

Appendix I

Accounting Student Metrics

Appendix I—Demographic and Academic Characteristics of Accounting Majors

Number/Gender of Students

ENROLL TERM	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Major	30	35	65	26	45	71	35	41	76	48	51	99

High School GPA and SAT Scores of Majors

ENROLL TERM	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA
Major	599	670	3.78	612	671	3.73	592	657	3.59	587	658	3.55

Ethnic Composition of Major Fall 2010–Fall 2013

	Non-Resident Alien	Hispanic	American Indian/Alaska Native	Asian	African American	Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more race	Unknown	Total
Fall 2010	9	7	0	10	2	1	33	1	2	65
Fall 2011	10	6	0	14	2	1	34	1	3	71
Fall 2012	13	11	1	14	3	0	27	2	5	76
Fall 2013	18	12	2	23	4	0	33	2	5	99
Change	+9	+5	+2	+13	+2	-1	0	1	3	+34

Appendix II
Business Administration Student
Metrics

Appendix II–Demographic and Academic Characteristics of Business Administration Majors

Number/Gender of Students

ENROLL TERM	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Major	231	128	359	244	146	390	265	171	436	271	180	451

High School GPA and SAT Scores of Majors

Fall 2010			Fall 2011			Fall 2012			Fall 2013		
AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA
583	635	3.57	581	635	3.57	575	641	3.50	576	641	3.50

Ethnic Composition for Fall 2010

	Non-Resident Alien	Hispanic	American Indian/Alaska Native	Asian	African American	Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more race	Unknown	Total
Fall 2010	48	45	4	52	15	6	167	6	16	359
Fall 2011	71	48	5	52	14	5	172	10	13	390
Fall 2012	92	52	3	69	19	3	169	15	14	436
Fall 2013	79	65	0	81	26	0	161	22	17	451
Change	+31	+20	-4	+29	+11	-6	-6	+16	+1	+92

Appendix III
International Business Student
Metrics

Appendix III–Demographic and Academic Characteristics of International Majors

Number and Gender of International Business Majors

ENROLL TERM	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
GENDER	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Major	108	83	191	110	81	191	85	74	159	80	78	158

High School GPA and SAT Scores of Majors

ENROLL TERM	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA	AVG SAT READ	AVG SAT MATH	AVG HIGH SCHOOL GPA
Major	600	636	3.60	590	638	3.60	590	644	3.53	585	639	3.53

Ethnic Composition of Major Fall 2010–Fall 2013

	Non-Resident Alien	Hispanic	American Indian/Alaska Native	Asian	African American	Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more race	Unknown	Total
Fall 2010	27	20	2	21	12	0	91	4	13	190
Fall 2011	29	22	0	25	9	0	89	8	9	191
Fall 2012	20	19	1	28	6	0	69	10	6	159
Fall 2013	26	19	3	24	6	1	62	10	7	158
Change	-1	-1	+1	+3	+6	+1	-29	+6	-6	-32

Appendix IV
Peer Accounting Programs

Comparison of Accounting Programs

Pepperdine Classes	Chapman	Elon	Gonzaga	Loyola	USD	Santa Clara	University of St. Thomas	Vaipo	Xavier	Baylor	Calvin	SMU	
Math 140 (Calculus)													
Math141 (Probability, Linear Systems, Multivariable Optimization)													
BA 212 (Business Computing Systems)												E	
BA 218 (Statistical Analysis for Business)									2		2		
Econ211 (Introduction to Macroeconomics)		Principles of Economics											
BA/Econ210 (Introduction to Microeconomics)												1 course of 3	
AC224 (Financial Accounting)			Uses concentration &										
AC310 (Intermediate Accounting I)													
AC311 (Intermediate Accounting II)												E	
AC312 (Advanced Accounting)													
AC313 Cost Analysis													
AC314 (Advanced Cost & Systems)		2			2	2	course only on systems	course only on systems	course only on systems		course only on systems	course only on systems	
AC422 (Income Tax Accounting)													
AC425 (Auditing)												E	
AC428 (Seminar in Accounting Theory)													E
BA321 (Financial Management)													
BA355 (Principles of Marketing)													
BA358 (Legal & Regulatory Environment)													
BA368 (Organization behavior)													
BA 497 (Business Policy, Strategy, and Ethics)													
BA598 (Service Leadership Project)													
					Several accounting tracks			1 elective					
	managerial accounting				managerial accounting	managerial acc't	managerial acc't	managerial acc't	managerial acc't	managerial acc't	managerial acc't	managerial acc't	
	Business Ethics					Business Ethics							
	Production and Operations Managt			Operations Mngt	Operations Mngt	Operations Mngt	Operations Mngt	Operations Mngt	Operations Mngt	Operations Mngt	Operations Mngt (E)	Operations Mngt	
	Corporate Accounting												
	Cost Accounting (E)												
	Advanced Financial Accounting (E)								Advanced Financial Accounting				
	Individual Taxation							Tax II (E)					
	Taxation of Corporations and Other entities (E)												
	Special Topics in Accounting (E)												
		Business Comm.		Bus. Com.					managerial com	integrated Bus. Writing		Business Writing	
		Internship in Business or Accounting											
				Business Law & applications									
				Operations Analysis									
				International Business									
				Globalization Accounting ethics									
					Business & Society					Acc't ethics	bus. Ethics	ethics (E)	
						reporting financial transactions					reporting financial transactions		
						Advanced Financial Acc't.							
							Business Experience Gov't-Non-profit (E)						
								Intern'l trade and Business Environment					
								Human resources			HR (E)		
								Business Profession (2)					
									Data Analysis (1)				
											Business Foundations		
											Not for profit gov't (E)		
											Small Bus. Mgt.		
											Mng't econ (E)		
												Entrepreneurship	

Appendix V
Peer Business Administration
Programs

Appendix VI
Peer International Business
Programs

Comparison of International Business Programs

	USD	Valpo	Xavier
Math 140 (Calculus)	2		
Math141 (Probability, Linear Systems, Multivariable Optimization)			
BA 212 (Business Computing Systems)			2
BA 216 (Statistical Analysis for Business)			2
Econ211 (Introduction to Macroeconomics)			
BA/Econ210 (Introduction to Microeconomics)			
AC224 (Financial Accounting)			
AC225 (Managerial Accounting)			
BA355 (Principles of Marketing)			
BA358 (Legal and Regulatory Environment)			
BA366 (Organizational Behavior)			
BA321 (Financial Management)			
BA447 (International Finance)	E		
BA451 (Operations Management)			
-or-			
BA452 (Quantitative Analysis)			
BA457 (Legal Environment of International Business)	E		
BA474 (International Marketing)	E		
BA497 (Business Policy, Strategy, and Ethics)			
BA598 (Service Leadership)			
+2 courses from an approved list of international courses in the Seaver Catalog.	Courses on regional concentration	2 electives	
	Business & Society		
	International Marketing (E)		
	Int'l. Comparative Mg't.		
	Internship (E)		
		Business Exp.	
		Intro. to Enterprise Resource Planning	
		Cross-Cultural Exp.	
		Intern'l Economics	
		Economics of Developing Countries	
		Business Ethics	
			Int'l Trade & Business Environment
			Man'l Com.
			HR in a diverse society
			Business as a Profession

Appendix VII
AACSB Faculty Qualification &
Sufficiency Data

AACSB Table 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standards 5 and 15)
Date Range: September 1, 2013 - August 31, 2014

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting: Professor											
Marilyn Misch	September 1, 1989	Ph D, 1999	220 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Total Accounting: Professor			220 sch	0 sch		100.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Accounting: Associate Professor											
Carolyn Galantine	August 1, 2003	Ph D, 1994	428 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions (2 PRJ, 4 presentations)
G Farrell Gean ¹	June 16, 1980	Ph D, 1981	524 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Total Accounting: Associate Professor			952 sch	0 sch		200.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting: Adjunct Faculty											
Michael Novack ²	May 1, 2008	MBA, 1978		418 sch	UT				50.0		MBA, CPA, full-time practitioner/c consultant
Robin Rousselet	February 1, 2014	MS, 2010		146 sch	UT				33.0		MBA, CPA, full-time practitioner
Brian Thomason	August 1, 2008	MBA, 2005	186 sch		UT and ADM				33.0		MBA, CPA, full-time practitioner
Jonathan Wang		BA, 2005		88 sch	UT				17.0		BA, CPA, full-time practitioner
Total Accounting: Adjunct Faculty			186 sch	652 sch		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	133.0 (100.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB not met (22.2%)			Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total Accounting			1358 sch	652 sch		300.0 (69.3%)	0.0 (0.0%)	0.0 (0.0%)	133.0 (30.7%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (67.6%)			Minimum SA: >= 40% requirement for AACSB met (69.3%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (69.3%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Decision Sciences: Professor											
Don Hancock		Ph D, 1979	96 sch		UT					17.0	
Kevin Iga		Ph D, 1998	320 sch		UT	50.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Kendra Killpatrick		Ph D, 1998	128 sch		UT	17.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
David Strong		Ph D, 1997	208 sch		UT	33.0					PhD, sustained engagement in peer

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Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											reviewed intellectual contributions (1 PRJ, 2 presentations)
Michael Summers	September 1, 1980	Ph D, 1978	147 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Donald Thompson		Ph D, 1979	112 sch		UT	17.0					PhD, sustained engagement in peer reviewed intellectual contributions (2 PRJ 2 presentations)
Total Decision Sciences: Professor			1011 sch	0 sch		217.0 (92.7%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	17.0 (7.3%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (92.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (92.7%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (92.7%)					
Decision Sciences: Assistant Professor											
Timothy Lucas		Ph D, 2006	20 sch		UT	17.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Robert Shearer ³		DSc, 2005	379 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Total Decision Sciences: Assistant Professor			399 sch	0 sch		117.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	presentations
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Decision Sciences: Adjunct Faculty											
Kevin Chlebig ⁴		MA, 2010		76 sch	UT				17.0		MA, ABD, peer reviewed publications, full-time practitioner
Kevin Lee ⁵	June 7, 2010	Ph D, 2012		20 sch	UT	17.0					PhD < 5 Years
Total Decision Sciences: Adjunct Faculty			0 sch	96 sch		17.0 (50.0%)	0.0 (0.0%)	0.0 (0.0%)	17.0 (50.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB not met (0.0%)			Minimum SA: >= 40% requirement for AACSB met (50.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (50.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Decision Sciences: Visiting Faculty											
Naiomi Cameron				184 sch	UT	33.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Bradley Cupp		MA, 1996	472 sch		UT					100.0	MA, Full-time visiting computer science instructor but no intellectual contributions
Ellie Grano				732 sch	UT	100.0					PhD < 5 Years
Matthew Highfield				280 sch	UT	50.0					PhD < 5 Years
Total Decision Sciences: Visiting Faculty			472 sch	1196 sch		183.0 (64.7%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (35.3%)	
			>= 60% requirement for P for			Minimum SA: >= 40% requirement for AACSB met (64.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (64.7%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
			AACSB not met (28.3%)		Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (64.7%)						
Total Decision Sciences			1882 sch	1292 sch	534.0 (79.9%)	0.0 (0.0%)	0.0 (0.0%)	17.0 (2.5%)	117.0 (17.5%)		
			>= 60% requirement for P for AACSB not met (59.3%)		Minimum SA: >= 40% requirement for AACSB met (79.9%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (79.9%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (82.5%)						
Economics: Professor											
Dean Baim	January 4, 1977	Ph D, 1988	118 sch		UT and ADM	100.0					PhD, sustained engagement in peer reviewed intellectual contributions (1 published PRJ, 1 in resubmit, 1 editorial-reviewed book chapter) and presentations
Jonathan Burke ⁶	August 1, 2007	Ph D, 1985	306 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions (2 in Economic Letters) and presentations (invited presentation at Yale symposium)
Gary Galles		Ph D, 1988	165 sch		UT		100.0				PhD, sustained engagement in public discourse
Andrew Yuengert		Ph D, 1990	462 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											and presentations
Total Economics: Professor			1051 sch	0 sch		300.0 (75.0%)	100.0 (25.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (75.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Economics: Adjunct Faculty											
Merim Baitimbetova				72 sch	UT					33.0	CV Requested
Ming Cheng				42 sch	UT				17.0		MBA, full-time practitioner
James Lebaz		Ph D, 1987		24 sch	UT					17.0	PhD, no evidence or recent contributions
Michael Puente		MS, 2011		288 sch	UT				33.0		MS, full-time practitioner job
Gerardo Sanchis-Munoz	July 1, 2009	Ph D, 1996		27 sch	UT	33.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Willi Schwarz				27 sch	UT		33.0				PhD, full-time practitioner
Cynthia Taylor	January 6, 2014	MBA		90 sch	UT				33.0		MBA, full-time practitioner
Panayotis Zamaros		Ph D, 2004		30 sch	UT					17.0	PhD
Total Economics: Adjunct Faculty			0 sch	600 sch		33.0 (15.3%)	33.0 (15.3%)	0.0 (0.0%)	83.0 (38.4%)	67.0 (31.0%)	
			>= 60% requirement for P for AACSB not met (0.0%)			Minimum SA: >= 40% requirement for AACSB not met (15.3%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (30.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (69.0%)					
Total Economics			1051 sch	600 sch		333.0 (54.1%)	133.0 (21.6%)	0.0 (0.0%)	83.0 (13.5%)	67.0 (10.9%)	
			>= 60% requirement for P for AACSB met (63.7%)			Minimum SA: >= 40% requirement for AACSB met (54.1%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (75.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (89.1%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Finance: Professor											
Levon Goukasian	August 1, 2004	Ph D, 2003	300 sch		UT	100.0 100.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Total Finance: Professor			300 sch	0 sch							
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Finance: Assistant Professor											
Scott Miller	August 1, 2009	Ph D, 2009	356 sch		UT	100.0 100.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Total Finance: Assistant Professor			356 sch	0 sch							
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Finance: Adjunct Faculty											
Paul Reim		BS, 1983	48 sch		UT				17.0 17.0 (100.0%)	0.0 (0.0%)	BS, full-time practitioner, substantial professional experience
Total Finance: Adjunct Faculty			48 sch	0 sch		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	17.0 (7.8%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total Finance			704 sch	0 sch		200.0 (92.2%)	0.0 (0.0%)	0.0 (0.0%)	17.0 (7.8%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (92.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (92.2%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Law: Associate Professor											
L Keith Whitney	September 1, 1990	JD, 1977	448 sch		UT					100.0	
Total Law: Associate Professor			448 sch	0 sch		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (100.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (0.0%)					
Law: Visiting Faculty											
John Elliott ⁸		DBA, 2003	360 sch		UT					100.0	JD, substantial professional experience, significant participation in professional societies
Total Law: Visiting Faculty			360 sch	0 sch		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (100.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total Law			808 sch	0 sch		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (50.0%)	100.0 (50.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (50.0%)					
Marketing: Assistant Professor											
Duane Myer		Ph D, 2013	318 sch		UT, RES and SER	100.0					PhD < 5 Years
Total Marketing: Assistant Professor			318 sch	0 sch		100.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Marketing: Adjunct Faculty											
William Greer ⁹	March 9, 2009	MBA, 1992		72 sch	UT				17.0		MBA, full-time practitioner job
JeeHye Kim	June 1, 2014	Master in Education,		42 sch	UT	17.0					MS, PhD (ABD),

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
		2008									Peer-reviewed presentations
Rafael Martinez de Sanzo	May 1, 2000	LLM-MBA, 1996	72 sch		UT				50.0		JD, Director of Pepperdine Buenos Aires Program, Partner/Mgr in Agribusiness/Tourism Company
Total Marketing: Adjunct Faculty			72 sch	114 sch		17.0 (20.2%)	0.0 (0.0%)	0.0 (0.0%)	67.0 (79.8%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB not met (38.7%)			Minimum SA: >= 40% requirement for AACSB not met (20.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (20.2%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Marketing: Visiting Faculty											
Ronald Conlin ¹⁰	January 9, 2006	ABD status, 2014	349 sch		UT	100.0					MBA, (EdD ABD), substantial professional experience
Farhad Sadighian	August 1, 2005	Ph D, 1983	528 sch		UT			100.0			PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Total Marketing: Visiting Faculty			877 sch	0 sch		100.0 (50.0%)	0.0 (0.0%)	100.0 (50.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (50.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total Marketing			1267 sch	114 sch		217.0 (56.5%)	0.0 (0.0%)	100.0 (26.0%)	67.0 (17.4%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (91.7%)			Minimum SA: >= 40% requirement for AACSB met (56.5%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (82.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
OTM: Professor											
Constance James	September 1, 1984	Ph D, 1998	292 sch		UT		100.0				PhD, sustained engagement

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											in peer reviewed presentations administrative role
Venkatachalam Seshan	September 1, 1986	Ph D	301 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Carolyn Vos Strache			36 sch		UT					17.0	PhD, London Program Director, no current intellectual contributions
Jere Yates	September 1, 1969	Ph D, 1968	139 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Total OTM: Professor			768 sch	0 sch		200.0 (63.1%)	100.0 (31.5%)	0.0 (0.0%)	0.0 (0.0%)	17.0 (5.4%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (63.1%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (94.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (94.6%)					
OTM: Associate Professor											
Regan Schaffer ¹¹		EdD, 2002	186 sch		UT	100.0					PhD, sustained engagement in peer reviewed intellectual contributions and presentations
Jeri-Elayne Smith	August 17, 2009	Ph D, 2002	312 sch		UT	100.0					PhD, sustained engagement

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											in peer reviewed intellectual contributions and presentations
Total OTM: Associate Professor			498 sch	0 sch		200.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
OTM: Assistant Professor											
Garrett Pendergraft		Ph D, 2010	64 sch		UT	17.0					PhD < 5 Years
Bennett Postlethwaite		Ph D, 2011	186 sch		UT	100.0					PhD < 5 Years
Total OTM: Assistant Professor			250 sch	0 sch		117.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
OTM: Adjunct Faculty											
Zarik Boghossian	August 18, 2008	EdD, 2002		196 sch	UT				33.0		EdD, active business owner and substantial professional experience
Harry Cahill	May 1, 1992	MS, 1972		48 sch	UT				17.0		MS, substantial professional experience and sustained involvement in public discourse
Douglas Green	September 1, 2002	MBA, 1981		145 sch	UT				50.0		MBA, full-time practitioner/c consultant
Michel Hermans	June 1, 2008			39 sch	UT	17.0					ABD w/ multiple scholarly contributions
Lucas Mather ¹²	August 31, 2009	MA, 2009		32 sch	UT					17.0	MA, PhD (Candidate),

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											no peer-reviewed presentations or articles
Michael Mullen	September 1, 1999	MS, 1968	392 sch		UT				100.0		MS, substantial professional experience
Ryan Pearce				201 sch	UT				50.0		MIM, full-time practitioner
Huiliang Wu ¹³				27 sch	UT				17.0		MBA, full-time administrator and professional experience
Total OTM: Adjunct Faculty			392 sch	688 sch		17.0 (5.6%)	0.0 (0.0%)	0.0 (0.0%)	267.0 (88.7%)	17.0 (5.6%)	
			>= 60% requirement for P for AACSB not met (36.3%)			Minimum SA: >= 40% requirement for AACSB not met (5.6%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (5.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (94.4%)					
OTM: Visiting Faculty											
William Arnold	February 1, 2004	EdD, 2009	472 sch		UT					100.0	EdD
Amy Johnson ¹⁴		MA, 2013	204 sch		UT				50.0		MA, full-time practitioner
Total OTM: Visiting Faculty			676 sch	0 sch		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	50.0 (33.3%)	100.0 (66.7%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (33.3%)					
Total OTM			2584 sch	688 sch		534.0 (49.2%)	100.0 (9.2%)	0.0 (0.0%)	317.0 (29.2%)	134.0 (12.4%)	
			>= 60% requirement for P for AACSB met (79.0%)			Minimum SA: >= 40% requirement for AACSB met (49.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (58.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (87.6%)					
Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Grand Total											

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Grand Total			9654 sch	3346 sch		2118.0 (58.8%)	233.0 (6.5%)	100.0 (2.8%)	734.0 (20.4%)	418.0 (11.6%)	
			>= 75% requirement for P for AACSB not met (74.3%)			Minimum SA: >= 40% requirement for AACSB met (58.8%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (68.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (88.4%)					
Faculty Sufficiency Indicators:					Faculty Qualification Indicators:						
<ul style="list-style-type: none"> Overall: $P/(P+S) \geq 75\%$ By discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$ 					<ul style="list-style-type: none"> Minimum SA: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$ Minimum SA + PA + SP: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$ Minimum SA + PA + SP + IP: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$ 						

- This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all participating and supporting faculty including graduate students who have formal teaching responsibilities. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
- The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.
- Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.
- For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA for 3 years. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
- The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."

¹ G Farrell Gear

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

² Michael Novack

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

³ Robert Shearer

Note: AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have

elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

⁴ Kevin Chlebik

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

⁵ Kevin Lee

Note: In 2013-2014 had interdisciplinary responsibilities in OTM.

⁶ Jonathan Burke

Note: In 2013-2014 had interdisciplinary responsibilities in OTM.

⁷ Merim Baitimbetova

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

⁸ John Elliott

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

⁹ William Greer

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

¹⁰ Ronald Conlin

Note: AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

¹¹ Regan Schaffer

Note: In 2013-2014 had interdisciplinary responsibilities in Marketing.

¹² Lucas Mather

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

¹³ Huijiang Wu

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

¹⁴ Amy Johnson

Note: In 2013-2014 had interdisciplinary responsibilities in Finance.

Appendix VIII
AACSB Self-Study Report

A photograph of a modern university building with a large staircase. In the foreground, three people in business attire are engaged in a conversation. A man in a white shirt and tie stands on the left, a woman in a dark suit in the center, and a woman in a light-colored blazer and dark skirt on the right holding a folder. Two other men are visible in the background near the stairs. The scene is brightly lit, casting long shadows on the ground.

AACSB

Continuous Improvement Review

PEPPERDINE UNIVERSITY

October 5 - 7

University Mission Statement

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Graziadio School Mission Statement

The mission of the George L. Graziadio School of Business and Management is to develop values-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus and global in orientation.

We seek to accomplish our mission by:

Enriching Learning:

Enrich students with innovative and personal learning experiences

Enhancing Thought Leadership:

Enhance capacity for thought leadership that shapes business practice

Cultivating Community:

Cultivate an engaged and vibrant learning community

Building Partnerships:

Build dedicated corporate and community partnerships

Advancing Reputation:

To achieve global distinction for advancing knowledge and developing leaders that create value for business and society

Seaver College Mission Statement

Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The college is essentially a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.

Business Administration Division Mission Statement

The mission of the Business Administration Division is to provide young adults with a superior business and liberal arts education that prepares them for lives of ethical service and professional achievement in a competitive world.

We seek to accomplish our mission by:

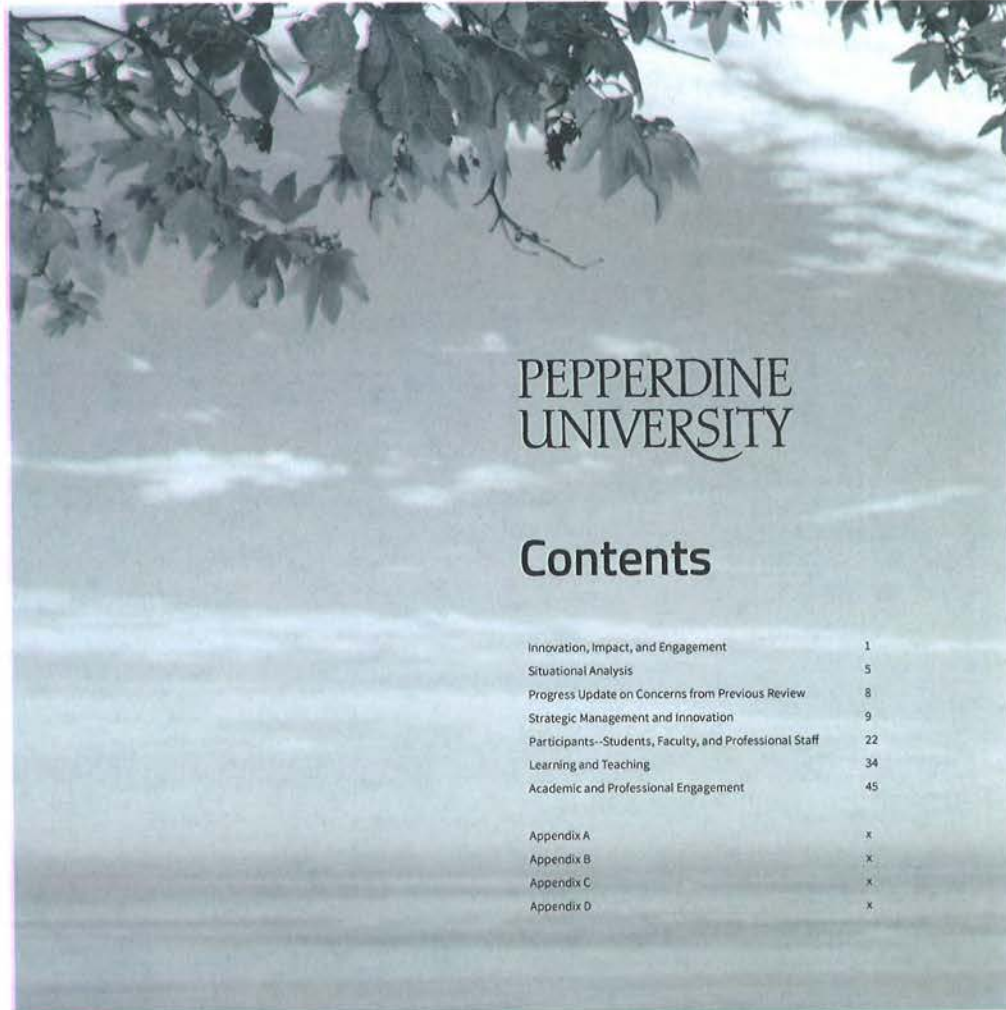
How we teach

What we teach

Our relationships with our students

Our personal and professional development

Our relationship with our colleagues



Innovation, Impact, and Engagement

In 1937, George Pepperdine founded Pepperdine College "to help young men and women to prepare themselves for a life of usefulness in this competitive world and help them build a foundation of Christian character." Since then, Pepperdine University has evolved to enroll 7,315 students across five schools and colleges throughout the greater Los Angeles area. Business programs are offered by the George L. Graziadio School of Business and Management and the Frank R. Seaver College of Letters, Arts, and Sciences.

Founded in 1969, the School of Business and Management first offered MBA and bachelor's programs for working professionals, later adding a full-time MBA program and a variety of MS programs. George L. Graziadio endowed the school in 1996. In fall 2013, the Graziadio School enrolled 1,540 students across 10 graduate programs, one undergraduate program, and four joint degree programs that are aligned to serve the distinct populations of fully employed, full-time, and executive students. In 1974, the Frank R. Seaver College of Letters, Arts, and Sciences was founded. The college is primarily residential and undergraduate with an enrollment of 3,239 students. The Business Administration Division of Seaver College, the largest of the eight divisions of the college, currently enrolls 725 students. The division offers bachelor of science degree programs in accounting, business administration, and international business.

Today, Pepperdine University's innovation, impact, and engagement outcomes are the result of students, faculty, staff, and alumni living out the institution's mission in their professional and personal lives. Highlights of the innovation and engagement activities and their impacts include:

Innovation @ [Pepperdine]

- Over the past five years, four new degree programs have been designed and approved, specifically part-time MS programs in Entrepreneurship and Applied Finance, a full-time MS in Accounting offered jointly with Seaver College, and an MS in Human Resources.
- A new concentration in "Digital Innovation and Information Systems" within the Full-time and Fully Employed MBA programs was launched in fall 2013.
- New delivery modalities were launched in the last two years including an Online MBA program (spring 2013), a blended-learning MBA Flex option for fully employed students (fall 2013) and a BS in Management Flex option (spring 2014).
- Seven new executive education certificate programs were designed and launched.
- A Certificate in Socially, Environmentally, and Ethically Responsible (SEER) Business Practice was launched in the fall of 2010 within the Full-time MBA program. The certificate was extended to the Fully Employed MBA program in fall 2013.
- Going Global with Graziadio ("G3") was launched in fall 2010 to provide students an opportunity to undertake an international "export market development" consulting project for a client company to develop a comprehensive "going global" strategic plan.
- The Early X Foundation was created in 2012 to enable students and alumni to develop new entrepreneurial ventures that commercialize "latent IP assets."

- Pepperdine's "MicroEnterprise Program" (MEP), which assists homeless individuals develop and launch small businesses to enable their economic independence, has been adopted by the Graziadio School and Seaver College as of fall 2014.
- To better enable future curriculum innovations, the faculty revised and streamlined the curriculum approval process in 2011 and again in 2014. Funding for a Director for Curriculum Innovation and Development is included in the 2015 budget.

Innovation @ [Seaver]

- External grants have been received to improve a nonprofit institute, a college-wide initiative whose leader, Regan Schaffer, is a Seaver Business faculty.
- Aiming to improve the lives of low income people, the Microfinance Club makes small loans to promising start-ups globally. A partnership with Graziadio and the Pepperdine MEP provides training and financial help for low income people to start a business.
- Graziadio and Seaver have collaborated to develop an MS in Accounting degree that will allow Seaver students to earn a degree and meet the 150-hour CPA credit requirement.
- In the past five years two projects were launched to put a greater emphasis on student-faculty collaboration in research, and to enhance their outcomes.
- A class will be launched in spring 2015 to prepare students for six sigma certification.
- The division developed a career planning boot camp which provides a weekend retreat to hone students' job market skills and a career planning curriculum, which is a four-year program to prepare students to be better prepared for competing in the labor market.

Impact @ [Pepperdine]

- The Pepperdine Private Capital Markets Project has served to yield over 50 speaking engagements at external conferences, 50,000 report downloads, a Certificate in Private Capital Markets, two industry awards, and more than 100 media hits including the Wall Street Journal and BusinessWeek. It has also produced key partnerships including Dun & Bradstreet Credibility Corp. and the Federal Reserve Banks of Chicago and San Francisco, as well as data for research projects and Congressional testimony.
- Over the past four years, 121 students have earned the SEER Certificate.
- Established in 2003, the Education to Business Program was named as one of the "Top 10 Classes that Payoff" by U.S. News & World Report (in 2010). Client companies offer a particular business problem or opportunity and then students are organized into competing teams that work to identify solutions. To date, 318 projects have been completed within marketing, accounting, and information systems courses. Beyond the rich experiential learning, these engagements have led to internships, job placements, and donations.

- To date, 63 projects conducted for nine client companies examined export opportunities in seven different countries and resulted in either detailed export development plans in the intended country or an alternative market, or compelling advice against premature globalization.
- In 2009, Graziadio refocused its entrepreneurship curriculum on "entrepreneurship as creative problem solving." Since then, students who took at least one entrepreneurship course have launched over 100 business ventures. In their 2014 ranking of "America's Most Entrepreneurial Universities", Forbes listed Pepperdine in ninth position.
- Established in 2010, the Center of Applied Research (CAR) facilitates thought leadership to business professionals and academics through funding for applied research projects and facilitating workshops, symposiums, and conferences for the business community.
- Professor Chris Worley's book, *Organization Development and Change*, is the top selling textbook in the field of organization development.
- Graziadio faculty hold editor, associate editor, editorial board memberships and participate in ad-hoc reviewing for a range of journals and conferences. They also hold leadership positions in various conference committees and professional associations.

Impact @ [Seaver]

- Undergraduate student-faculty research collaborations have resulted in five papers or presentations, two student Fulbright Scholarships, and multiple works in progress.
- In the last year, Seaver College has earned awards from the Ventura County Community Foundation and the Wooten Center for the work of Regan Schaffer and Scott Miller.
- The microfinance club has made more than 127 loans to over 12 countries. The average loan is \$330 with a default rate of 0.27%.
- Professor Jaye Smith published a book on inclusion. A principal at a consulting firm commented in his review, "Smith and Lindsay offer a highly practical examination of workplace inclusion that presses past convention and offers a compelling new standard."
- Professor Dean Baim's book has been cited 120 times in the last 20 years, three times in the last year. It is cited as the seminal work on stadium and arena financing.
- Students taking the CPA and CFA Level I exams, have exhibited higher than average pass rates, and perfect pass rates (5 of 5), respectively.
- Three Seaver faculty members have won a total of five best paper awards.
- Faculty members have been interviewed by NPR, Sacramento Bee, LATimes, LA Daily News, among other media outlets. One faculty has published over 100 op-ed pieces.
- One faculty member has published three papers regarding what it means to be a business program in a Christian undergraduate liberal arts school.

Engagement @ [Pepperdine]

- The Center for Teaching and Learning Excellence aims to develop faculty competencies in teaching and learning by offering new faculty training and faculty development workshops.
- Since 2004, the Dean's Executive Leadership Series (DELS) has invited senior business executives from multiple industries to share cutting-edge knowledge that is applied, relevant, and values-centered with our community of students, alumni, and faculty.
- The SEER Symposium (started in 2011) is an annual event that brings students and social entrepreneurs together with inspirational successful SEER business leaders. The November 2013 drew 250 attendees from students, faculty, and the business community.
- The Center for Applied Research hosted two conferences and three symposiums with a primary purpose of engaging industry leaders and Graziadio School faculty.
- The Graziadio Business Review is the school's practitioner-focused journal. Since its inception, the journal has published over 300 peer-reviewed articles written both by internal and external authors. The journal averages about 1,700 page views daily.
- The Vision 2020 Task Force was formed in 2011 to review and update the Distinctive Leadership 2015 strategic plan. The Task Force engaged staff, faculty, alumni, and members of the board of visitors to generate nearly three dozen recommendations.
- The Graziadio Alumni Network includes over 37,000 degree alumni in 78 countries around the world. The Graziadio Alumni Relations Office hosts over 50 forums that attract over 3,000 attendees, nearly 10,000 LinkedIn members and over 7,000 Facebook fans. Over 1,200 have volunteered to assist the school.
- Our Global Programs enable students to participate in immersive global business courses that include one-week study tours to full semesters abroad, thereby allowing students to engage with international students, international businesses, and cultures.

Engagement @ [Seaver]

- By continuing to expand its collaboration with the nonprofit sector, the division's service leadership project has served over 500 nonprofit organizations.
- The Business Advisory Council provides an opportunity for alumni and other supporters to develop long-term relationships with the school and develop professional engagement opportunities for current students through internships and career support.
- Faculty serve on the Board of Directors for Ventura County Habitat for Humanity and the Board of Directors for the University Credit Union.
- Alumni return to judge competitions such as the "pitch contest" conducted by our Entrepreneur club.
- Regan Sheaffer has been named to the editorial board of the *Journal of Nonprofit Leadership*, and served on the SACS assessment team for Dallas Theological Seminary.
- A faculty member leads the "Management, Spirituality, and Religion" section of the *Academy of Management*.



Situational Analysis

The Christian heritage of Pepperdine is central to the University's vision and continues to shape the mission and strategy of both the Graziadio and Seaver business education units. This ethos is frequently expressed as—*freely ye received, freely give*.

— Pepperdine's motto

Pepperdine is also shaped by—and in turn reshapes—the greater Los Angeles community of which it has been an active member for over 75 years. The relative seclusion and stunning natural beauty of the Malibu campus affords students, faculty, and staff the space and serenity for inquiry and reflection. However, the business education units are also actively engaged with the Los Angeles and global business communities; all students participate in this engagement through service learning projects, internships, or full-time work experience. With regional campuses across Los Angeles, a teaching center in Santa Clara, international locations and courses, and a growing online presence, the business education units are shaped by a diversity of influences.

Pepperdine University places great emphasis on teaching. In recent years the importance of research has also been acknowledged. The institution is giving greater emphasis to research by faculty members as a fundamental methodology for improving the quality of teaching while contributing to the body of information and knowledge available to society. Community service is regarded as highly important, and a variety of educational and cultural programs are offered to the community.

The division fully embraces the distinctiveness of business and accounting programs that are embedded in a liberal arts educational unit grounded in the Christian mission of the University.

Division faculty members believe that this integration helps students acquire tools for advancing their business careers and also helps them to understand the roles and responsibilities of business in society, to think creatively, and to develop wise, ethically grounded professional judgment.

Faculty members must be persons of high ethical and moral standards who are selected because of their academic qualifications and their promise of success as teachers. They are also chosen with a view to their willingness to support the distinctive philosophy of the institution and to work within it. In the recruitment and selection of faculty, the quality of academic preparation, acceptance of Christian values, and respect for the University's heritage are paramount considerations.

SWOT Analysis

■ Situational Analysis

[Graziadio] Strengths

- New instruction delivery modalities (FLEX and online)
- Large alumni base of over 37,000
- Collaborative and supportive culture
- Distinct mission that is clear to staff and faculty
- Flexible locations/regional campuses (four in greater Los Angeles, one in San Jose)
- More than 30 international partner institutions
- Segmented programs (i.e., 12, 15, and 20 month full-time MBA)
- Name, reputation, and location of School/University
- Focus on relevant, applied, experience-driven learning
- Small class sizes of less than 27 students
- Student-focused learning environment
- Faculty, staff, and alumni who are deeply connected to Pepperdine and highly motivated to seek continuous improvement

[Seaver] Strengths

- Highly selective admission process allows for enriched learning experiences
- International Programs with University facilities in Heidelberg, London, Florence, Buenos Aires, Lausanne, and Shanghai (nearly 50% of students study abroad)
- Students can receive a Certificate in Dispute Resolution at Law School
- Recently completed \$459M Campaign for Pepperdine will provide additional resources for enhancing teaching and research
- Administration's support of market-driven salaries
- Name, reputation, and location of School/University

[Graziadio] Opportunities

- Embrace the trend in international students with a Pacific Rim Strategy
- Create more corporate partnerships to help drive curricular change and create more internship and job opportunities for students
- Bundling of classes and certificates into stackable credentials (mini-degrees)
- Develop new programs (e.g., Executive Doctorate in Management)
- Establish deeper and longer relationships with alumni base
- Leveraging church relationships for recruiting and positioning
- More marketing support for program development, alumni outreach, and career services
- Stronger strategic alliances with global partners
- Unique learning experiences (more relevant, applied)

[Seaver] Opportunities

- Division maintains a strong position in what remains a challenging education market; popularity of the division's programs and the college's highly selective admission process affords an opportunity for growth
- Free Seaver Business faculty members are approaching the age where retirement is a reasonable option; this provides an opportunity to find over-achieving teachers to complete the cultural change to a more research-oriented division

[Graziadio] Weaknesses

- Leadership transition at School & University
- Marketing and Communication department restructuring
- Tight budgets/budget deficit requiring to restructure
- Reported low levels of satisfaction with career resources from students and alumni
- Website doesn't fully cater to user experience and prospect engagement (being addressed by redesign)
- Faculty distributed across four regional campuses in greater Los Angeles creating a challenge for community engagement and collaboration opportunities
- Lack of enrollment diversity in full-time programs
- Alumni engagement very uneven
- Student satisfaction levels tied to class availability and career support in fully employed programs
- Expensive programs, fully employed and full-time programs are over \$30,000 to complete
- Large teaching loads for faculty make it challenging to also advance research and develop other activities

[Seaver] Weaknesses

- Restructure faculty in the quantitative and financial disciplines
- Lack of recognition by the college administration that the hiring season in many disciplines starts in the summer of the year before the hire; positions are usually allocated in mid-August
- Lack of division control in staffing business courses delivered through International Programs
- Faculty salary inequity between Seaver divisions

[Graziadio] Threats

- Discrepancy in employer reimbursement for graduate education
- Competition from online programs
- Concern about student debt levels and the return on investment
- Discussion taking place about the general relevance of an MBA
- MOOCs and Badges as a replacement to the MBA
- The emergence of Corporate Universities
- Strong regional competition (Anderson, Marshall, UCI, etc.)
- High degree of operational complexity for various programs
- Traffic congestion as a barrier for students to seriously consider an evening program
- Hiring and retention of high-quality faculty and staff
- Pure reliance on tuition to generate cash flow for operations

[Seaver] Threats

- High cost of living in Malibu and Los Angeles makes it difficult to recruit and retain faculty
- Rising interest rates on Federal student aid could create challenges with future enrollments

Degree Programs

Enrollment by program as of fall 2013 and degrees awarded in the 2012-2013 academic year.

■ Graziadio School of Business and Management

Fully Employed Programs	Started	Enrolled	Graduates	Offered
BS in Management	1880	299	125	evenings/weekends working professionals
Fully Employed MBA	1971	545	297	evenings/weekends, blended, and online; working professionals
MS in Management and Leadership	2007	48	25	evenings/weekends; working professionals
MS in Entrepreneurship	2010	13	1	evenings/weekends; working professionals
Full-time Programs	Started	Enrolled	Graduates	Offered
Full-time MBA	1986	178	109	day; full-time students
International MBA	1989	9	9	day; full-time students
MS in Applied Finance	2008	100	70	day; full-time students
MS in Global Business	2008	72	16	day; full-time students
BS/MBA (BS/MBA)	2008	5	15	day; full-time students
JD/MBA	1988	3	2	day; full-time students
MBA/MPP	1999	5	2	day; full-time students
Executive Programs	Started	Enrolled	Graduates	Offered
Executive MBA	1985	127	56	intensive weekend residencies; working executives
Presidents and Key Executives MBA	1969	44	11	intensive weekend residencies; working executives
MS in Organization Development	1975	71	25	intensive week-long residencies and online; working executives

■ Seaver College

Business Administration Division	Started	Enrolled	Graduates	Offered
BS in Accounting	1972	59	21	day; full-time students
BS in Business Administration	1972	451	97	day; full-time students
BS in International Business	1995	158	52	day; full-time students
BS Contract Major	n/a	17	10	day; full-time students

Progress Update



Malibu Campus Entrance

During Pepperdine's last Maintenance of Accreditation Review in February of 2010, the Peer Review Team recommended, and the Maintenance of Accreditation Committee concurred, that Pepperdine should continue the maintenance review for a sixth year. The decision for a Sixth Year Review was based on three educational quality issues identified in the Maintenance of Accreditation Committee's action letter dated July 21, 2010.

1. Levels of academically qualified faculty (and weak definitions of "academically qualified")
2. Low levels of scholarly output (both in quantity and quality)
3. The need to benchmark the ratio of academically qualified faculty against peer institutions

Through the Sixth Year Review, Pepperdine addressed these issues in a concentrated and deliberate fashion by (1) strengthening the Academically Qualified definition to require a minimum of two peer-review journal articles within the past five years, (2) increasing academically qualified percentage targets, (3) benchmarking against peer schools, and (4) enhancing the quality of faculty publications. Details on each of these initiatives were described in the Sixth Year Review Response.

At the conclusion of the Sixth Year Review, the Maintenance of Accreditation Committee determined that Pepperdine had satisfactorily addressed these issues and reaffirmed accreditation. Since 2011, Pepperdine has continued to monitor and maintain appropriate faculty qualification ratios by providing financial, developmental, and release time resources for faculty research. Establishing the Center for Applied Research—which was only in the planning stages during the 2010 Maintenance of Accreditation visit—has also played an important role in strengthening the quality and impact of Pepperdine's intellectual contributions (see Section 4: Strategic Management - Intellectual Contributions and Section 5: Participants - Faculty for additional detail on faculty management and support).

While not noted in the Maintenance of Accreditation Committee's action letter, the Maintenance of Accreditation Review Team Visit Report also highlighted some areas for improvement in the assurance of learning process. Specifically, the team admonished the school and division to ensure that the assessment cycle is completed for all learning outcomes in all programs and to consider simplifying the assessment process where it was deemed "overly ambitious" to execute and sustain. Pepperdine acted on these recommendations. Since the Maintenance of Accreditation Review, the division has assessed all Program Learning Outcomes (PLOs), made some slight curricular changes, and ensures that each course syllabus contains the PLOs and Student Learning Outcomes (SLOs) that are addressed in the course for which the syllabus is developed. The school has also simplified the Program Learning Outcomes in several programs to make the process easier to execute and therefore also produce actionable results more effectively.

Additionally, in order to more closely align with the missions of the division and school, as well as meeting expectations of the 2013 Standards for Business Accreditation, Pepperdine has adopted increasingly demanding requirements for the Scholarly Academic (formerly Academically Qualified) classification. A minimum of three peer-review intellectual contributions within the past five years is now required in order to be classified as Scholarly Academic.

Strategic Management and Innovation

[Graziadio] Mission Statement and Summary of Strategic Plan

Ultimately, the school is about transforming lives that will transform business and the world. When reflecting on his experience in the Graziadio School, one of the school's alumnus noted, "Coming to Pepperdine was like coming to the Land of Oz, I came as Scarecrow hoping to find my brain, when I got here it was as much about Tin Man finding his heart—it completed me as a person." That is what we intend for our students, that they will be more complete people because of their experience in the school; that they will be better, smarter, more responsible business people (find their brain); and more thoughtful, engaged, and compassionate people (find their heart) because of their experience at the Graziadio School, thus making a significant positive impact on their organizations, their families, their communities, and thus the world.

The Graziadio Vision is to achieve global distinction for advancing knowledge and developing leaders that create value for business and society.

The Graziadio Mission is to develop values-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus and global in orientation. *As a professional school growing out of the tradition of a Christian university, we seek to impact positively both society at large, and the organizations and communities in which our students and graduates are members. Therefore, we affirm a higher purpose for business practice than the exclusive pursuit of shareholder wealth. We believe that successful management seeks collective good along with individual profit and is anchored in core values such as integrity, stewardship, courage, and compassion.*

Key Strategic Initiatives

- **Values-centered leadership.** Values-centered leaders strive for excellence in all they do through an unrelenting commitment to integrity, stewardship, courage and compassion.
- **Responsible business practice.** Responsible business practice affirms a higher purpose for business practice than the exclusive pursuit of shareholder wealth. Successful management seeks collective good along with individual profit through economic, ethical, social, and environmental responsibility.
- **Practical and applied.** Practical and applied means embedding opportunities to apply knowledge acquired in formal learning experiences to real-time business situations.
- **Ethical in focus.** Ethical focus promotes professional behavior and business practice in accordance with the rules and standards of right conduct and practice in business.
- **Global in orientation.** Global orientation is to gain greater knowledge of international business complexities through better understanding of the relationship and interdependence of nations and people around the world.
- **Entrepreneurial in spirit.** Entrepreneurial by preparing students to organize, operate, and assume the risk for a business venture and/or to exhibit leadership in innovation in an organizational setting.
- **Collaborative, experiential learning environment.** Providing an environment where learning is through cooperative, team-based pedagogical methods that emphasize hands-on learning in an immediate and relevant setting.

The mission and reputation for quality attracts students from diverse cultural, educational, and professional backgrounds. Although they come to Graziadio with a broad range of educational goals, they are united by a desire for quality education, personal growth, and professional development.

Faculty. This commitment requires a faculty skilled both in the classroom and in the business world who can teach equally well from an experiential model as well as from a theoretical one, and who seek to integrate teaching, business connections, and intellectual contributions. It necessitates sensitivity to the diversity of our students and faculty and an environment that encourages differing points of view.

Pedagogy. The chosen method of accomplishing this mission is by encouraging a continuous process of self-improvement for students based on a pragmatic, experiential approach to learning about themselves and each other as well as business practice. This process develops interpersonal and analytical skills for solving problems of future importance as well as those focused on immediate need. This is best accomplished through building personal relationships with students and the development of small-group learning environments.

Professional Focus. For business education to remain high-quality, it must be responsive to the rapidly changing global business setting, both culturally and technologically. Thus, it requires that the school be flexible in deliver, and able to incorporate significant changes in business environments and practices.

Intellectual Contributions. The mission drives the focus of the faculty's intellectual contributions to be on bridging the gap between business theory and business practice. This is accomplished by fostering and promoting relevant research that makes an impact on the business community, fostering engagement between industry leaders and faculty for applied research opportunities, and demonstrating collaboration and cross-discipline through leadership across business schools in the area of applied research.

[Seaver] Mission Statement and Summary of Strategic Plan

In full alignment with the mission of the University, the mission of the Business Administration Division is:

To provide young adults with a superior business and liberal arts education that prepares them for lives of ethical service and professional achievement in a competitive world.

To accomplish this mission, the division and college are committed to providing

- high quality teaching, both in and out of the classroom
- hands-on, high touch advising, and
- relevant scholarship.

These objectives are achieved through the following strategies:

Teaching in and Out of the Classroom

Faculty members are chosen for their interest in student learning. During the selection process faculty give a sample class in which students are invited. The job candidates also visit with students in other classes to discuss their interests and backgrounds. Students in both cases provide feedback to the division on the candidates.

Beginning in the 2013 to 2014 academic year, the division formally restarted a program of peer visits to classrooms. Also, starting in the summer of 2014 to 2015, the division chair will begin conducting classroom observations and provide developmental feedback to the faculty members.

Advising

Upon entering Seaver College, each student is assigned an academic advisor from his or her academic division. This advisor counsels the students on class work. All students with less than forty units must visit with their counselor prior to registering for classes in the upcoming semester. Each tenure-track faculty member has over sixty students to advise. Since many of the faculty also have practical experience, they are used as resources for insight into the fields the students are pursuing.

Scholarship

In the last 25 to 30 years, Seaver has put an increasing importance on scholarship. This evolution is evident in the role a candidate's research agenda plays in the hiring process.

The transition for a "teaching" institution to one that also places an increasing importance on scholarship has not been without its growing pains. The 2010 Maintenance of Accreditation Review Team Visit Report commented that the compensation for Seaver faculty may not be in line with the expectations for scholarship the college was expecting of division faculty. The college has worked to address this by benchmarking faculty salaries against other AACSB accredited institutions.

Graduate Strategy: Mission and Vision

Strategic Management

Just prior to the school's last maintenance of accreditation visit, the Graziadio School engaged in a collaborative priority-setting process. As a result of this process, Distinctive Leadership 2015 was developed and can be found in Appendix 7. The following steps were taken:

- A task force including faculty, staff, and administration was formed to guide the process. Input from students, alumni, and others in the business community was also incorporated.
- The task force developed a list of strengths and weaknesses, opportunities and challenges. Data to inform this list came from an external scan completed at the university level along with an analysis of the school's competitors, trends in business education, and trends in the business environment.
- Gap analysis was conducted to determine the gap between the reality identified in the assessment of the school's current state

and the school's vision/mission and strategic opportunities/threats/strengths/weaknesses identified in the SWOT analysis.

- A strategy to achieve the school's vision was developed. Elements of the strategy were clarified, including products, markets, and geographic areas in which the school will be active; internal development and partnerships which will aid in achieving the school's vision; image, customer service, and pricing which will differentiate the school in the marketplace; and the speed and sequence of moves to attain this strategy. Strategic goals for the next three to five years were identified and possible resources and/or structural limitations were evaluated.

Progress on the strategic plan is continually monitored by the school's Leadership Team. Reports are made periodically to the Faculty Council and the department chairs. In addition, the dean and associate deans update faculty and staff through the Dean's Update (emailed approximately monthly), and through discussions at faculty meetings and faculty conferences.

More recently, completed in December 2011, the school engaged in a process to update Distinctive Leadership 2015 into Vision 2020 to ensure we continue to meet the needs of the changing graduate business education market and the challenge of the current economic climate. This process was accomplished in a much more compressed time-frame and utilized market research that was completed by an outside consulting firm. A faculty and staff task force led the process and utilized a variety of mechanisms for engaging faculty, staff, and other constituencies to identify changes that needed to be made to Distinctive Leadership 2015 to ensure that we continue to be positioned effectively for long term success in a changing environment. In addition to identifying updated priorities and action items, the task force affirmed the school's mission and vision and their alignment with the University's mission statement and strategic plan. Implementation of the recommendations from the Vision 2020 Task Force are currently in process, and progress continues to be made on the strategic priorities outlined originally in Distinctive Leadership 2015. Appendix 7 provides a summary of Vision 2020 Task Force recommendations and progress that has been made on those recommendations. In addition, these recommendations have been integrated into the Annual Reports showing overall progress on the school's strategic plan.

The school has made tremendous progress towards accomplishing the goals and priorities in the strategic plan since the last AACSB visit, as evidenced in the Annual Reports. Given this, the school will be well positioned to engage in a strategic planning process with the new dean upon his or her arrival expected in fall 2015.

[Seaver] Strategic Management Planning Process and Outcomes

The strategic management planning process for the division is closely tied to the strategic priorities of the college, and the first priority has been to secure a permanent chair of the division. Since 2011 the division has been led by interim chairs and has had three chair searches. In April 2014 it was announced that the division would have its first permanent chair in four years. During the intervening period there were challenges in being actively engaged in a strategic planning process. Now, with a permanent chair who is actively engaged in AACSB accreditation activities, these issues are being ameliorated through the following steps.

- Surveys have already been distributed to private AACSB accredited schools asking for information on expectation of faculty in regard to teaching, service, advising, and scholarship. The results from these surveys will be used as part of a best practices survey to determine the expectations for scholarship and institutional support. This will be completed within the year so faculty can have clear expectations and goals.
- The division has already taken steps to open greater mission alignment between the division and Graziadio. The division has

proposed that two faculty from each school participate in a continuing improvement committee that will meet at least twice a year.

Over the last five years, the division has continued to advance the strategic plan across the three key mission-focused initiatives:

Teaching in and Out of the Classroom

The careful monitoring of instruction and learning through student evaluations and the assessment process has led to the decision to replace many of the part-time faculty in the area of decision sciences. Additionally, each new faculty member is paired with a veteran teacher when they arrive at Seaver. The role of the year-long mentor program is to acquaint the faculty with the culture and expectations of Seaver, as well as to get them acclimated to their new college.

In the fall of 2013, thirty business administration division students participated in our annual career development boot camp. This day-and-one-half workshop provides instruction in resume building, interviewing techniques, and professional etiquette in small numbers of students (three or fewer) who are tutored by either a business faculty member, or a member of our Business Advisory Council who are successful business men and women, many of whom are Seaver business administration division alumni.

One of our two capstone courses (Service Leadership) requires student teams to help a non-profit organization with a specific business issue they are facing. This allows the students to serve as consultants for the non-profit. This gives students the ability to apply their classroom learning to a real business problem and at the same time aligns well with the university's mission.

Advising

The division is creating a career development curriculum led by Amy Johnson, a business administration alumnus as well as a former consultant for Arthur Andersen. The career development curriculum has studied the best practices from other colleges to develop a year-by-year program for students to follow. The development of the career development curriculum is being funded by the Business Advisory Council.

Along with the career development boot camp, students in the business division benefit from an active internship program. Led by a former vice-president for human resources at ARCO, students in the internship program get on-the-job experience and follow a course that requires students to reflect on their experiences.

Scholarship

The level of scholarship output by the faculty of the business administration division has increased in quantity and quality over the last five years compared with the last Maintenance of Accreditation review. Particularly encouraging is the increasing level of faculty-student collaborations. In the last five years, at least seven of our faculty have collaborated with students, with five of these collaborations resulting in either a paper or a presentation. Two faculty members have received outside grants to encourage student scholarship which has led to presentations to practitioners and to student and faculty scholars at regional conferences. In each of the last two years, three grants have been given from an outside donor to encourage students working with faculty to produce meaningful research.

Among the accolades that our student researchers have won over the last five years are two Fulbright scholarships to study overseas.

Intellectual Contributions

The Graziadio School seeks a faculty skilled both in the classroom and in the business world who can teach equally well from an experiential model as well as from a theoretical one, and who seek to integrate teaching, business connections, and intellectual contributions. Accordingly, the school values applied scholarship, as well scholarship that integrates multiple disciplines. The school also places a high value on the student as the center of the educational enterprise, and thus intellectual contributions that emphasize pedagogy are supported.

Table 2-1 in Appendix A notes 553 Basic or Discovery Scholarship intellectual contributions, 528 Applied or Integration/Application Scholarship intellectual contributions, and 223 Teaching and Learning Scholarship intellectual contributions. The school allows faculty to self-classify their intellectual contribution categories and it should be noted that much of the research that is in the Basic or Discovery Scholarship category is applied in nature, evidenced by the types of publication outlets that are predominant on faculty members' curriculum vitas.

Engagement in the production of intellectual contributions is the expected norm for all tenured, tenure-track, and practitioner faculty members. Almost without exception, as evidenced in Table 2-1, all full-time participating faculty are engaged in the production of intellectual contributions. Supporting faculty, generally, are nominally engaged in the production of intellectual contributions. Thus, differences in intellectual contribution output across disciplines are driven by the differences in faculty sufficiency percentages by discipline noted in Table 15-1.

Quality of Output

The school is pleased with the enhancement in the quality of intellectual contributions that has taken place since the 2009 Maintenance of Accreditation visit. The quality of the publication outlets represented in Table 2-1 exhibits a school with a diverse set of faculty intellectual interests, but with an emphasis on applied scholarship. The number of intellectual contributions in the Graziadio Business Review (published by the Graziadio School), as well in journals with questionable peer review policies has diminished significantly. Much of this change was driven by changes in the annual review policy resulting from our Sixth Year Review in 2010, which placed more weight on the quality of publications, relative to quantity. In addition, since 2009, there have been several faculty retirements due to a University-sponsored tenure buyout plan offered in 2011, along with several new junior faculty hires attained in the intervening years. These changes in the mix of faculty ranks have led to a greater percentage of higher quality intellectual contributions.

Faculty

The normal teaching load for full-time participating faculty members is 24 units; however, that teaching load can be reduced to 20 units for tenure or tenure-track faculty who meet Graziadio's scholarly academic qualification. Beginning in 2015 to 2016, a reduction in teaching load will be extended to full-time practitioner faculty who meet the scholarly academic qualification.

Full-time participating faculty have annual development funding of \$2,500 per year to support their development. Traditionally, this has primarily supported the production of intellectual contributions, but can be extended in other ways to

help fulfil the school's mission, including teaching development. In the past, supporting faculty have also been able to apply for development funding, with the intent on supporting the school's mission, or assisting a supporting faculty member to reach participating status.

There are numerous other internal awards that faculty may apply to, some administered by the school and others administered out of the provost's office. These can range from small grants to support conference attendance for the purposes of presenting research, to larger awards which provide substantial financial support, along with additional release time.

[Seaver] Intellectual Contributions, Impact, and Alignment with Mission

Individual faculty members control their own research agendas, but given the interest to recruit faculty who are attuned with the mission, many have interests that support the mission. Faculty often find that their discipline relates to the mission in ways they did not perceive before coming to Pepperdine. One example includes a quantitative analysis professor who did some research that had impact on the management practice for non-profits; the board of a local Habitat for Humanity invited him to sit on their board of directors. This kind of connection between mission, intellectual contributions, and service is not uncommon.

Intellectual contributions are aligned with three components of the mission:

- Theory. Where the spiritual component of the college's mission is explored.
- Application. Where the college's Christian mission is put into practice.
- Pedagogy. Where the intellectual contribution focuses on how faculty relates to the student and the process of delivering material to the student is investigated.

Theory

Professor Jere Yates has written the following three articles this past year including:

- "Dare We Call Ourselves a Christian Business Division?", *Christian Business Academy Review*.

Professor Andy Yuerger has written several articles on Catholic teachings, economics, and ethics, including:

- "Roman Catholic Economics," in *The Oxford Handbook of Christianity and Economics*, ed. Paul Oslington (Oxford University Press, 2012)
- "Economics and Interdisciplinary Exchange in Catholic Social Teaching and Caritas in Veritate," *Journal of Business Ethics*, February 2012.

Application

Among numerous intellectual contributions, in 2014 Professor Jaye Smith has authored: *Beyond Inclusion: Worklife Interconnectedness, Energy, and Resilience in Organizations*, a book, published by Palgrave Macmillan, designed to show how companies can make diversity "meaningful, and transforming best intentions into best practices." Co-authored with Jesse Bell Lindsay.

- Professor Regan Schaffer has written four articles and a book on nonprofit management, including:
 - "Did entrepreneurship contribute to nonprofits surviving the great recession?" *International Journal of Humanities and Social Science*, (2012). Written with Gassman, Krick, and Strom.
- Professor Scott Miller's research with Sara Agha (student) on microfinance in South LA (a low-income neighborhood).

Pedagogy

- Marilyn Misch has three intellectual contributions on accounting education (including a presentation at a Teaching Professor conference).
- Carolyn Galentine presented at the 2014 WASC Academic Resource Conference, "Improving Assessment Efficiency: Lessons from Assurance Services" WASC Senior College and University Commission, Los Angeles, (April 24, 2014).

Impact and Quality

Despite resource constraints, the scholarship output for the division has been much greater over the last five years than the previous five years in terms of quality and quantity. Some examples of the quality of intellectual contributions are listed below.

- Three faculty members have written a total of five "best paper" awards.
- Three faculty members' research has led to the University receiving outstanding service awards from non-profit organizations.
- A Department of Defense grant was awarded to study inclusion in the armed forces.

The impact of faculty intellectual contributions is evidenced by the examples below.

- Invitations for conferences and professorships
 - Professor Dean Baim—International Symposia on Olympic Scholarship, Innsbruck, Austria (2011), London, England (2012) and Buenos Aires, Argentina (2013).
 - Professor Jonathan Burke—Yale Cowles Conference on General Equilibrium and its Applications (2014).
 - Professor Gary Galles—Adjunct Scholar, Mises Institute (2009-present)
 - Professor Don Thompson—Advisory Board, Association for Core Texts and Courses
- Editorships and referees
 - Professor Regan Schaffer—Editorial Board Member, *Journal of Nonprofit Leadership* (June 2014-present)
 - Professor Jaye Smith is editor of a journal for *Academy of Management* sub-disciplines.
 - Professor Regan Schaffer:
 - *Journal of Nonprofit Education and Leadership*, serves on Editorial Board
 - *Journal of Family and Community Ministries*, serves on Editorial Board
- Quotes in media
 - Professor Dean Baim—interviewed by NPR three times on stories about the NHL franchise in Phoenix.
 - Professor Gary Galles—139 Op-ed articles from August 1, 2009 to March 30, 2012.

- Use of works by others
- Professor Dean Baim-The Sports Stadium as a Municipal investment has been cited 120 times since it was published in 1994 (three times in 2013) according to Google Scholar.

Support

In light of the 2010 peer review team's recommendations, the University, the college, and the division, entered into a memorandum of understanding (MOU). In that MOU, the University agreed to increase the salaries of all AQ faculty to the 50% (median) of AACSB reported business school salaries. Faculty are supported in their development through the following avenues.

- Under the 2012 MOU the college and university articulated that faculty seeking research support should apply for college-wide grants that are available. The internal grants are available to faculty from all divisions and are distributed on a competitive basis. The grants tend to be small, often distributed as "seed money."
- The University operates the office of corporate and foundation relations to specialize in identifying potential outside sources for grants. Two faculty members have been successful in receiving grants from outside sources. Similarly, the University advancement office looks for sources of funding from individual donors. The Henry Respass program that provides support for faculty-student collaborations is an example of their work.
- The college has a program to award funds for summer research and the division is eligible to apply for these awards.
- The division has been successful in funding unique projects, of limited scope, through the generosity of the business advisory council. Past projects include support for technology-enabled learning.
- The division budget allows for support of up to \$1,200 per academic year per tenure-track faculty member to attend conference if he or she is presenting a paper. This amount will increase to \$1,500 in academic year 2014 to 2015.
- Attendance at conferences on assessment are sponsored by the dean's office through the assessment office.
- The division conducts a Business Research Council (BRC). The BRC allows faculty members to present and receive feedback on their latest research to colleagues in the division and Graziadio.
- The provost's office maintains limited aid to support research through the associate provost's office.
- Release time.
 - Junior faculty are given a one-course reduced teaching load until tenure is received.
 - The college awards a one-course release time on a college-wide competitive basis. Division faculty are eligible to apply.
- Sabbatical policy
 - A fixed number of sabbatical leaves are awarded to Seaver faculty members annually on a competitive basis. The sabbatical leave is typically for one-semester at full pay or a year at 2/3 pay.
 - To be eligible for sabbatical the faculty member must be tenured and have at least seven years of service since the last sabbatical.
- Academic research funding awards

- Professor Jaye Smith's Department of Defense Grant (Summer 2013)
- Professor Regan Schaffer awarded three annual Wood-Claeysens (\$150,000 each) grants for years 2012 through 2014
- Professor Levon Gaukasian's appointment to the Singleton Chair

Creating Financial Strategies and Allocation of Resources

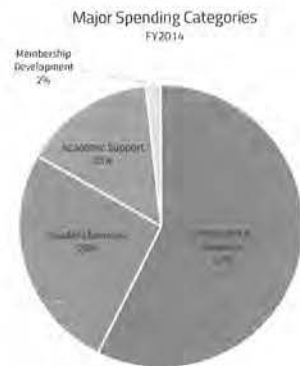
Revenue and Discounting

The primary source of operating funds at the Graziadio School is student tuition and fee revenue. Student derived revenue accounts for 95% of all revenue earned by the school and has remained at the same percentage since our last visit in 2009. Endowment earnings amount to 3% of revenue and private gifts comprise the remaining 2%. Total revenue earned by the school has declined (\$2.3 million or -3.8% since 2009, an annual rate of -1.0%. This decline is due to fluctuating enrollment levels primarily within the fully employed programs. The discount rate on gross tuition has fluctuated between 7% and 10%. See the chart below related to historical revenue and discount rates.



Pepperdine University operates largely from a Responsibility Centered Management approach to its budget. Overall, expense levels at the school are set in accordance with a pre-determined revenue sharing model with the University. Total expenses at the school amount to \$35.0 million in 2013, and represents a (\$620,000) or -1.7% decline since 2009. The majority of funds expended by the school are for personnel, which comprise 77% of 2013 total expenditures. In order to help absorb the revenue fluctuations that have occurred over the past several years, advertising expenditures have been reduced the most over this time period. Advertising accounts for 6.8% of total expenditures and has declined (\$1.0 million or -29% since 2009. Since 2009 the spending categories of

Instruction and Research and Academic Support have increased by \$940,000 or 4.4% and \$1.1 million or 27% respectively. These increases were offset by reductions primarily within Student Services, which is attributable to the advertising reductions mentioned above. See the chart below for the distribution of expenditures across major spending categories.



the school shares its revenue with the University at a pre-determined percentage. Any revenue fluctuation that occurs at the school, whether favorable or unfavorable, would be coupled with a corresponding increase or decrease in the amount of resources available to the school. The school has taken a conservative approach to the amount of revenue it anticipates collecting in the coming years due to the uncertainty of the market.

There are three possible scenarios the school will face in the years ahead related to its overall enrollment levels and corresponding resources available: increase, stable, or decline.

- Increasing enrollment environment. This scenario would most likely come to fruition due to the efforts of the key strategic initiatives listed above and would produce more financial resources for the school to invest in its programs. Additional resources would be needed to account for the increased teaching load and associated operating expenses.
- Stable enrollment environment. A stable enrollment scenario would not generate significant additional resources and would necessitate that the school continually innovate its business models in order to find ways to enhance its offerings.
- Declining enrollment environment. A contracting enrollment scenario poses many financial challenges. Depending upon the severity, there are multiple options available to the school to curtail spending and help temper lower revenue levels. Given that 77% of the school's expenses are dedicated to personnel, and two-thirds of which is spent on faculty who hold annual contracts, it becomes more difficult to generate significant savings in a short period of time if enrollment declines are severe. If an enrollment contraction greater than 5% to 7% were to occur, in addition to spending restrictions being put in place on all non-essential purchases, all unfilled positions would remain vacant and serious consideration would be given to overall employment levels and categories.

[Seaver] Sources and Uses of Operating Funds

Sources and Uses of Funds

The division receives its operating funds from Seaver College. The largest expense item in the operating budget is for salaries. The budget for non-salary expenses has remained relatively unchanged since the last AACSB visit. The major non-wage expense is for travel and staff development, which represents more than 50% of the non-wage budget. The budgeted amount has remained relatively unchanged over the period. Shortfalls in this account have been covered by donors and reallocation of funds from other budget lines.

Initiative	Start Date	Start Up Cost / Revenue	Annual Cost / Revenue	Source of Funds
Summer research assistance	Summer 2016	Cost \$15,000 for 3 annual competitive awards to continuing tenure track faculty and \$5,000 for all tenure track faculty during their first and second summers.	Cost \$15,000 + \$5,000 for each faculty member in their first or second summer.	Operating budget increase
Travel and staff development	FY 2016	\$20,000	\$20,000	Operating budget and donors
Bloomberg terminal	FY 2016	\$23,000 (estimated)	\$23,000 (estimated)	Operating budget increase

Initiative	Start Date	Start Up Cost / Revenue	Annual Cost / Revenue	Source of Funds
Increase digital marketing effectiveness	Spring 2014	\$72,500	None	Strategic reserves within the School
Enhance lead generation management processes, including marketing dashboard	Summer 2014	\$65,000	None	Strategic reserves within the School
Designing a Curriculum and Delivery System for Next Generation Executive Students	Fall 2014	\$83,000	None	Innovation grant from the University
Develop a competitive pricing strategy through the use of more generous merit and need-based scholarships	Summer 2014	\$1,500,000	\$500,000	Reallocation of operating budget funds
Implement revised admission standards (GMAT Waiver) to increase the pool of high-quality candidates for the Fully Employed and On-Line MBA programs	Summer 2014	None	None	None
Pilot a second start of the MSOD program	Summer 2015	\$200,000 start up cost	\$850,000 annual revenue	Reallocation of operating budget funds
Retool significantly non-degree Executive Education	Spring 2014	\$15,000	TBD	Strategic reserves within the school

Outlook - Planning

The largest financial exposure facing the Graziadio School is that of enrollment fluctuations. The graduate business market has seen increased volatility in recent years which has led to uncertainty about future revenue expectations. As mentioned earlier,

Contingency Planning

Three potential possibilities that program administrators consider:

- The baseline scenario is where the number of business majors remains the same, along with the funding from the University (probability = 0.30).
- Seaver College will become more aggressive in recruiting students with the intention of increasing the number of students who matriculate at the college. This has been a proposal that has been discussed at length over the last year and is looked on with favor by the administration of the college and University. At this time there is no plan to target the growth of the college, so it would be assumed the division's enrollment would grow proportionately to the gains in college enrollment. While this scenario is most likely, it also is not planned to begin until two or three academic years from now (probability = 0.65).
- The college and University suffer significant financial difficulties, requiring a downsizing of the current division (probability = 0.05).

The division has considered how each of these scenarios would affect the strategy and operations of the division.

If the baseline scenario occurs, there is not a significant impact on the business division in its current configuration.

In the unlikely case that a contraction of the division was necessary, the division currently has four tenure track faculty who are close to retirement and could be asked to retire without significant loss of continuity in the program. The fact that these four faculty members are distributed across disciplines (one each from economics-finance, accounting, quant, and management) means no discipline would suffer a significant loss.

The more likely scenario will be Seaver College expands the student population. Such a strategy has been the subject of conversation among faculty and administration this past academic year. The concept is for Seaver to grow by about 450 students (roughly 14% over the next sixteen years). Pursuing such a policy will result in approximately 100 more business administration majors. If the Grow Seaver policy is enacted it would be implemented slowly, with the numbers increasing slowly over 15 years.

New Degree Programs

Online MBA

Convenience and flexibility for students have long been hallmarks of Graziadio's programs. In order to continue providing students the opportunity to advance their education in the midst of busy lives and careers, the development of a limited residency MBA program was a key strategic initiative of the Vision 2020 Task Force. This program was launched in January 2013, has grown to over 100 students. The first graduating class will occur in December 2014.

MS in Human Resources

An MS in Human Resources program is also in the final stages of approval. This program is designed to prepare graduates for human resource management roles. Based on industry input, this program builds on a solid business foundation to position

graduates to serve as strategic business partners while performing the human resources function. The program expects to enroll its first class of 25 students in the fall of 2015. The program learning goals focus on teamwork, knowledge of human resource concepts, business concepts, and ethics.

MS in Applied Finance

In 2013 the school launched a redesigned MS in Applied Finance program. The popular MS in Applied Finance program offered in the Full-time Programs was retooled with the intention of expanding to fully employed students. The program was offered at the Irvine Graduate Campus and was expected to enroll 18 to 20 new students in the first term. However, after a \$170,000 marketing campaign, the school received only four applications, and the launch was canceled. For 2014, the school chose to focus resources on other areas, although, a re-launch may be considered in the future. The program learning goals focus on economic analysis, accounting and financial analysis, communication, ethics, and quantitative analysis.

MS in Accounting

In 2013 the Graziadio School and Seaver College collaborated to develop an MS in Accounting program that would be offered jointly. The program is designed to help students meet California's new requirement that candidates must have completed 150 hours of coursework in order to sit for the CPA exam. The 30-unit program meets the California Board of Accountancy's specific curriculum requirements and expectations. While a joint Graziadio and Seaver faculty committee successfully collaborated on the curriculum, there have been challenges developing mutually agreeable admission standards and process. It is unclear if the program will admit a class in the fall of 2015. The program learning goals focus on accounting and auditing concepts; multidisciplinary problem solving; communication; teamwork; and moral, ethical, and professional issues.

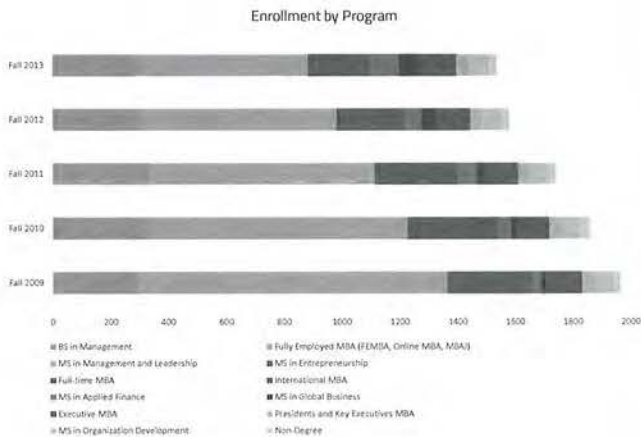
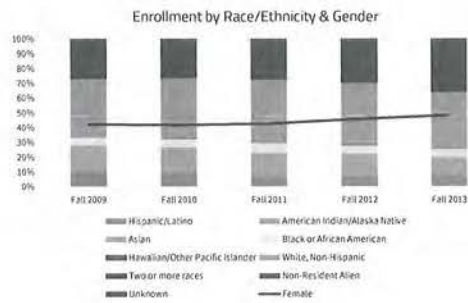
Participants

(Graziadio) Students

Executive Programs

Over the past five years, the school has seen growth across most of the MS programs, and maintained stable enrollment in the executive programs. In fact, enrollment in the MS in Applied Finance increased by 70% from 2009 to 2013. However, the school has struggled with declining enrollment in the MBA programs—especially the Fully Employed MBA. This program has been most affected by the reductions in employer reimbursement for graduate education. Through some new recruiting strategies and team development, Fully Employed MBA enrollments have stabilized and now stand at 428 as of July 2014. Growth in the international market, particularly Asia, has helped to offset some of these difficulties.

Enrollment by Program as of Fall 2013 and degrees awarded in the 2012/2013 academic year



The school has experienced some notable changes in student demographics in the past five years. The gender ratio is much more balanced with 48% female students in fall 2013. The international student population has also grown relative to the other groups represented.

Participants

The recruitment strategies primarily involve direct lead generation through recruiter or faculty outreach and event attendance as well as developing prospects through compelling marketing materials, online presence, and brand awareness. The school's recruiting cycle is differentiated by providing a high level of customer service and interaction. Responsive and informative communications, and timely follow-up with new prospects are key elements to the recruiting strategy. The school finds value in selling small class sizes, accessible faculty, applied learning, a large alumni base, and a high quality, values-centered education.

In order to combat the declining enrollments in the Fully Employed MBA program, several new recruitment strategies were put into place including the following:

- GMAT waivers for qualified candidates
- Expanded alumni network scholarships
- Generous merit scholarships
- Streamlined application process
- Waived application fees
- Faculty engagement as recruiters
- Webinars

These initiatives are having a positive impact and have resulted in new Summer 2014 Fully Employed MBA enrollments of 83 versus 21 for the prior year.

Admission Criteria

The Graziadio application process is intended to ensure a good fit between the specific program's objectives and the applicant's experience, qualifications, and potential. Each applicant is assessed in a holistic way; no single criterion controls the admission decision. Relevant attributes of admitted students are presented in the following table.

Fully Employed Programs

BS in Management	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	3.15	2.97	3.06	2.94	2.92
Work experience	11.7	10.0	9.3	8.4	9.5
Fully Employed MBA	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	3.08	3.09	3.04	3.13	3.15
GMAT	554	556	564	547	542
Work experience	6.5	7.0	6.2	6.4	6.4
Online MBA	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	n/a	n/a	n/a	n/a	3.14
GMAT	n/a	n/a	n/a	n/a	536
Work experience	n/a	n/a	n/a	n/a	8.2
MS in Management and Leadership	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	3.19	3.04	3.12	3.21	3.09
GMAT	479	402	475	476	490
Work experience	11.4	13.4	4.4	7.8	10.1

Full-time Programs

Executive MBA	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	3.29	3.27	3.19	3.26	3.21
GMAT	635	645	647	641	648
Work experience	3.6	3.8	3.8	4.0	3.5

International Business	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	3.36	3.42	3.42	3.46	3.49
GMAT	694	697	700	693	691

International Business	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	3.53	3.40	3.30	3.33	3.40
GMAT	676	681	665	665	656

Executive Programs

Executive MBA	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	n/a	n/a	n/a	2.95	2.99
Work experience	13.0	13.0	12.0	12.3	13.0

Executive MBA (International)	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	n/a	n/a	n/a	2.98	3.34
Work experience	18.0	18.0	18.0	21.2	17.1

Executive MBA (Development)	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GPA	n/a	n/a	n/a	3.28	3.19
GMAT	430	none	515	none	623
Work experience	11.0	9.0	12.0	12.7	12.1

Student Support Services

Graziadio students are supported in a number of ways, including career, clubs, advisement, and competitions. Some examples are included below.

Career. The Career Management Center provides students with career seminars on career development planning, career exploration, and networking for new students in the full-time programs. Students and alumni also benefit from one-on-one career coaching, monthly webinars, and access to the Career Portal where they are able to search job postings and additional resources.

Program Services. The program offices provide students with services ranging from new student orientation and academic advising to student mixers, brown-bag lunches, and coffee chats with program staff.

Faculty Engagement. Small class size provides students with the opportunity to get to know other students and the faculty very well, often on a first name basis. They correspond before, during, and long after the students participate in an instructor's class. Faculty members are available to counsel students on personal, professional, and life decisions.

Class Advisors. A class advisor who is an alumnus of the program is assigned to each Executive MBA and Presidential and Key Executive MBA class. The advisor attends class meetings, reads class assignments, advises and counsels students, and assists faculty members. The advisor's participation in these activities allows the faculty and students to concentrate on the educational experience.

Clubs. Students can choose from over 15 clubs to join including Entrepreneurship, Finance and Accounting, Marketing, Graziadio Christian Business Society, Asian Business Club, Black Business Club, plus others.

Competitions. Graziadio students participate in a number of competitions including John Molson Case Competition, Baylor Ethics Case Competition, NSHMB PepsiCo Case Competition, ACG Cup, UCLA Game Day Sports Case Competition, Diamond Dollar Competition (in partnership with the School of Law), VCLL Case Competition, and California Dreamin'.

[Seaver] Students

Enrollment Trends

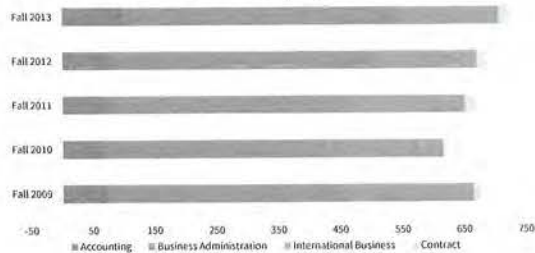
Our goal is to recruit and maintain students of the highest quality, not only academically, but morally and socially as well. As the following table indicates, enrollment in the business administration has grown since the last review. Since enrollment dropped in 2010 below the numbers for 2009, the overall division enrollment has increased by almost 17%. The international business major recorded the only decrease in enrollment.

Admission to Seaver College is conducted through a central college admissions process. The increase in enrollments reflects a significant and unexpected increase in the overall Seaver enrollment. Formalizing this unexpected increase in enrollment is part of the motivation for the "Grow Seaver" initiative being considered by the college and university administration.

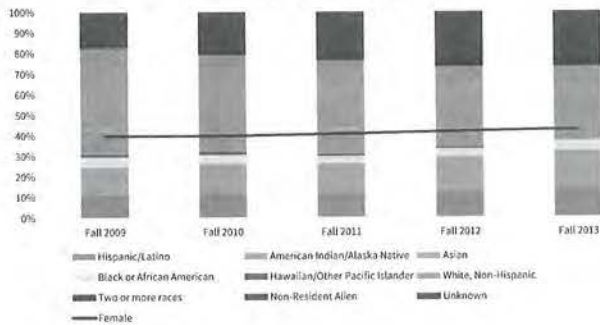
Unlike other majors at Seaver College, business majors are largely male, though the gender ratio has become more balanced over the past five years (40% female in 2009 versus 43% female in 2013). Among the different majors, those in the finance contract major are overwhelmingly male, while those in the accounting major are split rather evenly.

Additional enrollment and demographic information is available through the Office of Institutional Effectiveness. These brief summaries are included to show general trends with regard to enrollments in each major and student diversity within the division.

Enrollment by Major



Enrollment by Race/Ethnicity & Gender



Seaver College Recruitment Strategies

The Seaver College strategy is to seek to enroll those students who show significant promise of achieving academic success within the environment of a residential college with a Christian mission. Students from diverse religious, cultural, and ethnic environments are admitted. The Admission Committee reviews the student-applicant's prior academic record (for most of the division's students this is a high school or other secondary preparatory school), scores on SAT or ACT tests, and indices of personal character and other qualities. The admission process is a very personal process that involves a serious attempt to determine whether the applicant will be likely to stay at Seaver College and successfully complete one or more degree programs.

The Office of Admissions employs a number of recruiters who will travel to various schools, including highly recognized preparatory schools outside the United States. Most students learn about the College through online searches, high school guidance counselors, or other personal referrals.

The administration of Pepperdine and Seaver are considering a "Grow Seaver" initiative that would grow Seaver College by approximately 14% over the next 16 years. The intent of the program is to capitalize on the increasing popularity of Pepperdine and to formalize the unintended growth in enrollment over the last several years. Since there is no plan at this point to alter the demographics or to target recruitment to specific majors, the division's enrollment is expected to increase to approximately 825 over this period.

Admission Criteria

While no precise minimum scores are established, the following table has proven to be a helpful guide. From 2005 through 2009's graduating classes, the division determined that the following averages represented a rough profile of success.

Requirement	2005	2006	2007	2008	2009
HS GPA Avg.	3.52	3.52	3.57	3.58	3.66
SAT Total Avg.	1184	1184	1201	1219	1220
Pep Cum GPA	3.16	3.14	3.23	3.18	3.26

In addition to this evidence, as a college that aspires to become one of America's highest ranked and most influential undergraduate academic institutions, Seaver College is continually striving to increase the diversity and the quality of each new class. Thus, the high school GPAs and standardized test scores are likely to still be as high or higher than those indicated. However, individual giftedness, whether in the arts, sports, or music, will be used as factors that may well outweigh particular standardized test scores.

Student Support Services

Seaver students are supported from the time they arrive on campus for their first term until they graduate and look to enter the labor force as they near commencement.

Advising

Upon registration at Seaver College, incoming students are enrolled in classes that will begin to satisfy the requirements for full admission to their intended business program. In addition to required lower-division business classes, each first-year student is enrolled in a first-year seminar. The first year seminar is a small class led by a gifted faculty member and in which the student is introduced to the services and culture at Pepperdine through presentations by the library, student life, student health, and

international programs. Each incoming pre-business administration division student is assigned a business faculty member as an academic advisor to help the student select classes. A student needs to meet with his or her advisor before registration until they have earned 40 units. After that time, the student remains assigned to the advisor for academic and career counseling. Many faculty keep in touch with their students long after graduation.

Counseling services are available for students who experience traumatic experiences or personal emotional issues. The counseling center also provides study skill aid for students who are finding it hard to achieve academic success.

Students attending Seaver receive financial aid when available. In addition to the usual forms of financial aid, the business administration division majors are eligible for scholarships that have been endowed by alumni and friends. The business administration division also has a small amount of scholarship funds for emergencies such as unforeseen job loss or the death or illness of a bread-winner. A writing center is maintained to provide assistance to students who, because English is not their first language or due to less than optimal pre-college training, need help in writing styles and research techniques.

Students with documented disabilities are provided accommodations to allow them to succeed in spite of their disability.

Co-curricular activity

A student in the business administration division major has several co-curricular organizations to choose from. These span the range from social activities such as fraternities and sororities, opportunities for spiritual growth through church groups from Church of Christ and other religious affiliations and Bible classes, to opportunities to participate in service activities, and professional growth through organizations such as the accounting society and the microfinance club. A professional honor society, Beta Gamma Sigma is on campus.

The college supports an active campus life office that provides opportunities for students to engage in for on and off campus activities. Those students who do not go to an international program in their second year are invited to participate in the sophomore experience—a series of activities and trips to locations such as Catalina Island and San Francisco. Pepperdine is a Division I school, which competes on campus in the West Coast Conference, providing students with an additional outlet for activities and growth.

Career Development

All Seaver students, including the business administration majors, can take advantage of the career development center. To provide additional preparation, the Business Advisory Council (BAC) has devoted funds to conduct a career boot camp in the fall. Described elsewhere, this is a weekend retreat to provide students with skills to compete better in the job market. The BAC also has supported Amy Johnson, an executive in residence, to develop a career development curriculum. The career development curriculum provides guidelines as to what the student should do every year during their undergraduate program to enhance his or her competitiveness in the job market.

Graduate Faculty

Recruiting and Hiring

The procedure to appoint new full-time participating faculty is developed by the school within the guidelines of the University. It begins with the identification of the position or positions needed by the department chairs, in collaboration with their

faculty, and direction from the dean or associate dean of Academic Affairs to fill the position or positions. Particular attention is paid to discipline needs as it relates to faculty sufficiency and qualification metrics.

A national or international search for qualified candidates then ensues. The school seeks faculty who embrace the University mission as it relates to a learning environment that puts the student at the center, as well as a scholarly agenda that is applied in focus.

Currently, the school is engaging in a search for four full-time, tenure-track positions for the 2015 to 2016 academic year in the following areas: accounting, applied behavioral science, economics, and finance. Each of these areas is below a 75% participating faculty metric, and combined with projected program needs, along with possible retirements, these areas have been identified as priorities in hiring.

Faculty

The primary responsibility of the Graduate department chairs is the development of participating and supporting faculty. Faculty development involves setting goals, providing support, and monitoring progress. This includes, but is not limited to, an annual evaluation process for all full-time participating faculty. The process begins each calendar year with the chair meeting with each member of his/her department during February to discuss a developmental plan for the next calendar year. The purpose of the plan is to encourage and foster teaching excellence, intellectual contributions, business connections, ethical and collegial behavior, and service to the community, the school, and the University. In February of the next year, the chair will again meet with the faculty member to discuss progress and evaluate accomplishments made during the previous year. This evaluation will form the basis for the chair's recommendations on reappointments, promotion, tenure, and/or merit increases. In addition, one of the chair's primary duties is to identify qualified supporting faculty members and monitor their performance in the classroom, along with making sure there are mechanisms in place to mentor supporting faculty within a discipline.

Summary of Graduate Faculty Participating in Research

Participating faculty are faculty members that actively and deeply engage in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions through voting, curriculum review, advising, research, and service commitments. Specifically, participating faculty are members of the faculty who participate in at least one of the following activities during the preceding academic year:

- Serve on a university, school, or program committee.
- Serve on a school-wide task force.
- Present at an academic/professional meeting or publish in an academic or professional journal.
- Participate in supporting faculty mentoring.
- Participate in student advising or student recruiting efforts.
- Involvement in co-curricular educational experiences.
- Participate in study abroad trips in a faculty leadership role.
- Participate in learning assurance activities.
- Serve as a student organization faculty advisor.

Supporting faculty members play an important role in the Graziadio School. However their commitment to the school relates only to their teaching obligations.

Development / Initiatives

The Center for Teaching and Learning Excellence produces a monthly newsletter focused on faculty development and hosts regular faculty development meetings in addition to an annual Graziadio School faculty retreat. The Center for Applied Research has made it a primary goal for 2014 to 2015 to assist faculty in applying for external grants, both from governmental sources and corporate foundations.

Faculty are encouraged to attend AACSB seminars on assessment and teaching; participation is fully funded aside from the faculty members' development funding.

[Seaver] Faculty

Recruiting

The division generally works as a group to identify needs necessary for program sufficiency and excellence. Once the division has established its recruiting priorities, the chair of the division will negotiate with the dean of Seaver College the number of open positions for which the division may actively recruit. The division has enjoyed a good working relationship with the former dean, who is now the newly appointed provost. The former associate dean of Seaver College is the coming year's interim dean; thus, the division believes the relationship will continue to be collaborative.

Once a position is approved, the division will post the position at relevant national conferences as well as journals in the discipline, the Chronicle of Higher Education, and publications relevant to Christian education. Informal channels such as professional relationships with colleagues and graduate schools are utilized also. In all outlets, the advertisements stress that the search is for candidates who fit Pepperdine's mission as well as able scholars and teachers. Starting with 2013 to 2014 the college has required all applications to be submitted through the on-line service, Interfolio.

Currently, the division sees the need for three positions.

- A replacement for a retiring professor who teaches the capstone policy class.
- A tenure-track position in the quantitative methods area. The division has proposed that the faculty position vacated by the retirement of another management professor be used to staff the position in quantitative methods.
- A tenure-track position in accounting. This position is created by the anticipated masters of science in accounting program.

As mentioned above, there are two positions currently opened by retirement. There are three more faculty members who are at an age where it is reasonable to be thinking about retirement. In the next five years at least two of these (one in quantitative methods, the other in finance/law) will retire. Other needs will depend upon the success of the dispute resolution program and the direction that "Grow Seaver" takes.

Hiring

When a search begins, a search committee is created. A search committee may interview promising candidates at relevant conferences. The committee also reviews applications that are received through the advertisements described above.

The current policy is that the leading candidate be brought to Malibu, at the division's expense, to provide a job talk on their research and teach a class in their discipline. During this visit the candidate is interviewed individually by each of the tenure-track faculty, the associate deans of the college, the associate provosts, the dean of Seaver College, as well as the provost (and often the president). The decision to hire a candidate is a joint decision between the administration and the division's faculty.

If one of the parties does not support the candidate, another candidate is invited to Malibu and the process is repeated. It should be noted that by bringing out only one candidate at a time, the second "search" is often more difficult since many of the better candidates may already be committed by the time the call to the second candidate is made.

Mentoring

Seaver College and the Business Administration Division each have very active mentoring processes. Both the University's provost and the dean of Seaver College have been highly invested in well-developed programs designed to facilitate the success of newly hired faculty. This process includes matching the incoming faculty member with a mentor outside the discipline, but who is a highly successful professor and committed mentor. The new faculty member also enjoys a reduced first-term teaching load, regular meetings of the new class of professors, and even a culminating experience (typically overseas at one of our international sites).

Additionally, in the division, each discipline will typically try to devote time to the support and mentoring of incoming colleagues. While the division has lost a couple of highly prized recruits in the past three years, neither of them found it easy to leave this environment. Each was recruited by another institution precisely because of the recruit's excellence.

Participating / Supporting

A faculty member is considered supporting if all he or she does is conduct class. This category is made up exclusively of adjuncts professors and non-tenured faculty who are teaching on an international program. Faculty members who are in their first year at Seaver would be classified as participating, since they are involved in the mentoring program.

A faculty member is considered participating if he or she contributes to the college or University in other ways, even if they are adjuncts who teach one class. For example, the alumnus who teaches our real estate finance class is a member of the division's Business Advisory Council, the Seaver Board of Visitors, served as a judge for the student pitch contest, and volunteers in the college's career coaching program.

[Graziadio] Professional Staff

Recruiting

The Graziadio School is committed to hiring the highest quality individuals who also demonstrate an unwavering support of the University mission. There are many reasons to accept a job, however Pepperdine strives to be a place where staff find much more than "just work." Pepperdine is the people who work and teach here; it is a community of smart, caring, professional, and hard-working people who focus on making the University experience the best one possible for students.

All jobs are posted on the University Human Resources website as well as on HigherEdJobs.com. Depending on the position, job postings may also appear at InsideHigherEd, Chronicle of Higher Education, or other suitable outlets. The hiring process includes completing an application, interviewing with appropriate parties and supervisors, reference checks, background

checks, and ultimately an offer. New employees are welcomed in an orientation by the University as well as by the Graziadio Employee Onboarding team. Each new hire is subject to a 90-day review. Pepperdine and Graziadio are dedicated to the personal, professional, and spiritual development of all staff members, and offers many resources to support the needs of all University employees. Available to employees are tuition assistance, conferences and workshops, as well as regular development meetings. Pepperdine believes that its staff should find purpose in their work and through that purpose serve and inspire others.

[Seaver] Professional Staff

Professional Staff

The professional staff at the division consists of three positions, a tech liaison, an office assistant, and an office manager.

The business administration division is fortunate in having the following people serving in these positions:

- Tech Liaison: Bronson Sommerville
- Office Assistant: Hilary Squire
- Office Manager: Rhonda Huddleston

In addition, during the school year several student workers help the office run more effectively.

During the academic year 2013 to 2014 the technology department decided not to replace the departing tech liaison serving the international studies division and instead had the tech liaison for the business administration help fill this role. This arrangement works fairly well, except when one of the tech liaisons is on vacation or otherwise not at work.

Recruiting and Hiring

Fortunately, the staff has been very stable. Hilary Squire, who is starting her third year, is the newest member on staff. When a vacancy exists the opening is posted with the University's human resources. Finalists are evaluated after interviews by the division faculty and staff. Candidates are judged on their potential for completing the task of that position, as well as their willingness to work with students and alignment with the Christian mission.

Professional Development / Development / Support

Human resources offers many workshops and activities aimed to improve professional performance and personal lifestyles. Some of the workshops that have been offered deal with how to give effective feedback to subordinates, entering into contacts, and how to achieve a better life-work balance. Personal life workshops include frequent fitness "boot camps," and a series on personal finance.

Learning and Teaching

Programs consistently use what is learned through assessment to implement changes and "close the loop." This process is used to trigger questions for further investigation rather than a compliance checklist. Therefore, the issues of meaning (how a standard is set and the interpretation of results), quality (measures of improvement and end results), and integrity (consistency in process and outcomes) are important.

There are many examples of curriculum revision driven by the assessment of the learning process. In many cases this results in class level changes through the discussion of the results with program committees, the department chairs, and the disciplines (Presidents and Key Executive MBA is one example below). In other cases, the assessment of learning—particularly over time—has resulted in curriculum revision at the program level (BS in Management and MS in Organization Development). Below are three examples of "closing the loop" that briefly highlight the impact of assessment on curriculum change (full information is available in each program annual report).

[Graziadio] Curriculum Revisions

Master's Learning in Organization Development

In their 2013 annual program review report, the MS in Organization Development Committee stated, "The overall purpose of assessment is to determine how well our students are learning. It also assists faculty to make improvements in curriculum as we assess the learning proficiencies of our graduates." Therefore, they were very intentional to assess to what extent the first blended cohort (some courses are delivered online, and some are delivered in an intensive seminar format) met the program learning goals.

As part of the dialogue on using assessment information to assess and improve student learning, in September of 2013, after the first cohort to complete the blended curriculum graduated, the committee conducted a two-day review of the curriculum. The review included data from assessments, course evaluations, faculty observations, feedback from learning group consultants (experienced alumni practitioners who work with the students), and the graduating class. Based on the review, changes to the learning management platform and the delivery of online content were recommended and implemented. Additional feedback from students, faculty, and thesis advisors resulted in a redesign of research methods for the cohort that started in the fall 2013 term. The impact of these changes will be assessed in the 2014 to 2015 academic year when the next cohort of students complete their thesis. This program is highly collaborative and 100% of the faculty in this program are engaged in the assessment of student learning.

Bachelor of Science in Management

The 2013 data represents continued progress in the automation of collection, analysis, and tracking of the BS in Management program learning goals. Longitudinal data now exists across multiple measurement cycles. However, there were significant challenges, related to the scheduling of assessments and getting data from faculty who had not previously participated in assessment. Many of the faculty were adjuncts or were asked at the last minute to teach classes and this posed a problem with their being ready to collect assessment data. This problem highlights that more work needs to be done to train, engage, and equip the faculty, particularly supporting and adjunct faculty, in these mission critical practices.

Importantly, the results were promising and showed that after curriculum adjustments were made following the 2011 measurements, students were meeting and even exceeding expectations. However, the longitudinal results collected in learning assurances from previous years, as well as this one, were continuously discussed by the BSM Committee causing the committee to consider whether or not they were asking the right questions. The committee felt the right question is not "How many met or exceeded expectations?" but rather "Why did the students who did not meet expectations fail to do so?" and "Are there common traits amongst these students?" and "What are the factors involved in student success?"

Reframing these questions was a pivotal point in the learning assurances discussion for the BSM Committee. Following this longitudinal examination, the committee decided a natural analysis would be to explore student success across the program and to develop a set of rich research questions followed by a deep analysis to better understand this issue. What follows in the "Closing the Loop" section of this report is the genesis of the MBA Pathways and the Long Beach Pathways initiatives. Both of these strategic enterprises are driven by this ongoing process of defining, predicting, and measuring student success in the BS in Management Program.

Improving Ethics Instruction

The Presidents and Key Executives MBA assessment of learning from 2009 indicated that there was a significant gap in teaching and learning related to the program goal covering ethics. Based on these results, corrective measures were taken and the goal was remeasured in 2011. The results indicated that there should be a greater emphasis on having students analyze the culture of their organizations related to ethical conduct. The faculty decided this should include a personal reflection on their role in fostering that type of conduct. The action item is to more strongly emphasize the need for analysis of ethical conduct in the syllabi of all modules but especially in the syllabus for the stand-alone ethics session. The evidence of inadequate analysis was that over a four-year period 12 of 30 students were scored as unsatisfactory on this objective (only 60% were deemed as satisfactory and the minimum acceptable level was determined to be 70% based on benchmarking other goals longitudinally). It was expected that if this action item was implemented, the percentage of students satisfactorily meeting this objective would increase to a level above 70% for the next measurement cycle. The initial changes were incorporated in the syllabi in 2009 but that has still not been sufficient to meet the 70% level (it was 63% for 2009-2010). In 2011, there was still more emphasis placed on ethical conduct and closer monitoring of the content and delivery of the ethics session. This monitoring indicated that the content and delivery were still not acceptable to the committee and beginning in 2012, it was decided that new facilitators would be utilized in delivering the ethics session.

[Seaver] Curriculum Revisions

Major of Science in Organization Development

The Business Administration Division has made incremental changes to its curriculum over the past five years. Examples of these changes include:

- English 101 was made a prerequisite for BA 352 Organizational Behavior. Organizational Behavior is one of the majors' writing intensive classes. Many of the students taking this course would do better if they completed the English composition (general education) class prior to enrolling in Organizational Behavior.

- BA 321 Financial Management was made a prerequisite for BA 440 Real Estate Investment. The instructor for this class reported that it was challenging to meet the course's learning outcomes because a significant amount of time was spent on teaching basic financial concepts. Non-majors can meet the requirement by taking accounting and finance for non-majors.
- Students can take upper-division classes for upper-division credit after completing 30 units. Earlier it was 40 units, but it made it difficult for students to receive upper-division credit for classes taken in international programs.
- Upper-division classes can be applied to only one major or minor (no double dipping).

A more significant proposal was made to eliminate majors by offering a general degree in business administration in which a student would take various concentrations; however, this proposal was defeated by the division faculty.

Office of Institutional Assessment of Learning Goals

The list of Program Learning Outcomes for the Graziadio School of Business are published online at the Teaching and Learning Excellence website (<https://bschool.pepperdine.edu/ctle/Learning-Assurances>) and the Office of Institutional Effectiveness website (<http://oie.pepperdine.edu/learning-outcomes/program-learning-outcomes.aspx>). These Program Learning Outcomes are also referred to as Student Learning Goals in accordance with AACSB language.

Each program at the Graziadio School has established a set of indicators for ensuring graduates of our programs are meeting the performance standards set by the faculty. The indicators measure student performance in alignment with the mission and goals of the Graziadio School (<https://bschool.pepperdine.edu/ctle/Institutional-Alignment-Map/>). These standards include learning goals and objectives coupled with an observable demonstration of how well students are performing. Therefore, the Graziadio School has developed and standardized rubrics for measurement and a reporting mechanism of the outcomes. The standardized rubrics are used to measure how students are performing in terms of "does not meet," "meets," or "exceeds" expectations and to trigger questions regarding student success. In addition, a curriculum matrix for each program illustrates where these goals and objectives are taught and measured.

This assessment of learning takes place each year and is coordinated across each program by a faculty member who sits on the program committee and is also a member of the Learning Assurances Committee. The Learning Assurances Committee oversees the assessment process across the school and shares lessons learned. These annual results, typically examining measurements of one or two goals, are discussed by the program committees where curricular changes are recommended and either brought to the attention of relevant departments and disciplines or larger program changes are taken through the school's curriculum change process.

Deeper analysis regarding student completion, retention, and even career success are also conducted as part of the University's five-year review process. Data from every program for a five-year period, including impacts on curriculum, completion, and student success (disaggregated by gender and ethnicity) are analyzed by each program committee and put together in a final report for Program Review by the Advancement of Student Learning Council at the university level. This University committee has representatives from all five schools and also includes the Vice Provost and the Assistant Provost and Director of the Office for Institutional Effectiveness. The results of this review are sent back to the program and the dean. Based on the final results and recommendations, a Quality Improvement Plan is assembled and a Memorandum of Understanding (MOU) is signed between the program committee and the deans. In some cases the final recommendations may involve significant resources or curricular changes, they would then be advanced by the dean to the University Academic Council or the University Planning Committee. This process was developed in alignment with the Western Association of Schools and Colleges Handbook of Accreditation.

[Seaver] Assessment of Learning Goals

Each program in the division has six program learning outcomes (Footnote: <http://ole.pepperdine.edu/learning-outcomes/program-learning-outcomes.aspx>). Every year the division assesses the students' progress in two of the six PLOs, creating a three-year cycle. A curriculum map has been developed which lists each PLO and the classes in which these PLOs should be introduced, developed, or mastered. In the year a specific PLO is assessed, faculty in the classes where the PLO is to be introduced or developed will submit a short report as to how the PLO is introduced or developed. In those classes where students are expected to master the PLO, the instructor will create an assessment device and standards that will determine if a student exceeds, meets, or fails to meet expectations. The faculty of these classes then reports what assessment tools were used and how many students were in each of the three categories.

The next step in the development of the assessment process is to change from a culture of compliance to a culture of continuous improvement. This will be accomplished by addressing how the PLO will be assessed at the start of every semester (instead of ex-post, which is now being done). In addition, more emphasis will be placed on closing the loop, identifying areas of challenge, and devising a process to improve in these areas.

[Graduate] Structure of Degree Programs

The mission of each degree program is expected to align with the mission of the Graduate School (<http://school.pepperdine.edu/ctle/Institutional-Alignment-Map/>). The central focus of the school for the academic programs is on high quality teaching that addresses applied real-world business issues. There has been, and continues to be, a desire for the faculty to be highly experienced in a broad range of practical domestic and international business areas so as to provide an enriched classroom learning experience. The school's programs are organized within three learner-focused strategic units: Fully Employed, Full-time, and Executive. Every program within these three major areas was extensively reviewed from the teaching and learning assessment perspective in the University process, which includes a five-year self-study with an external reviewer, review by the University Advancement of Student Learning Council and results in a Quality Improvement Plan and an MOU signed by the deans and provost. Consequently, programs that had enough assessment data to be a part of the last program review process have a section entitled, "Issues Identified in Last Program Review." Some of the programs below will be part of this process starting in the next five-year review, which will be in 2016.

Fully Employed Programs

BS in Management

The program consists of 60 units concentrated in upper-division business courses designed for students with some organizational experience. The curriculum consists of experiential, collaborative, and pragmatic learning processes designed to help students become more effective members of organizations. The program familiarizes students with the dynamics of the free market; the core functional areas of businesses; and the impacts of globalization, technology, and diversity in the workplace. It develops students' understanding of organizational processes and the importance of managing information resources.

Classes meet on weeknights or weekends at three of the graduate centers: Encino, West Los Angeles, and Irvine. The program is also delivered in a hybrid e-learning format with 49% of the directed instruction delivered online.

The major issue discussed during the previous Program Review was declining enrollment in the BS in Management program. Related to this issue was the high cost of the program which exceeded financial aid maximums. To address these issues, the committee analyzed competing programs and developed a proposal for the MBA Pathways Program, deepened connections with Community Colleges, sought and received scholarships for students, applied for a FIPSE grant and developed the Long Beach Partnership, and completed a deep analysis of student success factors which was presented to the school and to the University at different events. The committee is in the process of developing a new strategic plan to present to the school. Additionally, the committee along with the Fully-Employed MBA Program Committee is reviewing the BS in Management program purpose, admissions criteria, and curriculum.

Fully Employed MBA

The curriculum consists of 36 units of core and 12 units of electives. Several elective emphases are offered including general business, finance, marketing, leadership, entrepreneurship, and global business. In addition, students are required to participate in three weekend learning experiences. The first is a communications workshop associated with the Behavior course, which is the first course taken in the curriculum. The second is an integration module where student teams "run-a-business" and "compete" in a simulated business environment. The emphasis is on internal business decisions and the interdisciplinary impact of these decisions. And, the third weekend is an integration module where the students again "run-a-business" in a competitive, simulated business environment. However, the emphasis in this module is on the impact of external factors and a global economy.

The major issue presented in the previous Program Review was the declining enrollment in the Fully Employed MBA program. Related to this was the inefficient and costly use of faculty resources due to meeting student needs at multiple locations. Enrollment continues to be of concern and the committee has studied the causes of and possible remedies to the decline. New emphases have been introduced to attract additional students and two centers—Long Beach and Pasadena—have been closed to more efficiently allocate faculty.

MS in Management and Leadership

The program consists of a four-semester, 36-unit curriculum designed to be completed in 16 months. The program utilizes a leadership and systems theory orientation to expand management and leadership capacities. Concepts from organization theory and the behavioral sciences provide the foundation for the development of advanced knowledge and skills, including improved managerial and leadership influence and impact on multicultural competency. Emphasis is placed on the application of these concepts to current issues such as increasing influence, alignment, conflict management, systems thinking, and overall organizational performance.

MS in Entrepreneurship

The program consists of 39 units delivered over five trimesters. It is specifically designed to assist would-be entrepreneurs who are currently employed, yet determined to launch their own businesses as soon as possible. The first two trimesters focus on core business concepts, with the second portion of the program built around a series of courses framed by the notion of "entrepreneurship as creative problem solving" and designed to assist students in modeling, planning, and launching their own business ventures-for-profit solutions to real-world problems.

While this program has enabled several positive partnerships including an Entrepreneurship concentration for both the Fully Employed MBA and the Full-time MBA, as well as partnering with the Socially, Environmentally, and Ethically Responsible (SEER) certificate and annual SEER Symposium, this program has struggled to grow sufficient enrollment. Consequently, the school recently decided to discontinue marketing the program and begin to teachout and close the program.

Full-time Programs

Classes for the Full-time Programs are scheduled during three 15-week semesters: fall, spring and summer. Most classes are seven weeks in length and the semester is divided into "Session A" and "Session B". The eighth week of the fall and spring semesters is used for various learning activities and events. Classes are held at the Drescher Graduate Campus, Malibu.

All incoming students begin their program with an off-site communications workshop. This workshop is part of the required course Personal Development and Leadership. Its purpose is to introduce students to the management of teams.

Full-time MBA

The curriculum for the Full-time MBA program is designed to help those with business experience further their skills and increase their ability to become more effective managers and to help those with less experience gain basic and more advanced business and leadership skills. Students may choose to concentrate in finance, marketing, entrepreneurship, global business or dispute resolution. Students follow tracks based on their undergraduate education, work experience, and career goals.

The tracks for the Full-time MBA include:

12-month program

- Minimum of three years of work experience
- 49 units of coursework (three trimesters)
- For those with substantive work experience and previous relevant coursework

15-month program

- Minimum of three years of work experience
- 61 units of coursework (four trimesters)
- For those with substantive work experience, but without previous relevant coursework

20-month program

- For those with limited previous work experience
- 61 units of coursework (five trimesters)
- Internship during the summer trimester required to provide those with limited work experience exposure to the work world and provide experience in specific fields for those making career changes

International MBA (IMBA)

- 63 units of coursework (five trimesters)
- Program designed for those with work experience and for those lacking work experience
- Intensive international focus including one year in another country
- Part of the year abroad includes a required internship in the language of the host country

The major issue addressed during the previous Program Review was enrollment. Related to this issue was increasing competition within the regional and national market. To address these issues, the Full-time Program Committee developed two new MS programs. The rationale was that these programs would allow the school to decrease the number of students enrolled in the MBA programs and increase the quality of these students. Both MS programs were successfully launched and together enrolled 172 students in 2013.

MS in Applied Finance

The program required 47 units of core and elective coursework. Courses are completed in three consecutive semesters. The program is designed to prepare students for entry-level positions in financial services. Students have the opportunity to select one of three tracks: capital markets, financial management, or investments.

MS in Global Business

The program is completed in four semesters and requires a minimum of 47 units. The program begins with an off-campus Management and Personal Development Workshop associated with the Personal Development for Leadership class. This workshop helps to build relationships and encourages effective team building skills. The program requires a business internship in a global organization in the summer following the initial two semesters. Students complete the fourth semester abroad with a Graziadio partner school.

This program was created after the last Program Review. However, an ad hoc committee is currently evaluating all aspects of the program.

Executive

Executive MBA

The program consists of an integrated 50-unit curriculum delivered over a 20-month period. Classes normally meet on Friday and Saturday of every third week. The program begins with a four-day residential Effective Executive Workshop and also includes an eight-day international residential session held at locations of emerging importance in the global market. At the end of each semester, students undertake applied research projects that provide them with the opportunity to apply the knowledge and skills acquired in that semester to a business or industry of their choice. In the final semester, the strategic management capstone project provides a means of applying the concepts and knowledge gained in the program to substantive strategic analysis of a real-world business opportunity or problem.

Important issues for the Executive MBA have been the quality and quantity of students. Both issues have been addressed particularly in the south program, but enrollment continues to be a challenge in the north program offered at Santa Clara. The Executive MBA Program Committee has focused on these issues and has fine-tuned the curriculum including a complete revamp of the learning assurances goals, objectives, and measurements. It has also reviewed the marketing program. As the economy begins to recover, the committee believes the program in northern California will rebound as it has in the south. The latest enrollment figures appear to support this contention.

Presidents and Key Executives MBA

The program consists of 50 units of coursework over five semesters (approximately 20 months) and all classes are operated using a cohort approach of approximately 15 to 25 students. The integrative nature of the program begins with the initial class meetings during the Effective Executive Workshop. Throughout this four-day workshop, the five-member faculty teaching team, the class advisor, and the students engage in continual interaction based on exercises and experiences designed to build the class into a learning community.

Additional activities that address this integrative nature of the program include an international session with a written

assignment that requires integrative thinking, a session focused on ethical challenges that executives face, and the strategic management project that is the capstone deliverable of the program.

Enhancing student understanding of the integrative nature of the responsibilities of senior-level executives is the class advisor. This faculty member is present for all class sessions and has the ability to provide insights in classroom discussions and in one-on-one counseling sessions with students.

The major issue reported in the previous Program Review for the Presidents and Key Executives program was the quality of the students. The report noted that enrollment for the program remained solid, but there was a concern that quality would be impacted as firms reduced the number of "top" executives and the school faced enrollment problems in other programs. As the economic downturn hit the U.S., applications declined and enrollment became a concern. The committee fine-tuned the curriculum and reviewed the marketing strategy. Current enrollment data suggests that the committee's actions were successful and that enrollment has stabilized.

MS in Organization Development

From its origin, instruction in the MS in Organizational Development has been structured around seven session modules. In 1988, to accommodate the evolving epistemology of the organization development field and the program's growing understanding of the cohort learning experience, the program was expanded from five to six trimesters of enrollment.

The major issues addressed in the previous Program Review were changes in the student population and the deaths of the originators of the program. The program committee took two steps to address these issues. First, it reviewed the curriculum to ensure that it would meet the needs of a younger and more diverse student population. Second, it trained additional faculty members to meet the needs of the program. Both of these actions appear to have successfully addressed these issues. The committee also used learning assurances data and the learning assurances process to identify curriculum change needs and to address them.

[Seaver] Structure of Degree Programs

All majors in the division use prerequisite courses to provide students with the foundation necessary to succeed in the more complex upper division courses required to complete the major.

Before being fully admitted to the business administration, international business, and finance contract majors, students are classified as pre-business majors. To be fully-admitted, students must complete seven classes with a grade of C- or better and have earned an overall GPA of 2.5. These foundational classes are:

- AC224 Financial Accounting
- BA/ECON210 Introduction to Microeconomics
- ECON211 Introduction to Macroeconomics
- BA212 Business Computing & Applications
- BA216 Statistical Analysis for Business
- MATH140 Calculus for Business and Economics
- MATH141 Probability, Linear Systems, Multivariable Optimization

The three math classes are taken sequentially. MATH140 is a prerequisite for MATH141, which itself is a prerequisite for BA216. In each case the student receives training in topics necessary for the next class.

Either of the two core economics classes or MATH140 satisfy general education classes. The core classes provide the student with the foundation necessary to succeed in the upper division classes that are available only to fully admitted majors. For example, the economics classes, combined with the statistics and accounting classes prepare students for Financial Management (BA321). The economics and math classes prepare students for BA445 Managerial Economics, and the math classes are preparation for BA451 Operations and BA452 Quantitative Analysis.

Business Administration

Upper division classes in marketing (BA355 Principles of Marketing), business law (BA358 Legal & Regulatory Environment), and management (BA352 Management Theory and Practice and BA366 Organizational Behavior) are not as strongly based on the core courses as the classes in the previous paragraph. These classes are not restricted to fully admitted majors. Indeed, instructors report that the presence of non-business majors provides a richer class experience in these areas.

The two capstone classes are BA598 Service Leadership and BA497 Business Policy, Strategy, and Ethics. These classes draw together the material in the previous courses to produce a report for a non-profit client (in the case of service leadership) or an in-depth report on a firm (policy).

Accounting

To be fully admitted to the accounting major, a student must complete an intermediate accounting class (with a grade of C- or better) in addition to the foundational courses. A student majoring in accounting takes seven additional upper division accounting classes (25 units). Accounting students are required to take Organizational Behavior. Due to the required accounting sequence, there is no room in an accounting major's schedule for either of the quant courses or managerial economics.

International Business

Like an accounting major, an international business major is required to take a class in Organizational Behavior, not Management Theory and Practice. In addition to taking classes in financial management, business law, and principles of marketing, the international business major must take additional courses in international finance, international law and international marketing, once the principle courses have been completed successfully. In addition, an international business major will have to take two classes, most of which are in different divisions related to international topics. An international business major must also complete a session in an international program unless he or she is an international student. Finally, the international business major is not required to take managerial economics, but may take global economics as an elective class.

Contract Major

As with the other programs, a contract major can choose to take classes in either Management Theory and Practice or Organizational Behavior, business law, and marketing before being fully admitted. Once a student is fully admitted he or she must take financial management as well as financial markets and institutions, investments, international finance, investments,

quantitative analysis, and intermediate microeconomic theory, as well as the general capstone classes of service leadership and policy. The student will then have two classes to take besides this core in which they have the opportunity to explore, in depth, a field within finance that is attractive to them. These classes include real estate finance, portfolio management, applied portfolio management (where the class decides in which investments to place over \$300,000), financial derivatives, money and banking, and international trade.

Joint Degree Programs

In order to give students the opportunity to integrate knowledge across multiple fields or to complete both an undergraduate degree and graduate degree in business in a condensed time period, four joint programs are offered with other schools within Pepperdine University. These programs result in the award of two degrees upon completion of all requirements. These include the Joint Juris Doctor and MBA (JD/MBA), offered through a partnership between the School of Law and the Graziadio School; the Joint MBA and Master of Public Policy, offered through a partnership between the Graziadio School and the School of Public Policy; and the Joint BS and MBA (or BS and IMBA), offered through a partnership between Seaver College and the Graziadio School.

In addition to these joint degree programs in which students earn multiple degrees from different schools, the Graziadio School also offers the Joint BSM/MBA Program, a customized MBA curriculum for students who achieve distinction in the BSM program. This program allows students to earn their MBA by successfully completing an additional 30 units of MBA level electives. If students have a GPA of 3.0 or better they may also enter the MBA Pathways program which allows them to enter the MBA program and, depending on their academic performance, waive the GMAT and/or a designated number of units up to 12 units.

Transfer Credit Policies

Pepperdine's policy and practice for the evaluation and award of transfer credit is based on our belief that a student's educational experience from another educational institution must qualify him/her to successfully engage in our curriculum and benefit from our educational purposes and programs. It is also based on the need for such educational experience to be complementary and in concert with the academic standards set forth by our faculty. Because regional accreditation or accreditation by bodies recognized by the Council for Higher Education Accreditation provide a reliable, third-party assurance that they meet or exceed minimum academic standards, Pepperdine will generally accept units from those institutions. International academic institutions must be accredited by the ministry of education or like accrediting bodies from their respective countries in order for Pepperdine to accept their units as transfer units. In exceptional cases when courses from unaccredited institutions are deemed transferable by the faculty and approved staff members, special steps must be taken to validate the academic worthiness of such courses, including but not limited to faculty credentials, effective assessment and student learning outcomes, and academic requirements for said courses.

Upon initial admission to Seaver College students are allowed to transfer in an unlimited number of units; however, after matriculation, a student may transfer a maximum of twelve units from another institution. Additionally, students must meet the residency requirement (at least 64 units, including the last 24 units, must be completed at Pepperdine).

Pepperdine's Policy and Practice for the Evaluation and Award of Transfer Credit

Pepperdine's Policy and Practice for the Evaluation and Award of Transfer Credit

Pepperdine's policy and practice for the evaluation and award of transfer credit is based on our belief that a student's The faculty of the Graziadio School have been analyzing learning through the learning assessment process and simultaneously have been engaged in faculty development activities as well as examining their own teaching evaluation process. The faculty development process includes:

- A Google Community where best practices, online resources, and articles regarding teaching are shared.
- The Center for Teaching and Learning Excellence (CTLE) monthly newsletter shares teaching development resources as well as engages faculty in discussions on relevant issues such as cheating, online course development, teaching overseas, skills qualifications ("badges"), and more.
- Two specified faculty development days per year are developed based on analysis of the engagement of topics in the CTLE newsletter, needs arising from program changes, needs identified from teaching, and student evaluations.
- Annual Faculty Retreat
- A hybrid New Faculty Orientation class for all adjunct and new tenure track/full-time faculty.

There are specific programs that have been developed for enhancing teaching in the online and hybrid modality. Specifically, from 2007 to 2012 the Blended Learning Fellows and 21st Century Faculty Fellows program were developed. These specifically addressed faculty development for online and hybrid teaching and involved more than 30 faculty. In addition, each month there was an "Online Friday" in which faculty shared their teaching experiences and best practices using specific methods and tools. Finally, the online teaching faculty have half-day workshops in which they share their experiences and lessons learned as this modality is developed and to enhance ongoing quality improvement in the FEMBA Program. Some elements of these programs are recorded and shared in the CTLE newsletter, Google Community, and the CTLE website.

In addition, faculty have spent considerable time during the faculty retreats from 2012 to 2014 examining the teaching evaluation process. This began with an empirical study of the teaching instrument to determine the correlation between the questions and the "effective teaching" question in order to validate the instrument and to understand causality. After looking across programs for five years, it was determined that there were three primary influencing factors in terms of a positive evaluation for the question of "effective teaching." These were used as the beginning of the discussions regarding revising the teaching evaluation process and making it more formative at the retreat in 2012, to putting together some action items for changing this process administratively in 2013, and putting in place procedures through the departments in 2014 through individual department discussions.

Finally, in 2014, the faculty retreat specifically addressed deepening the assessment of learning. The 2014 retreat built on this progress by delving into the student experience and developing best practices, exchanging curriculum innovations, and specifically considering the digital economy and what this means for teaching and research. There was an afternoon session that advanced learning assurances by moving beyond the 1 and 2 level of the Kirkpatrick model to the deeper levels of behavior change and business success as a result of what was learned in business school. The final morning spent together was focused on integrating and aligning the new AACSB standards in faculty evaluations.

[Seaver] Teaching Effectiveness and Instructional Development

The division measures and enhances teaching effectiveness in a number of ways.

Teaching effectiveness is measured by:

- Classroom visits by peers. At least one classroom visit is required by each peer evaluator during any rank, tenure, and promotion review (pre-tenure, tenure, rank promotion, and five-year reviews). Informally, the business administration faculty visit each other's classes on a voluntary basis and give their colleagues feedback after their visits.
- Student evaluations are administered after each class. The feedback from the students is given to the faculty and the results are discussed in end-of-the-year evaluations the professor has with the division chair. The student evaluations are also reviewed and used for benchmarking in the rank, tenure, and promotion process.
- The formal assessment process described above allows another point at which the teaching effectiveness is gauged.

Teaching effectiveness is enhanced by:

- A formal mentoring program that pairs new hires with recognized effective teachers.
- Regular workshops are conducted for faculty who are candidates for RTP review as well as for faculty who are involved with assessment. Seminars are also offered for special topics such as writing or service learning.
- Faculty are sent to workshops and conferences dealing with assessment and other one-time topics, and also to conferences conducted by the Teaching Professor organization.
- Technology and Learning provide training for faculty on the use of technology in the classroom.
- The Business Research Council is an informal group comprised of tenure-track faculty. The faculty are invited to present their research. All Seaver Business Administration Division faculty are invited (and most attend) as well as faculty from Graziadio, relevant departments of Seaver College and staff from the Corporate Relations office.
- The Business Advisory Council (BAC) is made up of successful business people, many who are alumni from the Business Administration Division provide guidance to make our faculty more effective in preparing our students for careers. The BAC also provides support for our faculty to increase their effectiveness through financial support. For example, the BAC is providing financial support for a faculty member to be certified to prepare students for a six sigma certification.

Academic and Professional Engagement

[Graziadio] Student Engagement

The Graziadio School has developed a portfolio of student engagement practices that are tied to the core elements of the school's mission. These include:

Entrepreneurship

- Students enrolled in the Full-time MBA, Fully Employed MBA, and BS in Management programs may choose from a portfolio of global business engagement opportunities. These include "Global Business Intensive" courses that include a one-week international study tour, a multi-week international residential course delivered by one of the Graziadio School's 36 global partner business schools, spending a semester abroad as an exchange student, or participating in a "Going Global with Graziadio" (G3) export development consulting project.
- Students enrolled in the International MBA and MS in Global Business programs are required to spend at least one semester abroad at one of the school's 36 global partners. Students in the Executive MBA and PKE MBA programs must participate in a one-week international study tour. Students in the MS in Organization Development program attend three separate international residentials (one each in Europe, Asia, and South America) during which they undertake an organization development project with a local client organization.

Business Plan Competition

- Consistent with the entrepreneurial element of our mission, our entrepreneurship curriculum is delivered via a sequence of electives that in turn develop student knowledge and competencies in idea generation, feasibility analysis, financing, management, marketing, and overall business plan formulation and "pitching." All course deliverables are focused on development of the final comprehensive new venture plan. Extensive use of entrepreneur and venture capital guest speakers is made across the electives. Final business plans are presented to a panel of external judges. An annual business plan competition awards seed funding to the best overall and SEER-consistent business plans.

Values-Centered Leadership Lab (VCLL)

- Student leadership. Several student clubs/interest groups engage in activities and initiatives that focus on social, environmental, and ethical issues related to business practice. Challenge for Charity (C4C) involves students with Special Olympics and Children's Lifesaving Foundation. Students are involved in fundraising and assisting with organizational and management issues. Net Impact is an international student-driven organization that focuses on social and environmental issues. Members are active in bringing in speakers who address these issues and in working with faculty to incorporate content into the curriculum. The Values-Centered Leadership Lab (VCLL), another student-driven enterprise, invites speakers to campus to discuss complex ethical leadership concerns.
- The SEER program. A Certificate in Socially, Environmentally, and Ethically Responsible (SEER) Business Practice was launched in the fall of 2010 within the Full-time MBA program. The certificate was extended to the Fully-Employed MBA program in Fall 2013. An annual SEER Symposium (started in 2011) creates engagement between inspirational SEER business leaders, social entrepreneurs, and students. The November 2013 symposium drew 250 attendees from students, faculty, and the business community.
- The MicroEnterprise Program (MEP). Initially launched within the School of Law, Graziadio Full-time MBA students have participated as mentors in Pepperdine's MEP program. The program operates in collaboration with the LA Rescue Mission to assist homeless individuals develop and launch small businesses to enable their economic independence. The Graziadio School in collaboration with the Seaver College Business Division has adopted this program and will integrate it with our existing entrepreneurship programs.

Engagement Activities and Programs

- **Education-to-Business (E2B).** Students enrolled in the Full-time MBA, MS in Applied Finance, and Fully Employed MBA programs engage in at least one semester-long applied consulting project with a client business. Potential projects are evaluated and scoped to align with core courses in accounting, information systems, or marketing. Students are divided into competing teams to develop the best solution. Final recommendations are presented to the client at the end of the semester after which the executives rank order the proposed solutions. Since the program's inception, 318 client projects have been completed for clients including the Coca Cola Company, Disney, Experian, Hurley, Sony Pictures, and Starbucks.
- **Education-to-Community (E2C).** Building on the E2B concept, students in the Fully Employed MBA and MS in Management and Leadership programs undertake E2C projects for non-profit community service organizations. In the summer of 2014 the school also initiated the use of "E2C" projects in the Leadership Challenges for Senior Executives course in the Presidents and Key Executives MBA program.
- **"Going Global with Graziadio" (G3).** In this consulting practicum, students analyze a perceived potential export market opportunity for a client company by undertaking a detailed analysis of the target market's economic, competitive, customer, and social contexts to advance hypotheses, travel to the target country to conduct interviews, and collect additional data, develop an export market development plan, and present this plan to the client company. Since launching in 2010, nine client engagements have been completed requiring student analysis and travel to Brazil, Germany, Ireland, Japan, Russia, South Korea, and the UK.
- **Applied Strategic Projects (ASP).** At the end of each semester, Executive MBA and PKE MBA students submit ASPs that apply the theories and frameworks learned in that semester's courses to their current company, or an intended future venture, and provide comprehensive analyses and recommendations to achieve a desired business outcome.
- **Integration and Simulation Modules.** Students in the Fully Employed MBA and Executive MBA programs are organized into groups that assume the roles of management teams of competing firms in a simulated economy. Each team must self-organize their roles and responsibilities and develop a comprehensive, integrated business plan across product, marketing, production, finance, and HR areas. The students then participate in a 1.5 day simulation during which they attempt to execute their strategy by making "quarterly" operational decisions in a simulated economic and competitive environment.
- **Case study competitions.** Students participate in a range of local, national, and international case study competitions including the Association for Competitive Growth Cup, the Baylor Business Ethics case competition, and the Moulson MBA Case Competition.

Other notable professional engagements

- **Dean's Executive Leadership Series (DELS).** The mission of DELS is to share cutting edge business knowledge that is applied, relevant, and values-centered. The series allows for executives from a broad array of industries to engage with students, alumni, and faculty.
- **Class advisors.** A class advisor who is an alumnus of the program is assigned to each Executive MBA and PKE MBA class. The advisor attends class meetings, reads class assignments, advises and counsels students, and assists faculty members. The advisor's participation allows the faculty and students to concentrate on the educational experience.

[Seaver] Student Academic and Professional Engagement

- The Service Leadership Project is a required capstone course for all of the business administration majors. It pairs teams of students with a nonprofit organization. The team works on a project negotiated with the organization and at the end of the term produces a deliverable to the nonprofit that is designed to aid this organization to find a solution to one of its problems. In this course students reinforce lessons regarding teamwork, negotiation, motivation, and the core material by applying this information in a real consulting situation.
- An internship program that places students in business (many related to the students' preferred fields). The internship program is conducted by Mike Mullen, a former vice president of human resources at ARCO, and one of our executives in residence. Mr. Mullen provides students with guidance and assignments that will allow the students to get the most out of their internship experience. This has been so successful that other Seaver College departments channel their internships through the business administration division.
- The other capstone class (Strategy, Policy, and Ethics) is designed to integrate material acquired in previous classes by assigning student teams to analyze a firm's position in the market, financing, human resource policies, and strategies to improve its operations.
- The business advisory council (BAC) has taken an active role in enhancing the experience of our students. In the fall semester the BAC conducts our annual career development boot camp. Described elsewhere, this weekend retreat prepares the students to write a compelling resume, hone their interview and elevator pitch, as well as gain tips from successful alumni. In the spring the BAC conducts a day-long meeting. During lunch, students make presentations and receive feedback on various projects.
- The microfinance club, funded by the BAC, encourages business administration majors to analyze potential businesses for the purpose of making small, shorter-term loans to provide seed money for struggling firms. The club keeps records to advance learning from the loans made previously. To date their default rate is 0.27%.
- Our international programs provide our majors the opportunity to learn about cultures other than their own by living in those programs. International business majors are required to complete a session in an overseas program. Many of the international experiences can be enhanced by engaging in an internship program while overseas.
- Through the career development center students of all majors are provided with the opportunities to meet with successful practitioners in their fields. Many alumni from the business administration division participate to help students prepare for the job market.
- The entrepreneur club conducts an annual pitch contest. The finalist teams are tutored for a month by successful entrepreneurs. After this month of training, the finalist present their "pitches" to a panel of successful business people.
- Three of the big-four accounting firms recruit actively on campus by providing workshops, interview skills, and internships.
- Beginning with the spring 2015 semester students will have the option to take a class that is focused on earning one's six sigma designation.
- Students in the advanced portfolio management class select assets in which to invest a fund established by the University's regents. Originally, the fund had \$250,000. Currently, the fund's assets exceed \$300,000 in value. Once the fund exceeds \$500,000 the amount over \$500,000 will be used for scholarships.

Information Systems Faculty Qualifications and Engagement

Graziadio faculty must be able to integrate academic theories with business practice in the classroom. To ensure mission consistency and success, Graziadio has high expectations with respect to faculty qualifications and ongoing professional engagement, and layers several policies and procedures to produce positive outcomes:

- At the outset, candidates are screened for relevant work experience and during interviews are asked how those experiences relate and can be integrated into classes.
- Once hired, faculty are subject to an annual review that evaluates them across five categories: intellectual contributions, teaching, service, business connections, and collegiality. Merit increases are tied to success in these categories.
- At the conclusion of every term, a faculty member's teaching evaluations are reviewed by his or her department chair to ensure students are having a quality experience and are satisfied with the class and teaching of it.
- If a faculty member is not performing at the level expected, the department chair initiates coaching.
- Specific policies regarding the timing and processes of rank, tenure, and promotion are outlined in the Faculty Handbook and Personnel Committee Charter.

Faculty Professional Engagements

- **The Center of Applied Research (CAR).** CAR facilitates thought leadership to business professionals and academics through funding for applied research projects and by facilitating workshops, symposiums, and conferences that engage our faculty with the business community. Over the past year CAR hosted two conferences and three symposiums with a primary purpose of engaging industry leaders and Graziadio School faculty.
- **Pepperdine Private Capital Markets Project.** The Pepperdine Private Capital Markets Project conducted the first comprehensive surveys of the private capital markets. This project produces over ten reports per year and has generated partnerships with prominent companies and organizations such as Dun & Bradstreet Credibility Corp. and International Business Brokers Association. Reports have been downloaded over 50,000 times and cited in the Wall Street Journal, BusinessWeek, New York Times, and Washington Post.
- **The Early X Foundation.** It was created in 2012 as a non-profit legal entity, to enable faculty to collaborate with students and alumni to develop new entrepreneurial ventures that commercialize "latent IP assets" at other institutions. The Foundation launched its first venture (Champion Technology Company Inc.) in February 2014 with committed seed funding of \$540,000. A substantial portion of the foundation's net revenue will be donated back to the Entrepreneurship Program at the Graziadio School.
- Graziadio faculty hold editor, associate editor, editorial board memberships and participate in ad-hoc reviewing for a range of journals and conferences. For example, within the Information Systems discipline: Dr. Charla Griffy-Brown is editor of Technology in Society. Dr. Mark Chun is an associate editor at Information & Management. Dr. Nelson Granados is a member of the editorial board for the Journal of the Association for Information Systems. Dr. John Mooney is an associate editor at MIS Quarterly Executive and a member of the editorial board of the Journal of Strategic Information Systems.
- Graziadio faculty also hold leadership positions in various conference committees and professional associations. For example, Dr. Ann Feyerherm served as Chair of the Organization Development and Change Division within the Academy of Management in 2010. Dr. David Smith was Chair of the AACSB Associate Dean's Affinity Group in 2011 to 2012. Dr. John Mooney will co-chair the 2016 International Conference on Information Systems.

- Many Graziadio faculty are actively involved in consulting, advisory, or board roles with various business and NGO entities.

[Seaver] Faculty Qualifications and Engagement

- Faculty teaching is reviewed at the end of every term through student evaluations. These are enhanced by visits from the chair and peer visits to classes. In cases where extremely good or bad performance is reflected, appropriate action is taken at semester end through a letter of commendation or a meeting with faculty members who are struggling, in which case of the latter, strategies are developed to help faculty improve in areas where they are having difficulties.
- In this past year, many of the adjunct professors in quantitative methods did not have their positions renewed for failing to meet minimal standards in classroom performance.
- Annually, faculty members are evaluated on their performance in the areas of teaching, scholarship, and service. These are the three fields in which faculty will be assessed by the rank, tenure, and promotion committee when they are candidates for tenure and/or promotion. The faculty are asked to complete a form provided by the RTP committee. Hopefully, this will mean fewer chances of "surprises" when the faculty member faces an RTP review. A long-term failing in any of the three key areas will jeopardize a faculty member's chance of receiving either tenure or promotion.

Faculty Deployment

As evidenced in Table 15-1 in Appendix XX, qualified faculty are deployed in alignment with the mission and strategies. In the 2013 to 2014 academic year, the combined school and division delivered 77.8% of instruction with participating faculty members. The remainder of instruction is delivered by supporting faculty, primarily adjuncts with one-term contracts.

In accordance with the mission of the division and the school, rich combinations of faculty across all qualification categories teach in each discipline. In total, 61% of faculty resources are scholarly academics; 75.6% are scholarly academics, practice academics, or are scholarly practitioners. Less than 6% of all faculty resources are classified as other.

Table 15-1 also summarizes faculty sufficiency and qualification ratios for each discipline. All disciplines have greater than 60% of instruction delivered by participating faculty members. However, there are three instances where a discipline does not meet the minimum thresholds for faculty qualifications. In the decision sciences discipline, 13.8% of faculty resources are classified as other. This is largely the result of an unexpected departure of a scholarly academic decision sciences faculty in the Graziadio School in summer 2013, combined with the fact that faculty in the Social Science Division of Seaver College teach courses required of the business programs. Because the primary teaching responsibilities for these faculty are in the Social Science Division, not all of them meet the qualification requirements.

In business law, 49.4% of the faculty resources are scholarly academics, 16.6% are practice academics, and 21.6% are instructional practitioners. Only 12.4% are classified as other; this represents one full-time faculty member who holds a JD and practiced law before becoming an academic; the professor is active in the division and produces some intellectual contributions.

Due to one marketing faculty member being on medical leave for a significant portion of the review period and therefore unable to maintain scholarly academic status, the discipline has suffered somewhat in terms of faculty qualifications. For the past year, 10.7% of faculty resources are classified as other.

Additionally, Table 15-2 in Appendix XX shows the distribution of faculty across each degree type. A higher percentage of scholarly academic faculty teach in the MBA and specialized master's programs.

PEPPERDINE UNIVERSITY



AACSB

Continuous Improvement Review

Appendix IX
AACSB Peer Review Team Letter

**CONTINUOUS IMPROVEMENT REVIEW - BUSINESS
PEER REVIEW TEAM VISIT REPORT**

**PEPPERDINE UNIVERSITY
GEORGE L. GRAZIADIO SCHOOL OF BUSINESS AND MANAGEMENT
SEAVER COLLEGE BUSINESS ADMINISTRATION DIVISION**

I. Team Recommendation

The team recommendation reflects the opinion of the Continuous Improvement Review Team only. It will be reviewed for concurrence or remanded to the team by the Continuous Improvement Review Committee. The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to factual information noted in this report. A copy should also be sent to the Continuous Improvement Review Committee chair in care of the AACSB International office.

A. Accreditation Recommendation:

- *Continuous Improvement Review 2 (CIR2)* The recommendation of the Peer Review Team in its Continuous Improvement Review of the undergraduate and master's degree programs in business offered by the George L. Graziadio School of Business and Management, and Frank R. Seaver College of Letters, Arts, and Sciences Division of Business Administration has identified substantive concerns with alignment with AACSB accreditation standards; therefore, the CIR process is continued for an additional year. The educational quality issues relating to the business accreditation standards and expectations for resolution are listed below. Concurrence by the Continuous Improvement Review Committee is required prior to official notification. CIR2 does not require ratification by the Board of Directors because an extended review process does not change the accredited status of the applicant and no public statements are made regarding this outcome as it is viewed as an integral part of the CIR process.

Note: The applicant may file a statement with the appropriate Continuous Improvement Review Committee in response to the Peer Review Team Report.

- B. Team Recommendation Review Schedule:* The Continuous Improvement Review Committee will meet to review the team recommendation on December 15, 2014.

II. Identification of Areas That Must Be Addressed During a Continuous Improvement Review 2

- *Standards 1-3 Strategic Management and Innovation:* The absence of full strategic planning on the part of the Frank R. Seaver College's Business Administration Division and the current weakness with respect to the detailed substance and quantification (financial and authority/responsibility) within the George L. Graziadio School of Business and Management presents something of a challenge for both units. Not only do the standards require a more explicit process that includes appropriate metrics for execution, but it seems clear that full alignment does not exist across the two units. This applies even when cognizance is taken of the undergraduate pre-experience student focus to the College's programs and the greater post-experience, working professional focus of the School. In particular, the mission of the College's Business Administration Division and the accomplishments needed to achieve it are not considered specific enough to guide action and choice, particularly in a resource constrained environment.

As this is a single accreditation visit, the existence of two independent and autonomous units that seem to operate almost totally independently – with the exception of dual programs – is problematic. The units and the University need to think deeply about the options available to them to address this. At an organizational level the following options seem worthy of reflection:

- Integration of the Business Administration Division into the George L. Graziadio School of Business and Management.
 - The separation of the two entities into clearly separate graduate and undergraduate units with the transfer of the fully-employed BS in Management into the Frank R. Seaver College's Business Administration Division.
 - Maintaining the status quo with respect to organizational design and pursuing separate, mission aligned, AACSB accreditation.
 - Look to have the George L. Graziadio School as the University's AACSB accredited unit and discontinue the accreditation of the College's Business Administration Division. Given that the accreditation features on the website as a key positioning element, this is unlikely to be an attractive option for the University (or College) but it is something to consider.
-
- *Standard 5 Faculty Sufficiency and Deployment:* Faculty sufficiency challenges persist with the Business Administration Division of the Frank R. Seaver College of Letters, Arts, and Sciences. To a certain extent, this is explained by the scale of the portfolio of programs (four BS degrees inclusive of the flexible BS Contract Major) relative to the size of the full-time Faculty. The scope of the curricula that needs to be offered necessitates the use of a significant number of adjuncts whose participation (and

qualifications per Standard 15) present challenges in spite of the *sometimes* liberal interpretation of the hurdles. This issue is addressed to a lesser or greater extent by one or more of the options presented above.

- *Standard 15 Faculty Qualification and Engagement:* Faculty qualifications within the Frank R. Seaver College's Business Administration Division present difficulties with respect to both the scholarly academic (SA) and practice academic (PA) hurdles, particularly given the stretch sometimes employed when classifying individuals whereby some classifications seem to have an element of *aspiration* rather than *earned-performance* to them. The George L. Graziadio School is not immune to this challenge but this is rather the consequence of a need to rearticulate the School's vision and make it more directly relevant (inspirationally) with the mission and strategy of an entity that remains committed to professional education as its *raison d'être*.
- *Analysis of the applicant's response and actions to address concerns articulated during the last accreditation review:*

Unfortunately, concerns expressed in the 6th year review dated March 19th, 2011 are still evident. Academic qualification sufficiency targets under the prior standards that proved challenging for the University's business and management degree offering entities are not without problems under the new standards. This also applies to sufficiency issues within the Frank R. Seaver College's Business Administration Division. Requirements for qualification across the four categories, and particularly for practice academics need to be made more explicit and to take further cognizance of stated mission(s) and vision.

The 6th year review report states: *Seaver's mission statement includes: "Participating in the professional community through research, scholarly papers, publications, and service..." Graziadio's vision statement includes the goal of "...achieving global distinction for advancing knowledge..." However, their actual research output, in terms of both quality and quantity, does not measure up to those statements.* In spite of the adjustment to the College mission statement to *... teachers committed to a life of instruction and scholarship ...*, the above challenge remains. The George L. Graziadio School of Business and Management needs to either rethink its vision, and the mission statement that informs strategy and the pursuit of this vision, or significantly redefine its expectations of its faculty. This would include significantly elevating the research demands (in quality and possibly quantity) and significantly reducing the teaching loads with the possible attendant requirement of a research only trimester. Similarly, clarification is required for the Business Administration Division of the Frank R. Seaver College.

Vision, mission and strategy alignment is considered key to AACSB accreditation and ensuring continuous improvement along the dimensions of impact, innovation and engagement is needed.

III. Identify and assess the business school's success in demonstrating innovation, impact, and engagement outcomes

- Curricula innovation has been a continuous part of the strategic agenda for Pepperdine University's business program portfolio over the last five years. Several new program initiatives have been launched, if not always as successfully as initially hoped. These include completely new programs on a one-to-two year initiation-to-launch cycle and course initiatives that are introduced over a semester or trimester. The recognition by the School and College's Business Administration Division that programmatic ideas need to shift in emphasis away from the dominance of internal thinking/perception of likely demand to a more market determined approach is to be commended. Changes in the marketing division and the use of outside agencies to help with such initiatives (at least in the near term) will be of considerable benefit in reducing the number of recent slow or stalled starts.
- Impact across the communities served by both units is consistent with their missions. As rightfully reflected in the self-evaluation report, the most significant impact is made across the education and practitioner/corporate/societal domains. Both the George L. Graziadio School of Business and Administration and the Frank R. Seaver College's Business Administration Division highlight "real-world" and "education" impact. Interestingly, while the Impact @ [Seaver] statement does mention *more traditional* academic impact, this aspect does not feature highly for either unit relative to how it might dominate more research oriented institutions. This is not a failing for an education centric institution like Pepperdine University with its strong faith-based and societal mission. Rather, the commendable reality that this articulates should be far more explicitly reflected as the *raison d'être* of both the George L. Graziadio School of Business and Administration and the Frank R. Seaver College of Letters, Arts, and Sciences (as reflected in the aspirations, strategies and faculty orientation of its Business Administration Division). Commendable innovations with impact include (but are by no means limited to) the Microfinance Club and the Career Boot Camp initiative within the College's Business Administration Division.
- Although the MS Accounting is undeniably an important potential program, the Peer Review Team questions whether this is an innovation. Rather it seems to be: (a) a product already in existence in the market-place where demand is likely to expand; and (b) a means of encouraging the two units to collaborate further on the programmatic front. The potential for the program seems to be far greater than the tentative start suggests with the desire for a class of around 15.
- The documentary evidence of engagement with students, corporations and society was unequivocally confirmed during the visit. Less evident was engagement within the academy. Although Faculty are doing research and attending academic conferences,

and financial support exists for achievement in this arena, the dialogue and focus remains on education and application. Engagement with students extends well beyond their graduation, and alumni of both the School and College display great affinity with the University. An affinity that holds great promise and potential for the future – through collaborative/experiential learning and through funding opportunities. Perhaps not surprisingly, George L. Graziadio School of Business and Administration alumni articulate greater affinity for the School while Frank R. Seaver College alumni express far stronger and direct affinity for the University.

IV. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team's Accreditation Recommendation

- A. *Situational analysis*: An ongoing challenge for the two units seeking *joint accreditation* is that they continue to operate as completely separate units with different missions. Although both missions are consistent with the overall mission of the University, the units remain oriented to serving substantially different target markets with education and research paradigms that are not fully aligned. As illustration, as the "dominant partner" in the AACSB accreditation journey, George L. Graziadio sets the broad criteria for faculty qualifications and participation. Frank R. Seaver's Business Administration Division then seems to adopt these guidelines with a little "massaging" relative to what would be a tighter cultural fit within its own College if expressed somewhat differently.

More correctly, a single AACSB application (particularly under the new standards) should come from a collectively determined vision and mission, and from a better integrated strategy for achieving these. Although Faculty across the two units are beginning to collaborate, this remains nascent and one questions how sustainable it is given the dominant education (teaching) focus of both units, and that they serve very different markets. An additional consequence of the two units seeking common accreditation and accommodation with respect to one another also appears to be a greater tendency for them focusing inward (within the University).

Macro-factors over the last few years that have resulted in declining revenue have impacted both the development/expansion of some programs and the launching of others. The Responsibility Centered Management (RCM) model adopted by the University also has consequences in this regard. Program marketing over the last few years also proved to be considerably less effective than was hoped. A substantial change within the George L. Graziadio marketing unit recently appears to be paying dividends. Program initiation is also starting to shift correctly from a prior *inside-out* approach to one that pays earlier attention to market trends and demands. Undoubtedly, over time this will reduce Faculty frustration and the staggering process to new *product/program* launches.

Alumni affinity for both George L. Graziadio and Frank R. Seaver is strong. When combined with an equally powerful affinity for Pepperdine University, this affinity represents a significant opportunity for both units, for the benefit of the business administration program offerings, and for further advances in corporate and societal connections.

- B. Changes that impact the applicant's alignment with AACSB Eligibility Criteria A-F since its CIR application was submitted: The George L. Graziadio School of Business and Management and the Business Administration Division of the Frank R. Seaver College of Letters, Arts, and Sciences continue to fully meet the eligibility criteria of AACSB with respect to both core values and guiding principles, and general criteria.
- C. Strategic Management and Innovation: The mission for the George L. Graziadio School of Business and Management focuses on developing in its students an entrepreneurial spirit, an ethical focus, and a global orientation, items consistent with the mission for Pepperdine University. The Frank R. Seaver College Business Administration Department seeks to provide a liberal arts education to prepare students for ethical service and professional achievement; again, a mission consistent with Pepperdine University.

While the mission for the School is consistent with that of a teaching institution, we typically expect to see the mission statement support its vision statement. With a vision statement that states, in part, "*to achieve global distinction for advancing knowledge*", this vision is more consistent with that expected from a research focused institution. The Peer Review team (PRT) reaffirms the recommendation from the previous PRT to revise the vision statement.

Since there is a single AACSB accreditation for Pepperdine University, there should be one mission statement for the accredited division/divisions. The University should either revise the mission statement to be comprehensive enough to represent the mission for both the School (George L. Graziadio) and the Division (Frank R. Seaver) or consider separating the units and seek separate accreditation for each. Alternatively, with the recent revision to AACSB's accreditation standards, it is now possible for the Graziadio School to be accredited by AACSB and Seaver programs to not be accredited by AACSB.

Although it appears that stakeholders were involved in affirming the mission statement, the Peer Review Team found in its meeting with Faculty members that there appeared to be a lack of focus on mission as an important component in the hiring process for new faculty. This statement is not meant to suggest that the School fails to hire for mission but rather that there is currently a lack of concerted effort to put forth the mission regularly in discussions about advancing the George L. Graziadio School. An intentional emphasis on mission in ongoing dialogue with faculty will resolve this issue.

The connection of Vision 2020 to the School's mission statement is somewhat loose since Vision 2020 currently lacks operational detail. Vision 2020 will benefit from the addition of time-lines, explicit determination of the likely financial implications of the various initiatives, and from identifying the person or persons accountable for the successful completion of each of the action items contained within it.

The "*Growing Seaver*" strategic plan focuses on enrollment growth of 100 students for the business program by 2030. This appears to be the sole initiative related to a strategic plan for the business program. The Frank R. Seaver College's Business Administration Division should have a distinctive strategic plan related to its scholarly and education programs or they should be part of (integrated into) the George L. Graziadio School's strategic plan. Either way, the Frank R. Seaver College's Business Administration Division needs a full-fledged strategic plan for its business program. This is consistent with, for instance, AACSB's expectations for a School with separate accounting accreditation: AACSB expects to see a complete strategic plan for this separate undergraduate program.

The two entities are very different organizations. The Business Administration Division of the College operates on semesters while the School operates on trimesters. Frank R. Seaver faculty are on nine month contracts while the George L. Graziadio School faculty work under twelve month contracts. School faculty are paid more than faculty teaching in the same discipline in the Business Administration Division of the College. The two units can, and have, competed for the same faculty when hiring. Recently, both attended the same professional meeting, interviewed candidates separately, brought the same candidate(s) to visit each program, and extended separate offers to said candidate(s).

Given the tightening of financial resources for universities in general and the recent enrollment challenges for the George L. Graziadio School of Business and Management, Pepperdine University might want to reconsider having an undergraduate business program located in the Frank R. Seaver College. One option is to merge the College undergraduate program into the School, thereby creating one business school for all business programs. Another option is to move the fully employed Bachelor of Science in Management from the School to Frank R. Seaver thus creating a graduate business school (George L. Graziadio) and an undergraduate business program (Frank R. Seaver Business Administration Division.) While a handful of AACSB accredited schools exist with separate schools for the undergraduate and graduate programs, we know of few universities with undergraduate degree programs offered by two different units (certainly within North America). The current model of a fully employed undergraduate degree and a full-time traditional undergraduate degree in separate schools appears to be both resource inefficient and cumbersome in implementing AACSB standards.

For a teaching institution, the intellectual contributions for the George L. Graziadio School of Business and Management have improved since the previous accreditation visit. The focus for the future should be upon further enhancing the *quality* of the peer reviewed publications as well as enhancing the impact of scholarly activity. The Frank R. Seaver faculty currently have more shortcomings when it comes to meeting AACSB standards relative to the number of participating faculty as well as the appropriate level of scholarly academics (SA) and practice academics (PA). A significantly improved systematic means of applying the classification rubric to assess faculty qualifications should be implemented.

D. Participants:

- *Students:* Student admissions decisions for the George L. Graziadio School of Business and Management are made at the School level. After several years of decline, enrollment appears to have stabilized in the past few years. This must be closely monitored since 95% of the budget is derived from tuition. At the Frank R. Seaver College of Letters, Arts, and Sciences, student admissions decisions are made at the College level. Their long term goal is to grow the business administration program slightly over the next 15 years. After a one year decline in 2009, enrollment has increased slowly but steadily.
- *Faculty:* The Business Administration Division of Frank R. Seaver College has a faculty sufficiency issue. Overall, it does not meet the minimum standard of 75% sufficiency, although it is very close (74%). One of the disciplines, decision sciences, is less than 60%. Given a relatively-liberal definition of participating – “a faculty member is considered participating if he or she contributes to the college or University in other ways” (beyond teaching) – the participating percentage should be much higher. This overall lack of participating faculty suggests a potential threat to their ability to maintain their student-centered mission.

Overall, the George L. Graziadio School of Business and Management does not appear to have a sufficiency issue. However, because it offers multiple program types and has multiple campuses, sufficiency becomes an issue when stratifying the data by program and campus. Specifically, the Bachelor's degree (64%), Encino campus (67%), Irvine (67%), and Pasadena (73%) fail to meet the 75% threshold.

- *Actions to support Quality:* Both units are student-centered and take very seriously their responsibility to students. As such, they provide an array of services to assist their students both inside and outside the classroom. In interviews with the students, they noted the very *high-touch* and personal nature of the faculty and their nearly 24-hour availability for assistance. The over-use of supporting faculty can erode the ability to cater to the students' needs (due to lack of availability of faculty who are not engaged regularly with the university).

- *Determination of Participating and Supporting Status:* Frank R. Seaver's Business Administration Division's definition of participating faculty remains very broad and vague (as noted above) while George L. Graziadio School of Business and Management's definition is sufficient and consistent with most other AACSB schools' definitions.
- *Faculty management policies:* Proper hiring, evaluation, and promotion/tenure processes appear to be used to hire and nurture faculty (with the exception of aligning the hiring process with the mission, as noted elsewhere). Pre-tenure faculty are mentored and evaluated annually regarding their teaching and research progress. A three-year review process for Pre-tenure faculty appears to be effective in either managing someone forward or out. A post-tenure 5-year review is also used to provide guidance for faculty. In the future, the 5-year review process could be used to determine a faculty member's move away from scholarly academic (SA) to practice academic (PA), for example.
- *Sufficiency of professional staff:* Both units utilize a variety of support personnel to meet their student-centered mission. Career centers, advisors, and mental health professionals are utilized to assist the students in many different areas. It is clear, they care deeply about their students.

E. Learning and Teaching:

The George L. Graziadio School of Business and Management has a robust process of curricular improvement driven by assurance of learning (AOL) and Faculty input. Each program is led by an academic director and a team of faculty. The School has developed a series of innovative new degree programs, some that have yet to be implemented. Recently, it has developed new programs based on faculty and advisory board beliefs about market demand only to determine afterwards that the market may not share these beliefs in the need for such programs.

To address the needs of the market, George L. Graziadio School of Business and Management recently added a marketing professional to each of the curricular development committees. This is certainly a step in the right direction but may not be sufficient. Discussion around this area includes using consultant-led market research to assess prospective student interest in programs prior to curricular development. Peer review team members shared the names of consultants who might be able to do some analysis for the School.

The George L. Graziadio School of Business and Management has recently made the tough decision to shutter a program and we commend it for doing so, and, for now, looking to repurpose the degree into a certificate program.

The development of the Master of Accounting program has also been somewhat challenging. This program, developed jointly by the Frank R. Seaver College Business Administration Division and the George L. Graziadio School of Business and Management, has hit a series of bumps along the road in implementation, thus leading to a delayed start for this program. The new projected start date is Fall 2015.

For more modest adjustments to existing programs, the George L. Graziadio School of Business and Management appears to have a robust process for utilizing student assessment data to tweak programs and courses. We learned little about Frank R. Seaver College's Business Administration Division's process of adjusting courses or programs although the process for evaluating teaching effectiveness is strong across both units. Both employ a process that includes the assessment of student evaluations, faculty teaching statements, and peer evaluations. Faculty mentoring also occurs, particularly for pre-tenure faculty.

F. Academic and Professional Engagement:

- *Deployment of qualified faculty:* The George L. Graziadio School of Business and Management has developed a pilot rubric for determining a faculty member's qualification category based on a point-system (e.g., 1 point for a peer reviewed journal, etc.). Frank R. Seaver's Business Administration Division has adopted the rubric for *now*, but plans to develop their own qualification requirements. Loosely following the rubric, faculty are categorized as scholarly academic (SA), practice academic (PA), scholarly practitioner (SP), instructional practitioner (IP), or other. The qualification criteria regarding peer reviewed publications is vague and not widely understood by the administration or faculty. For example, while the qualification criteria suggests three peer reviewed publications are needed for scholarly academics, this has been interpreted as three peer reviewed *journals* by some, and three peer reviewed *contributions* (book chapter, proceedings, etc.) by others. While the rubric is more specific in its application of the criteria, it was noted by at least one administrator that the (pilot) rubric was not always followed.

The definition for practice academic (PA), in particular, seems to be broad and too lenient. Specifically, while the rubric calls for "5 points" to qualify as a practice academic, the only baseline requirement is a doctoral degree. Thus, one could be a practice academic without a publication. As such, it appears the criterion is being used to classify tenured faculty who are no longer active in research. This is not the purpose of the category. Multiple faculty are classified as practice academic (PA) with no publications.

Overall, Seaver does not meet the 90% minimum of SA+PA+SP+IP (i.e., 88%). Graziadio meets the overall requirements, although two departments suffer from qualification issues (Marketing has less than 60% SA+PA+SP, and OTM has less than 40% SA).

- *Compensating actions:* Although Graziadio and Seaver have made progress since the last review, they still suffer from a lack of qualified faculty, especially considering the liberal interpretation of the categories and the emphasis on improving this aspect since the last review.

V. Commendations of Strengths, Innovations, Unique Features and Effective Practices

- A. *Commendations for Strengths, Innovations, and Unique Features:* The mission of Pepperdine as a “*Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership*” is clearly embodied in the educational missions of both the George L. Graziadio School of Business and Management, and the Frank R. Seaver College of Letters, Arts, and Sciences. Both units demonstrate an exemplary commitment to their students and the education/student centric nature of the University and is evident and understood by all – faculty and staff, students, alumni, and other external stakeholders. Commitment to student learning, espoused by many institutions, is truly practiced across the business and management portfolio of programs offered at Pepperdine University.
- B. *Effective practices:* Both George L. Graziadio School of Business and Management and the Business Administration Division of Frank R. Seaver College of Letters, Arts, and Sciences have a strong commitment to student learning. Faculty clearly see their primary role as being oriented to ensuring effective learning of students whether these are pre-experienced undergraduates or significantly experienced mature learners. This commitment translates into a significant investment of time into student learning but it does come at a price with respect to scholarly output. The units need to continually reflect upon the idea of the teacher-scholar and ask whether sufficient time is available for the level of scholarly endeavor needed to ensure “best-practice” education. This framing of the relationship between teaching and scholarship for education centric units of this type needs to extend beyond the base definitions of Faculty qualification criteria.

VI. Opportunities for Continuous Improvement Relevant to the Accreditation Standards

A. *Relevant to the accreditation standards:*

The Peer Review Team believes that the University, College, and School should focus on the core aspects identified above and reflect squarely on the accreditation entities and whether these should be integrated or separated. Although there is much to commend Pepperdine University on with respect to its business and management program offerings, the challenges faced with AACSB accreditation six years ago are still in evidence. It is at this core where attention needs to be focused. Such focus will

have impact on all four areas of the standards: (1) strategic management and innovation; (2) participants, students, faculty and professional staff; (3) learning and teaching; and (4) academic and professional engagement. The impact will, however, be potentially the greatest in the areas of strategic management, innovation, and engagement (expectations and delivery). Understanding the two units and how the university wishes to integrate or separate them also offers the opportunity for mission to become more central and explicit to all decisions and particularly with respect to hiring. As illustration, the Peer Review Team was surprised to hear that the Frank R. Seaver College Business Administration Division seemed to miss key conference hiring dates across some discipline needs and also that an instance (or more) had occurred with the College and School simultaneously (and possibly unknowingly) pursuing the same potential hire.

B. Consultative report on matters not related to the accreditation decision:

- Although not related to the accreditation decision (at this stage), the Peer Review Team strongly recommends that Pepperdine reflect very carefully on the current exploration around launching an Executive doctoral program. The current research position of both the George L. Graziadio School of Business and Management and the Frank R. Seaver College Business Administration Division would not be considered adequate (sufficiently explicit and demanding) for doctoral granting institution accreditation. Resources put into such an endeavor might fundamentally change the character and focus of current operations away from pre-experience and post-experienced *professional degree* students. The allure of offering such a program into the market, particularly given the appeal such a program might seem to have amongst alumni and corporate connections, should not "*blind*" the units to the investment needed and the cultural shift that a doctoral program brings - even if the intention is to *keep it small*.
- Considerable opportunities exist to further leverage the strong affinity that alumni clearly have for Pepperdine University as well as for both the School and College. The experiential components to the education agenda that are exemplified by the E2B initiative represent "best practice" aspects to business and management learning, and the alumni commitment to the University, School and College suggest that such programs/learning opportunities can be further expanded.
- While appreciating that mature students' motivation and match with programs is a far more complex function than the "prior academic record" that dominates the selection and qualification for admission criteria for pre- and lesser-experience business programs, the George L. Graziadio School needs to be cautious about the number and proportion of non-degreed students admitted into its post-experience graduate programs. The Peer Review Team was surprised to hear that fully one-third of the participants on the Presidents and Key Executives MBA did not have a bachelor degree!

- Feedback from several students (and others) suggested that the School and College are facing some educational challenges and marginal dissatisfaction about the impact of dominant clusters in diverse cohorts. Although, in common with the University, the Peer Review Team sees diversity as an important ingredient to education quality, the extent to which pre- and post-experience students are mixed on some programs, and the extent to which international students whose mother-tongue is not English dominate some classes is seen as having an adverse impact on the quality of learning. Given the importance of all four market segments – pre-experience, post-experience, national, and international – to the education mission, perhaps further consideration can be given to how cohort clusters are created and to how opportunities for them to interact for mutual learning might be explored?

C. Optional peer review team analysis and feedback on strategic opportunities and challenges:

- Both the School and College are in the process of searching for new Deans. The commitment of the interim deans to the missions of their respective entities is unquestioned but the transition does create something of a hiatus in strategy evolution that needs to be acknowledged. The growing external focus and developing *outside-in* approach to programming initiatives is commendable. Undoubtedly, this will provide the subtle shift in operating practices with respect to program initiatives (education, research, and funding) need to better position the units and their operating culture for the incoming deans.
- More attention should be given to external scanning (beyond *own* stakeholders) than is evident in past (and possibly still existing) practices. The incidence of *stalled/amended* degree program introduction and the shortfall in the School's capital campaign achievements relative to aspiration seems to be more a reflection of naïve and overly ambitious forecasts, with inadequate attention being given to external potential at the planning stage, than to a failure to achieve against reasonable expectations.
- Although one appreciates the natural desire of Faculty to position themselves as "*global leaders*" across the domains in which they operate, more explicit attention might be given in strategic planning to the notion of "teacher-scholar" and to Ernst Boyer's (1997) taxonomy of scholarship as spanning: (a) discovery, (b) integration, (c) application (or pedagogy). As clearly education centric units, both the School and the College (Business Administration Division) could find that building a common understanding of what teacher-scholar means for their missions and culture will further clarify their AACSB *faculty qualification matrix*.

VI. Visit Summary

Appendix X
AACSB Continuous Improvement
Committee Letter



January 16, 2015

David M. Smith
Interim Dean
Pepperdine University
6100 Center Drive, 4th Floor
Los Angeles, CA 90045

Via email: david.m.smith@pepperdine.edu

Dear Dean Smith:

After reviewing the Peer Review Team's Visit Report, the Continuous Improvement Review Committee concurs with the Team's recommendation that the continuous improvement review (former maintenance) of the master's degree programs in business offered by Pepperdine University be continued for an additional year. **A Continuous Improvement Review 2 does not change the current accredited status of your degree programs in business.** The Continuous Improvement Review 2 will be completed prior to December 1, 2015.

As noted in the Continuous Improvement Review Visit Report, the Continuous Improvement Review 2 will allow additional time to address the following educational quality issues and expectations for resolution (accreditation-related standards are specified within parentheses):

1. Faculty sufficiency challenges persist with the Business Administration Division of the Frank R. Seaver College of Letters, Arts, and Sciences. To a certain extent, this is explained by the scale of the portfolio of programs (four BS degrees inclusive of the flexible BS Contract Major) relative to the size of the full-time Faculty. The scope of the curricula that needs to be offered necessitates the use of a significant number of adjuncts whose participation and qualifications present challenges in spite of the sometimes liberal interpretation of the hurdles. This issue is addressed to a lesser or greater extent by one or more of the options presented above. (Standard 5: Faculty Sufficiency and Deployment) and (Standard 15: Faculty Qualifications and Engagement)
2. Faculty qualifications within the Frank R. Seaver College's Business Administration Division present difficulties with respect to both the scholarly academic (SA) and practice academic (PA) hurdles, particularly given the stretch sometimes employed when classifying individuals whereby some classifications seem to have an element of aspiration rather than earned-performance to them. The George L. Graziadio School is not immune to this challenge but this is rather the consequence of a need to rearticulate the School's vision and make it more directly relevant (inspirationally) with the mission and strategy of an entity that remains committed to professional education as its *raison d'être*. (Standard 15: Faculty Qualifications and Engagement)

Additionally, in the spirit of continuous improvement the following consultative guidance is provided.

- The PRT recommends assessing the merits of applying for unit accreditation for those units within the University. This approach requires approval via a separate process that is outside the scope of responsibility of this PRT. In our opinion, the administrative separation, distinctively different missions and branding of the units covered in this review, logically fit with the unit accreditation approach included in the 2013 standards. While unit accreditation could allow for greater flexibility in strategic planning for the separate Seaver and Graziadio units a consideration would be the impact on the school's overall branding. This repositioning is not a prerequisite for continued accreditation. (Criterion D: Accreditation Scope and AACSB Membership)

Successful resolution of the issues above must be completed before accreditation can be extended. Complete description of each Standard, along with interpretive information, can be found on the AACSB International website (<http://www.aacsb.edu/accreditation/standards.asp>).

A Continuous Improvement Review 2 Team will be appointed to facilitate the continuous improvement review during this additional year. The Continuous Improvement Review Committee proposes for your approval Michael J. Page from Bentley University as the chair and McRae C. Banks from The University of North Carolina at Greensboro as the second member of your Continuous Improvement Review 2 Team. Please advise if the proposed team is not acceptable. Otherwise, the team will be invited within 30 days.

Please note that the policy for a Continuous Improvement Review 2 requires that your institution be assessed an annual fee of \$5,000 in the 2015-2016 academic year.

Please submit an electronic response to the specific concerns cited above to each Continuous Improvement Review 2 team member and to the Committee Chair (via email attachment to circ@aacsb.edu) no later than October 15, 2015. The Continuous Improvement Review 2 Team will review the response and make a determination as to whether an on-site review will be required.

The Continuous Improvement Review Committee and the AACSB International staff wish to be of assistance for clarification of process issues. Should you have questions, please contact your Staff Liaison, Maria Baltar at Maria.Baltar@aacsb.edu or (813) 367-5208.

Sincerely,



Denise Smart
Chair, Continuous Improvement Review Committee

cc: Peer Review Team
Michael J. Page, Team Chair and Proposed Continuous Improvement Review 2 Team Chair
Bill C. Hardgrave, Team Member
Karyl B. Leggio, Team Member