

Darla Moore School of Business

2012-13 Academic Blueprint

March 5, 2012

A. The top 10 colleges by discipline and five peer institutions are listed in Appendix A.

B. Executive Summary

The Moore School has continued to make progress despite significant external challenges including the state's budget crisis and competitive pressures in the business education landscape. We are very proud of the exceptional reputation we enjoy in many areas of research, such as in international business, behavioral accounting, human resource management and consumer behavior. Programmatically, our international business programs, risk/insurance undergraduate program and our supply chain management program have high rankings.

Strengths and Accomplishments

- Research productivity within the DMSB exceeds what would be expected in light of key indicators regarding faculty resources. We are ranked 49th worldwide in business school research by *Financial Times* (with significantly higher ratings in specific disciplines) and this was accomplished while significantly lagging pay levels at the ten schools immediately above and immediately below DMSB on the *FT* ranking. DMSB salaries are 14% below the average for the ten schools ranked immediately above us and 8% below the average for the ten schools just below us. Additionally, we believe that average teaching loads in DMSB are higher than for peer institutions, further highlighting how research productivity exceeds what would be expected in light of available resources.
- We continue to move forward with the development and implementation of innovative initiatives designed to advance our reputation and position within the international business arena. These initiatives include undergraduate cohort programs developed with prestigious global partners, the development of dual-degree programs at the graduate level (again with well regarded global partners), and expanded study abroad opportunities. These initiatives also include a significant re-design of the IMBA program, one motivated by the need to be responsive to a rapidly changing environment for graduate business education (as discussed in the weaknesses, challenges, and opportunities section below).
- We addressed severe deficiencies in the delivery of PMBA programming by moving to new models and new systems for the delivery of coursework to viewing locations throughout the state as well as in Charlotte. Innovative use of high definition immersive telepresence (TP) systems from Polycom and Cisco allow us to provide a distinctive learning model for the PMBA program and also to alter our model for the delivery of executive education programs. Our efforts are built upon investments by DMSB and in-kind gifts provided by corporate supporters and do not reflect investments by UTS or other university sources. Our efforts also build upon the move to new viewing sites in key locations in Greenville and Charleston. The investment in facilities and technological infrastructure affords significant opportunities for innovation on multiple fronts.

- Significant progress has been made in the funding, design and construction of the new home for DMSB. Emphasis has been given to sustainable design, with support provided by the Department of Energy. Emphasis has also been given to the development of facilities that will provide for an effective learning environment, facilitate collaboration, and encourage research productivity.
- Despite budget pressures, we have maintained our commitment to eliminating barriers to timely graduation. Budget and staffing priorities were established to ensure that required courses are available in the fall and spring semester and also summer terms.
- Our ability to deliver on any number of critical initiatives depends on our capacity to obtain philanthropic support and we have made significant progress within the last year with regard to advancement. Significant gifts have been received, increased staffing has been prioritized, significant volunteer support has been enlisted and, further, critical relationships with new and significant potential donors have been cultivated.
- Prudent management of our fiscal affairs has allowed for the maintenance of key functions during difficult budgetary circumstances and has helped to preserve critical resources in order for us to move forward as conditions improve. The development of a comprehensive, five year budget model has provided the foundation needed for effective decision-making about strategic initiatives with the school. We look forward to assisting the university in the development of a comprehensive budgeting model and process that incents innovation and considers cross-campus equity in the near term.
- The ability to attract top undergraduate students (with high SATs and other impressive credentials) depends on our ability to provide distinctive opportunities for highly engaged learning. We have made progress in this regard even within the context of budget constraints. In part this is because of the priority given to highly visible undergraduate initiatives (as noted later in the blueprint). And in part this is because we have moved forward with efforts to utilize technology to reduce the resources required for providing high quality educational experiences at the introductory level.
- Over a number of years, DMSB has faced significant challenges in the critical areas relating to corporate outreach and partnerships. In response to those challenges, we have restructured relevant organizational units as well as key processes to allow for synergies across areas involved in the development of corporate relationships.

Weaknesses, Challenges, and Opportunities

- Faculty staffing levels remain a key concern. For a number of units, we are at risk of falling below AACSB standards with regard to the utilization of Academically Qualified faculty, in spite of recent additions to the faculty made available through the USC Faculty Replenishment Initiative. In addition to accreditation risks, such staffing levels also have implications for our ability to support doctoral education, to continue to improve on the research dimension, and for the quality of offerings in our undergraduate and professional graduate programs. Related to

this, retention remains a critical issue, as faculty shortages in business disciplines creates opportunities for significant financial gains for faculty by pursuing opportunities elsewhere.

- As addressed below, we will examine strategies for expanding the doctoral program within the context of our existing resource base. We will explore ways to make greater use of doctoral students in the classroom by altering the timing of teaching obligations and we will explore ways to more efficiently deliver doctoral seminars. However, significant expansion of the doctoral program is likely to require greater budget allocations for doctoral education, something that is not likely to be feasible in light of the existing budget model.
- The marketplace for graduate programs is quite turbulent at present with interest in full-time MBA programs declining at the same time that interest is increasing in one-year programs in select specialty areas. Global competition for students is also heightening, with significant investments having been made by institutions in Asia and Europe. In light of this context, we are focused on differentiating our IMBA program and identifying alternative sources of revenue to replace revenue lost as the IMBA program admits fewer—but higher quality—students. With regard to institutional support, organizational processes and procedures that allow for agility are desperately needed, as is a funding model that both allows for pricing flexibility and incents overall revenue growth.
- The reputation and visibility of some of our undergraduate programs play an important role in helping to attract students with high SATs to USC. However, there is more that could be done in the way of undergraduate programming to help attract outstanding students to USC. We provide opportunities for a highly personalized and distinctive educational experience for certain segments of our student population. However, the segment of our undergraduate population that benefits from programs like our selective international business major is relatively small. Additional faculty resources to expand this major may allow us to do more to attract high SAT students to USC. We also could expand our offering of highly distinctive educational experiences through the use of tracks within or across the business majors. Done properly, this will make us better positioned to attract top undergraduate students to USC. We believe efficiencies are possible as we incorporate technology and blended forms of learning in part of the undergraduate curriculum and for certain segments of our population. While such efficiencies may allow us to invest in the development of tracks that will help USC attract well-credentialed undergraduates, additional faculty and staff resources are likely to be a critical element to any such effort.
- We are moving forward with a number of significant change initiatives throughout the college. These initiatives are being pursued within the context of severely strained resources and within the context of pressures to pursue additional initiatives. The strain that exists upon financial and human resources is significant, potentially threatening our ability to execute on key initiatives.

Relevant Business School Metrics

In addition to the university dashboard, it is critical that we also give consideration to metrics that are particularly relevant within the business school context. This includes the following:

- Research productivity as measured by publications in journals recognized by the Financial Times ranking system or by ranking systems offered by university consortiums.
- Input and output statistics for our MBA and specialty masters programs
- Discipline-specific faculty awards
- Corporate relationships and partnerships as reflected in executive education and collaborative projects involving students and faculty
- Advancement achievement

Appendix A:

Department	Top 10	Five Peer Schools
Accounting	University of Illinois	Florida State University
	University of Texas	University of Alabama
	Indiana University	University of Missouri
	Arizona State University	University of Tennessee
	University of Washington	Virginia Tech University
	University of Florida	
	University of Wisconsin	
	Michigan State University	
	Ohio State University	
	Texas A&M University	
Department	Top 10	Five Peer Schools
Economics	UC Berkley	University of Kentucky
	University of Michigan	University of Georgia
	UC San Diego	Florida State University
	UCLA	North Carolina State University
	University of Wisconsin	Clemson
	University of Maryland	
	UC Davis	
	UC Santa Barbara	
	University of Virginia	
	Michigan State University	
Department	Top 10	Five Peer Schools
Finance	University of Texas	University of Georgia
	University of Michigan	University of Pittsburgh
	UCLA	Texas A&M University
	University of North Carolina	Penn State University
	UC Berkley	University of Oklahoma
	Ohio State University	
	University of Washington	
	Indiana University	
	University of Illinois	
	University of Virginia	

Department	Top 10	Five Peer Schools
International Business	UC Berkley	Texas A&M University
	University of Michigan	Rutgers University
	Temple University	Temple University
	University of Texas	University of Minnesota
	University of Minnesota	University of Illinois
	University of Illinois	
	University of South Carolina	
	Rutgers University	
	Indiana University	
	Texas A&M University	
Department	Top 10	Five Peer Schools
Management	University of Maryland	Rutgers University
	UNC	University of Colorado
	Indiana University	University of Tennessee
	University of Michigan	Georgia Tech
	Michigan State University	University of Georgia
	Penn State University	
	University of Texas	
	UC Berkley	
	UCLA	
	University of Illinois	
Department	Top 10	Five Peer Schools
Management Science	Penn State University	University of Minnesota
	University of Michigan	Michigan State University
	Purdue University	Indiana University
	Arizona State University	Ohio State University
	University of Arizona	Georgia Tech
	UC Berkley	
	University of Texas	
	University of Maryland	
	University of North Carolina	
	University of Tennessee	

Department	Top 10	Five Peer Schools
Marketing	UC Berkley	University of Connecticut
	University of Florida	Virginia Tech University
	UCLA	University of Georgia
	University of Texas	University of Missouri
	University of Wisconsin	University of Arizona
	Penn State University	
	University of Minnesota	
	University of Michigan	
	University of Maryland	
	Arizona State University	

Five Year Goals

1. Grow the School's reputation as a world-class research institution.

Progress relative to one year plans:

- Financial Times ranks business schools based upon research productivity (based upon publications in 45 leading journals across business disciplines). Weighted by faculty size, the ranking shows that the Moore School is ranked 48th worldwide in terms of research productivity and 39th in the U.S (based upon research publications within the last three years). No change was observed in our ranking relative to last year.
- Of the five schools identified as aspirant peers at the University level, four were included in the ranking conducted by Financial Times (University of North Carolina, University of Maryland, Indiana University, University of Virginia). These four aspirant peers had an average ranking (worldwide) of 29.75 (with Maryland ranked the highest at #10 and Virginia ranked the lowest at #43). Of the five schools identified as peers, only one (University of Georgia) was included in the Financial Times ranking and it was ranked at #42 (worldwide).
- A widely accepted ranking of research activity is conducted by UT Dallas, a ranking of productivity based upon publications in 24 leading journals. Based upon publications during the last three years, we rank 39th among North American business schools. For comparison, we ranked 37th last year, with our worst ranking observed in 2005, when we were ranked 48th.
- The five schools identified as aspirant peers at the University level (University of North Carolina, University of Maryland, Indiana University, University of Virginia, and University of Missouri) had an average ranking of 38.8 on the UT Dallas ranking system (with Maryland ranked the highest at #4 and Virginia ranked the lowest at #72). The five schools identified as peers (Rutgers University, University of Connecticut, University of Georgia, University of Tennessee, and University of Kentucky) had an average rating of 74.14 (with Georgia ranked the highest at #48 and Tennessee ranked the lowest at #91).
- The UT Dallas evaluation methodology also allows for rankings based upon the journals associated with the different disciplines. We were ranked 2nd in International Business (based upon publications in the *Journal of International Business Studies*. We were ranked 25th in management, 35th in marketing, 45th in accounting, 48th in finance, and 50th in management science. We were unranked in information systems. For comparison, we were ranked 2nd last year in international business and our worst ranking for that area was observed in 2005, when we were ranked 5th. In management we were ranked 21st last year and our worst ranking in that area was observed in 2006, when we ranked 61st. In marketing, we were ranked 43rd last year and our worst ranking was observed in 2009, when we were ranked 55th. In accounting, we were ranked 44th last year and our worst ranking occurred in the years 2003 through 2006 when we were unranked. In finance, we were ranked 46th last year and our worst ranking was observed in 2006, when we were ranked 67th. In operations, we were ranked 49th last year,

with our worst ranking observed in 2008 when we were ranked 54th. Finally, in information systems, we also were unranked last year, which should be considered the lowest rating.

- Faculty recipients of significant honors and awards within the profession. Professor Tatiana Kostova, named a Fellow for the Academy of International Business; Professor Rob Ployhart named fellow for the Association of Psychological Science. Ployhart also received a chaired professorship and is now the Bank of America Professor of Business Administration Chair. Professor Scott Jackson received an award for Greatest Impact on Practice in the Management Accounting area. Professor Chuck Kwok and Associate Professor Omrane Guedhami received the 2011 Moskowitz Prize for research on Socially Responsible Investing. Professor Manoj Malhotra received the best paper award from Decision Sciences, a leading academic journal in the management science area. Professor Joshua Pierce received the prestigious Blackrock Prize (Review of Financial Studies) in Finance.
- Recruited 8 new Ph.D. students, allowing us to maintain the number of students in residence at 51. Further, funds within the college were re-allocated to reverse projected declines in future Ph.D. enrollment.
- Hired three talented faculty members, including a highly visible senior hire from an aspirant peer institution. These gains were partly offset by the loss of five faculty. While some of the losses were due to non-renewal or tenure-related issues, we did lose one tenured faculty member.
- With regard to the development of strategies for doctoral institution partnering, a MOU was developed with the University of Chile and two students have been admitted via that relationship. A draft MOU was developed with CUHK. With the University of Tikrit, we have one applicant conditionally admitted and this candidate will be joining EPI in the fall of 2012. Other candidates are also being considered.
- Individual research budgets have been largely maintained. We also maintained funding for a competitive internal research grant program. We were able to continue providing research support through our Riegel & Emory HR Center and CIBER. We anticipate that overall funding for research provided for faculty will increase as a consequence of faculty submissions to the internal grants process within the university. The amount allocated for research was also supplemented by the over \$200,000 in college funds that was allocated to acquire research data.
- Resources for research have been supplemented by the pursuit of external grants. In total \$1,101,795 from external sources was spent on research expenditures in the prior year (ending 6/30/2011).
- Resources have been allocated to hire new faculty. Five positions have been funded to replace faculty departures, and six searches are underway as part of the Provost Faculty Replenishment Initiative. Further, funding and authorization has been obtained for the

Innovation Chair as part of the SmartState program; a search for this high profile hire is underway. Faculty submitted 12 proposals as part of the FRI initiative, including a number of proposals designed to support themes for the university identified by the president as part of the capital campaign. Five of these proposals were awarded funding.

- Funds have been budgeted for selective salary adjustments, with adjustments to be finalized after the annual review process is completed in the spring. While the funds available will only allow for a limited response to market disparities, efforts here should signal our intent to respond to developments in the external labor market in order to retain productive faculty.

Plans for coming year:

- Develop strategies to facilitate research productivity by allowing for a concentrated focus on research. This includes expanding the use of concentrated teaching terms and structuring individual schedules to allow for productivity.
 - Develop strategies to improve our ability to attract and retain top faculty. Consider and, as appropriate, implement ways to offer more competitive packages, utilize non-monetary factors in the recruitment and retention of faculty, and improve the recruiting process.
 - Pursue opportunities for the hiring of new faculty through FRI.
 - Provide sufficient departmental and competitive research funds to ensure funding of viable research projects.
 - Develop and implement strategies designed to encourage researchers to extend impact of scholarship by demonstrating the significance of their findings to the broader community.
 - Establish faculty committee to analyze and advise on strategies for expansion of the doctoral program within the context of a limited resource base.
 - Develop plans for the new building that encourages research and collaboration among faculty and doctoral students.
 - Develop faculty incentive strategies for the pursuit of private gifts, grants, and sponsored research and promote broader adaptation by faculty of these funding resources.
 - Develop an electronic newsletter, targeting business school deans and key faculty that highlights Moore School research, publishing and other achievements.
- 2. Enhance and sustain the Moore School's reputation as a thought-leader in international business education.**

Progress relative to one year plans:

- Created new Senior Associate Dean for International Programs and Partnerships position and recruited Kendall Roth for this position.
- Recruited Marty Roth into IB Department chair position.
- Secured new funding from Provost for international programming.
- Collaboration with Vice Provost for International Programs on study abroad
- Maintained #1 undergraduate international business program ranking by US News & World Report.
- One faculty member is on a Fulbright award (Tatiana Kostova).
- K. Roth presented at AACSB International conference regarding Redesigning the MBA: Managing in a Global Context. R. Folks presented at AACSB International conference re: globalization.
- H. Teegen presented at AACSB dean's conference panel regarding Globalization of Management Education taskforce report she co-authored.
- Completion of Wal-Mart global sustainability case study series in collaboration with the Walton College of Business at the University of Arkansas.
- Finalized design and received University approval of redesigned International Master of International Business program; incorporated in-country language training and international corporate consulting project for all students; developed resource plan for Fall 2013 program launch.
- Launched the MIB/Master of International Management dual degree program with the University of Mannheim, 5 students matriculated into the program; increased MIB international student composition from 19% to 46% (German, Chinese, Romanian).
- Formalized MOU for a MIB/MIM dual degree program with ESCP, one of the premier business schools in France with the #3 MIM program in the world (Financial Times), approved by Graduate Council (1/23/2012).
- Finalized MOU for Arabic Undergraduate cohort program; approval and launch pending Egyptian political stabilization.
- Drafted agreements for new cohort programs; French – Dauphine University, German – Wirtschaftsuniversitat Wien; initiated discussions for new cohort programs.

- Drafted agreements for new MIB/MIM dual degree programs in top ranked business schools in Turkey (Koc University) and Italy (LUISS).
- Introduced two new short-term study abroad programs in Maymester format, Business in Middle East and North Africa, Business in Latin America.
- Launched Hodges Fellows program for overseas fieldwork in the PMBA program

Plans for coming year:

- Finalize implementation plan for Fall 2013 launch of revised IMBA program.
- Begin implementation of new MIB/MIM dual degree programs. Further development of agreements concerning new cohort programs with full resource plan development; further development of cohort programs in additional locations.
- Develop additional study abroad student exchange agreements; finalize approval of in-process re/newly negotiated agreements.
- Develop priorities for enhanced integration between and among DMSB programs and activities to include identification of priorities for increased international exposure and evaluation of the intersection of other DMSB programs with the International Business Chinese Enterprise (IBCE) program.
- Develop strategies for exploring Fulbrights and other awards in international research/experiences for faculty.
- Develop a scalable and replicable template for externally funded international business activities.
- Introduce two new short-term study abroad programs in Maymester format; expand participation to DMSB students (undergraduate non-IB Major, PMBA).
- Enhance language training in IBCE program, shifting second session to the mainland and utilizing our Confucius Institute partner, Beijing Language and Culture University.
- Develop a further collaboration plan and partners for language training to support redesigned IMBA program
- Develop funding proposals related to international research
- Develop an outreach strategy to the external community e.g. AACSB, AIB, GBSN emphasizing our international business reputation.

- Evaluate and revise as necessary student preparation in globalization.

3. Enhance the reputation of the traditional core business programming activities.

Progress relative to one year plans:

- Twenty sections of Business Careers in the Global Economy (BADM 301) offered to undergraduates to enhance exposure to career services and encourage career planning and efforts to prepare for an effective job search.
- A task force completed its review of the prerequisite courses at the undergraduate level. It was recommended that the content of MGMT 250 (Professional Communication) be similar across all sections. This was recommended to ensure that sufficient attention was given to research driven business reports. This change was implemented starting in the fall semester of 2011. The review also identified the need to enhance student exposure to Excel with introductory classes in the BA curriculum. The task force recommended that exposure could be increased in MGSC 290 and MGSC 291 if all students took MGSC 290 prior to MGSC 291. This change has been implemented via the advisement process.
- A task force is preparing final recommendations regarding a strategy to revise the structure of the PMBA program in order to allow for real-time engagement without imposing the same schedule and travel constraints associated with live, in-person programs. The revised structure incorporates the use of TP in our different viewing sites, other technologies for distribution of content, and on-campus and immersion experiences (here and abroad).
- Instructor training for utilization of TP technology has begun, as efforts are made to encourage pedagogical approaches that will fully utilize the opportunities presented by the technology.
- Initial launch of network use of TP in educational programming is complete, with classes conducted with students in sites in multiple locations throughout the state.
- Experiments have been conducted with multiple learning modalities in the introductory accounting class, with the course structure designed to allow for both effective presentation of highly technical material and small group meetings designed to encourage participation in problem-solving and allow for Q&A.
- We have expanded efforts to ensure opportunities for more engaged and experiential forms of learning. Funding for participation in case competitions was increased modestly and the business plan competition was further developed and enhanced by participating faculty. Teams from the Moore School excelled at these events, receiving awards at the CIBER case competition and the PWC case competition.

- Faculty responded to efforts to encourage involvement in Magellan Scholar program, increasing opportunities for student research. Increased investment was made in sponsoring visits with industry leaders—including visits with Warren Buffet and executives in major financial centers. The Moore School Woodrow Living/Learning Community is another new initiative designed to provide students with opportunities to more fully engage in learning and development opportunities.
- Efforts were made to refine and further develop a number of existing initiatives designed to provide opportunities for more engaged and experiential learning. The number of field projects done within the marketing department roughly doubled relative to the prior year, with nearly 150 students working on field projects as part of required and elective coursework (at both the graduate and undergraduate level). Projects were done for firms such as Merck, Bank America, FXI, Target, and Bayer. Within the Supply Chain area, over 90 students were involved with 17 different projects. Some of the firms who provided projects include Eaton, Ingersoll Rand, Johnson & Johnson, Cummins, Sonoco, Capsugel, Walmart, Westinghouse Nuclear Fuel Division, and Ortho Clinical. Firms sought assistance from these student projects for operations located South Carolina, Texas, Brazil, the Caribbean, New Jersey, West Virginia, and Pennsylvania. Student and faculty engaged in much work on-site, allowing for students to acquire significant skills regarding consulting processes as well as diagnostic skills. The success of these projects has allowed for expansion of the Global Supply Chain Center, with five new members joining in the recent year. Similarly, efforts were made to provide a broader range of complex projects for students in the entrepreneurship area—projects designed to allow student teams to work on business plans for entrepreneurs. Students worked on business plans, projects involving market and financial analysis, survey projects and organizational development projects for a broad array of entrepreneurial ventures. This includes: Fabrisource, DrukenDragon, Craftsman Restoration-Kentucky, Optica360, Pure Fishing, Interactive Pet Solutions, Orangeburg Pecan Company, Healing Icons, Sheex, Ox Enterprises, Voterheads.com, Ride-post.com, GoCulture International, LivLive.Com, PassageMaker, CarbonForecast, EyezChina, Helium 3, Glucose Marketing Technology, Inc., MusicEnergy, Engencore, Parallel Permeation, Condition-Based Maintenance. I3, a donor funded initiative focused on developing resources for innovation in the insurance information technology area, provided additional experiential learning opportunities for students. Students working on the I3 project this year were asked to apply skills learned in their marketing courses to develop and implement processes that would ensure revenue streams resulting from the use of the web for the distribution of content regarding innovation in the insurance technology area. Experiential learning opportunities were also provided to approximately 25 undergraduate and graduate students enrolled in a project-based course focused on sustainability, with particular attention to sustainability issues within the building and construction arena.
- Improvement has been observed in the academic credentials of freshman electing to major in business, with the freshman SAT right at 1200. Further, 20% of undergraduates in business are in Honors College or Capstone Scholars. Overall enrollment within the undergraduate program is 4036 with 3892 being full-time students. This represents a modest increase over

the prior year, when a total of 3977 were enrolled. Rankings also highlight progress in core programming, with the Darla Moore School of Business ranked 41st overall for undergraduate programs, 10th in insurance, and 1st in International Business (in the U.S. News Rankings). The Gartner Group has ranked the Supply Chain area as being in the top 20. We have observed modest growth in PMBA enrollment, with encouraging signs observed recently from the Charlotte Market. A mixed pattern was observed for enrollment in specialty programs, with increases observed in MHR and declines within MACC. MAEcon remained largely unchanged, with a slight increase being observed in 2011 relative to 2010.

- Efforts were made to encourage PMBA students to develop international expertise and these students made increased use of international immersion programs offered by the Darla Moore School of Business.
- The curriculum for the Accelerated MBA program was finalized and approval was received from the Board of Trustees. As part of the development of this curriculum, significant improvements were made to a number of courses within the graduate curriculum.
- In an effort to improve the educational experience of students in our core programs, eight full-time clinical faculty were hired. These individuals bring very significant industry experience and instructional excellence to the classroom. They include individuals with very senior experience in the corporate environment (e.g., the former Vice President of Human Resources for Shell), significant entrepreneurial experience (e.g., an entrepreneur with significant experience in Silicon Valley relating to start-ups, intellectual property, and venture capital), and significant experience in the consulting sector. Not only do these hires bring excellent credentials to the classroom, they also have proven extremely valuable in building relationships with firms and assisting students with their placement efforts.
- Developed new one-page messaging vehicle on Moore School rankings, faculty accomplishments and curriculum for various uses, including advertising.
- Developed a strategy for gathering and disseminating information about faculty accomplishments through USC Media Relations and internal public relations and Web-based channels.
- Developed brochure highlighting the Management Sciences division, in particular GSCOM.
- Established new Web page sections on “Moore in the Media” and “Faculty Accomplishments” to provide content for expanded traditional and social media efforts.
- Expanded pre- and post-event marketing and publicity of the Economic Outlook Conference with an emphasis on Moore School research contribution to state economic development.
- Expanded use of social media channels (LinkedIn, Twitter, etc.) to raise visibility of the Moore School and market upcoming events.

Plans for coming year:

- Begin execution of the plans developed for changes to the structure and design of the PMBA program. Execution will occur in stages with changes in a number of courses occurring in 2012-2013. Full implementation, including the change to a new scheduling system, is planned for fall 2013. Effective execution will require the redesign of individual courses and training of faculty in new pedagogical approaches. Execution will also require significant changes as it relates to the marketing of the PMBA program.
- Address areas of concern identified through the assessment of learning process as dictated by outcomes from the assessment process, develop and execute plans for pedagogical changes.
- Address student to faculty ratio that is far higher than peer and aspirant institutions, all other business schools (including USC campus business schools) in South Carolina and most other colleges at USC .
- Work with USC student affairs to identify factors that affect DMSB's six year graduation rate and freshman to sophomore retention.
- Develop strategies for affecting the six year graduation rate using refined advisement as one of the tools for retention in coordination with USC resources such as the Student Success Center.
- Assess and refine efforts to utilize multiple modalities of learning in core undergraduate courses.
- Increase resources allocated to providing opportunities for highly engaged learning. Increased support for activities such as case competitions and student consulting teams that work closely with faculty and business organizations. Such efforts are designed to meet the needs of highly motivated students and, further, ensure that we offer experiences essential to allowing USC to attract highly qualified students, thus, assisting with efforts to improve SAT levels.
- Work closely with student affairs in identifying schools unique to DMSB areas that will help us understand retention and its underlying causes. Need to better understand the reasons for failure of some freshmen to proceed to the sophomore year and failure to graduate in six years.
- Identify strategies for improving the rigor of our undergraduate programs, with attention given to the potential for creating tracks that are limited to those with stronger academic credentials. By providing a demanding and enriching educational experience, we are better positioned to assist with efforts to improve SAT levels.

- Develop strategies for the implementation of the AMBA program.
 - Explore ways to expand our offerings at the graduate level by developing proposals for new graduate programs where there is existing faculty expertise and market demand and/or developing certificate programs to serve the needs for a business curriculum among those in other areas of campus.
 - Develop strategies for creating concentrations within existing BA majors that would be limited to those meeting more rigorous admission requirements. Develop strategies for providing more intensive learning experiences and for using concentrations to help USC attract highly qualified students, thus assisting with efforts to improve SAT levels.
 - Facilitate growth in size and quality of specialty programs by developing strategies for enhancing student experience (e.g., international immersion experiences) and using investment in TP to expand access to course offerings.
- 4. Continue to improve the enabling environment within the School including: The organizational structure, incentive system, discretionary resource base, technological environment and physical infrastructure platform(s) to foster innovation, reputation enhancement and revenue growth in the School to achieve our research and teaching mission.**

Progress relative to one year plans:

- Faculty report on incentives to encourage innovation and entrepreneurial activity was completed and submitted for review.
- Modifications made in summer support policy to encourage service to the college, including program leadership and innovation.
- An internal grant program was established to fund innovation relating to curriculum, instruction, and programs. Four proposals were funded and initiatives are underway focusing on marketing analytics, risk and uncertainty, the use of SAP within the business school curriculum, and international issues in the accounting curriculum. In total, \$46,000 was allocated for these projects across the next two years.
- To support efforts to refine organizational structure, a task force was established to develop recommendations regarding internal communication. Recommendations have been finalized with implementation to begin in the spring of 2012.
- More engaged partnerships with other units on campus moved forward with the enrollment of students in the HEBA program (with Education) and the finalization of the program structure for the Engineering Management degree (with the proposal submitted for approval). Discussions regarding program design with Pharmacy are underway. Improvement made

with the data bases that support DMSB client Relationship management (CRM). Deletions, modifications, integration, and streamlining have begun to make data reporting more efficient and effective.

- Tracking system for existing clients and pending contracts was implemented with cost/profitability margins included.
- Strategic, critical new hires are actively engaged in expanding external relations, philanthropy, and related enhancements to the academic experience through revenue generation and enhanced career and academic services for students (DMSB +2 FTE: Central Development +1 targeted for DMSB support)
- Site excavation for the new building has begun and structural, design plans are progressing.
- Department of Energy has approved and advanced the DMSB project to Stage II providing continuing support related to energy efficiency as DMSB and USC pursue the goal of a highly efficient building (platinum or net-zero).
- Research study designed to evaluation faculty, staff and student productivity and workplace quality issues in current building and in new facility as companions to energy modeling work to establish empirical evidence regarding efficacy of design choices in new facility.
- Telepresence technology has been implemented throughout the USC campus system (Columbia, Upstate, Aiken, and Bluffton) and in satellite locations of Charleston and Greenville.
- Multi-purpose sites were located in Charleston and Greenville; renovated; Telepresence technology implemented, and marketing has begun for both PMBA and other academic courses, as well as for planned additional use as executive and consultative educational opportunities.
- R&D and business development partnerships have been established with CISCO, Polycom, and AT&T for expanding technology efforts.
- Collaborated with the USC Classroom Enhancement Committee and the Department of Justice National Advocacy Center to share ideas related to research done for design layouts and technologies for the new building.
- Staff salaries and position descriptions were reviewed with appropriate incentives and adjustments made.
- Provided space for collaboration and planning for key external state and community leaders (e.g., Herriott, Monk, Myers, Sellers, Small Business Development Center).

- Actively engaged the use of the Chief Learning Officer as a support leader for faculty and staff related to new modalities of teaching and use of latest technologies.

Plans for coming year:

- Further develop and refine strategies to ensure appropriate incentives and norms for involvement in activities designed to grow revenue, promote innovation, and develop programmatic activity.
- Assess whether and how we can institutionalize the availability of seed money for program or instructional innovation that has the potential to generate revenue or increase instructional efficiency.
- Continue to assess organizational structure and modify as needed to optimize accountability and coordination of initiatives.
- Develop plans and identify the resources needed to support execution of programs developed in partnership with other units within USC. Continue development of plans for programming that links pharmacy and business.
- Extensive use of the pipeline tracking system across Exec Ed, Consulting, Conferences etc.
- Establish, fund, and begin to implement a long-term professional development plan for staff; include securing project management software and training of staff.
- Continue to explore use of prototypes and actively engage stakeholders in providing input to prepare for the move to the new building.
- New Building/Groundbreaking: Developed promotional messaging and collateral materials, including a follow-up slide presentation for use by Advancement. (Raise additional dollars to support the new building.
- Secure funds for a capital markets program to support the trading floor.
- Develop staff and support volunteer committees to raise support for the Dean's Circle and other strategic initiatives.
- Develop a scalable and replicable template for externally funded international business activities.
- Evaluate and adapt as necessary the DMSB organizational structure and resourcing to support increased international programming and corporate/institutional partnerships; develop, with

Office of Career Management, corporate partnerships to support graduate and international programming.

- Assess options for software monitoring system to maximize the utility of classrooms and technology by efficiently and effectively managing space and scheduling.
- Secure project management software and train key staff members on use for planning key DMSB activities.
- Identify and explore opportunities for enhanced engagement with the Business Partnership Foundation.
- Review current and inactive projects for potential philanthropic sources and develop plan to increase communication with current and prospective donors.
- Fund a named International Institute to support CIBER activities as well as research, educational program development, student support and faculty research, including regional expertise centers as appropriate.
- Secure endowed funds (chairs, scholarships, fellowships).
- Develop a faculty and staff support model for distributed learning and collaborate with DMSB and other USC academic areas and UTS to draft policies and procedures.
- Assess further opportunities for pre-move and post-move analyses consistent with Department of Energy and Sustainability initiatives.
- Analysis of technology support/replenishment needs and alignment with current procurement in anticipation of more sustainable technological environment (e.g., Thin Clients).
- Develop and implement operational marketing plan creating marketing materials using multiple mediums.
- Expanded/enhanced collaboration with USC Communications, increased quantity of news releases, expanded media reach with a growing internal business media contacts list through expanded web distribution etc.

5. Launch and institutionalize a Corporate Solutions Division to develop alliances in South Carolina and beyond incorporating a range of non-philanthropic activities deemed strategically valuable to partner and key client organizations.

Progress relative to one year plans:

- Hired and on-boarded Executive Director for Corporate Solutions (Margaret Dawson).

- Business Development: Established and staffed Business Development Team (including hiring a head of the team, Phil Truesdale) with focused deliverables on building client relationships and driving revenue/net income. This unit is working to develop alliances in South Carolina and more broadly and expanding targeted industry segments.
- Working in consultative partnership on several initiatives including USC Medical School, L-3, Syncada, Shenyang, Security Executives Council.
- Salesforce (Client Relationship Management tool) data has been reviewed for relevance and the database has been streamlined. The end-user view has also been revised to make it more user-friendly. All Salesforce data is now cross-referenced with data in the Millenium development database.
- Monthly tracking reporting established and implemented.
- The Office of Career Management has been restructured team and two new positions have been filled:

Marc Himes, Undergraduate Student Services Manager, Marc assists juniors and seniors with personal and professional development and career education preparing for internship and full time job procurement and success. Teaches BADM 301- Business Careers in a Global Economy and delivers various professional development workshops to juniors and seniors in the DMSB. Marc conducts one on one career coaching and will assist with placement data collection.

Amy Dawson, Graduate Student Services Manager – Amy assists graduate students in all business programs with personal and professional development and career education preparing for internship and full time job procurement and success. Conducts one on one coaching and delivers various professional development workshops to this population. Amy will also assist with placement data collection.

- Successful launch of Business Careers in a Global Economy (BADM 301) course and published textbook as a required material for all sections. Twenty sections of BADM 301 were taught resulting in over 400 Juniors being prepared for the job search.
- Developed and implemented PMBA Professional Development Series, delivered Saturdays to average 60+ participants each workshop.
- International Cohort program support for IBCE students: Delivered a BADM 301 to a dedicated section of 32 IBCE students. Coordinated and implemented discussions on internship search and preparation which were supplemented by meetings with the Career Action Team at the conclusion of the course. Developed an internal task force to assist IBCE students with procurement of internships. Chaperoned all students on trip to New York

which included visits to hiring companies. The Office of Career Management also provides regular one on one coaching for all IBCE students.

- Led 25 IMBA and MHR students through the National Black MBA conference process, securing 20 interviews and secured 8 full-time positions/jobs to date.
- Established five new key company relationships with Nestle, Tyson Foods, Halliburton, General Motors and Coca Cola.
- Arranged for over 35 companies to present information about their organizations and potential job opportunities with their firms to students.
- Produced the most successful Fall Business Expo to date with over 700 students in attendance and 100 companies.
- Leadership for Women Program: October 2011 a successful, profitable launch of 16 participants.
- Supply Chain programs: Lean Process Improvement and Supply Chain Management Strategies: October 2011 launch was successfully received by participants and was profitable
- Introduced new custom consulting product and win new contract with Palmetto Health and USC Medical School .
- Expanded custom programs with Metso, URS, Fiberweb and Palmetto Health.
- First CustomTelepresence program delivered to Fiberweb. Two days taught by M. Roth and delivered to 2 groups of managers: NA in Columbia and European in Frankfurt. Featured synchronous and asynchronous learning and seamless transatlantic breakout teams.
- Developed an aggressive, integrated marketing plan for public Executive Education programs, encompassing traditional (print) media and e-mail marketing, social media, and newspaper advertising.
- Developed an evolving messaging strategy for Corporate Solutions, and created advertising to begin marketing the division.
- Wells Fargo Lectures: Successfully marketed these events through a combination of traditional and new media marketing. Added aggressive use of social media channels (Facebook, LinkedIn, Twitter) and expanded e-mail marketing to promote events and for follow-up communications.

- Economic Outlook Conference: Successfully marketed this conference through a combination of traditional and e-mail marketing, with the addition of social media channels (Facebook, LinkedIn, Twitter), as well as USC Communications. Developed print advertising, direct mail flyer, program promotional material for the Web, program, and collateral materials. In previous years this conference was only marketed through direct mail brochure, program promotional material for the Web, program and collateral materials. Also recruited a sponsor to increase profit (Wells Fargo).

Economic Outlook Conference 3-year Comparison: Cost and Profit

Year	Attendees	Revenue	Expenses	Net Income
2011	207	\$21,385	\$7,523	\$13,862
2010	172	\$10,201	\$8,705	\$1,495
2009	164	\$7,774	\$7887	\$110.00

- USC Collaboration including public relations, university branding, the Case Statement, Duke Energy Executive in Residence and marketing. Conducted extensive e-mail and social media promotion of the Duke Energy Executive in Residence, and coordinated efforts with Duke Energy representative. Collaborated with the university's vendor in editorial development of the Moore Case Statement.
- Hired Director of Marketing and Provided marketing/editorial/management support for numerous additional projects, including:
 - Alumni Magazine/Newsletter
 - Dean's Circle/BPF
 - Graduate Division marketing
 - Collaboration with Innovista and other sister organizations
 - Bank of America Investiture
 - New awareness ad for Moore School
 - Creation of growing social media network (Twitter, Facebook, LinkedIn)
 - Business Plan Competition
 - New building groundbreaking and follow-up
 - Various media outreach/coordination efforts
 - Collaboration with USC Communications and Marketing divisions
- Grants for Consultative Research expanded – Areva, Spawar etc.
- SC Dash (economic development clearinghouse) project completed and workshop offered to legislative staffers.
- Dynamic tax model created for supporting policy discussions in state regarding comprehensive tax reform.
- Economic Impact study conducted and presented for USC impact to SC.

Plans for Coming Year:

- Closing in on new corporate strategic partnerships across multiple opportunities and for the long haul established and extending number of companies – establish calling program in SC and elsewhere.
- Develop strategies for enhancing placement of students. Assess and refine the placement support model as appropriate. Representatives from the Office of Career Management (OCM) will attend each section of the Senior Capstone Course MGMT 478 – Strategic Management to promote recruiting events and full time employment opportunities for graduating students as well as to educate students on the value and importance of placement data collection.
- Collect pre-graduation placement information for students their junior year while they are enrolled in the Business Careers in the Global Economy (BADM 301) course.
- Develop and implement a marketing strategy that incorporates educating parents about OCM services, the importance of internships and collection of placement data.
- Institutionalize the Division of Research in the Corporate Solutions Business Enterprise model.
- Review and revise the Executive Education Program portfolio and instructor pool.
- Revised 12 program titles to increase market relevance and underscore value proposition.
- Introduced 2 new programs focused on our brand and core competency: International Negotiations and Global Intellectual Property: Strategy and Management.
- Added a new one day seminar/workshop: Leadership for Women. Positioning for Success, utilizing TelePresence.
- Develop and begin implementation of a financial model for Corporate Solutions.
- Further refinement and elaboration of DMSB branding and marketing in coordination with USC's efforts. including development of an overall Moore School brand strategy, creation of new guidelines and templates for faculty and staff use, and revisions to communications vehicles (print and electronic).
- Collaborate with academic units to identify thematic units and to showcase our research capacity and present compelling needs for the business community.
- Develop a communications strategy for business school deans, faculty.

- Review and execute an interim revision of Moore School Web page.
- Creation/reorganization of Corporate Solutions section of our Web page.
- Marketing plans for series of new conferences.
- Marketing efforts for academic divisions and research centers.

III. Unit Statistical Profile

A. Instructional

1. Number of entering freshman for classes Fall 2008, Fall 2009, Fall 2010, and Fall 2011 and their average SAT and ACT scores.

	FALL 2008	FALL 2009	FALL 2010	FALL 2011
# Fresh/ACT Avg.	1038/26	1004/27	1057/27	1094/27
# Fresh/SAT Avg.	1038/1195	1004/1199	1057/1194	1094/1210

2. Freshman retention rate for classes entering Fall 2008, Fall 2009 and Fall 2010

	FALL 2008	FALL 2009	FALL 2010
Same school	72.0%	70.0%	74.6%
Other school	15.9%	14.9%	15.2%
Total	87.9%	84.8%	89.8%

3. Sophomore retention rate for classes entering Fall 2007, Fall 2008 and Fall 2009.

	FALL 2007	FALL 2008	FALL 2009
Same school	86.3%	80.9%	83.6%
Other school	8.6%	13.6%	10.0%
Total	94.9%	94.5%	93.6%

4. Number of majors enrolled in Fall 2008, Fall 2009, Fall 2010 and Fall 2011 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral).

	FALL 2008		FALL 2009		FALL 2010		FALL 2011	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Undergraduate	3,785	2,390	3,953	2,518	3,977	2,577	4,036	2,600
Masters	362	580	373	580	775	617	803	589
Certificate	0	0	0	0	0	0	0	0
First Professional	0	0	0	0	0	0	0	42
Doctoral	58	46	51	21	71	53	64	3,231
Total	4,205	3,016	4,377	3,119	4,823	3,247	4,903	2,600

5. Number of entering first professional and graduate students, Fall 2008, Fall 2009, Fall 2010, and Fall 2011 and their average GRE, MCAT, LSAT, scores, etc.

2008									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	20	88	65	4	31	NONE	179	8	395
Average GMAT	none	650	590	535	542	NONE	614	676	
Average GRE (q+v)	none	NONE	NONE	1225	1089	NONE	1101	NONE	
Average PAEP	575	NONE							
2009									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	20	93	43	13	35	9	157	2	372
Average GMAT	NONE	643	592	625	595	602	605	715	
Average GRE (q+v)	NONE	NONE	NONE	1206	1062	NONE	1186	NONE	
Average PAEP	615	NONE							
2010									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	21	81	90	11	33	16	155	30	437
Average GMAT	555	630	593	740	601	595	587	700	
Average GRE (q+v)	NONE	1057	NONE	1197	1030	1010	1099	1349	
Average PAEP	608	NONE							
2011									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	18	92	60	12	38	13	163	9	405
Average GMAT	NONE	633	590	665	562	625	597	696	
Average GRE (q+v)	NONE	1182	NONE	1264	1044	1040	1128	NONE	
Average PAEP	575	NONE							

NOTE: Score averages are not calculated across programs as admission criteria are different for each degree program.

6. Numbers of graduates in Fall 2010, Spring 2011 and Summer 2011 level (certificate, first professional, masters, doctoral).

	FALL 2010	SPRING 2011	SUMMER 2011
Undergraduate	208	642	66
Masters	83	171	83
Certificate	0	0	0
First Professional	0	0	0
Doctoral	2	5	3
Total	293	818	152

7. Four-, Five-, and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only).

2005 Cohort			
	4-Year	5-Year	6-Year
Same school	38.3%	48.7%	49.6%
Other school	13.2%	21.4%	23.9%
Total	51.5%	70.1%	73.0%

8. Total credit hours and grade distribution generated by our unit (regardless of major) for Fall 2010, Spring 2011, and Summer 2011.

	Count	A	B+	B	C+	C	D+	D	F	W	WF
Fall 2010	13086	31.5%	12.8%	24.4%	8.2%	11.7%	0.8%	2.9%	2.8%	4.6%	0.1%
Spring 2011	12278	37.6%	14.5%	22.4%	7.2%	10.2%	0.8%	2.1%	2.1%	3.1%	0.1%
Summer 2011	1146	49.5%	11.1%	20.2%	5.6%	8.9%	0.3%	1.1%	0.9%	2.6%	0.0%

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree.

Major	FALL 2011							
	Non-Terminal Degree Instructors	Credit Hours Taught	Terminal Degree Instructors	Credit Hours Taught	Total Instructors	Total Credit Hours	% Yes Section	% Yes Credit Hours
Accounting	29	1527	37	2206	66	3733	56.06%	59.09%
Business Economics	6	285	27	1830	33	2115	81.82%	86.52%
Finance/ Corporate Finance	1	3	4	60	5	63	80.00%	95.24%
Finance/ Financial Services	12	780	8	774	20	1554	40.00%	49.81%
Finance/ Investments	1	42	5	723	6	765	83.33%	94.51%
Insurance and Risk Management	10	1001	6	354	16	1355	37.50%	26.13%
International Business	9	579	13	1518	22	2097	59.09%	72.39%
International Business/ Chinese Track	6	387	15	867	21	1254	71.43%	69.14%
Management Science/ Business Information Management	7	381	9	414	16	795	56.25%	52.08%
Management Science/ Business Information Systems	6	294	11	1521	17	1815	64.71%	83.80%
Management Science/ Global Supply Chain	7	483	13	1273	20	1756	65.00%	72.49%
Management/ Entrepreneurship	14	1098	11	774	25	1872	44.00%	41.35%
Management/ Human Resources	18	1829	13	684	31	2513	41.94%	27.22%
Marketing	14	1197	22	2466	36	3663	61.11%	67.32%

10. Percent of credit hours by undergraduate major taught by full-time faculty.

Major	FALL 2011		
	Total Undergraduate Credit Hours	% of Full-Time UG Faculty	% of UG Credit Hours taught by Full-Time Faculty
Accounting	24641	67.47%	66.85%
Business Economics	23789	67.56%	65.07%
Finance/ Corporate Finance	2825	65.85%	62.10%
Finance/ Financial Services	1614	87.50%	78.81%
Finance/ Investments	2856	64.52%	70.90%
Insurance and Risk Management	1695	86.67%	79.82%
International Business	22172	65.09%	63.24%
International Business/ Chinese Track	22799	66.78%	64.88%
Management Science/ Business Information Management	22256	67.26%	64.87%
Management Science/ Business Information Systems	21965	66.06%	64.19%
Management Science/ Global Supply Chain	22058	65.58%	63.92%
Management/ Entrepreneurship	22608	67.14%	65.13%
Management/ Human Resources	24866	63.72%	63.11%
Marketing	23988	62.62%	61.82%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank) for Fall 2008, Fall 2009 and Fall 2010 (by department where applicable)

	FALL 2009	FALL 2010	FALL 2011
Tenure Track			
Professor	32	28	34
Associate Professor	21	25	25
Assistant Professor	33	29	22
Research Faculty	0	0	0
Visiting Faculty	0	0	0
Assistant Professor	1		1
Clinical Faculty			
Professor	3	2	1
Associate Professor	1	0	0
Assistant Professor	5	4	5
Instructors	1	0	1
Lecturers	19	17	25
Adjunct Faculty	48	53	51
Total	164	158	165

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2010.

	FALL 2010	FALL 2011	PERCENT CHANGE
PROFESSOR			
Hispanic	0	0	--
American Indian/Alaska Native	0	0	--
Asian	4	4	--
Black or African American	0	0	--
White	22	29	Up 32%
Two or More Races	0	0	--
N/R Alien	0	1	--
Unknown	2	0	Down 100%
ASSOCIATE PROFESSOR			
Hispanic	0	0	--
American Indian/Alaska Native	0	0	--
Asian	1	1	--
Black or African American	1	1	--
White	15	14	Down 6%
Two or More Races	1	1	--
N/R Alien	7	8	Up 14%
Unknown	0	0	--
ASSISTANT PROFESSOR			
Hispanic	0	0	--
American Indian/Alaska Native	0	0	--
Asian	2	1	Down 50%
Black or African American	0	0	--
White	13	9	Down 30%
Two or More Races	1	1	--
N/R Alien	13	11	Down 15%
Unknown	0	0	--

B. Scholarship, Research and Creative Accomplishments

1. The total number and amount of external sponsored research proposal submissions by agency for FY2011.

AGENCY	NUMBER	DOLLARS REQUESTED
NIH	0	\$0
HHS (excl. NIH)	1	\$10,107
NSF	2	\$36,955
DOD	2	\$266,006
DOE	0	\$0
USDE	0	\$0
Other Federal	4	\$1,640,395
State	4	\$83,875
Local	0	\$0
Private	3	\$55,539

2. Summary of external sponsored research awards by agency for FY2011.

SPONSOR	AWARDS
COMMERCIAL Pac-Tell Group	1
FEDERAL Center for International Business Education & Research (CIBER)	1
National Science Foundation (NSF)	1
U.S. Dept. of Agriculture (USDA)	1
STATE South Carolina Department of Human Services	1
South Carolina State Business and Finance Division	1
SC COEE/SC South Carolina Commission on Higher Education	1
SC Research Authority (SCRA)	1
PRIVATE Auro University of Hospital Management	1
Total	9

3. Total extramural funding processed through Sponsored Awards Management (SAM) in FY2011, and Federal extramural funding processed through SAM in FY2011.

FUNDING TYPE	DOLLAR AMOUNT
Commercial	\$35,000
Federal	\$385,626
Local Government	\$0
Other	\$300,515
PHI	
State	\$62,875
Total	\$784,016

4. Amount of sponsored research funding per faculty member in FY2011 (by rank, type of funding; e.g. federal, state, etc. and by department if applicable).

DEPT	RANK	COMMERCIAL	FEDERAL	LOCAL	OTHER	PHI	STATE	AMOUNT
Economics	Professor						\$30,875	\$30,875
	Assoc. Prof.		\$24,996					\$24,996
	Ph.D. Candidate	\$35,000	\$15,000				\$32,000	\$82,000
DEPT	RANK	COMMERCIAL	FEDERAL	LOCAL	OTHER	PHI	STATE	AMOUNT
Intl. Business	Professor		\$395,300		\$300,515			\$695,815
DEPT	RANK	COMMERCIAL	FEDERAL	LOCAL	OTHER	PHI	STATE	AMOUNT
Management	Professor		\$36,861					\$36,861
	Assoc. Prof.		\$(86,531)					\$(86,531)
Total		\$35,000	\$385,626		\$300,515		\$62,875	\$784,016

5. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2011, by rank and by department, if applicable.

DEPT	PI	TOTAL EXPENDITURES	STATUS
Business, Moore School of - Dean's Office			
	Hudgens, David	1,959	
	Jayaram, Jayanth	1,782	Tenured
	Murray, Jason	19,968	Tenure Track
	Rolfe, Robert	3,000	Tenured
	Teegen, Hildy	66,092	Tenured
Business, Moore School of - Division of Research			
	Breuer, Janice	1,405	Tenured
	Cuervo-Cazurra, Alvaro	2,715	Tenure Track
	Folks, William	485,630	Tenured
	Korsgaard, Audrey	36,635	Tenured
	McDermott, Gerald	2,902	Tenured
	Ozturk, Orgul	1,500	Tenure Track
	Sandberg, William	27,976	Tenured
	Smith, Warren	4,785	
	Von Nessen, Joseph	57,031	
	Woodward, Douglas	129,742	Tenured

6. Number of patents, disclosures, and licensing agreements in fiscal years 2009, 2010, and 2011.

None.

Total Continuing Education units (standard University CEUs or Institutional CEUs) generated for Fall 2010, Spring 2011, and Summer 2011.

	FALL 2010	SPRING 2011	SUMMER 2011
Continuing Education Units	12,120 hours	5,812 hours	5,652 hours

1. Placement of graduate students, terminal masters, and doctoral students, for the three most recent applicable classes.

SPRING 2009				
	Graduates	Seeking Employment	Percentage Placed within 90 days	Average Starting Salary
Masters				
IMBA	107	69	62%	\$70,000
MACC	54	49	96%	\$49,500
MHR	28	25	72%	\$75,000
MIB	--	--	--	--
Doctoral	10	10	100%	\$50,000
SPRING 2010				
	Graduates	Seeking Employment	Percentage Placed within 90 days	Average Starting Salary
Masters				
IMBA	83	61	82%	\$72,400
MACC	59	43	90%	\$49,000
MHR	28	26	80%	\$75,000
MIB	9	8	60%	\$50,000
Doctoral	15	Not Available	60%	Not Available
SPRING 2011				
	Graduates	Seeking Employment	Percentage Placed within 90 days	Average Starting Salary
Masters				
IMBA	88	88	74%	\$76,000
MACC	50	50	92%	\$49,500
MHR	35	31	62%	\$75,000
MIB	16	16	94%	\$40,000
Doctoral	11	11	100%	\$127,500

2. Number of undergraduate and graduate credit hours in Fall 2010, Spring 2011, and Summer 2011, stated separately, taught by tenured and tenure-track faculty, by instructors, by non tenure-track faculty (clinical and research), by temporary faculty (adjuncts), by full-time faculty, and faculty with terminal degrees.

FALL 2010				
	Undergraduate	Masters	Doctoral	Total
Professor	3966	2626	115	6707
Assoc Prof.	3879	1504	190	5573
Asst Prof.	4869	1663	81	6613
Lecturer	7782	345	0	8187
Clinical Prof.	270	0	0	270
Clinical Asst Prof.	1968	258	21	2247
Adjunct	9066	1002	13	10081
Grad Assistants	1944	0	0	1944
Non-Applicable	4920	0	54	5031
Total	38,664	7,398	474	46,653
SPRING 2011				
	Undergraduate	Masters	Doctoral	Total
Professor	3060	3075	113	6248
Assoc. Prof.	2706	1142	148	3996
Asst Prof	5250	1048	78	6376
Instructor	126	0	0	126
Lecturer	7830	432	0	8262
Clinical Prof.	318	0	0	318
Clinical Asst. Prof.	2817	48	3	2868
Adjunct	7311	1225	20	8556
Grad Assistants	2462	36	0	2498
Non-Applicable	3291	40	5	3336
No HR rank	1896	480	3	2406
Total	37,067	7,595	370	45,059
SUMMER 2011				
	Undergraduate	Masters	Doctoral	Total
Professor	0	459	0	459
Assoc. Prof.	9	282	0	291
Asst. Prof.	0	456	6	462
Lecturer	411	141	0	552
Clinical Assoc. Prof.	3	237	0	240
Adjunct	180	347	3	530
Grad Assistants	381	0	0	381
Non-Applicable	174	0	0	174
Total	1,158	1,922	9	3,089

Student Retention

1. Have you assessed your retention methods and activities to determine their effectiveness in retaining freshmen and sophomores?

We have assessed our methods by comparing our retention rates to USC rates and to USC goals. We also review our year to year retention rate to make sure we are not experiencing decreases either from freshmen to sophomore year or from sophomore to junior year. For example, we review all students who need a summer option to complete missing coursework in order to improve their GPAs. We review their progress again at the time of advisement.

- a. Which retention methods are effective and why do you believe that they work?

Summer option is effective because students have matured in study habits, can focus individually on more challenging courses and realize the value of progressing in the business major. Some of the more effective methods include Supplemental Instruction offered through the USC Student Success Center and Cross-campus advising because it enables students to learn about other majors on campus and remain at USC.

- b. What retention methods have you tried that are ineffective?

Individual advising sessions for students at a high risk for withdrawing yield mixed results because it is difficult to get students to come in for early advisement even though it is for their benefit.. For students with a cumulative GPA lower than 2.2, attaining a 2.6 to remain in the Darla Moore School of Business is not possible but we work with these students to retain them for another major at USC.

2. Describe the advising in your college. Advising in the Darla Moore School of Business is provided by full time professional advisors. How do you determine the effectiveness of your college's advising?

Advisors are available twelve months of the year with or without appointment for longer advising sessions (e.g. study abroad advising). Given 4,000 students, wait time is monitored, small group advisement is provided for quicker turnover, evening advisement is open to all students. We use Facebook and Twitter are used to publicize when advisement will occur. Exit surveys of students administered by Educational Benchmarking, Inc. benchmarks our advisement ratings against six peer institutions and each year the results have been positive. Also, two of our undergraduate advisors have received the AB Thomas Campus-Wide Advising Award in the past three years.

Are there any additional advising activities needed to provide students the assistance they need to navigate through the Carolina Core and major to graduate on time?

Students not only come during the required advisement period but may come anytime during the year for additional educational planning and guidance.

3. What types of student support do you find to be the most beneficial to your students in terms of retention and successful progress toward their degrees?

Student organizations are beneficial in retaining students who are progressing normally and field trips and other special opportunities (student conferences, Case Competition Team) help retain students by providing an enriched environment. Advisors evaluate student progress during each advisement period. Advisors are available to meet with students year round to discuss progress toward graduation including the number of courses remaining for a single or double major or the impact of study abroad or other experiential opportunities.

Student Graduation and Placement

1. Have you assessed your degree programs to determine if program requirements are reasonable in terms of time toward graduation?

We have reviewed the program length for the nine different undergraduate majors. Seven of the nine majors require 122 hours. These programs can be completed readily in eight semesters. In six of the semesters a student could take a 15 hour load and in two semesters a 16 hour load would be required. In one semester, the extra hour would come from BADM 301 (our career management course) and in another semester the extra hour would come from the lab portion of a science course. The IB major and the Accounting major both require additional credit hours (126 and 127 hours respectively). However, it should be noted that the IB major has selective admissions, meaning AP credit typically makes timely degree completion feasible. Within accounting, there are three one credit lab courses done and there is also a requirement for the one credit BADM 301 (our career management course). Thus, students need to take 16 hours in four semesters and 18 hours in one semester in order to graduate in 8 semesters. While consideration has been given to eliminating one course from the accounting curriculum, it was ultimately decided that the additional coursework is helpful to students in the marketplace.

- a. What changes have you made?

It has been difficult for students to double major in accounting and finance without having to take an additional semester. As a consequence, we introduced a shorter cognate in accounting which allows students majoring in finance to take a shorter cognate in accounting without having to stay for an additional semester. The finance department is currently working on doing the same, so as to facilitate the timely graduation of those who want significant exposure to both finance and accounting.

- b. What further changes are needed?

With the changes being introduced by the Carolina Core, we will need to ensure that some of our coursework (e.g., Business Communication) is appropriately structured to ensure that it allows students to meet requirements associated with the Carolina Core—thus avoiding the need for additional course. We also will need to change the specific general education courses required for BA majors to ensure that students do not need to take additional coursework as a result of requirements associated with the Carolina Core.

2. Outline what measures you have put in place to assist students with intern placement and job placement.

In order to better service our students in the areas of intern placement and job placement, the Office of Career Management (OCM) was recently restructured and now includes two new hires with the responsibility of assisting both undergraduate and graduate students with personal and professional development, career education, preparation for internship, and procurement of full time jobs. For students in the International Business Chinese Enterprise (IBCE) program, the OCM has coordinated and implemented discussions on internship search and preparation. Internship opportunities are posted within the OCM pages of the Moore School website and we market internship and full-time opportunities posted by companies on our online job posting system (JobMate).

The OCM actively markets possible interns to both returning and new corporate clients through on-campus visits and on-site corporate visits. Solicit internships opportunities via marketing materials forwarded electronically to MSB Alumni.

The OCM delivers the Business Careers in the Global Economy (BADM 301) to all Juniors. This course is an intensive course dedicated to preparing students for the job search. Begun in the spring of 2009, with 165 students, the course is now taken by over 400 students who are enrolled in the course this spring (2012).

In the senior year, representatives from OCM visit the classrooms of graduating seniors enrolled in the capstone course, Strategic Management (MGMT 478) to promote marketing events and job postings.

3. Outline the measures that you use to track graduates with baccalaureate, masters and doctoral degrees.

For recent graduates with baccalaureate and masters degrees we employ the following strategies to obtain placement information:

- Conduct Phone-a-thons to locate recent graduates
- Maintain an active Alumni LinkedIn group for each individual graduate program
- Connect via personal emails
- Invite recent graduates to all relevant regional Alumni gatherings
- Gather all full-time employment data through the MBA CSC tracking/reporting system
- Connect with Alumni via solicitation request(s) of pertinent information used in various ranking surveys.

For doctoral students, the Graduate School conducts a “Survey of Earned Doctorates” that tracks student data. Doctoral students were also recently added to the MBA CSC system that we used to track placement of masters level students.

Distributed Learning

1. Outline your college's involvement with distributed learning.

Distributed learning initiatives exist at both the graduate and undergraduate level. The PMBA program delivers courses to students in several locations in South Carolina and North Carolina. At the undergraduate level, we have employed blended learning models for introductory courses in Accounting, Economics, and Marketing. These blended learning models are designed to primarily serve students on the USC Columbia campus.

2. What measures have you taken to expand the availability of distributed learning courses in your college?

We are in the process of transitioning to new forms of delivery of courses for the PMBA program. Until this spring, adobe connect was used for the delivery of courses to designated viewing sites and to allow for viewing at alternative locations when attendance at the viewing site is not possible. While course lectures are recorded for subsequent viewing, courses are delivered live in order to allow for interaction. Because significant technological challenges emerged with the system utilized for course delivery, we are moving to new forms of delivery of course material, with significant emphasis being given to the use of TP. Enhanced quality of the educational experience and infrastructure improvements should allow for expanded enrollment in the program.

3. What measures have you taken to insure the quality of distributed learning courses?

We have made significant investments relating to instructional support and design and the use of TP technology in an effort to ensure quality within the PMBA program. Also, the assessment of learning process associated with the AACSB process allows us to assess whether learning objectives are being met. At the undergraduate level, we have compared student evaluations for the blended learning courses to student evaluations of non-blended courses taught in the same time period (or in prior semesters).

4. If applicable, describe the challenges your college has faced in taking distributed learning courses to scale. Have you participated in offering virtual laboratories? What measures do you use to ascertain their success?

At the undergraduate level, while much positive feedback has been received, resistance to the blended learning model has been observed among a minority of students and parents. Efforts are on-going to understand the basis for the resistance and what might be done to address the concerns raised.

USC Connect and Community Engagement

1. Outline the measures your college will take to encourage use of USC Connect.

We will continue to encourage faculty involvement in the Magellan program via communication that emphasizes the broad array of projects that fit within the definition of research and the benefits for the faculty associated with participation. Communication with students about the

program via the advisement office will also be emphasized. Through the advisement process, the Careers in Business (BADM 301) course, and Major Mondays, emphasis will be given to the importance of internship experiences and to the ability to obtain academic credit for internships. The Woodrow House Living and Learning experience will again receive support via communication occurring through the undergraduate advisement office. Promotion of study abroad experiences will be emphasized and promoted via the advisement office and the international activities office. Promotional efforts will encourage short, international study trips among all undergraduate business students and we will be implementing a requirement that all international business majors do a full semester abroad. Within the undergraduate advisement office, communication regarding peer leadership opportunities and opportunities for service leadership will play an important role in encouraging community engagement.

2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.

At both the undergraduate and graduate level, internship reports (when done for course credit) provide an ideal opportunity to encourage students to engage in reflective learning. These reports ask students to reflect upon experiences and challenges faced in their internship. Through reflecting upon what was observed with regard to leadership behavior, team and organizational dynamics, and how both strategic and tactical decisions were made, students have the opportunity to connect their experiences in the internship with required coursework addressing leadership and managerial processes. It should also be noted that reflection and integrative learning are relevant to efforts to use the internship to encourage a more complete mastery of skills associated with the different functional areas of business (e.g., finance or accounting). By reflecting upon linkages between academic coursework and internship tasks, students are likely to better appreciate how to apply concepts and analytical techniques and also likely to better understand the competencies required to be an effective contributor and where they may need to focus as a business professional.

The use of reflective learning is likely to be particularly important within the context of the six month overseas internship that will be part of the IMBA program (effective 2013). In coursework, students will be exposed to issues related to culture and globalization. During the internship, students will be asked to reflect upon their experiences and the link to prior coursework. Reflective learning is designed to develop a deeper understanding of the particular culture in which they were operating and of the processes critical to managing cultural differences.

Integrative learning is also encouraged via the very extensive availability of client-focused project classes within the business school. As described when discussing progress toward one year goals for traditional core programming, coursework in management, marketing, and management science is offered that asks students to draw upon prior classes to address specific problems faced by the client organization. Students are required to connect what they learned from executives and employees at the client organization to concepts and analytical techniques addressed in prior coursework. Nearly 400 DMSB students participated in such projects in the prior academic year.

Integrative learning is also encouraged in the capstone business strategy class, required of all undergraduate students and also for students in three of our graduate programs. This class is

explicitly designed to be integrative, with the case method used to encourage students to apply concepts and analytical techniques addressed earlier in the program to the business situation addressed in the case. The case method requires that students engage in active participation in the classroom as well as written case reports outlining recommendation regarding how the firm should respond to the challenges described. This approach is utilized to its fullest in the case competition course. Here, students develop their skills with regard to case analysis and presentation and then compete against teams of students from other universities. Funded by corporate support, a number of case competitions have been developed (at leading universities throughout the globe). While constrained by budget limitations, DMSB students have been highly involved in these competitions at both the graduate and undergraduate level.

3. How many of your classes involved service learning? Undergraduate research? And international experiences?
 - a. Has this number increased with time? Please see the table below.

	2010	2011	Percent Change
Service Learning	7	6	Down 14%
Undergraduate Research	7	16	Up 128%
Undergraduate Honors Theses	16	22	Up 100%
International Experiences	0	2	Up 200%

- b. Is the number appropriate for your discipline?

4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?

We have laid the groundwork for providing increased opportunities to engage beyond the classroom. The addition of clinical faculty in entrepreneurship, human resources, marketing, and international business is critical in this regard. We will be able to use the clinical faculty member's relationships with corporations, NGOs, and governmental organizations to develop additional, high quality client-focused projects that will engage students outside of the classroom. We have provided seed money for the Center for Marketing Analytics in order facilitate the development of client-focused projects for students. We have set a goal (as seen in earlier portions of the blueprint) to provide increased funding for experiences (such as the case competition) that engage students outside of the classroom. And (as noted in earlier parts of the blueprint), we have increased resources designed to provide earlier exposure to career related issues (via the Careers in Business course). This early exposure to career issues and to the importance of internship experiences is designed to encourage more students to pursue internship experiences. We also plan to continue to build awareness among students and faculty regarding the opportunities available relating to undergraduate research.

Faculty Hiring/Retention and Ph. D. Program

1. Number of faculty hired and lost for AY 2009, AY2010 , and AY 2011 (by department, if applicable, and by rank.)

DEPARTMENT	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR	CLINICAL	LECTURER
Accounting	1	--	--	--	1
Economics	--	--	--	--	--
Finance		--	--	1	1
International Business	1	--	--	--	2
Management	--		--	2	1
Management Science	--	--	1	--	--
Marketing	--		--	--	1
Total	2	0	1	3	6

2. Number of post-doctoral scholars (Ph.D., non faculty hire) in FY 2009, 2010, 2011.

None

3. Anticipated losses of faculty by year for the next five years. Supply reasons for departure, if known; TERI period end, conventional retirement, resignation, etc. Describe planned hiring over the next five years (by department, if applicable).

FY 2011-2012	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i> TERI	2			2	2			6
Other			1					1
<i>Non-Tenure Track</i> TERI								
Other							1	1
Hires								
<i>Tenure Track</i>	1			1		1		3
<i>Non-Tenure Track</i>	1		1	2	6			10
Net	0		0	1	4	1	1	7

FY 2012-2013	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i> TERI		1			1	1		3
Other	1							1
<i>Non-Tenure Track</i> TERI								
Other								
Hires								
<i>Tenure Track</i>	2	2	1	2	3	2	1	13
<i>Non-Tenure Track</i>	1							1
Net	2	1	1	2	2	1	1	9

FY 2013-2014	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i> TERI							1	1
Other								
<i>Non-Tenure</i> <i>Track</i> TERI								
Other								
Hires								
<i>Tenure Track</i>								
<i>Non-Tenure</i> <i>Track</i>								
Net							-1	-1

FY 2014-2015	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i> TERI	1							1
Other								
<i>Non-Tenure</i> <i>Track</i> TERI								
Other								
Hires								
<i>Tenure Track</i>								
<i>Non-Tenure</i> <i>Track</i>								
Net	-1							-1

FY 2015-2016	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i> TERI						1	1	2
Other								
<i>Non-Tenure</i> <i>Track</i> TERI								
Other								
Hires								
<i>Tenure Track</i>								
<i>Non-Tenure</i> <i>Track</i>								
Net						-1	-1	-2

- Outline your college's actions to improve graduate education, to improve its NRC and other rankings.

In order for us to more consistently place students at high ranking institutions, we need to more consistently produce students who co-author one or more publications in leading journals prior to going on the job market. For us, then, we need to recruit students capable of producing these publications, encourage faculty to focus on providing early access to viable research projects, and provide the appropriate enabling environment. We have worked to provide some protection for doctoral students from teaching responsibility, but further review of how this is operationalized is appropriate. We have also worked to provide resources for fifth year funding for doctoral students. This is critical in light of the time required for research projects to move from initial stages to journal acceptance. We have also worked to encourage faculty to engage students in projects early in their doctoral career. However, there may be a need to give additional consideration to the viability of projects being considered for doctoral students in making RA allocations. There may also be a need to consider whether doctoral allocations across units should vary with their capacity to fully engage students in projects with significant potential to lead to publications in leading outlets.

- Describe your methods for placing your Ph.D. and other terminal degree students in tenure track positions at high ranking institutions.

In most business disciplines, our ability to place a student at a high ranking institution depends on whether that student has co-authored one or more publications in leading journals prior to going on the job market. As such, attention has been given to providing opportunities for students to achieve this objective before going on the market. Decisions about teaching loads and fifth year funding were designed to ensure sufficient time for the doctoral student to focus on research. Faculty have been encouraged to engage students early in their doctoral career to

research projects that have the potential to lead to publication. Other steps have also been taken (e.g., efforts to improve communication and presentation skills) and using our seminar series to expose leading scholars to our doctoral students. However, for our disciplines, publishing in a leading outlet prior to entry on the job market is a key and deserves substantial focus.

Funding Sources

1. “E” fund balances, by account, as of June 30, 2009, 2010, and 2011.

	FY 2009	FY 2010	FY 2011
IMBA Program	577,671	432,504	431,695
Executive IMBA Program	0	85,417	14,962
Research Incentive	275,274	328,995	354,936
Center for Technology Commercialization & Innovation	11,902	11, 674	11,446
Student Computer Fee	236,267	258,649	374,115
Daniel- Mickel Center	57,782	27,815	15,245
Entrepreneurial Program	52,281	34,128	8,209
	1,211,177	1,179,181	1,210,607

2. Gifts and pledges received in FY 2011. (add information)

	FYE 6/30/2010	FYE 6/30/2011
Pledge Payments Received	\$1,621,273.07	\$6,913,152.77
New Cash/Property/In-Kind Grants	\$4,141,534.51	\$13,205,149.47
New Pledges for Future Cash	\$1,377,499.84	\$641,420.67
New Documented (Irrevocable) Planned Gifts	\$0.00	\$ 0.00
New Documented (Revocable) Planned Gifts	\$6,431,757.00	\$231,000
Number of Donors in New Cash Commitments	1,963	1,559

Research

Describe the interdisciplinary research that is ongoing in your college.

- a. What measures are being taken to increase disciplinary research?

Using an interdisciplinary approach, DMSB faculty have been successful in recent years in pursuing grants from NSF, the Humboldt Foundation, DHHS and CDC, the Department of Agriculture, and the Packard Foundation. Working with faculty in computer sciences and information systems (at another institution), Audrey Korsgaard (Professor of Management) was Co-Principal Investigator on a grant examining trust and leadership within the context of computer-mediated communication. Working with faculty in the Arnold School of Public Health, faculty in economics (Melayne McInnes and Orgul Ozturk) have obtained funding from the

Department of Agriculture using work in health economics to address health issues relating to food choice among children. Working with faculty from the medical school, faculty in economics (Orgul Ozturk) obtained funding from DHHS and CDC to examine rare disorders. Drawing upon work in both economics and environmental studies, an economics faculty member (Jason Murray) obtained funding from the Packard Foundation to study mangroves and estuaries ecosystems.

It should also be noted that a number of faculty pursue a problem-focused approach to research (as opposed to an approach grounded in a particularly theoretical discipline). The problem-focused approach more readily allows faculty to draw upon work in multiple disciplines to address a particular problem or program. Examples of this include efforts by management faculty (Rob Ployhart and Anthony Nyberg) to examine when investments in human capital are most likely to yield benefits for the firm. Because of the problem-focused approach to the research question, the researchers were able to draw upon work from industrial psychology, industrial/organizational economics, and strategic management. Similarly, by focusing on challenges facing the global firm, faculty within the international business department draw upon a broad range disciplinary perspectives to address the phenomena in question.

b. What measures are being taken to promote interdisciplinary research?

With regard to measures that are and should be taken to increase interdisciplinary research, we have pursued and are continuing to pursue FRI initiatives that emphasize interdisciplinary work. For example, we are currently searching for a marketing faculty member (funded by a FRI award) with interests in consumer behavior and health promotion. Our goal with the pursuit of this FRI hire is to add faculty resources able to engage in interdisciplinary work with other units on campus (e.g., public health). Similarly, in the fall, we submitted additional FRI proposals with an interdisciplinary focus. In one such proposal, attention was given to the links between culture, anthropology, and international business. In another, attention was given to the links between consumer behavior and environmental issues. Within the college, initiatives are also being pursued that lead to an interdisciplinary approach. Programmatic and philanthropic efforts focused on the risk and uncertainty are designed to incorporate perspectives from finance, psychology, and political science. Similarly, efforts focused on sustainability are designed to incorporate perspectives from such areas as psychology, economics, corporate social responsibility, and management science.

Efforts to increase interdisciplinary research depend on our capacity to add faculty with a problem-focused approach to research and on the availability of incentives designed to encourage such a focus. Within the business school context, there clearly are instances where the pursuit of interdisciplinary work is consistent with efforts to produce impactful work that will be published in a given discipline's leading journals (which is critical from the standpoint of business school research rankings and the placement of doctoral students). However, given the constraints imposed by some leading outlets within core business disciplines, the pursuit of interdisciplinary work may not always support efforts to improve business school research rankings and doctoral student placement. Given the priority given to business school research rankings and doctoral student placement, it may be appropriate to pursue interdisciplinary research in a selective fashion.