. Previously, with its limited resources, the Career Resource Center had focused primarily on career advising rather than on connecting students with potential employers. Several job fairs were hosted each year for the general student population. In addition, the School of Business organizes job fairs specific to business majors. These were held in the business building or in the College Terrace, a campus dining facility for special events.

Career services had been one of the weaker components of our program. According to the school's 2006-2007 EBI exit survey, satisfaction with career service was the lowest scored item on the survey (average score of 4.05 out of 7). In their written comments, students from the New York metropolitan area noted that they would like to see more job and internship opportunities available in that area. With the addition of the senior career counselor, the student satisfaction with career service is expected to improve in the next survey.

8.5 Overall Assessment of Standard 8

The school has sufficient staff members for student support activities. The school meets this standard.

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STANDARD 9: FACULTY SUFFICIENCY

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty.

The vast majority (between 93% and 96%) of the student credit-hours taught in the school are delivered by full-time faculty. The full-time faculty contingent is supplemented by several part-time faculty members, who have significant professional experience. Part-time faculty members may also lend their expertise to the Business Institute.

9.1 Faculty complement available

9.1.A Definition of Participating Faculty

The Faculty Workload Plan (*Appendix 9.1: Faculty Workload Plan*) defines participating faculty members as those who devote 100% of their time to the school's mission. Participating faculty members are responsible for teaching, as well as for engaging in service and scholarly activities. They participate in the governance structure at both the university and school levels, as the bylaws provide. Participating faculty include tenured and tenure-track members as well as those on lecturer lines. Lecturers are generally professionally-qualified faculty who hold multi-year renewable contracts. Compared to tenured and tenure-track faculty, they have heavier teaching and service loads, but less stringent requirements for intellectual contributions. Their professional development activities are weighted more towards practice.

During the 2007-2008 academic year, the participating faculty consisted of:

1. Twenty-two tenured and tenure-track faculty members, including the associate dean who teaches one-third of a normal load

2. Three lecturers with multi-year contracts and one lecturer with a one-year appointment.

9.1.B Definition of Supporting Faculty

Supporting faculty are those who do not meet the definition of participating faculty. During 2007-2008, the school employed three supporting faculty on a part-time basis. A university rule dictates that part-time faculty cannot teach more than two courses per semester. The three supporting faculty members taught lower-division courses, and covered between three and five sections per semester—a small fraction of the 75 to 81

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credit-bearing sections offered each semester. One of the supporting faculty members
has also been appointed as an associate to the Business Institute.

9.1.C Faculty Sufficiency

Tables 9.1.C.a and Table 9.1.C.b respectively summarize the credit hours taught by
participating and supporting faculty during each of the two semesters of the 2007-2008
academic year. Overall, the percentage of student credit-hours covered by participating
faculty members was 93% during the fall semester and 96% during the spring.   In
addition, more than 80% of credit hours in each discipline is covered by participating
faculty. These tables summarize the results of the detailed analysis of the contribution
of individual instructors (see *Appendix 9.3: Faculty Sufficiency – Participating and
Supporting Faculty Summary* for Fall 2007).

Table 9.1.C.a: Faculty Sufficiency — Fall 2007

Discipline	Participating	Supporting	TOTAL
Accounting	1524		1524
	100.0%	0.0%	
Decision Sciences	1587	222	1809
	87.7%	12.3%	
Finance	675		675
	100.0%	0.0%	
Law	486		486
	100.0%	0.0%	
Management	1509	303	1812
	83.3%	16.7%	
Marketing	1062		1062
	100.0%	0.0%	
TOTAL	6843	525	7368
	92.9%	7.1%	

Based on student credit hours

Table 9.1.C.b: Faculty Sufficiency — Spring 2008

Discipline	Participative	Supporting	TOTAL
Accounting	1257		1257
	100.0%	0.0%	
Decision Sciences	1545	159	1704
	90.7%	9.3%	
Finance	912		912
	100.0%	0.0%	
Law	366		366
	100.0%	0.0%	
Management	1731		1731
	100.0%	0.0%	
Marketing	1071	135	1206
	88.8%	11.2%	
TOTAL	6882	294	7176
	95.9%	4.1%	

9.2 General responsibilities of participating faculty

The school's mission identifies teaching as the faculty's primary responsibility. Teaching responsibilities include working with the students in one's classes and being available during office hours. The university requires all full-time faculty to maintain at least four office hours a week. In addition, faculty members' responsibilities extend to development, management, and assessment of the school's programs. The faculty's responsibilities related to intellectual contributions are detailed in *STANDARD 10: FACULTY QUALIFICATIONS*.

Faculty service responsibilities include student advising and participating in governance through membership on both university and school committees. Key school committees include:
- Curriculum Committee: develops and reviews curricula and courses
- Undergraduate Assessment Committee: plans and controls undergraduate assessment efforts
- MBA Assessment: oversees MBA assessment activities
- Faculty Development Committee: develops programs to support faculty in achieving and maintaining academic or professional qualifications; reviews applications for faculty awards
- Personnel Committee: reviews the applications for reappointment, promotion, tenure, and discretionary salary increases.
- Scholarship Committee: reviews student scholarship applications.

These committees are responsible for developing or reviewing initiatives or applications. The Personnel Committee forwards its recommendations to the Central Personnel Committees and to administrators. The other committees generally bring

their recommendations to the full business faculty for a discussion and vote. Faculty committees serve in an advisory capacity, and all initiatives recommended by the faculty are reviewed and approved by the dean, and when appropriate, by the provost.

Faculty members are encouraged to engage with students both inside and outside of the classroom. Outside of the classroom, faculty serve as advisors to student organizations and business plan contest teams, they supervise independent studies, and participate in activities such as recruiting events, commencements, award ceremonies, and alumni reunions. External service activities involve faculty with the local, professional, and academic communities. Baseline service expectations for participating faculty have been outlined in a document developed by the Personnel Committee (see *Appendix 9.2: Baseline Service Expectations*).

9.3 Overall Assessment of Standard 9

The school has sufficient participating faculty to support its mission.

STANDARD 10: FACULTY QUALIFICATIONS

The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission.

A program's quality is largely dependent on the qualifications of its faculty. To support its mission, the school requires its faculty members to be teaching scholars. Scholarly activities are defined so as to accommodate differences in individuals' scholarly interests, teaching responsibilities, and career paths. The program aims for an appropriate mix of various types of scholarly activity to support its mission. To foster practice-oriented research activities, the school encourages faculty members to interact with members of business community through the activities of the Business Institute and Business Advisory Council. To facilitate pedagogical research, the school invests in state-of-the-art technology such as the leadership lab and trading room mentioned in Section 5.2 Physical Infrastructure.

10.1 Faculty Qualifications: Definitions and Review

Members of the teaching faculty are classified as either Academically Qualified (AQ), Professionally Qualified (PQ), or Other. The Faculty Development Committee defined these categories following the guidelines in AACSB Standard 10. Consistent with the spirit of this standard, the school's definition includes detailed requirements for achieving initial qualification and for maintaining that qualification (*Appendix 10.1 Faculty Qualifications: Definitions and Review*).

Faculty qualifications are reviewed based on a five-year rolling window. To maintain their qualifications, AQ faculty members are expected to accumulate three points from scholarly activities during the five-year period. At least two of these points must be earned from publications in peer-reviewed journals (PRJ), with each article worth one point. Non-PRJ scholarly activities receive fewer points than PRJ publications. The weights assigned to various types of intellectual contribution appear in *Appendix 10.1. B: Faculty Qualification Requirements – Part II*.

PQ faculty are expected to accumulate two points from scholarly activities over a five-year period. These activities must include some publicly-disseminated writing. Supporting faculty who hold full-time positions with significant managerial responsibilities in the area of teaching may meet the PQ criteria without writing activities, provided they only teach courses at the introductory and intermediate levels.

The courses offered by the school are classified into four levels:
- Lower-division courses: introductory-level undergraduate courses have numbers in the 201-299 range,

- Upper-division courses: intermediate-level undergraduate courses have numbers in the 301-399 range,
- Major courses: advanced undergraduate courses open only to business majors have numbers in the 401-499 range, and
- MBA courses: all MBA core, concentration and elective courses are numbered in the 501-599 range.

MBA courses are taught by AQ faculty, with rare exceptions. Undergraduate major courses are staffed by full-time AQ or PQ faculty with appropriate qualifications, as a general rule. Relatively few courses are taught by adjunct faculty members, who, in addition to teaching, contribute to the activities of the Business Institute and thus support the school's vision to be the region's business resource hub. Qualifications for PQ faculty members are defined relative to the individual's status, and so vary based on factors such as full-time or part-time employment status and lower-division versus upper-division teaching assignments.

10.2 Composition of Current Faculty

The dean of the school does not have any teaching responsibilities and is not included in the analysis of faculty qualifications. During the 2007-2008 academic year, the full-time faculty included 26 members, including one employed on a temporary basis, as outlined in *9.1 Faculty complement available*.

Twenty-two of these faculty are academically qualified and tenured or on the tenure track, as shown in Table 10.2.A. All AQ faculty members have a 3-3 teaching load (three 3-credit courses per semester). According to the school's faculty workload plan (see *Appendix 9.1: Faculty Workload Plan*), they are classified under Workload Plan A (or AQ_1). Tenured faculty members who desire to shift their intellectual contribution focus from publishing in peer review journals (AQ_1) to actively engaging in practice (Workload Plan C or PQ) are classified as AQ_2 during a two-year transition period, in which they may be assigned to teach an additional course per year (a 3-4 teaching load). After the transition period, they have a full 4-4 teaching load as defined in Workload Plan C (PQ). To date, this situation had not arisen; all tenured faculty members have managed to maintain the normal AQ_1 status.

Table 10.2.A: AQ & PQ Classification of Assistant, Associate & Full Professors

	Total No.	No. With Doctoral degrees in fields of teaching	No. with doctoral degrees in fields related to teaching	# of AQ	# of PQ
Tenured	12	8	4*	12	
Tenure-Track	10	10		10	

* Kristin Backhaus, Ph.D. in Education Administration and Policy Studies, Karl Heiner, Ed.D. in College Teaching of Statistics, Joel Neuman, Ph.D. in Psychology, and Tulin Sener, Ph.D. in Economic.

The four remaining faculty members were lecturers: three were on multi-year appointments and one was on a one-year contract. Lecturers typically have a teaching load of four courses per semester. However, the lecturer with the temporary appointment was assigned a 5-5 teaching load with no service or research responsibilities. The three full-time lecturers on term appointments are all Professionally Qualified, as Table 10.2.B shows. A summary of full-time faculty intellectual contributions except for the temporary faculty member can be found in *Appendix 10.2.A: Summary of Faculty Intellectual Contribution and Qualifications*.

Table 10.2.B: AQ & PQ Classification of Lecturers

	Total No.	No. With Terminal Degrees	No. with Master degrees	# of AQ	# of PQ	Notes
Term appointment	3	1*	2		3	* J.D.
Temporary appointment	1		1			1-year appointment

The 26 members of the full-time faculty come from diverse backgrounds in terms of ethnicity and nationality, as Table 10.2.C shows. Nearly one-third of the faculty members are female.

Table 10.2.C: Faculty Diversity

Race	Number	Percent
Asian/Pacific Islander	5	19%
Black, Non-Hispanic	1	4%
Hispanic	1	4%
Non-Resident	5	19%
White, Non-Hispanic	14	54%
TOTAL	26	100%

During the spring 2008 semester, three adjunct faculty members were employed, and covered a total of three to five classes per semester. All three adjuncts had full-time jobs in area of teaching, and one had a research-oriented doctoral degree. All are classified as PQ, as Table 10.2D indicates.

Table 10.2D: AQ & PQ Classification of Adjuncts

Total No.	No. With Terminal Degrees	No. with Master degrees	# of AQ	# of PQ	Notes
3	1*	2		3	* Ph.D.

Table 10.2.E summarizes the deployment of AQ and PQ faculty by discipline for the 2007-2008 academic year. A detailed analysis at the level of individual faculty members can be found in *Appendix 10.2.B: Deployment of Qualified Faculty.*

Table 10.2.E: Deployment of AQ & PQ by Discipline

Discipline	Overall AQ %	Overall AQ+PQ %
Accounting	60.0%	80%
Decision Sciences	93.3%	100%
Finance	100.0%	100%
Law	0%	100%
Management	100%	100%
Marketing	73%	100%
Grand Total	83%	96%

The statistics in Table 10.2.E indicate that

- Overall, the AQ+PQ ratio is 96%, above the 90% threshold.
- The overall AQ ratio is 83%. The Business Law area has a 0% AQ ratio, as its only faculty member, Professor Bruce Mather, is professionally qualified. Professor Mather has a Juris Doctor degree, which is considered a terminal degree for the two introductory business law courses he teaches. Professor Mather has developed a research plan that should lead to his becoming academically qualified during the next three years.
- Next after the Business Law area, the Accounting area has the lowest AQ ratio (60%), followed by Marketing's (73%). The Accounting area has been adversely impacted by the difficulty in hiring a new faculty member with suitable qualifications. A strategy to address this problem is presented in the next section.
- The AQ+PQ ratio for the Management area has been improved to 100% during Spring 2008. The improvement from the previous semester occurred because an adjunct faculty member who had taught during Fall 2007, and was neither AQ nor PQ, was not rehired.

10.3 Faculty Development Strategy in Accounting Area

The school has put considerable effort—over a period of two years—into recruiting an AQ faculty member in Accounting. Numerous candidates were invited to campus and job offers were extended to many. However, none of these offers was accepted. As a last resort, the school extended an offer to Donald Furman, who had been teaching as a lecturer under a one-year contract. Professor Furman has just received a non-research oriented doctorate, which does not appear to meet the doctoral degree requirements outlined in Standard 10 in the first item in the subsection headed "Academically Qualified Faculty Members." As a result, short-run improvement of the AQ ratio is improbable. Our alternative strategy involves redeploying and retooling AQ/PQ resources to improve the delivery of the accounting program. This plan was initially conceived last year when the school encountered difficulties recruiting an accounting faculty to teach auditing and taxation. The key elements of the plan are as follows:

1. Retool two AQ accounting faculty to teach upper-division and graduate courses in auditing and taxation. Courses in these areas are currently being taught by PQ lecturers. Professor Ebrahim recently passed the CPA examination. During his pre-tenure sabbatical leave in Spring 2008, he gained professional experience to help fulfill the practice requirements and to further develop his knowledge and skills in auditing. Professor Hollister will receive financial support to help her update her tax skills by seeking training and development activities in that area.
2. Encourage existing PQ Accounting faculty to participate in continuing education courses and to maintain or obtain professional certification.
3. Draft a development plan for the faculty member joining the program in Fall 2008. The plan will outline the detailed steps and necessary support to make him Professionally Qualified in the short-run (within one year) and Academically Qualified in the longer-run (within five years). During this developmental period, Professor Furman will primarily teach courses at the introductory and intermediate levels. Professor Furman has a private practice in financial advising and tax preparation. To become Professionally Qualified, he is expected to produce some intellectual contributions.

10.4 Overall Assessment of Standard 10

The deployment of faculty resources to the classrooms was strained in the academic year 2007-2008 due to the new university policy of supporting pre-tenure sabbaticals to assist tenure-track faculty in developing a sustainable research agenda for their careers. The number of sabbaticals peaked in Spring 2008 and will level off in the next year (see Table 5.3.B in Section *5.3.B Sabbatical leaves*).

The school has not yet met the requirement in Standard 10. The target is to increase the AQ+PQ percentage in the Accounting area in the short-run and increase the AQ percentage in the longer run.

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STANDARD 11: FACULTY MANAGEMENT AND SUPPORT

The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include:

- *Determining appropriate teaching assignments, intellectual expectations, and service workloads.*
- *Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.*
- *Providing orientation, guidance and mentoring.*
- *Undertaking formal periodic review, promotion, and reward processes.*
- *Maintaining overall plans for faculty resources.*

In higher education today, faculty members are challenged to balance an increasing set of demands. They are expected to deliver pedagogy that is more interactive and technologically-based, engage in program and course assessment, serve on faculty governance committees, and carry out a research agenda. Tenure-track faculty, in particular, must learn to balance these various and growing demands. To help nurture these faculty and ease their anxieties, the university and the school have establish clear policies related to expectations for faculty performance and the personnel process. The policies and available sources of support are communicated to prospective faculty members during the interview process and to new hires at the time they are oriented to the institution and school.

11.1 Recruitment and orientation of new faculty

The provost meets with all faculty candidates during the interview process. He provides them with information about the expectations for reappointment and tenure and evaluates their potential to meet those expectations. Similarly, the dean meets with all candidates and discusses school-specific expectations with them.

The provost's office organizes orientations for new faculty members. During these orientations, the provost and the deans share their expectations for faculty performance, including the increasing focus on intellectual contributions. The provost also holds additional meetings during the year, at which he discuss requirements for reappointment, tenure, and promotion with junior faculty.

The dean of the business school meets with new faculty members to address school specific expectations. He identifies the types of support available for faculty development and assigns a senior faculty to mentor each junior faculty. The associate dean provides new faculty members with an overview of the school's accreditation status and the AACSB Standards, emphasizing the components related to faculty qualifications and assurance of learning. New faculty members work with their mentors to draft a development plan that details the activities to be undertaken to enable them to meet and exceed performance expectations. This plan is reviewed by the

Faculty Development Committee and the dean. A faculty development process outlined by the Faculty Development Committee can be found in *Appendix 11.1 Faculty Development Process*.

11.2 Determining and communicating performance expectations

Faculty members prepare annual reports in January, which summarize their teaching, service and research activities during the previous calendar year. The dean reviews the annual reports along with the results of the Student Evaluation of Instruction (SEI) and information about grade distributions in courses taught (provided by the Institutional Research Office). Based upon his review, the dean provides feedback to individual faculty members whose performances fall below the baseline service expectations (*Appendix 9.2: Baseline Service Expectations*) and/or faculty workload plan requirements (*Appendix 9.1: Faculty Workload Plan*), and improvement is expected in the following year.

Faculty members whose performance exceeds the baseline (see *Appendix 9.2: Baseline Service Expectations*) are encouraged to submit an application for a Discretionary Salary Increase (DSI) to the Personnel Committee. The DSI is the primary means for encouraging and rewarding meritorious performance at the university. Based on the level of achievement, an individual may be recommended for either a major or minor merit award. Faculty members may be recommended for a minor award based on superior teaching or service activities. Recommendations for major awards are made based on publication in peer-reviewed journals, provided that candidates meet baseline teaching and service expectations. The review process for DSI awards is similar to that used for tenure and reappointment decisions.

11.3 Review, promotion and reward processes

University bylaws and procedures govern the process used for personnel decision related to reappointment, tenure, promotion, and DSI awards. External review of the candidate's scholarly work is required for tenure and promotion decisions. Candidates prepare dossiers highlighting their accomplishments, and these are reviewed by faculty committees and administrators. In the business school, candidates are reviewed first by the Personnel Committee and then by the dean. The applications are then forwarded to the Central Personnel Committee, along with recommendation letters prepared at the school level. The central committee includes representatives from all schools on the campus. It forwards its recommendation to the provost, who in turn makes a recommendation to the president. During the past three years, six faculty members in the school of business were granted tenure, and two departed due to insufficient intellectual contributions. To provide tenure-track faculty members with sufficient time to develop the expected scholarly output, the university has recently begun to offer pre-tenure leaves. This initiative should result in fewer cases where tenure must be denied.

Faculty achievements in teaching, research, and service are recognized by awards made by the state university system to individuals on each campus. In addition, in Spring 2008, the School of Business initiated a faculty service award (*Appendix 11.3.A: Faculty Service Award*) and a teaching award (*Appendix 11.3.B: Faculty Teaching Award*). These awardees are recognized during the school's year-end awards ceremony and receive additional funding to support their professional activities (beyond the normal support for conference travel and professional dues and supplies).

11.4 Adjunct Faculty

Appointment of adjunct faculty members is managed by Dean's office. The associate dean reviews applicants' credentials and interviews qualified candidates before making a recommendation to the dean. Acceptable results on the Student Evaluations of Instruction are required before an adjunct faculty is rehired. Adjuncts whose teaching performance exceeds expectations can receive recognition through Discretionary Salary Increases and teaching awards.

11.5 Overall Assessment of Standard 11

The school has well documented guidelines, policies, and financial/non-financial resources to manage and develop its faculty resources. The school meets this standard.

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STANDARD 12: AGGREGATE FACULTY AND SUPPORT STAFF EDUCATIONAL RESPONSIBILITY

The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

- *Ensure adequate time is devoted to learning activities for all faculty members and students.*
- *Ensure adequate student-faculty contact across the learning experiences.*
- *Set high expectations for academic achievement and provide leadership toward those expectations.*
- *Evaluate instructional effectiveness and overall student achievement.*
- *Continuously improve instructional programs.*
- *Innovate in instructional processes.*

Members of the faculty and support staff are on the front lines in delivering curricula, guiding students to successfully complete their programs, and helping them develop into business professionals. It is through their collective efforts that the school maintains quality programs.

12.1 Faculty Instructional Responsibility

Faculty instructional responsibilities include preparing and delivering well-thought out classes that engage students and encourage their participation. Faculty are also expected to hold office hours to facilitate student learning both in and outside of the classroom.

Working with colleagues, faculty members coordinate their efforts to develop the curriculum, assess student learning, and modify course coverage and instructional techniques in order to continuously improve the programs. These activities are important ones for supporting our teaching-based mission. In the process of developing instruments, conducting assessments, evaluating results, and suggesting areas for improvement, faculty engaged in a valuable team effort. Previous non-believers have even turned into assessment leaders.

12.2 Faculty & Staff Academic Advising Responsibility

Advising responsibilities are shared by faculty and professional staff members, as discussed in Section *8.3 Academic Advising*. Academic advisors are responsible for helping students plan their programs of study and meet degree requirements. Faculty advisors are also in a position to provide advisees with information about their major and potential career paths.

12.3 Student Associations

With eight active student organizations, it is not surprising that we ranked highest among our seven peer schools on the 2006-2007 EBI survey question related to the students' satisfaction with student organization activities in the business program. We also ranked fifth out of the 41 participating schools in our Carnegie class on this question.

Each student organization has one or more faculty or staff members serving as a group advisor. The school helps to fund many student events and provides the organizations with administrative support. Three student associations have achieved notable successes in national or regional competitions.

The American Marketing Association (AMA) has won the Outstanding Collegiate Chapter Award three times in the last four years, competing against 120 student chapters in the AMA's Annual Collegiate Conference. This award-winning chapter is led by faculty advisor, Professor Ted Clark, who was himself recognized as the AMA's 2008 Outstanding Faculty Advisor.

The Management Association (MA) received the Superior Merit Award from The Society for Human Resources (SHRM) for its educational programs and activities this year. It is one 67 of the student chapters out of 400 that received this award. The MA also competes regionally in the Human Resource Games.

Twice in the past three years, our Students in Free Enterprise (SIFE) chapter has been named Regional Champion at the NYS Regional Competition and has advanced to the National Competition.

Descriptions of the eight School of Business Student Associations follow:

1. Accounting & Finance Association (AFA)
Membership in the AFA is open to all SUNY New Paltz undergraduate and graduate students with a major or intended major in Accounting or Finance. Students are encouraged to explore career opportunities in Accounting and Finance by participating in discussions and workshops outside the traditional classroom setting. Regular activities include speeches and panel discussions by fellow students, faculty, and professionals, as well as field trips and community service. Each fall, the AFA sponsors an annual Career Symposium, an evening of networking and information sharing for employers, students and faculty.

2. American Marketing Association (AMA)
The SUNY New Paltz Collegiate chapter of the AMA provides its members with opportunities to learn the process of marketing in real business situations. Over the past five years, the AMA has completed numerous marketing research studies and strategic market plans for small businesses and non-profit organizations. The AMA sponsors the

annual Business Day Conference, which attracts business students from across the Mid-Hudson Valley, and offers a series of workshops as well as the opportunity to have one-on-one dialogues with well-known professionals. During the semester, both independently and in concert with other student associations, the AMA offers programs of interest to business students.

3. The Business Law Society (BLS)
The Business Law Society introduces business students, as well as students from other majors, to advanced law-related topics in greater detail than is possible in the classroom through seminars, guest speakers, field trips, and internships with corporate law departments and law firms. The Society also provides guidance on the law school application process and the LSAT.

4. Dean's Student Advisory Board (DSAB)
The DSAB is a team of selected School of Business students who are committed to act as a confidential liaison between the students and the dean. The DSAB's primary objective is to advise the dean and devise solutions to issues that are of primary concern to School of Business students. Their aim is to foster a cooperative relationship and promote ideas that contribute to the advancement of School of Business students as they prepare to enter a dynamic business environment. The DSAB is responsible for bringing the Sigma Beta Delta Honor Society, CD Yearbook, and Business Plan Contest to the school.

5. The Management Association (MA)
The MA is a student chapter of the Society for Human Resource Management and is affiliated with the Mid-Hudson Human Resource Association. The MA provides students with an opportunity to explore the field of human resources (HR) as a career, to learn more about the HR function in business, and to develop and participate in professional internships. Each semester, the MA coordinates numerous events and workshops that provide students with a better understanding of management and business. Members also participate in an academic competition known as the HR Games in which participants answer human resource questions in a Jeopardy style game show format.

6. Students in Free Enterprise (SIFE)
SIFE is a global, non-profit organization that offers students the opportunity to develop leadership, teamwork, and communication skills in the process of learning, practicing and teaching the principles of free enterprise. In process, students help improve the standard of living for others. Guided by faculty advisors and supported by businesses around the globe, SIFE teaches important concepts, including market economics, entrepreneurship, personal and financial success, and business ethics. Through educational outreach projects, students can better themselves, their communities and their countries.

7. Student Organization for Business Ethics and Research (SOBER)

SOBER is a student-centered organization focused on promoting ethics among business students and practitioners. Its primary objective is to provide students with a theoretical background and a vibrant test lab in which that theory can be applied to create sustainable business practices. SOBER promotes practices that contribute to the development of trust between local communities and businesses. It considers the types of ethical decision-making that will sustain enterprises in a global, multicultural business world.

8. World Business Association (WBA)
The WBA was created in 2007 as the first student chapter of the National Hispanic Business Association in New York State. The chapter's mission is to encourage diversity and business students with the types of educational, professional, and networking opportunities that will help them develop into future leaders. One of the benefits of membership in the WBA is the priority that students receive when they apply for positions, internships, and scholarships at any of the more than 20 sponsor companies. WBA members host and attend conferences and career fairs.

12.4 Business Institute

The Business Institute harnesses faculty and staff expertise to help client organizations with short and medium range projects. Students are often included on the project teams and supervised as they undertake various responsibilities, thus gaining invaluable experience. Several of the projects have evolved to provide internship opportunities for students at clients' companies. One student received a job offer based on her insightful work on a project. The Business Institute is managed by two lecturers, Ted Clark and Rief Kanan.

12.5 Other Activities

Business Plan Contest: Teams of four students, working with an advisor, develop a business plan based on a client's idea or one of the team's own creation. Teams are mentored by faculty members or business people and present their final plans to a panel of judges from the local business community. Through its fundraising activities, the school has been able to provide financial and non-financial awards to contest participants. A business plan for an on-campus DVD and game store won the 2006 contest, and was actually implemented by Campus Auxiliary Services, Inc. the following year. Beginning in Spring 2009, a three-credit course, Entrepreneurial and Business Planning, will be offered to coordinate the instruction and activities of students who want to participate in developing a business plan.

Annual Award Ceremony: At this event, new members of the Sigma Beta Delta Honor Society are inducted, student academic and service awards are made, graduates are recognized, and the School of Business CD Yearbook is presented. Faculty members who received the school's teaching award and service awards (discussed in Section *11.3 Review, promotion and reward processes*) are also recognized.

Hall of Fame: Each year, the Hall of Fame Selection Committee selects one inductee in each of four categories: 1) Business Person of the Year, 2) Dean's Award of Excellence, 3) Alumnus/a of the Year, and 4) Student of the Year. Inductees are chosen for their contributions to their respective communities by a committee with representation from the faculty, alumni, students, business community, and the provost. The awards ceremony has become an annual networking event for local business leaders and is an important component of the school's fundraising effort.

12.6 Overall Assessment of Standard 12

The school meets this standard.

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STANDARD 13 & 14: INDIVIDUAL FACULTY AND STUDENTS' EDUCATIONAL RESPONSIBILITIES

INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY
Individual teaching faculty members:

- *Operate with integrity in their dealings with students and colleagues.*
- *Keep their own knowledge current with the continuing development of their teaching disciplines.*
- *Actively involve students in the learning process.*
- *Encourage collaboration and cooperation among participants.*
- *Ensure frequent, prompt feedback on student performance.*

STUDENT EDUCATIONAL RESPONSIBILITY
Individual Students:

- *Operate with integrity in their dealings with faculty and other students.*
- *Engage the learning materials with appropriate attention and dedication.*
- *Maintain their engagement when challenged by difficult learning activities.*
- *Contribute to the learning of others.*
- *Perform to standards set by the faculty.*

Despite the recent success of the program, elevating the school to the next level will require continued change. Students and faculty are the forces that will drive that change. Individuals in both groups need to meet the academic and ethical standards in order to be responsible community members.

13.1 Individual Faculty Responsibilities

As employees of the State of New York, administrators and faculty are expected to conduct themselves in a manner consistent with maintaining the public's confidence. New York State adopted an Ethics in Government Act in 1987 and has a State Ethics Commission. Employees are subject to the State Code of Ethics, which prohibits conflicts of interest, and to public officers' laws and regulations that restrict activities and require annual financial disclosures. New Paltz faculty and administrators are also subject to the guidelines in the affirmative action booklet, *Conducting a Legal and Productive Search.* Within the School of Business, all faculty and staff with administrative duties are required to complete an online course "Ethics & NYS Employment" and obtain a certificate.

In addition, the business school's faculty and staff have approved a statement that offers guidelines for professional behavior and ethics within the educational environment (see *Appendix 13.2: Statement of Professional Ethics and Responsibilities for Academic and Professional Faculty and Staff*).

13.2 Individual Student Responsibilities

The school publishes several statements related to student ethics and integrity. These guidelines and policies are introduced in the Business Workshop, which all business majors are required to attend as part of their orientation to the school. One component of this workshop is an online ethics test that students are required to pass. Faculty members are asked to remind students about these policies at the beginning of each semester, and to include links to the relevant documents in course syllabi.

1. Academic Integrity Statement:
   http://www.newpaltz.edu/schoolofbusiness/adminacad_integrity.html
   This document provides general statements regarding ethics and honesty (see *Appendix 13.1.A: Academic Integrity Statement*).

2. Expectations and Responsibilities of Students:
   http://www.newpaltz.edu/schoolofbusiness/adminacad_integrity.html
   This document contains more specific guidelines for student behavior (see *Appendix 13.1.B: Expectations and Responsibilities of Students*).

3. Policy Regarding unethical and dishonest behavior:
   http://www.newpaltz.edu/schoolofbusiness/adminacad_behavior.html
   This statement explains the penalties for unethical behavior (see *Appendix 13.1.C: Policy Regarding Unethical or Dishonest Behavior*).

13&14.2 Overall Assessment of Standards 13 & 14

The school has published statements, policies, and procedures to guide its students, faculty and staff on their individual responsibilities. The school meets the standards.

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STANDARD 15: MANAGEMENT OF CURRICULA

Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an <u>undergraduate degree program</u> that includes learning experiences in such general knowledge and skill areas as:

- *Communication abilities*
- *Ethical understanding and reasoning abilities*
- *Analytic skills*
- *Use of information technology*
- *Multicultural and diversity understanding*
- *Reflective thinking skills*

The school's curriculum requires continuous evaluation and development to keep pace with the changing business environment. Faculty participation in the assessment process helps foster needed changes. Initially, program assessment required a major cultural change for some faculty members. They viewed assessment solely in terms of the examinations they administered to students and the feedback received from the student evaluation of instruction. However, seminars were held to communicate the goals of assessment and describe various assessment approaches. Faculty soon became eager to share their assessment experiences and conclusions. A cultural shift occurred, and some non-believers are now advocates for assessment.

15.1 Curriculum Management Process

In the School of Business, the curriculum is coordinated and managed by the
1. Curriculum Committee,
2. Undergraduate Assessment Committee and Graduate Assessment Committee,
3. Associate Dean,
4. Full Faculty, and
5. Dean

Continuous improvement is the main driver for curriculum management. The school's curriculum management process adopts a framework borrowed from Deming's Plan-Do-Check-Act cycle, as shown in Figure 15.1.
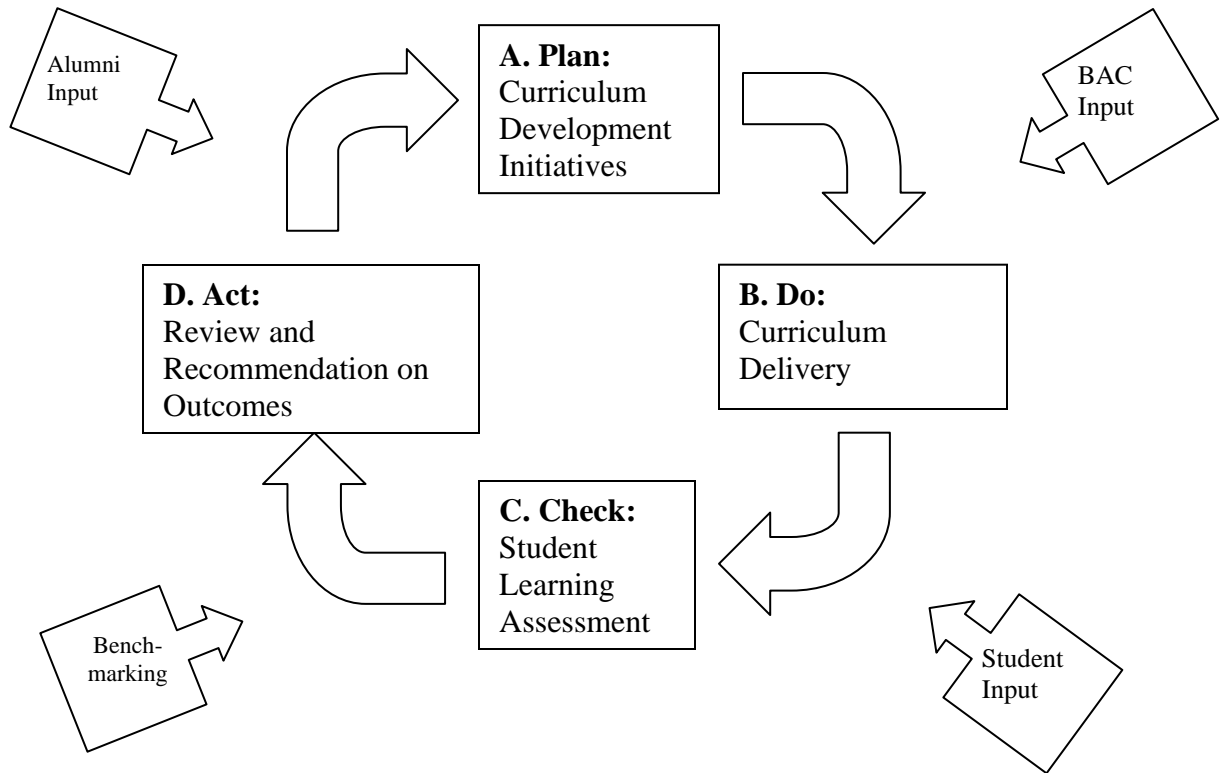
Figure 15.1 Curriculum Development Process

15.1.A *Plan: Curriculum Development Initiatives*

Ideas for curriculum initiatives can originate from any school constituency. These initiatives are brought to the Curriculum Committee for discussion. The committee considers the idea, gathers input from various stakeholders, and, if appropriate, helps draft a proposal to bring to the faculty.

- Business leaders: The school conducts surveys and focus group discussions with regional business leaders to identify desirable skills for potential employers.
- Alumni: Feedback is sought from alumni on the school's curriculum and placement activities through a focus group. The school is currently developing an alumni survey as a means to acquire more broad-based input from alumni.
- Current Students: Graduating students complete exit surveys every semester, and members of the Dean's Student Advisory Board meet with the dean on a regular basis to recommend programmatic changes.
- Faculty Input: Faculty members can propose curriculum initiatives, either individually, or as part of their activities on the curriculum or assessment committees.

Proposals approved by the Curriculum Committee are brought to the full faculty for discussion and a vote. If approved, the proposal is forwarded to the dean for review and approval.

Recent examples of curriculum initiatives and revisions:

- MBA Program Revision (See section *15.2.B MBA Program*): Some faculty members were concerned that offering six concentrations was stretching our resources too thin. Many concentration courses were offered only intermittently, and the academic advisor reported that students frequently needed to enroll for one or more additional semesters due to the unavailability of a required course. Students were surveyed, and while many indicated that having a choice of concentrations was desirable, they also expressed concern about the ability to complete the program on a timely basis. In addition, some MBA students noted that no accounting courses were included in the MBA core. The Curriculum Committee met with faculty from each discipline before designing the revised program, which has only two concentrations and adds a new Management Accounting course in the core.
- Coverage of Project Management: A Business Advisory Council focus group discussion revealed that project management skills were in high demand. Given resource constraints, the school is not able to offer a separate course on project management. Instead, the faculty agreed that more time should be spent on the project management chapter in the Operations Management course.
- Enhancement of Spreadsheet Skills: Based on alumni feedback, the school made Business Decision Support Systems—which covers spreadsheet modeling skills—a prerequisite for several upper-division courses, which can then focus more effectively on reinforcing those skills.
- Revision of Dual Diploma Program: Students' feedback led to a proposal to change the program from a three-summer intensive program to a four-year program that includes three spring-and-summer sessions at New Paltz. This change was just approved by the school and its Turkish partners and will be implemented for students admitted in Fall 2008.

*15.1.B **Do**: Curriculum Delivery*

The following procedures are involved in implementing and delivering curriculum initiatives.

1. Preparation for launching the initiative: The dean's office obtains necessary approvals from the university-wide Curriculum Committee, the provost, and if necessary, from the SUNY central administration and the State Education Department. The school orders any necessary materials, such as simulation software or ETS Field Tests.
2. Implementation: Some changes are implemented in individual courses by the faculty member involved. Other changes, such as enforcing a new prerequisite, may be implemented by academic advisors.

3. Control: The associate dean and Curriculum Committee are responsible for providing any clarification needed during the implementation phase. They also conduct a review to verify that the change is being appropriately implemented. For example, course descriptions and learning objectives are reviewed to ensure that all instructors are using the approved version.

15.1.C *Check: Student Learning Assessment*

The Assessment Committees, both undergraduate and graduate, are responsible for planning, directing, and controlling the assessment effort. This process includes:
1. Identifying the learning objectives to be assessed,
2. Locating the appropriate courses where the objectives will be assessed,
3. Selecting sections and instructors to administer each assessment, so as to equalize the workload,
4. Organizing workshops to guide faculty members not familiar with the assessment process, and
5. Collecting and analyzing assessment outcomes.

In addition to assessing the program goals, content-based knowledge has been assessed in all undergraduate core courses since Fall 2004. Starting in Fall 2007, MBA students in the capstone course, Cases in Strategic Management, were required to take the ETS MBA Major Field Test to assess their content-based knowledge.

15.1.D *Act: Review and Recommendation on Outcomes*

The assessment committees review the assessment results and consider suggestions offered by individual faculty members. The follow-up actions taken may include:
1. Continuation or discontinuation of an initiative: Successful initiatives are continued and unsuccessful ones are discontinued. For example, a change made to expand coverage of ethics in the Legal Environment of Business course called for addition of a second textbook. However, after the DO and CHECK steps, it was determined that the approach produced poor result because students in this lower-level course were overwhelmed by the amount of material being covered.
2. Development of continuous improvement initiatives: The assessment results in the Business Decision Support Systems course indicated that students have little difficulty in applying spreadsheet functions to obtain numerical answers, but have difficulty drawing appropriate conclusions or implications from the obtained results. As a result, the instructors decided to use cases to help enhance students' critical thinking skills, and worked with a publisher to get a case book bundled with the textbook.

The input of other stakeholders also contributes to the process. For example, MBA students who participated in the initial administration of the ETS field test reflected that the lack of an accounting course in the MBA core adversely impacted their ability to answer the accounting portion of the exam. The revised program addressed this concern

by adding a Management Accounting course to the MBA core. (Both Financial and Managerial Accounting had previously been covered in foundation courses.)

15.2 Curriculum Description of degree programs

15.2.A Undergraduate programs

The undergraduate business programs require 120 credits and lead to Bachelor of Science degrees in Accounting, Finance, General Business, International Business, Management, and Marketing. The 120 credits include between 57 and 63 credits in the major. All the undergraduate majors share a common 39-credit core, shown in Table 15.2.A. All the core courses are offered by the School of Business, with the exception of Microeconomics and Macroeconomics, which are offered by the Economics Department housed in the College of Liberal Arts and Sciences. Beyond the core, each undergraduate major requires between18 and 24 credits in courses specific to the particular major.

Table 15.2.A Undergraduate core courses

ECO206	Microeconomics	3 credits
ECO207	Macroeconomics	3 credits
BUS201	Financial Accounting	3 credits
BUS202	Managerial Accounting	3 credits
BUS215	Business Decision Support Systems	3 credits
BUS250	Principles of Management	3 credits
BUS271	Legal Environment of Business	3 credits
BUS309	Statistics for Business & Economics I	3 credits
BUS311	Statistics for Business & Economics II	3 credits
BUS312	Operations Management	3 credits
BUS325	Marketing	3 credits
BUS341	Fundamentals of Corporate Finance	3 credits
BUS450	Strategic Management	3 credits

Dual Diploma Program: The SUNY-YÖK Dual Diploma program currently has about 35 students in each of the three cohorts. In the original three-year program, students took courses in a Turkish university during the fall and spring semesters, and came to New Paltz during three summers. At New Paltz, the students attended both of the summer sessions in order to complete 12 credits (four courses) each summer. In addition, they were required to complete four New Paltz general education courses online, while studying in Turkey, for a total of 48 New Paltz credits. Because the students were expected to attend classes continuously during the three-year period, with no breaks, the program has proved to be very stressful. Moreover, little cultural exchange took place between the Turkish and American students because only a small portion of domestic students enroll in summer courses.

The proposed change (*Appendix 4.3.C: Dual Diploma Program Revision*) extends the program over four years instead of three. Under the new plan, students spend the first year in Turkey. Starting in the second year, they come to New Paltz for the spring semester and stay through the first summer session, completing six courses (18 credits) each year. Over three years, they earn a total of 54 New Paltz credits. Under this program, the students have a two-month break between the time they complete summer session in New Paltz and start the fall semester in Turkey. More importantly, there are more opportunities to participate in extracurricular activities and cultural exchanges with American students during the spring semester.

15.2.B MBA Program

The older MBA program included seven foundation courses (21 credits), seven core courses (21 credits), three concentration courses (9 credits), and two electives (6 credits). Students could choose from six concentrations: Accounting, Accounting-CPA track, Finance, International Business, Management and Marketing. Foundation courses were waived for students who had previously completed equivalent courses with a grade of B or better. A student who was able to waive all the foundation courses would complete a 36-credit MBA program.

With a relatively small student population, the MBA enrollment numbers did not justify offering the concentration courses every semester. Faculty sabbatical leaves further restricted course offerings. As a result, students' progress in the program would be delayed unless course substitutions were granted.

A revised program, which better reflects the size of the student body and the limitations on faculty resources, was approved by the State Education Department in May 2008. The revision consolidated the six concentrations into two: a general MBA and an MBA in Public Accountancy. Some adjustments were made in the composition of the foundation courses, but the total number of foundation credits remained unchanged. The two tracks in the revised MBA program share a common core of nine courses (expanded from seven courses). This larger core will result in more stability and consistency in course offerings, as well as better delivery of MBA program goals. Beyond the core, students in the general MBA program complete three elective courses to enhance their knowledge in areas of interest (subject to course availability). Students in the Public Accountancy program complete three required accounting courses in lieu of electives. The program revision did not change the total number of credits required for the degree. Table 15.2.B outlines the contents of the new MBA core:

Table 15.2.B: Revised MBA Core Courses

BUS511	Management Accounting	3 credits
BUS520	Managing Operations & Info. Tech.	3 credits
BUS525	Quant. Methods for Business Research	3 credits
BUS526	Global Business	3 credits
BUS528	Marketing Management	3 credits
BUS536	Corporate Financial Management	3 credits
BUS567	Human Resources Management	3 credits
BUS568	Organizational Behavior	3 credits
BUS589	Cases in Strategic Management	3 credits

Detailed comparisons of the old and new MBA programs are presented in *Appendix 4.1.A: Comparison of the new general MBA program to the old MBA program* and *Appendix 4.1.B: Comparison of the old and new MBA Public Accountancy* .

15.3 Overall Assessment of Standard 15

The school has an established curriculum management process but needs to complete two plan-do-check-act cycles in the next three years to fully evaluate its curriculum, especially given the recent curriculum changes. The school has not yet met this standard.

STANDARD 16 & 18: UNDERGRADUATE AND MBA LEARNING GOALS

Learning goals established for the undergraduate and graduate programs create a link between the school's curriculum and its mission/vision. We assess student's achievement of these goals, and feed the results back into the curriculum development process (as discussed in *STANDARD 15: MANAGEMENT OF CURRICULA*). In addition to assessing learning goals, the school assesses students' content-based knowledge. In undergraduate core courses, content knowledge is assessed using course-embedded test items. In the MBA program, the ETS MBA Major Field Test is used for this purpose. Table 16A summarizes the school's overall assessment effort and the time frame for implementation.

Table 16A: Undergraduate & MBA Assessment Efforts

Programs	Program Goals	Start Time	Content Knowledge	Start Time
Undergraduate	Course embedded	Fall 2005	Course embedded	Fall 2004
MBA	Course embedded	Spring 2007	ETS MBA MFT	Fall 2007

16.1 Undergraduate Program Learning Goals

Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.

The undergraduate business program learning goals state that students are expected to acquire the following skills:

Goal 1: Critical Thinking
- Identify issues or relevant data
- Apply appropriate principles or formulas
- Interpret evidence or analyze data
- Formulate well-supported conclusions or solutions
- Draw implications from the resulting conclusions or solutions

Goal 2: Communication Skills: Oral
- Identify purpose of communication and understand the nature of target audience
- Select appropriate method of communication based on complexity of information, purpose of communication, and target audience
- Effectively express ideas or viewpoints to others
- Use appropriate nonverbal communication

- Interpret nonverbal cues of others
- Use media support systems effectively, where appropriate

Goal 3: Communication Skills: Written
- Produce written work that is neat and professional in appearance
- Employ format appropriate to a given assignment
- Produce document free of spelling and grammatical mistakes
- Produce document with meaningful sentences compositions and coherent arguments
- Incorporate complete and accurate reference citations when directly quoting or paraphrasing another person's work
- Meet assignment's goals through proper use of information

Goal 4: Teamwork
- Work collaboratively with others to solve problems or accomplish specific tasks
- Respect individual differences and consider alternate viewpoints and perspectives
- Resolve differences, manage conflict, and establish consensus

Goal 5: Ethics
- Identify ethical issues or dilemmas
- Identify stakeholders and their conflicting values in the decision
- Analyze alternatives and consequences
- Select a course of action

Core courses that support each goal (curriculum matrix) are listed in *Appendix 16.1: Undergraduate Curriculum Matrix.*

The "ethics" goal is also covered in the zero-credit workshop that students complete as part of the orientation process, which is part of their degree requirements. One component of the workshop is an online ethics training module, which culminates in an online test. Results from this test are used as a basis for the ethics assessment. Students are expected to adhere to the school's ethic policy and violators are required to repeat the online course, and may receive a failing grade in the course where the violation occurred. Second-time violators are subject to dismissal from the university.

All goals are each being assessed in several core courses. In Fall 2007, a decision was made to administer program-goal assessments in various core courses, rather than restricting assessment activities to only a few courses. This new approach became effective in Spring 2008. The decision to assess content-based knowledge only once a year, during the fall semester, also became effective during 2007-2008. These changes should involve more faculty members in assessment efforts, and spread the workload more evenly across the faculty group.

18.1 MBA Program Learning Goals

Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

The MBA program learning goals state that graduates should be able to:

Goal 1: Assess the impact of globalization on business
- Outline environmental factors that influence global business
- Recognize strategic factors influencing a firm's approach to internationalization

Goal 2: Apply analytical skills in business context
- Identifies key issue(s) or problem(s)
- Determines factor(s) relevant to the issue(s) or problem(s)
- Formulates or evaluates course(s) of action or solution(s)

Goal 3: Communicate ideas effectively
- Articulate ideas clearly and coherently in both oral and written forms
- Deliver effective oral presentations
- Produce professional written work

Goal 4: Analyze ethical implications of business decisions
- Outline ethical issues, stakeholders and potential conflicts of interest
- Generate alternative courses of action and evaluate their consequences

Goal 5: Understand leadership concepts in business contexts
- Due to the change of the MBA program, operational definitions of this learning goals will be developed when the new program starts in Fall 2008.

All learning goals except for the last one (leadership) were assessed during Spring 2008. With the revision to the MBA program, assessment of the leadership goal has been deferred until during Fall 2008. At that point, the leadership goal will be assessed in the new MBA core course, "Organizational Behavior".

In addition to the five common learning goals for the MBA program, the Public Accountancy major further established the following three learning goals. The assessment of the three goals will be conducted when this revised major is launched in Fall 2008.

Goal A: Evaluate, analyze, process, and report financial information needed for making management decisions, complying with taxation requirements, and providing financial reports to investors, creditors, regulators, and other statement users.
Goal B: Research professional literature as a basis for recommending appropriate means for measuring, disclosing, or attesting to accounting information.

Goal C: Appraise the current regulatory and environmental forces that influence the
accounting profession and summarize the professional and legal responsibilities of
accountants.

The MBA ETS Major Field Test has been conducted every semester, starting in Fall
2007, and administered to about 15 students in each cohort. Although the sample size
is small, similar results were obtained during both semesters. Students scored the
highest in the areas of Management, followed by Marketing, and the lowest in Finance,
with scores in Strategic Integration and Managerial Accounting falling in the midrange.

The curriculum matrix for the MBA program appears in *Appendix 18.1: MBA
Curriculum Matrix*.

16&18.2 Results from the Close-the-Loop Exercise

This section provides a summary of the school's recent close-the-loop exercise due to the
assessment of undergraduate and graduate program learning goals. Table 16&18.2.A
highlights the assessment result and curriculum/pedagogical changes for the
undergraduate program. Due to the recent change to spread assessment tasks across all
core courses, most of the assessment instruments were redesigned in Spring 2008. Thus,
the efficacy of the recommended changes will be evaluated when Fall 2008 data is
collected.

Table 16&18.2.A: Undergraduate Curriculum Changes due to Assessment Results

Courses	Program Goal Assessed	When	What Found	Changes Made (or proposed)
Strategic Management BUS450	Critical Thinking	Fall 2006	*Weaknesses:* Students were weak in "identifying assumptions", and "distinguishing between fact and opinion and recognizing fact patterns". (These objectives have been revised in Fall 2007)	1. Increased the use of cases in courses. Specifically, the use of cases in BDSS, Legal Environment and OB. 2. Increased attention to identification of assumptions and relevance of fact patterns in Strategic Management.
Strategic Management BUS450	Critical Thinking	Spring 2007	*Weaknesses:* Although there was some improvement in analysis, continued attention was needed.	1. Implemented film analysis in OB, 2. Adopted comprehensive integrative exercises in Financial

				Accounting
BUS215.1&2 Business Decision Support Systems	Critical thinking	Fall 2007	*Strength*: More than 90% met or exceeded expectations in "formulating well supported solutions" and "drawing implications from the solutions". *Weakness*: 17% fell below expectations in "identifying issues", and "interpreting evidence".	1. Inserted a case book as the 2nd textbook to improve performance in the two weak areas. 2. Made BUS215 (covers MS Excel & Access skills) a prerequisite of several introductory and intermediate level courses.
Financial Accounting BUS201	Critical Thinking	Fall 2007	*Strengths*: 83% met or exceeded expectations for using data appropriately and drawing sound conclusions. *Weaknesses:* Students were less proficient at performing data analysis.	1. Assigned more financial statement analysis problems throughout the course. 2. Incorporated Excel projects into course requirements.
BUS271 Legal Environment,	Oral Commu-nication	Fall 2007	Students in general possessed adequate skills in oral communication. About 10% of students fell below expectations in "Quality of Slides", "Voice & quality of pace", and "eye contact". Similar results were found in other courses too.	In Spring 2008, class presentations were required and assessed in another lower division course, BUS250, to enhance presentation skills in an earlier stage.
BUS450.3 Strategic Management	Written Commu-nication	Spring 2008	*Strength*: More than 85% exceeded the expectations in "neatness", "formatting", "citations", and "meeting assignment goals". Satisfactory result was found in "spelling/grammar" and "coherent arguments".	1. Will increase the number of short writing assignments. 2. Will increase the use of writing assistant. 3. Will provide information regarding common grammar mistakes.
BUS250 Principles of Management	Teamwork	Spring 2008	Students participated and resolved differences but were weak in contributing ideas to "solve problems or accomplish specific tasks".	1. Will require team meetings in class and require teams to submit meeting minutes. 2. Will focus more attention in class about social loafing. 3. Will instruct students on how to address inter-

				personal and team dysfunctions in real time.
BUS250 Principles of Management	Oral Commu-nication	Spring 2008	Overall acceptable performance.	1. Will provide a formal lesson in presentation skills in Fall 2008. 2. Will require students to videotape their presentations to review prior to formal presentations.
BUS450.3	Ethics	Spring 2008	*Strength*: More than 80% met or exceeded expectations in "identifying ethical dilemmas" and "selecting a course of action". *Weakness*: 30% of students fell below expectations in "identifying stakeholders and their conflicting values", and "analyzing alternatives and consequences".	Will improve assessment instrument by selecting a case that is more focused. Enron case was so well-known that students could not imagine a different solution to it.

All MBA program goal assessment tests were conducted the first time in Spring 2008. Table 16&18.2.B below summarizes the result. The faculty provided a few proposed changes, which will be implemented in Fall 2008 when the revised MBA program is launched.

Table 16&18.2.B: Undergraduate Curriculum Changes due to Assessment Results

Courses	Program Goal Assessed	When	What Found	Proposed Changes
BUS526: Global Business	Assess the impact of globalization on business	Spring 2008	Students performed better on the macro-level, environmental factors that influence business (only 5% were below expectations) than on the micro-level, strategic factors influencing business (where 45% were below expectations).	Will be clearer on the difference between external, environmental factors and internal, firm-level factors that influence international business.
BUS525 Quant. Mth. For Business Research & BUS536	Apply analytic skills in Business Context	Spring 2008	83% of the students met or exceeded the expectation in all three objectives. (Students in BUS525 were given an earlier assignment where feedback based	BUS525: Will involve more class discussion on the rubrics using earlier

Corporate Financial Management			on the assessment rubrics was discussed.)	assignments as examples. BUS536: Will revised assessment instrument in BUS536 on more suitable subjects.
BUS525 Quant. Method for Business Research	Communicate ideas effectively	Spring 2008	90% of students met or exceeded the "Articulate ideas" and "Produce profession written work" objectives. 80% of students met or exceeded the "Deliver effective oral presentations" objective in the final assessment. (Students were given an earlier assignment where feedback based on the assessment rubrics was discussed.)	Will use multiple assessment assignments in the same course to provide students useful feedback for improvement.
BUS 526: Global Business	Analyze ethical implications of business decisions	Spring 2008	Students had difficulty identifying different stakeholders and their potential conflicts of interest	Will discuss more in depth a variety of different stakeholders and their potential conflicts of interest in ethical dilemmas

16&18.3 Overall Assessment of Standards 16 & 18

The school has a well designed and managed assessment process and plan. However, it needs to complete two Plan-Do-Check-Act cycles during the next three years to demonstrate its efficacy, especially for the MBA program.

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STANDARD 17 & 20: UNDERGRADUATE AND MBA LEARNING LEVELS

SUNY New Paltz operates under the semester system, and has two optional summer sessions. Full-time undergraduate students can usually complete their degree program in four years. Transfer students may take less time, depending on the number of credits transferred in. Full-time MBA students graduate in 1½ to 2½ years, depending on their undergraduate major.

All business courses at both the undergraduate and MBA levels are three credit courses and have three contact hours per week. Each semester has 14 instructional weeks and one week for final examinations.

17.1 Undergraduate Learning Level

The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

The B.S. degree programs in business include 120 credit-hours, and include the following requirements.
- General education: 39-42 credits distributed in four knowledge areas—Art & Humanities, Scientific Investigations, Global Perspectives, and The United States and its Traditions.
- Liberal Arts: 60 credits of liberal arts courses
- Upper-division: 45 credits in upper-division (300-level or higher) courses
- At least one writing intensive course
- Completion of the academic major requirements (57-63 business credits)
- GPA of 2.0 (on a 4.0 scale)
- Residence requirement: Minimum of 30 credits, including the final 15 credits, must be in residence.

20.1 MBA Learning Level

The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

The MBA program consists of 57 credits (this applies to both the current program and newly revised program to be launched in Fall 2008). The courses are divided into three categories
1. Foundation level (21 credits): These seven courses develop the basic knowledge and skills needed to pursue the MBA degree. Students must achieve a satisfactory grade (B or better) in these courses, which may be waived based on previous educational preparation.

2. MBA core courses (27 credits in the new programs, 21 credits in the old): These develop the core knowledge expected of all graduate business students.
3. Concentration courses: These are applicable only to the Public Accountancy track in the new program, where students take 9 credits in advanced-level accounting courses. (In the old program, all students completed 9 credits in concentration courses).
4. Elective courses: These are applicable only in the general MBA track in the new program, where students take 9 credits in electives courses. (In the old program, all students completed 6 credits in elective courses).

17&20.2 Overall Assessment of Standards 17 & 20

The school meets both Standards.

SIGNATURES OF SCHOOL AND UNIVERSITY ADMINISTRATORS

The undersigned certify the institution's commitment to the accreditation plan stated in this document.

Dean, School of Business, Signature　　　　　　　Date

Academic Vice President/Provost Signature　　　　Date

President Signature　　　　　　　　　　　　　　Date

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APPENDICES

Appendix 0.1 : Acceptance Letter for PreAccreditation Eligibility Application

October 16, 2006

Hadi Salavitabar, Dean
School of Business
State University of New York at New Paltz
75 South Manheim Boulevard
New Paltz New York 12561-2499

Dear Dean Salavitabar:

AACSB International – The Association to Advance Collegiate Schools of Business – and its PreAccreditation Committee (PAC) thanks you for your Eligibility Application. I am pleased to inform you that the PAC has carefully reviewed and accepts your Eligibility Application.

The PAC has selected Dean Dennis Elbert of the University of North Dakota as your mentor. Mentor appointments must avoid any appearance of conflict of interest. Please advise if there is a potential conflict. This appointment is subject to your response and acceptance by the Mentor. Upon receipt of your acceptance of Dean Elbert as your mentor, AACSB International will invite Dean Elbert to serve as your mentor and advise you of his acceptance or decline. Once confirmed, you may contact Dean Elbert and schedule a visit.

The mentor will visit your campus to (a) assist you in responding to any concerns raised by the PAC in its review of the Eligibility Application (b) help you determine the scope of accreditation and (c) review how the State University of New York at New Paltz satisfies each standard in preparing your analysis to use as the basis for the Accreditation Plan. The Mentor will also advise you if there appears to be no reasonable expectation for the State University of New York at New Paltz to develop a successful Accreditation Plan. For copies of PreAccreditation Process Documents, including a template for the Accreditation Plan, please visit the AACSB Web site: http://www.aacsb.edu/accreditation/process/process-toc.asp

Areas of insufficient information or potential concern identified by the PAC include:

1. Further information is needed on the Assurance of learning process for the School of Business. Please provide your mentor with the learning goals that are assigned for each degree program and the processes that are used for measuring student performance against the learning goals. (Standard 15-20: Assurance of learning standards).

2. Provide clarification on the number of Academically Qualified faculty assigned and budgeted to the Business Academic Unit. The eligibility application shows that only 38% of the faculty in the accounting department is Academically Qualified. Please

review your definition of AQ with your mentor and evaluate if all faculty are appropriately classified (Standard 10: Faculty Qualifications)
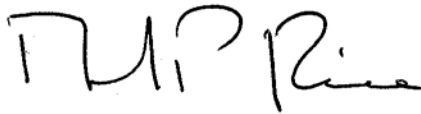
3. Additional detail should be provided regarding the Eligibility Criteria: Diversity. Specifically, diversity within the student body. Please refer to AACSB's Eligibility Procedures and Accreditation Standards for Business Accreditation, section 1, criterion E on page 11.

Additional areas to be addressed in the Accreditation Plan may be identified during the SWOT analysis.

Upon receipt of correspondence from AACSB confirming Dean Elbert acceptance please contact Dean Elbert to arrange a visit to your campus. The State University of New York at New Paltz will be responsible for all travel arrangements, including airfare, hotel accommodations, transportation, and related Mentor expenses.

If you have questions regarding this letter, please contact Lucienne Mochel, Assistant Vice President of Accreditation by phone at (813) 769-6525 or email at lucienne@aacsb.edu , or myself. We look forward to your response so that we can continue working together to achieve your accreditation goals.

Sincerely,

Mark Rice, Chair
PreAccreditation Committee

c: Michael Tearney, PAC Liaison
   Henry Lowenstein, PAC Reader

Appendix 1.2 : Goals and Strategic Priorities

The following goals and strategic priorities have been identified as a means to fulfill our mission and achieve our vision:

❖ ***Improve the School's Reputation:*** The School of Business seeks to further its recognition and reputation within the business and academic communities. We aspire to earn AASCB International accreditation, maintain high standards of honesty, integrity and personal ethics, and foster ongoing relationships with recognized business leaders in the mid-Hudson region. By achieving this goal, we hope to attract and retain increasingly qualified students and faculty, and to improve their professional opportunities.

❖ ***Provide Quality Academic Programs****:* The School of Business pursues continuous improvement in the quality of its programs. We are dedicated to delivering an evolving and challenging curriculum to students, which meets the needs of the local and global communities. Faculty review and revise the curriculum to make it rich in contemporary theory, knowledge and skills, as well as to enhance its international, ethical and technological components. Our assurance of learning program supports improvement in curriculum, and provides evidence that graduates possess the intellectual resources and professional and personal skills needed to succeed in a changing world.

❖ ***Support the Faculty's Active Engagement in Scholarship:*** The School of Business hires, maintains and nurtures qualified faculty who are effective teachers and productive scholars. We engage in discipline-based and practice–oriented scholarship, and to a lesser extent, in pedagogical research. Faculty members strive to continuously improve their teaching skills and to work in partnership with academic and professional colleagues. The faculty seeks to engage students in collaborative activities, both in and outside of the classroom.

❖ ***Improve Processes Related to Student Selection and Support:*** The School of Business seeks to maintain its current undergraduate enrollment and to increase its MBA enrollment, while tightening admissions standards. We wish to keep the faculty and student body at a size that facilitates our collegial and integrated approach to management education. The School of Business is committed to maintaining a diverse student body, and to providing students with adequate academic and career support. Towards this end, we seek to continuously improve our students' access to internships and career opportunities.

❖ ***Foster Linkages with the Business Community:*** The School of Business fosters mutually beneficial connections with the business community and with alumni. We

actively engage our constituents in efforts to improve the quality and recognition of our activities and programs.

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Appendix 2.1: SUNY New Paltz Mission, Identity, and Goals

Mission
In the proud tradition of SUNY, the State University of New York at New Paltz is committed to providing high quality, affordable education to students from all social and economic backgrounds. We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity. SUNY New Paltz is an active contributor to the schools, community institutions and economic/cultural life of our region. We are selective in admitting students who show promise of thriving in a learning environment which is challenging, student-centered, and personalized. Our goal is for students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions and active citizens in a democratic nation and a global society.

Identity
We are the only residential public university in the mid-Hudson region. We offer undergraduate and graduate programs in the liberal arts and sciences which serve as a core for professional programs in the fine and performing arts, education, health care, business, and engineering. Our location in the scenic Hudson Valley midway between the State Capital of Albany and metropolitan New York City provides unique opportunities for enriching our academic programs. We are a diverse faculty of distinguished scholars and artists who collaborate across the disciplines and professional areas to inspire our students to a love of learning, a meaningful engagement with the life of the mind, and an involvement in public service.

Campus-wide Goals

We strive to carry out the above philosophy across the campus through:

1. Continue raising the academic quality and selectivity of our students.
2. Hire and retain faculty who are serious about both their scholarship and teaching.
3. Teach a curriculum that prepares students for their lives and careers.
4. Link student intellectual growth with faculty scholarship.
5. Reinforce our educational goals based on our residential character.
6. Meet student needs.
7. Address regional economic and schooling needs.
8. Be a cultural and intellectual hub for the mid-Hudson region.

To Learn · To Search · To Serve

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Appendix 4.1.A: Comparison of the new general MBA program to the old MBA program

Foundation (Prerequisite) Courses:*

Old Program			New Program		
Course Number	Course Name	*Und. Equ.*	Course #	Course Name	Credits
BUS501	Financial Accounting	BUS201	BUS201	Financial Accounting	3
BUS503[a]	Management	BUS250	BUS271[a]	Legal Environment of Business	3
BUS505[b]	Marketing	BUS325	ECO207[b]	Intro. to Macroeconomics	3
BUS507	Managerial Finance	BUS341	BUS341	Fundamentals of Corporate Finance	3
BUS509	Statistics Analysis & Decision Theory	BUS309	BUS309	Statistics for Bus. & Econ I.	3
BUS511[c]	Management Accounting	BUS202	BUS311[c]	Statistics for Bus. & Econ II.	3
BUS515	Business Economics for Managers	ECO206	ECO206	Intro. to Microeconomics	3

     *Prerequisite credit subtotals 21   *Prerequisite credit subtotals 21

* Prerequisite courses are offered at the undergraduate level for MBA students with undergraduate degrees in areas outside of business, or for those who previously earned less than the minimum grade of B in such courses.

[a] Replaced BUS503 with BUS271 to meet AACSB Standards on the coverage of business ethics. Material covered in BUS503 will now be covered in two new core courses, BUS567 and BUS568 (see the next table).

[b] Replaced BUS505 with ECO207 to enhance prerequisite knowledge in economics. Material covered in BUS505 will now be covered in BUS528 in the core.

[c] Replaced BUS511 with BUS311 to enhance prerequisite knowledge in statistics. BUS511 was moved to the core.

Core Courses:

Old Program			New Program		
Course Number	Course Name	*credits*	Course Number	Course Name	Credits
BUS520	Managing Operations & Info. Tech.	3	BUS520	Same	3
BUS525	Quant. Methods for Business Research	3	BUS525	Same	3
BUS526	Global Business	3	BUS526	Same	3
BUS528	Marketing Management	3	BUS528	Same	3
BUS536	Corporate Financial Management	3	BUS536	Same	3
BUS569	Leadership & Mgt in a Changing World	3	BUS567[1]	Human Resource Management	3
BUS589	Cases in Strategic Management	3	BUS589	Same	3
			BUS511[2]	Management Accounting	3
			BUS568[2]	Organizational Behavior	3

     credit subtotals (core) 21   credit subtotals 27

[1] This course is an elective course in the current program. It replaces BUS569 in the proposed program.

[2] BUS511/BUS202 is a prerequisite course in the current program. Its content will be expanded and enriched as it becomes a core course in the new program. BUS568, currently an elective course, will be added to the new core. Moving these two courses to the core ensures that all MBA students acquire essential management knowledge at the graduate level.

Concentration and Elective Courses:

Old Program		New Program	
Course Number & Name	*credits*	Course Number & Name	Credits
Students completed three courses in their concentration area. *Accounting* BUS529 Accounting-Financial Reporting and Control (3) BUS548 International Accounting (3) BUS585 Accounting Theory (3) *Accounting (CPA Track)* BUS583 Advanced Auditing (3) BUS585 Accounting Theory (3) BUS586 Adv. Concepts in Federal Income Taxation (3) *Finance* BUS535 Financial Markets & Institutions (3) BUS538 Investment Analysis (3) BUS546 International Financial Mgmt (3) *International Business* BUS546 International Financial Mgmt (3) BUS547 International Marketing (3) BUS548 International Accounting (3) *Marketing* BUS547 International Marketing (3) BUS555 Marketing Research (3) BUS557 Integrated Marketing Communications (3) *Management* BUS566 Organizational Change & Development (3 BUS567 Human Resource Mgmt (3) BUS568 Organizational Behavior (3)	9	None	None
Electives **2 electives *Students choose any <u>two</u> elective courses, in consultation with their academic advisor or a faculty member in the area, giving consideration to the need to satisfy any prerequisite courses.*	6	Electives **3 electives *Students choose any <u>three</u> elective courses, in consultation with their academic advisor or a faculty member in the area, giving consideration to the need to satisfy any prerequisite courses.*	9

<div align="center">Total program credits : 36   Total program credits : 36</div>

A table summarizing the differences between the old and new MBA programs appears at the end of *Appendix 4.1.B: Comparison of the old and new MBA Public Accountancy* .

Appendix 4.1.B: Comparison of the old and new MBA Public Accountancy Majors

Foundation (Prerequisite) courses: Enrollment in the MBA in Public Accounting Program (and the older CPA-track accounting concentration) is restricted to those students who have earned a B.S. in Accounting, or completed business courses equivalent to those taken by accounting majors at New Paltz.

Core Courses:

Old Program			New Program		
Course Number	Course Name	credits	Course Number	Course Name	Credits
BUS520	Managing Operations & Info. Tech.	3	BUS520	Same	3
BUS525	Quant. Methods for Business Research	3	BUS525	Same	3
BUS526	Global Business	3	BUS526	Same	3
BUS528	Marketing Management	3	BUS528	Same	3
BUS536	Corporate Financial Management	3	BUS536	Same	3
BUS569	Leadership & Mgt in a Changing World	3	BUS567[1]	Human Resource Management	3
BUS589	Cases in Strategic Management	3	BUS589	Same	3
			BUS511[2]	Management Accounting	3
			BUS568[2]	Organizational Behavior	3
	credit subtotals (core)	21		credit subtotals	27

[1.] This course is an elective course in the current program. It replaces BUS569 in the proposed program.
[2.] BUS511/BUS202 is a prerequisite course in the current program. Its content will be expanded and enriched as it becomes a core course in the new program. BUS568, currently an elective course, will be added to the new core. Moving these two courses to the core ensures that all MBA students acquire essential management knowledge at the graduate level.

Concentration and Elective Courses:

	Old Program			New Program	
Course Number	Course Name	credits	Course Number	Course Name	Credits
BUS583	Advanced Auditing	3	BUS583	Same	3
BUS585	Accounting Theory	3	BUS585	Same	3
BUS586	Adv. Concepts in Federal Income Taxation	3	BUS586	Same	3
	2 electives	6		None	0

	Total program credits :	36		*Total program credits :*	36

Summary Comparison of the Old and New MBA Programs

	Old Program	New Programs	
	Students choose one of several concentrations	**General MBA**	**MBA in Public Accountancy**
*Foundation Courses	7 courses	7 courses	BS in Accounting, or equivalent
MBA Core Courses	7 courses	9 courses	9 courses
Concentration Requirement	3 courses	None	3 courses
Electives	2 courses	3 courses	None
TOTAL beyond foundation	12 courses	12 courses	12 courses

* Foundation courses are undergraduate courses for MBA students without undergraduate business degrees or those with less than the minimum grades of B in such courses.

** The old program offered six concentrations including Accounting (Non-CPA Track), Accounting (CPA Track), Finance, International Business, Management, and Marketing.

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Appendix 4.3.C: Dual Diploma Program Revision

SUNY New Paltz - ITU (Istanbul Technical University) Business Dual Diploma Program

FIRST YEAR			
Fall Session (ITU)	**Cr.**	**Spring Session (ITU)**	**Cr.**
Microeconomics	3	**Macroeconomics**	3
Calculus I	3	Calculus II	3
English I	3	English II	3
Principles of Management	3	**Business Law**	3
Turkish I	2	Turkish II	2
History of Turkish Republic I	2	History of Turkish Republic II	2
TOTAL	**16**	**TOTAL**	**16**

SECOND YEAR			
Fall Session (ITU)	**Cr.**	**Spring Session (SUNY NP)**	**Cr.**
Statistics I	3	**Principles of Marketing**	3
Financial Accounting	3	**Bus. Decisions Support Systems**	3
Management Science	3	GE (Ftn # 2)	3
Natural Sciences	3	GE (Ftn # 2)	3
Organizational Behavior	3	Summer I :	
		Fundamentals of Corp. Finance	3
		Consumer Behavior	3
TOTAL	**15**	**TOTAL**	**18**

THIRD YEAR			
Fall Session (ITU)	**Cr.**	**Spring Session (SUNY NP)**	**Cr.**
Management Information Systems	3	**Managerial Accounting**	3
Statistics II	3	**Operations Management**	3
Human Resources Management	3	E-Commerce	3
Marketing Research	3	GE (Ftn # 2)	3
Business Elective (Ftn #3)	3	Summer I :	
		Marketing Strategy	3
		Organizational Theory	3
TOTAL	**15**	**TOTAL**	**18**

FOURTH YEAR			
Fall Session (ITU)	**Cr.**	**Spring Session (SUNY NP)**	**Cr.**
Principles of Business Forecasting	3	Business Senior Course 1 (Ftn # 1)	3
Project Management	3	Business Senior Course 2 (Ftn # 1)	3
Business Elective (Ftn #4)	3	Business Senior Course 3 (Ftn # 1)	3
Business Elective (Ftn #4)	3	GE (Ftn # 2)	3
Business Elective (Ftn #4)	3	Summer I :	
		Strategic Management	3
		Business Senior Course 4 (Ftn # 1)	3
TOTAL	**15**	**TOTAL**	**18**

Total Program Credits :   **131**
ITU Credits: **77**
SUNY - NP Credits: **54**

Note that the Dual Diploma Program will change from a three-year program (with intensive summer study at New Paltz) to a four-year program (including three spring-and-summer I residencies at New Paltz).

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Appendix 6.2: MBA Admission Policy

Motion: Revise the MBA admissions criteria for applicants seeking to begin their studies during Fall 2008 and subsequent semesters as follows: Approved in the Dec. 7, 2006 Faculty-Staff Meeting

Admission criteria for the MBA program (to be included in published documents):

Completion of a four-year baccalaureate degree program from an accredited institution.

An undergraduate GPA of 3.0 higher (on a scale of 4.0) and a satisfactory score on the Graduate Management Admission Test (GMAT).

For international students, a Test of English as a Second Language (TOEFL) score of 550 or better (213 or better on the computerized exam). Students with a TOEFL score of less than 550 will be admitted to the English as a Second Language (ESL) program.

Admission criteria for the MBA program (to be used internally for decision making purposes):

Completion of a four-year baccalaureate degree program from an accredited institution.

An undergraduate GPA of 3.0 or higher (on a scale of 4.0).

A total score on the Graduate Management Admission Test (GMAT) of 430 or higher.

A score of 1,030 or higher based on the following formula: (200 * GPA) + GMAT score.

For international students, a Test of English as a Second Language (TOEFL) score of 550 or better (213 or better on the computerized exam). Students with a TOEFL score of less than 550 will be admitted to the English as a Second Language (ESL) program.

Positive letters of recommendation.

Exceptional circumstances: The MBA Director will ask a faculty committee to review the applications of prospective students who fail to meet all of the above requirements, but who have achieved a score of 1,050 or higher based on the admissions formula described above [(200*GPA) + GMAT score]. The faculty committee may recommend to the MBA Director that up to 10% of such applicants (or a single applicant, if 10% is less than one) be admitted to the program based on factors that include: significant prior work experience, undergraduate university attended, difficulty of undergraduate program, undergraduate GPA, and verbal and quantitative GMAT scores. Such candidates may be asked to submit a resume and additional materials in support of their applications.

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Appendix 9.1: Faculty Workload Plan

Proposal April 7, 2006

The School of Business has adopted a variable faculty workload plan to meet its staffing needs while furthering its mission of providing quality education and scholarship. The plan recognizes the differing skills and interests of the faculty, and allows for changes in a faculty member's priorities over the course of his or her career. Table 1 summarizes the available workload options based on the estimated relative proportion of time that faculty members are expected to devote to teaching, scholarship, and service, and it outlines the performance standards associated with each track. The available workload options differ based upon the type of appointment (tenure-track, tenured, or non-tenure-track), and are described more fully below. **The performance expectations indicated for the various workload options should not be construed as directly prescribing norms for tenure, promotion, or reappointment, which are awarded based on the university policies.** The current proposal reflects an attempt to better align the Workload Plan drafted earlier with AACSB requirements. The accreditation process is expected to require a high level of faculty participation initially, so it is important that the school provide fair and balanced workload options to faculty members and that it reward exceptional performance.

I. Definition of Participating Faculty and Supporting Faculty

In the business school, participating and supporting faculty are defined as follows for AACSB accreditation purpose. These definitions may differ from those used to distinguish full-time and part-time faculty in the university.

> **Participating Faculty:** Teaching faculty who have voting rights defined by the Bylaws of the School of Business are considered Participating Faculty. Based on the bylaws, all full-time teaching faculty members holding the academic rank of assistant professor, associate professor, professor or lecturer would be considered participating faculty. Faculty members jointly appointed between the school and another academic unit of the college will be considered participating faculty if their involvement in business programs and curricular issues is significant, and if their overall workload in all academic units at the institution is equivalent to that of a full-time faculty member. For example, assume that a Computer Science faculty member was assigned to develop, coordinate and teach an Information Technology course for the School of Business. As long as the faculty member's overall contribution to the School of Business and Computer Science Department is equivalent to the workload of a full-time business faculty member, s/he would be considered as a participating faculty. (AACSB requires that participating faculty comprise at least 75% of the faculty in the school of business as a whole and at least 60% of the faculty in each discipline.)

Supporting Faculty: Faculty members whose responsibilities to the School of Business are limited to teaching are not considered as Participating Faculty.

II. Faculty Workload Options for Full-Time Faculty and AQ/PQ for All Faculty Members

The following major changes were made to the earlier draft workload plan (dated December 3, 2004) in an effort to simplify the workload plan and increase its consistency with the mandates of AACSB accreditation:

- Combined Workload Plan A and Workload Plan B in the earlier draft. This change acknowledged that tenure-track and tenured faculty need not be considered separately, they devote identical proportions of their time to teaching, scholarship, and service.
- Removed Workload Plan D and Workload Plan E from the previous draft. Since all full-time faculty members are expected to be either AQ or PQ in order to support our accreditation effort, these workload options were eliminated.

II.1 Review Cycle

The workload plan described in this section is determined based on a faculty members' professional performance during the most recent five prior years (i.e., a rolling five-year period). Workload assignments for the subsequent calendar year will be made on or about February 1 of each year, based on the faculty member's annual reports for the most recently completed five calendar years, and the curriculum vita prepared at the end of the most recent calendar year. A faculty member's performance over the most recent five-year period is based on the number of points assigned using the information in *Appendix 10.1. B: Faculty Qualification Requirements – Part II.*

II.2 Workload Plan Options

Table 1 summarizes the three workload options in terms of their respective allocation of time to teaching, scholarship, and service activities. It also lists the minimum scholarship points required under each option and relates the workload options to the faculty member's AACSB status as academically qualified (AQ) or professionally qualified (PQ).

Table 1
Faculty Workload Alternatives

Workload	Relative Proportion (%) Time			Performance Standards		
	Teaching	*Scholarship*	*Service**	*Teaching load*	*Scholarship (minimum points accumulated during past five years, per Appendix 10.1.B)*	*AQ/PQ*
A	60	25	15	3-3	3.0	AQ$_1$
B	70	15	15	3-4	2.0	AQ$_2$
C	80	5	15	4-4	2.0	PQ

* service expectations for each workload plan are detailed in *Appendix 9.2: Baseline Service Expectations.*

Workload Plan A:

1. This plan is intended for faculty members who have terminal degrees in a discipline related to the area of teaching. All tenure-track faculty are assigned to this plan, as are tenured faculty that are committed to significant engagement in scholarly activities, while maintaining a baseline contribution in other areas.
2. At least two points out of the three scholarship points required in this plan must be earned by publication in peer-reviewed journals.
3. First-year tenure-track faculty will have reduced service requirements, to allow adequate time for new class preparations and developing a research agenda.
4. Graduate courses are generally taught by faculty members in this workload plan (AQ$_1$).

Workload Plan B:

1. This plan is intended for tenured faculty members (with terminal degrees in the discipline related to the area of their teaching) who decide to shift their focuses of intellectual activities from publishing in peer reviewed journals to engaging in practice oriented projects. It offers the faculty members an up to two-year transition period in which the teaching load is increased by one course before fully transitioned into Workload Plan C (PQ) described next.
2. At least one point out of the two scholarship points required in this plan must be earned by publication in peer-reviewed journals.
3. Faculty members under this plan generally teach undergraduate courses (AQ$_2$).

Workload Plan C:

1. This plan is intended for faculty members at the rank of lecturer.
2. Faculty members under this plan generally teach undergraduate courses, with the exception of some practice-oriented MBA courses (PQ).

II.3 Academic Appointments and Workload Plans

Table 2 summarizes the choices available to full-time faculty members based on the type of academic appointment. As the contractual agreement (Appendix *9.2 General responsibilities of participating faculty*) with lecturers specifies increased service requirements compared to tenure-track and tenured faculty, it is not reasonable to allow them to opt for Plan A and Plan B.

Table 2

Available Workload Plan Options Based on Type of Appointment

	Plan A	Plan B	Plan C
Tenure Track	x		
Tenured	x	x	x
Lecturers			x

II.4 Rewarding Exceptional Performance

In addition to the university's Discretionary Salary Increase, which emphasizes more on intellectual contributions than service and teaching, the school established an annual service award (*Appendix 11.3.A: Faculty Service Award*) and an annual teaching award (*Appendix 11.3.B: Faculty Teaching Award*) to recognize exceptional performance under the two categories and provide the recipients additional financial support for travel.

Appendix 9.2: Baseline Service Expectations

School of Business

State University of New York at New Paltz

Revised May 10, 2007 by Faculty

Approved by Dean of School of Business May 29, 2007

Service Expectations for <u>All</u> School of Business Faculty Members

All faculty members are expected to:

- Be available to students on a regular basis, in accordance with university policies. This includes:
  - holding four or more office hours per week; and,
  - being as flexible as possible in sharing teaching responsibilities (e.g., evening classes, Saturday classes, etc.).

- Expected involvement in campus activities extends beyond meeting one's scheduled classes and holding the minimum number of office hours. In order to foster meaningful interaction with students, colleagues, and other constituents, faculty are encouraged to:
  - regularly attend departmental meetings;
  - attend other School of Business meetings as one's schedule allows (e.g., Business Advisory Council, Faculty Seminar Series, Hall of Fame meeting, etc.). When meetings conflict with scheduled classroom instruction, teaching has priority;
  - participate in some significant school and university events (e.g., open house, accepted student day, spring and fall commencements, convocation, etc.);
  - provide timely academic advising to undergraduate business majors and MBA students, as assigned (except for first-year tenure-track faculty);
  - engage in curriculum development activities in the School's continuous improvement effort (e.g., working with colleagues on curriculum coordination); and,
  - participate in efforts to recruit new faculty by attending candidate presentations and working, when assigned, on search committees.

Additional Service Expectations for Tenured Faculty

College and School of Business Service

- chairing a school committee where the workload is substantial, *or;*

- providing leadership or other significant service toward school initiatives, such as chairing a search committee, coordinating a program, or chairing a department (should we institute departments in the future), *or;*

- serving as faculty advisor to a student club/organization or business plan contest; *or,*

- providing significant service on multiple committees both within and outside of the School of Business; *or*,

- participating regularly on at least one university-wide committee or task force during the academic year; *or,*

- engaging in SUNY-wide service (e.g. as University Senator).

In addition, tenured members should take an active role in the professional development of junior colleagues, by acting as a mentor to provide advice on research and on the development of pedagogical skills.

Community Service

Tenured faculty are encouraged to apply their professional expertise to serve relevant professional or academic associations or organizations, or the community at large.

Examples of service to professional or academic organizations include: serving as a track organizer/chair, session chair, discussant, respondent, facilitator, or panelist at a professional conference; working with a professional committee/society; assuming editorial responsibilities; and serving as a journal/book reviewer.

Examples of service to the community at large include: delivering lectures to the general public; sitting on corporate boards/advisory committees; and sharing expertise with the press, the general public, government agencies, schools, or other organizations.

A note on Full Professors.

One of the criteria for promotion to Full Professor is service to the professional community. Candidates for promotion to full professor are encouraged to exhibit such involvement and to continue to such participation after promotion, at levels appropriate to their high academic rank.

Expectations for Tenure-Track Faculty

Tenure-track faculty are expected to engage in appropriate levels of service consistent with their tenure at the college and stage of career development. They must be able to demonstrate service to the School of Business, the university, and their professions at a level adequate for obtaining continuing appointment (as articulated in the SUNY Board of Trustees Criteria). However, during their first year of teaching, expectations for service are modest, to allow sufficient time for course preparation and other challenges of socialization confronting new hires. First-year faculty are assigned to serve on School of Business committees, and are expected to attend faculty meetings and some school functions. They are not expected (or encouraged) to chair a committees or obligate themselves to multiple committees. After their first year, junior faculty members are expected to engage in increasing levels of service activities, including college-wide committee service.

Expectations for Lecturers:

Lecturers are generally expected to engage in significant levels of service, which might include the following types of contributions.

- Directing a major school effort, such as The Business Institute.

- Advising majors, freshman, or transfer students.

- Advising a student organization or business plan contest team.

- Organizing or leading workshops, seminars, and extracurricular field trips for students.

- Mentoring students by supervising student research or independent study.

Appendix 9.3: Faculty Sufficiency – Participating and Supporting Faculty Summary (Fall 2007)

Discipline	Name	P or S	Credit Hrs if P	Credit Hrs if S	% of P
Accounting	Ebrahim, Ahmed	P	378		
	Furman, Donald	P	327		
	Hollister, Joan	P	84		
	Kanan, Rief	P	417		
	Schultz, Sally	P	273		
	Tsai, Chih-Yang[1]	P	45		
Accounting Total			1524	0	100%
Decision Sciences[2]	Caskey, Kevin	P	222		
	Heiner, Karl	P	501		
	Lee, Jae	P	273		
	Liu, Shuguang	P	315		
	Novitski, Greg	S		72	
	Pettus, Cheri	S		150	
	Su, Ping	P	276		
Decision Sciences Total			1587	222	88%
Finance[2]	Furman, Donald	P	72		
	Girma, Paul	P	186		
	Hollister, Joan	P	240		
	Sener, Tulin	P	177		
Finance Total			675	0	100%
Law	Mather, Bruce	P	486		
Law Total			486	0	100%
Management	Backhaus, Kristin	P	228		
	Clark, Ted	P	75		
	Furman, Donald	P	114		
	Jandrew, Michael	S		303	
	Lin, Jun	P	168		
	Lukaszewski, Kim	P	207		
	Neuman, Joel	P	162		
	Vogelgesang, Gretchen	P	240		
	Vora, Davina	P	315		
Management Total			1509	303	83%

Marketing	Clark, Ted	P	375		
	Min, Jun	P	240		
	Shen, Daniel	P	273		
	Tikoo, Surinder	P	174		
Marketing Total			1062	0	100%
Overall			6843	525	93%

1. A Decision Sciences faculty member teaching Accounting Information Systems
2. One full-time faculty member in this discipline was on sabbatical leave (Fall 2007)

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Appendix 10.1.A: Faculty Qualification Requirements – Part I

Academically Qualified and Professionally Qualified Faculty

This document outlines the criteria applied in classifying faculty members as academically qualified or professionally qualified[1]. Relevant criteria are discussed below; the second section of the appendix includes a table that identifies and quantifies various faculty activities.

Academically Qualified

A faculty member in the SUNY New Paltz School of Business will be considered academically qualified (AQ) if the following criteria are met:

1) Possesses a research oriented doctoral degree or other terminal degree appropriate to the field in which s/he is teaching,
AND
2) Has completed sufficient activities over the previous five years to satisfy the intellectual contribution requirement. (*Appendix 10.1. B: Faculty Qualification Requirements – Part II* quantifies the requirement and illustrates how it can be met.)

Exceptions:
a) Incoming faculty will be considered AQ if they are on track to satisfy the above requirements within a short time. For example, an ABD[2] faculty member who achieves the ABD status within the past three years.
b) Incoming faculty will be considered AQ if they have earned their research doctorate within the past five years.
c) Faculty members who possess non-research oriented doctoral degrees will be considered AQ if they meet the requirements specified under <u>category six</u> of <u>Academically Qualified Faculty Members</u> in AACSB Standard 10.

Professionally Qualified

A faculty member will be classified as professionally qualified if the following criteria are met:
- Has an earned master's degree (or other appropriate graduate degree, such as an LLD with a teaching assignment of business law) in a business discipline or in a discipline related to the person's teaching assignment in the School of Business; AND
- Possesses significant professional, technical, or managerial experience in the discipline related to the teaching assignment. Significant experience is interpreted to be at least three years at the indicated level.

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[1] An individual faculty member can be both academically and professionally qualified.
[2] All But Dissertation. The doctoral candidate has completed all the other requirements for the research doctoral degree, the dissertation proposal has been accepted, and research is well under way.

A faculty member will be considered professionally qualified, based on the person's previous record, for up to five years after initial appointment in the School of Business. Thereafter, a professionally qualified faculty member will be expected to demonstrate the continued relevance of his or her knowledge and capabilities in their discipline based on activities during the most recent five-year period at the date of review.

<u>Maintenance of Professional Qualifications</u>

To maintain professional qualification, the faculty member must demonstrate continued competency in their discipline through:
- working, consulting, presenting seminars or training program for appropriate business organizations; or
- attending and actively participating in professional meetings and conferences in the teaching discipline, or
- attending and completing executive education programs in the teaching discipline; or
- authoring books and articles in practitioner's journals or presenting at professional meetings in the discipline related to the teaching assignment.

Professionally qualified faculty members will be reviewed annually to ensure that professional qualifications are being maintained by completing appropriate professional development activities. If the review indicates that insufficient development activities have been completed to maintain professional qualification, the faculty member will have one year to complete such activities, or risk the loss of professional qualification.

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Appendix 10.1. B: Faculty Qualification Requirements – Part II

Scholarly Activities Requirements, Weights, and Definitions
For Academically and Professionally Qualified Faculty

This appendix expands upon *Appendix 10.1.A: Faculty Qualification Requirements – Part I*, by identifying and quantifying the activities that allow a faculty member to maintain the classification of "academically qualified"(AQ) or "professional qualified" (PQ).

Table 1 indicates the number of points assigned for completion of various activities on the part of AQ and PQ faculty members. Based on these weights, to maintain one's qualifications:

> AQ faculty members must have accumulated 3.0 points over the most recent five-year period, with a minimum of 2.0 points earned from peer-reviewed journal articles.

> PQ faculty members must have accumulated 2.0 points over the most recent five-year period, including some earned from writing activities. (Activities that carry AQ credit can also be counted for PQ faculty).

Table 1

Activities and Weights for AQ and PQ Scholarly Activities

Activity	Weight for AQ faculty	Weight for PQ faculty
Article	1.0 Peer Reviewed Journal[1] (PRJ) 0.5 non-PRJ[2]	1.0 0.5
Presentation	0.5 national/international academic conference 0.25 other academic conferences 0.25 practitioner conference	0.5 national academic or practitioner conference 0.25 regional academic or practitioner conference 0.25 local conference
Proceedings	Counted in the "presentation" category; no double counting	
Book	1.0 new book 0.5 revision of a book	1.0 new textbook 0.5 revision 0.5 book editor, book chapter

Published compilation	0.25 compilation of readings, cases, articles	0.25
Manual/guide	0.5 new manual or guide 0.25 revised manual or guide	0.5 new manual or guide 0.25 revised manual or guide
Chapter in a book	0.5 new chapter	0.5
Case	0.5 published in a nationally recognized outlet 0.25 published in other outlets	0.5 0.25
Other publicly available contributions	0.5 editor of a PRJ 0.25 editor of a special PRJ issue 0.25 member of a PRJ's editorial review board 0.25 panelist at an academic conference 0.25 book review	0.5 0.25 0.25 0.25 0.25 0.25 editorial in non-PRJ 0.25 leadership position in a regional or local association 0.25 substantial involvement on a board of directors 0.5 leadership position in a national association 0.1 expert testimony
Community service		
Professional service	0.5 editor of a conference proceedings 0.25 ad hoc reviewer for a journal or conference 0.25 discussant at a conference	0.5 editor of a conference proceedings 0.25 ad hoc reviewer for a journal or conference 0.25 discussant at a conference 0.1 presentation, panel, etc., at local professional organization
Consulting[3]	0.5 substantial 0.25 modest (maximum of 1 point per review cycle)	0.5 substantial 0.25 modest (maximum of 1 point per review cycle) [4]
Developmental activities	0.25 maintain one's professional certification	0.25 maintain one's professional certification 0.1 attend a conference (maximum of 1 point per review cycle)

Definitions

1. Peer-Reviewed Journal: a journal in which articles have been evaluated by an independent expert or experts in the field of research before acceptance for publication. The School of Business expects these to be venues of recognized quality. Such recognition can be based on listings in the Cabell's Directories, in citation listings such as Social Science Citation Index (SSCI) or the Science Citation Index (SCI), or in reference databases available on the Sojourner Truth Library's website that index peer-reviewed journals. The Faculty Development Committee is responsible for determining whether a journal meets the quality threshold.

2. Non-Peer-Reviewed Journal: a journal not meeting the definition of peer-reviewed journal, which may include editorially-reviewed academic or practitioner journals.

3. Consulting: This category also includes serving on the board of directors of a mid to large-sized organization or holding a managerial position with significant responsibilities.

4. The limit of 1 point per review cycle applies only to participating faculty. Supporting faculty members that hold significant full-time managerial positions can maintain their PQ by accumulating two points in this category, provided they only teach courses at the 200 or 300 level.

This document provides a general guideline for determining faculty qualifications following the spirit of AACSB Standard 10. It is not intended as a comprehensive listing of scholarly activities. Activities not included in this table will be reviewed by the Faculty Development Committee, as will activities whose extraordinary quality may justify assigning higher-than-normal points.

Approved in December 7, 2007 Faculty Meeting

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AACSB Table 10-1: Summary of Faculty Intellectual Contributions and Qualifications
Date Range: June 1, 2003 - May 31, 2008

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Accounting													
Ahmed Ebrahim	Ph D, 2004	August 1, 2004	100	YES	YES		0	0	4	4	0	1	UG/GR, RES and SER
Joan Hollister	Ph D, 1998	August 2006	100	YES			1	1	10	10	0	0	UG/GR, RES and SER
Rief Kanan	MS, 1976	September 1997	100		YES		0	1	0	1	0	2	UG, RES and SER
Sally Schultz	Ph D, 1986	September 1, 1984	100	YES			0	2	9	9	0	0	UG/GR, RES and SER
Total Accounting							1	4	23	24	0	3	
Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Business Law													
Elton Mather	JD, 1975	September 1, 2004	100		YES		0	0	0	0	0	0	UG, RES and SER
Total Business Law							0	0	0	0	0	0	
Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Decisions Sciences													
Kevin Caskey		September 1, 2001	100	YES	YES		0	0	3	4	0	0	UG/GR, RES and SER

| Name | Highest Earned Degree & Year | Date of First Appointment to School | Percent of Time Dedicated to the School's Mission | Acad Qual | Prof Qual | Other | Number of Contributions | | | | | | Normal Professional Responsibilities |
| | | | | | | | Learning & Pedagogical Research | | Discipline-Based Scholarship | | Contributions to Practice | | |
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
	Ph D, 1993												
Karl Heiner	Ph D, 1977	1984	100	YES	YES		0	0	0	0	3	0	UG/GR, RES and SER
Jae-Joon Lee	Ph D, 1998	August 1, 1999	100	YES			0	0	3	4	0	0	UG/GR, RES and SER
Shuguang Liu	Ph D, 2003	August 25, 2003	100	YES			0	0	3	0	0	0	UG/GR, RES and SER
Narcyz Roztocki	Ph D, 1999	September 1, 1999	100	YES			0	0	7	5	0	0	UG/GR, RES and SER
Ping Su	Ph D, 2006	August 25, 2006	100	YES			0	0	1	3	0	0	UG/GR, RES and SER
Chih-Yang Tsai	Ph D, 1993	August 1993	100	YES	YES		0	1	2	4	0	0	UG/GR, RES and SER
Total Decisions Sciences							0	1	19	20	3	0	

| Name | Highest Earned Degree & Year | Date of First Appointment to School | Percent of Time Dedicated to the School's Mission | Acad Qual | Prof Qual | Other | Number of Contributions | | | | | | Normal Professional Responsibilities |
| | | | | | | | Learning & Pedagogical Research | | Discipline-Based Scholarship | | Contributions to Practice | | |
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Finance													
Orkunt Dalgic	Ph D, 2003	August 23, 2003	100	YES			0	0	6	3	0	0	UG/GR, RES and SER
Paul Girma	Ph D, 1994	August 2001	100	YES			0	0	3	8	0	0	UG/GR, RES and SER
Tulin Sener	Ph D, 1974	August 1984	100	YES			0	0	3	10	0	2	UG/GR, RES and SER
Total Finance							0	0	12	21	0	2	

| Name | Highest Earned Degree & Year | Date of First Appointment to School | Percent of Time Dedicated to the School's Mission | Acad Qual | Prof Qual | Other | Number of Contributions | | | | | | Normal Professional Responsibilities |
| | | | | | | | Learning & Pedagogical Research | | Discipline-Based Scholarship | | Contributions to Practice | | |
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Management													
Kristin Backhaus	Ph D, 1995	July 1, 1986	100	YES			3	2	4	15	0	0	UG/GR, RES and SER
Gretchen Lester	Ph.D., 2008	September 1, 2007	100	YES			0	0	0	6	1	0	UG/GR, RES and SER
Jun Lin		August 18, 2004	100	YES			0	0	1	1	0	0	GR/GR, UG/GR, RES

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Learning & Pedagogical Research PRJ	Learning & Pedagogical Research OIC	Discipline-Based Scholarship PRJ	Discipline-Based Scholarship OIC	Contributions to Practice PRJ	Contributions to Practice OIC	Normal Professional Responsibilities
	Ph D, 2004												and SER
Kimberly Lukaszewski	Ph D, 2002	September 1, 2001	100	YES			0	0	6	22	0	3	UG/GR, RES and SER
Joel Neuman	Ph D, 1990	January 26, 1989	100	YES			0	0	6	21	0	0	UG/GR, RES and SER
Davina Vora	Ph D, 2003	September 1, 2007	100	YES			0	0	3	12	0	0	UG/GR, RES and SER
Total Management							3	2	20	77	1	3	

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Marketing													
Theodore Clark	MBA, 1987	September 1, 1984	100		YES		0	1	0	0	0	2	UG, SER and ADM
Junhong Min	Ph D, 2008	September 3, 2007	100	YES			0	0	0	3	0	0	UG/GR, RES and SER
Anyuan (Daniel) Shen	Ph D, 2007	August 23, 2007	100	YES			0	0	1	2	0	0	UG/GR, RES and SER
Surinder Tikoo	Ph D, 1994	September 1996	100	YES			0	0	8	1	0	0	UG/GR, RES and SER
Total Marketing							0	1	9	6	0	2	
Grand Total													
Grand Total							4	8	83	148	4	10	

Appendix 10.2.B: Deployment of Qualified Faculty

Discipline	Name	Qualification	AQ %	PQ%	Other %	Overall AQ %	Overall AQ+PQ %
Accounting:	Ebrahim, Ahmed	AQ	100%				
	Furman, Donald[1]	O			100%		
	Hollister, Joan[2]	AQ	100%				
	Kanan, Rief	PQ		100%			
	Schultz, Sally	AQ	100%				
Accounting Total			300%	100%	100%	60.0%	80%
Decision Sciences:	Caskey, Kevin	AQ	100%				
	Heiner, Karl	AQ	100%				
	Lee, Jae	AQ	100%				
	Liu, Shuguang	AQ	100%				
	Novitski, Greg	PQ		20%			
	Pettus, Cheri	PQ		30%			
	Roztocki, Narcyz	AQ	100%				
	Su, Ping	AQ	100%				
	Tsai, Chih-Yang[3]	AQ	100%				
Decision Sciences Total			700%	50%	0%	93.3%	100%
Finance:	Girma, Paul	AQ	100%				
	Hollister, Joan	AQ	100%				
	Sener, Tulin	AQ	100%				
Finance Total			300%	0%	0%	100.0%	100%
Law:	Mather, Bruce	PQ		100%			
Law Total			0%	100%	0%	0%	100%
Management:	Backhaus, Kristin	AQ	100%				
	Lin, Jun	AQ	100%				
	Lukaszewski, Kim	AQ	100%				
	Neuman, Joel	AQ	100%				
	Vogelgesang, Gretchen	AQ	100%				
	Vora, Davina	AQ	100%				
Management Total			600%	0%	0%	100%	100%
Marketing:	Bassler, John	PQ		10%			
	Clark, Ted[4]	PQ		100%			
	Min, Jun	AQ	100%				
	Shen, Daniel	AQ	100%				
	Tikoo, Surinder	AQ	100%				
Marketing Total:			300%	110%	0%	73%	100%
Grand Total			2200%	360%	100%	83%	96%

1. one-year contract, full time employment
2. also teaches one finance course: undergraduate Corporate Finance
3. Associate Dean, one-third of normal teaching load
4. also teaches an undergraduate management course: Strategic Management

Appendix 11.1 Faculty Development Process

PROCESSES FOR FACULTY COMPOSITION AND DEVELOPMENT
By
Faculty Development Committee

Introduction

The faculty's composition and qualifications are key components needed for the School's academic success. The academic environment that the faculty creates is a key variable in determining the quality of academic programs offered and the quality of the student learning that occurs. The School of Business (SB) recruits, develops, and supports a faculty to accomplish its mission with respect to instruction, intellectual contributions, and service. The Faculty Development Committee (FDC) is a standing committee created to address issues pertaining to the school's faculty composition and development.

Mission

The FDC creates processes, and facilitates their implementation, related to faculty

➢ planning
➢ recruitment, selection and orientation
➢ development, promotion, retention and renewal
➢ size, composition and deployment
➢ qualifications

Faculty Planning

Faculty size, composition, qualifications and development activities should be based on a long-run comprehensive plan. The plan should consider the school's human resource needs in terms of teaching, intellectual contributions and service. The dean's office should draft a tentative plan annually, and discuss it with the FDC.

Faculty Recruitment, Selection and Orientation

Recruitment and Selection

➢ The position should be advertised on a timely basis in appropriate outlets.
➢ Placement activities at professional conferences should be utilized, when appropriate.
➢ Search committees members should be selected by the dean in consultation with the faculty in the academic discipline and the FDC.
➢ Search committees, in consultation with the dean and associate dean, should identify screening criteria that are consistent with the mission and needs of the school. Maintaining a diversity faculty should be considered.
➢ Phones interviews should be conducted to screen candidates prior to arranging campus interviews. When feasible, more than one member of the search committee should participate in the phone interview.
➢ Campus interviews will be arranged and managed by the dean's office, in consultation with the search committee chair.
➢ FDC members are expected to support members of the search committee when candidates come for campus interviews.

Orientation

➢ New faculty orientations are conducted by the university, as well as by the school. New faculty members will be informed of the dates for these orientations, and should plan to participate.
➢ At the university level, the provost's office organizes an orientation for new faculty. Information is disseminated about the library, computer services, sponsored funds, and other campus services, and expectations for reappointment, tenure, and promotion are discussed.
➢ At the school level, new faculty orientations cover: (1) general school information and procedures, (2) teaching and advising, (3) research and service expectations, and (4) the review processes for reappointment, tenure, promotion and discretionary salary increase.

Faculty Development, Promotion, Retention and Renewal

Development, promotion, retention and renewal of the school's faculty should reflect the mission and the dynamic and challenging conditions of the business world.

New faculty should be given appropriate teaching assignments and service workloads that allow them adequate time for intellectual development and renewal. To promote faculty development and retention, the school should:

➢ Support faculty participation in academic and professional organizations.
➢ Follow clear policies concerning outside faculty activities, both paid and unpaid.
➢ Conduct a formal periodic review for reappointment, promotion, and tenure decisions, which produce results consistent with the school's mission and goals.

The following programs are offered by the school to foster faculty development.

Faculty Mentoring Program

➢ New faculty have the option of being assigned a mentor. Initially, mentors are appointed by the dean from among the tenured faculty, and should provide assistance as soon as the new faculty member's starts working. After the first year, a junior faculty member may request a different mentor.

➢ The mentor assists the new faculty by giving feedback on: (1) effective teaching methods, (2) developing a plan for achieving tenure, and (3) preparing dossiers for personnel decisions, and (4) any other issues for which the guidance is sought.

➢ The dean also meets with new faculty members several times a semester during the first year and provides assistance with the transition to New Paltz and advice related to their professional activities. The dean also seeks input from new faculty members on ways of improving the orientation process or the school's programs.

➢ Beginning in their second year, tenure-track faculty should meet annually with the dean and the chair of the FDC to discuss progress toward tenure.

➢ At the end of each academic year, new faculty and their mentors should share their experiences with colleagues, and may submit a written report to the dean. Suggestions for improving in the faculty mentor program can be forwarded to the FDC for review.

➢ If requested by the new faculty member, the mentor's report may become a part of the faculty's personnel file.

Faculty Career Plan

➢ Early in the first semester, the new faculty member meets with the dean to discuss the five criteria of the Board of Trustees and the expectations of the school/university for the purposes of reappointment, tenure, promotion, and discretionary salary increase.

➢ Based on those expectations, the faculty member drafts a professional career plan that reflects his/her interests and strengths.

➢ The draft is reviewed by the dean, who discusses it with the faculty member before making suggestions.

➢ The revised draft is reviewed by the school's FDC before being accepted as the faculty member's Career Plan. Subsequent modifications to the plan will be implemented after consultation with all parties involved.

➢ Personnel reviews will subsequently be based on the extent to which the faculty member has achieved the goals set forward in the most recent Career Plan. It is recognized that plans will change over time in response to new interests and opportunities and to reflect the changes in school/university expectations.

Evaluation of Instruction

➢ Faculty members are required to include results from the university's student evaluation of instruction whenever they are reviewed for a personnel decision (reappointment, tenure, promotion and discretionary salary increases). In addition, candidates for reappointment and tenure may include the following forms of evaluation in the personnel dossier on a voluntary basis.

  ➢ Self-Evaluation of instruction: A faculty member may choose to present an evaluation of his/her own design to demonstrate teaching effectiveness.
  ➢ Peer Evaluation of Instruction: The faculty member, in consultation with the dean and the FDC, invites another faculty member to attend his/her classes, review selected teaching materials, and prepare a written evaluation of teaching effectiveness.

Faculty Seminar Series

The Faculty Seminar Series provides a venue for business faculty members to discuss their research and share information about teaching methods and technological tools. Faculty, staff, and students may attend these presentations. Generally, two seminars will be held each semester, and an effort should be make to schedule presentations/discussions related to both scholarly activities and teaching techniques.

Faculty Size, Composition and Deployment

➢ The school should maintain a full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.
➢ The deployment of faculty resources should reflect the school's mission and degree programs. Students in all programs, majors, areas of emphasis, and locations should have the opportunity to receive instruction from appropriately qualified faculty.

Faculty Qualifications

➢ The faculty, in aggregate, should have sufficient academic and professional qualifications to accomplish the school's mission.

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Appendix 11.3.A: Faculty Service Award

School of Business

SUNY New Paltz

FACULTY SERVICE AWARD

GUIDELINES AND PROCEDURES FOR NOMINATIONS

Introduction and Eligibility

The Faculty Service Award is intended to recognize members of the School of Business faculty who have contributed outstanding service to the School or its constituencies. All full-time faculty members are eligible for nomination. The award is made annually and more recent service activity will carry the most weight, but activity from previous years can also be considered. Above all, the faculty member's service should have consistently exceeded the normal requirements and ordinary expectations of their position.

Timeline

The Dean will open the nomination process early in the spring semester by distributing these guidelines. Nominations will be accepted until February 15th. The Faculty Development Committee will review candidates and return a list of recommended recipients to the dean by March 1st. The list of recommendations may be ordered or weighted at the discretion of the committee. The dean will announce the recipient of the award by March 15th.

Instructions for nominators

Nominations can be made by full-time faculty, the dean, and the associate dean. Faculty members may self-nominate. Before submitting the name of a nominee, nominators should review the guidelines below and contact the prospective nominee to ensure that he or she agrees to be nominated.

Nominations should be submitted via email to the chair of the FDC (no special form is required). A one-page statement supporting the nominee may also be submitted. If more than one nominator chooses to nominate the same person, they may each provide a separate statement, or together they may submit a joint supporting statement of no more than three pages.

Instructions for nominees

The Faculty Development Committee will notify nominees by email. Nominees should respond to confirm their willingness to be considered, and follow-up by submitting an application to the committee, which gives an overview of service activities and accomplishments, including the dates of service. Much of this information should already have been included in the faculty member's annual reports, and if applicable, DSI applications.

Nominees should submit their application by email to the chair of the FDC. The application may be in the form of an outline or narrative (maximum length of five pages), and should include information that assists the committee in evaluating the candidate's:

- Leadership role in the service activity: to what extent did the nominee initiate the activity and take on a formal or informal leadership role in carrying it out (the committee will give significant weight to the nominee's level of contribution and initiative rather than just participation).
- Accomplishments: indicate specific outcomes of the service activity as they have affected the school or its constituents.
- 'Visible' as well as 'invisible' service activities: 'visible' service would be associated with a formal position (e.g., chair of a committee), whereas 'invisible' service could be extensive work on curriculum development, voluntary student counseling, etc.
- Teaching and intellectual contributions. Although the award is based on service, recipients are expected to have met baseline expectations in the areas of teaching and intellectual contributions.

When relevant to the case, the nominee may submit paper or electronic copies of supporting documents.

Procedures for review and selection

The Faculty Development Committee will meet, discuss the nominations (considering the criteria above as well as the nominees' record of past nominations), and submit a list of recommended recipients to the dean. A brief statement explaining the basis for the committee's decisions may be attached. Any supporting materials will be forwarded to the dean, who will select the award recipient from among the candidates recommended by the committee. The dean may consult with the associate dean, committee chairs, or other knowledgeable sources for additional information about the nominee's qualifications for the award.

The winner will be announced at the annual awards ceremony and recognized in the school's publications. Additional funding for professional development activities will be made available to the recipient, above and beyond the allocation made across-the-board to School of Business faculty members for development.

Approved by faculty on Dec. 7, 2007

Revised and approved by Dean, Jan. 10, 2008

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Appendix 11.3.B: Faculty Teaching Award

School of Business

SUNY New Paltz

FACULTY TEACHING AWARD

GUIDELINES AND PROCEDURES FOR NOMINATIONS

Introduction and Eligibility

The Faculty Teaching Award is intended to recognize members of the School of Business faculty who have demonstrated outstanding teaching effectiveness. All full-time faculty members are eligible for nomination. The award is made annually and more recent teaching activity will carry the most weight, but teaching activity from previous years can also be considered. Above all, the faculty member's teaching should have consistently exceeded the normal requirements and ordinary expectations of their position

Timeline

The dean will open the nomination process early in the spring semester by distributing these guidelines. Nominations will be accepted until February 15th. The Faculty Development Committee will review candidates and return a list of recommended recipients to the dean by March 1st. The list of recommendations may be ordered or weighted at the discretion of the committee. The dean will announce the recipient of the award by March 15th.

Instructions for nominators

Nominations can be made by full-time faculty, the dean, and the associate dean. Faculty members may self-nominate. Before submitting the name of a nominee, nominators should review the guidelines below and contact the prospective nominee to ensure that he or she agrees to be nominated.

Nominations should be submitted via email to the chair of the FDC (no special form is required). A one-page statement supporting the nominee may also be submitted. If more than one nominator chooses to nominate the same person, they may each provide a separate statement, or together they may submit a joint supporting statement of no more than three pages.

Instructions for nominees

The Faculty Development Committee will notify nominees by email. Nominees should respond to confirm their willingness to be considered, and follow-up by submitting an application to the committee that provides documentation to support consideration for an award based upon superior teaching. Much of this information may already have been included in the faculty member's annual reports, and if applicable, DSI applications.

Outstanding teachers exhibit an enviable command over their subject matter and present material in a way that engages students and promotes the learning process. They strive continuously to broaden their knowledge of the discipline and keep up-to-date with new developments in the field. They prepare educational materials that are up-to-date and well-written, integrate appropriate instructional technologies into courses, and are recognized by students and colleagues for their dedication to guiding and inspiring students,

Nominees should submit their application by email to the chair of the FDC. Candidates may document their teaching effectiveness in outline or narrative form (maximum length of five pages) and provides evidence:

1. that students recognize the faculty member's superior performance. Such evidence should include results of the Student Evaluation of Instruction, and may also include other documentation, such as student testimony or survey results.
2. that colleagues recognize the faculty member's superior performance. This evidence can be based on formal peer evaluations of classroom performance and/or teaching materials, as well as other types of testimony.
3. of efforts to broaden their knowledge of the discipline and keep up-to-date with new developments in the field.
4. of efforts to improve teaching. This may be documented by revisions made to syllabi, application of new teaching methods, and development or revision of cases, teaching notes, or other materials that can foster student learning.
5. of baseline performance in the areas of service and intellectual contributions.

Procedures for review and selection

The Faculty Development Committee will meet, discuss the nominations (considering the criteria above as well as the nominees' record of past nominations), and submit a list of recommended recipients to the dean. A brief statement explaining the basis for the committee's decisions may be attached. Any supporting materials will be forwarded to the dean, who will select the award recipient from among the candidates recommended by the committee.

The winner will be announced at the annual awards ceremony and recognized in the school's publications. Additional funding for professional development activities will be made available to the recipient, above and beyond the allocation made across-the-board to School of Business faculty members for development.

Approved by faculty on Dec. 7, 2007

Revised and approved by Dean, Jan. 10, 2008

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Appendix 13.1.A: Academic Integrity Statement

School of Business students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students that engage in any form of academic dishonesty will be subject to disciplinary action. While we prefer to adhere to a code of honor in the School of Business, due to national trends in cheating, forgery, and plagiarism, we are instituting this policy within the school. Any student found cheating, committing forgery, or plagiarizing may suffer serious consequences ranging from failing a specific piece of work to failing the course. In some cases, a student may be expelled from the School of Business and the college.

Your business education includes learning ethics and values. We trust that you have the basic foundation upon which we can build. You will be judged by your character as well as by your knowledge and skills since the business world increasingly demands ethical behavior of its employees. Honesty remains an admirable quality.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements or in other aspects of your professional conducts. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

Forgery is defined as the alteration of forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation, intentional or unintentional, of another's words or ideas as one's own. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text with appropriate citation. When students use another's ideas, they must clearly identify the source of the ideas. Plagiarism is a violation of the rights of the plagiarized author and of the implied assurance by the students that when they submit academic work it is their own work product. If students have any issues with respect to the definition of plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

Cases requiring disciplinary and/or grade appeal action will be adjudicated in accordance with Procedures for Resolving Academic Integrity Cases, a copy of which is available in the office of the Vice President for Students Affairs, the office of the Provost for Academic Affairs, and in the academic Deans' offices.

We, the members of the SUNY New Paltz School of Business community, are committed to practicing the highest standards of ethical behavior and demonstrating integrity in all we do. We practice these standards and expect them to be demonstrated by others not only in our business dealings, but in all our relationships. Ours is a culture of integrity. For us, ethical behavior means adhering to certain standards in both public and private.

Appendix 13.1.B: Expectations and Responsibilities of Students

Professional Values and Integrity

Students are expected to:
- Behave ethically, honestly and with integrity in all circumstances. They should know and obey the SUNY New Paltz School of Business Ethics/Integrity Policy.
- Act and talk professionally and courteously.
- Treat everybody with respect, fairness and grace.
- Have sensitivity and understanding for cultural diversity.
- Avoid any type of discrimination and harassment.
- Be fair in evaluation of faculty, administrators and other.
- Be good citizens of the college and broader community.
- Use the college's property in the best way.
- Manage their time effectively and optimize their time between in class and out of class activities.
- Keep clean and dress appropriately.

Proper Class Attitude

Students are expected to:
- Attend all class regularly and punctually, and stay until dismissed, without making any breaks.
- Notify the instructor any excuses beforehand.
- Avoid class disturbances (i.e. talking, eating, drinking, sleeping, etc.).
- Act professionally and respectfully.
- Follow the class carefully and participate actively.
- Turnoff cell phones and lap tops.

Class Preparations and Examinations

Students are expected to:
- Prepare fully and punctually for each class.
- Do their homework on their own, unless it is a team assignment.
- Refrain from cheating, plagiarism, etc. that violates academic integrity.
- Be careful for exchanging inappropriate help.
- Get assistance from tutors for learning, but not for solving assignment.
- Take examinations on time, and not to ask make up examinations, unless there is an extra situation.

Appendix 13.1.C: Policy Regarding Unethical or Dishonest Behavior

The school maintains a system (including software and web-based resources), by which students are well informed, educated and required to acknowledge by electronic signatures, the ethics, honesty and integrity standards of the School of Business, and the consequences of violating those standards.

Instructors who identify any violators should report the incident to the Dean's office for disciplinary action. The following procedure is followed by the dean's office for handling such incidents.

Penalties:

- The involved students may request an appeal through Academic Appeal Committee (undergraduate) or Graduate Council (graduate students).
- First time offenders receive a failing grade for the course, which can only be changed based on a favorable outcome of the appeals process, if applicable. The dean's office keeps a list of first time offenders. The offenders are also required to recertify their understanding of our ethics, honesty and integrity standards.
- A second time undergraduate offender will be referred for possible dismissal to the Office of Student Affairs. A second time graduate student offender will be dismissed from the Master's degree program in which he or she is matriculated, subject to review by the Graduate Council.

Note: Once a student completes the training program, he/she shall be treated equally regardless of their previous educational experience and cultural norms. Instructors are encouraged to remind students of our ethics, honesty and integrity standards at the beginning of each course.

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Appendix 13.2: Statement of Professional Ethics and Responsibilities for Academic and Professional Faculty and Staff

As members of the academic and professional faculty and staff of the State University of New York at New Paltz School of Business, we recognize our responsibilities to serve as role models and to help students develop into ethical business professionals. Based on our commitments to the principles of fairness, responsibility, honesty and respect, we are obligated to:

- Act ethically, honestly, and with integrity in all situations.
- Treat students and colleagues with fairness and respect.
- Avoid all types of discrimination and harassment.
- Evaluate students and colleagues in a fair and impartial manner.
- Safeguard confidential information.
- Use the college's resources efficiently and effectively.
- Adhere to college rules and guidelines.
- Report professional conflicts of interest to the appropriate authority.
- Maintain a supportive environment for teaching and learning.

Members of the academic faculty are also obligated to:
- Encourage the free exchange of ideas and the pursuit of knowledge.
- Keep abreast of their academic disciplines and continue to develop professionally as teachers and scholars.
- Maintain academic honesty in scholarly work and communicate strict standards to students against cheating, plagiarism, or other forms of academic dishonesty.

In adhering to these guidelines we fulfill our obligations to the institution and our students and colleagues. We acknowledge our mutual responsibility to maintain these values as we work to further the mission and achieve the goals of the School of Business. As employees of the State of New York, we are further committed to complying with the NYS Code of Ethics and related Public Officers Laws (sections 73 and 74).

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Appendix 16.1: Undergraduate Curriculum Matrix

General Learning Objectives	20201 Financial	20202 Managerial	20215 BDSS	20250 PrinMgt	20271 Legal Env	20309 Stat I
Analytical Thinking	Major	Major	Major		Major	Major
Decision Making	Major	Major	Major			Major
Oral Communication				Major	Major	
Written Communication						
Teamwork				Major	Minor	
Ethics				Minor	Major	

General Learning Objectives	20311 Stat II	20312 Op Mgt	20325 Marketing	20341 Corp Fin	20450 Strat Mgt
Analytical Thinking	Major	Major	Minor	Major	Major
Decision Making	Major	Major	Major	Minor	Major
Oral Communication					Major
Written Communication					Major
Teamwork					Major
Ethics				Minor	Minor

Appendix 18.1: MBA Curriculum Matrix

	Course Number and Title								
	BUS502	**BUS520**	**BUS525**	**BUS526**	**BUS528**	**BUS536**	**BUS567**	**BUS568**	**BUS589**
MBA Program Goals	Mgrl Acc	MOIT	Quant	Global	MKT	Fin	HR	OB	Cases
globalization				Major					Minor
analytical tools	Major	Major	Major	Major	Major	Major	Major	Major	Major
Communication	Minor	Minor	Minor	Major	**Minor**	Minor	Minor	Major	Major
ethics	Minor			Minor			**Major**	Major	Minor
leadership							Minor	**Major**	**Minor**

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