Strategic Plan for 2009 – 2013

Appendices

A  Publications
B  Diversity
C  Student Success
D  Assurance of Learning
E  Community Engagement & Outreach
Appendix A: Relevant Faculty Publications

Management Department


**Selected High-Impact Papers by Economics Department Faculty since 2003**

**Public Policy**


**Health Economics**


**Entrepreneurship and Technology**


**Other High-Impact Articles**


**Marketing Department**

In 2004 Stephen Vargo and Bob Lusch published an article, "Evolving to a New Dominant Logic for Marketing," in the Journal of Marketing. The framework has major implications for public policy, entrepreneurship, and sustainability. In brief, the authors suggest that a move is underway toward the marketing of service flows vs. tangible products and show even with tangible products how to transform them into service flows. In an article two years later (Organizational Dynamics) the authors illustrate the ideas in a more managerial framework that is also global in perspective. The 2004 Journal of Marketing article is one of the most cited articles the last few years in business...Google Citations are over 450. The article and framework has also captured the attention of IBM and other firms. And the OTAGO Forum (2005) in Dunnedin, New Zealand was organized around the authors’ work on this topic and the second OTAGO Forum in December 2008 will also feature this work. Finally, the "Forum on Markets and Marketing" to be held in Sydney Australia in December 2008 is organized around this service-dominant logic.

**School of Public Administration and Policy Publications**

**Journal Articles**

Edella Schlager: “Political Pitfalls of Integrated Watershed Management” (with William Blomquist) *Society and Natural Resources* 18(2) (February 2005)


Mike Polakowski: 2008. (forthcoming) Treating the tough cases in juvenile drug court: Organizational practices leading to success or failure. *Criminal Justice Review*


(with David Brown and Kate O’Sullivan) Overcoming Barriers to Employment for Youth in the Juvenile Justice System: A Practical Guide. Publication of the National Council of Juvenile and Family Court Judges in partnership with the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice: Reno, NV (Spring, 2005).


**Books**


Jun Peng: “State and Local Public Pension Plan Management” (book contract with Taylor & Francis, scheduled to be published in 2008.)


**Book Chapters**


**Finance Department - Public Policy Related Articles**


Entrepreneurship

The following article is relevant to entrepreneurs and entrepreneurship.


Significant Impact Articles The following articles do not fit into the above categories but are visible and important in the field of Finance.


DEPARTMENT OF ACCOUNTING ACTIVITY REPORT

I. Research Activity Listing by Rank for Period January – December 2007

A. Publications Printed and Dated During this Period (Includes Forthcoming)

**FULL PROFESSORS**


Leslie G. Eldenburg: “Management Accounting and Control in Health Care: An Economics Perspective” (with R. Krishnan), a chapter in *Handbook of Managerial Accounting Research* edited by Chris Chapman, Oxford University and Mike Shields, Michigan State University, January 2007


Jeffrey W. Schatzberg "Public and Private Forms of Opportunism within the Firm: An Experimental Examination Learning, Fairness and Ethics” (with D. Stevens), Journal of Management Accounting Research, forthcoming


**ASSOCIATE PROFESSORS**


Oliver Zhen Li: “What Drives the Increased Informativeness of Earnings Announcements Over Time?” (with D. Collins and H. Xie), Review of Accounting Studies 14, forthcoming in 2009

Oliver Zhen Li: “Institutional Stakeholdings and Better-Informed Traders at Earnings Announcements” (with A. Ali and S. Klasa), conditionally accepted at Journal of Accounting and Economics, 2008

**ASSISTANT PROFESSORS**

Mei Cheng: “Analyst Following and Credit Rating” (with K.R. Subramanyam), Contemporary Accounting Research, forthcoming

Appendix B: Diversity

Diversity Initiatives and Goals for Students and Faculty

Current diversity statistics

Between 2004 and 2007, diverse enrollment in all undergraduate programs at Eller was about 23% (17% not including Asian-Americans). About 38% of our undergraduates are female. In 2007, about 21% (11% non-Asian-American) of the candidates in department sponsored Masters Programs were diverse, while 17% (12% non-Asian-American) of MBA candidates in all MBA programs and 8% (6% non-Asian) of our PhD candidates were diverse. About 47% of department sponsored Masters Program students were female, 32% of MBAs in all programs and 31% of our PhD candidates were female. Tenure track faculty. Continuing lecturers.

Current diversity initiatives - Undergraduate

The Accounting Career Awareness Program is sponsored by Ernst and Young and provides a week-long residential experience for diverse high school students who will be seniors in the fall. The number of diverse students who enter Eller from this program increases each year. The College also provides tutoring services targeted at all students, but developed primarily to insure that diverse students had support in attaining passing grades in accounting prerequisite classes. Office hours for this tutoring service are at least six hours per week with more hours when exams are given. The Hispanic Business Student Association and the Multicultural Business Student Association provide outreach to freshman and sophomores, as well as Eller students. The organizations provide information about tutoring resources, help with interviewing skills, guidance in preparing for Eller admission, in addition to profession business speakers and an opportunity for students to network. Pam Perry has instituted a number of outreach activities particularly to Hispanic students so that we can increase the number and quality of this group. Her activities include planning networking events, phone calls from Eller Hispanic students to highly qualified freshman and sophomores, and outreach activities at the high school level.

PhD diversity recruiting

Lisa Ordonez is Director of our PhD program and attends the PhD project every year which is an event aimed at increasing the diversity of PhD programs in business schools.

Faculty diversity recruiting initiatives

- We plan to resurrect our Visiting scholar/postdoc program for newly minted minority and female PhDs who might be invited to stay on as permanent tenure-track faculty after their 1-2 year postdoc. Several of our current faculty were hired through this process. Re-institute an active recruitment program whereby the college targets and offers tenure-track faculty position to diverse faculty.
Following are initiatives to increase faculty and PhD students that we plan to undertake when university or donor supported funding is available.

- Develop a retraining program for diverse executives/upper managers who want to move out of the corporate world into a lectureship position.
- Fund a retention pool used specifically to keep women and minority faculty.
- Fund seven PhD student stipends/fellowships (5 year duration) for minority doctoral applicants allocated to departments in addition to their regular allotments for PhD students.
- Send two faculty members each year to the PhD Project Information Conference in Chicago (held each Nov at the Hyatt O’Hare) to recruit PhD students

Diversity goals and plans

Undergraduate diversity goals

- Growth in diversity percentage; target 25% Hispanic population so that we can qualify as a Hispanic Serving Institution.

Initiatives to promote undergraduate diversity:

Increase number of sponsored programs such as ACAP in other departments – this will require outreach on the part of faculty and our development staff to insure funding sources for these types of programs. Outreach to Pima College to develop a diversity pipeline. Develop leadership courses for Hispanic high school students. Develop college-wide programs for middle school and high school outreach.

Graduate Diversity Goals

Increasing the number of diverse graduate students at all levels will be difficult during times with tight budgets. Other universities offer attractive financial packages, especially to MBA and PhD candidates. We lose many candidates to Texas Universities with larger compensation packages.

However, we can set goals in terms of outreach, and as we increase our outreach efforts we increase the probability of meeting our diversity benchmarks.

Outreach measures:

- Number of MBA and PhD applications from diverse students. Baseline will be applicants for FY09. Our goal will be to increase the number of applicants by 5% per year for the next five years. This will require outreach by faculty and staff. As we increase diversity in our undergraduate program, qualified students can be identified and encouraged to apply for the MBA program. Specific departments have succeeded in increasing diversity in their masters program, sometimes with the help of business partners. For example in the Accounting Department, Ernst & Young sponsors a large scholarship for diverse Masters’ candidates and also hosts networking dinners specifically for diverse students. Departments and Eller can increasingly seek funding for scholarships targeted to increase diversity. To identify highly qualified diverse candidates, faculty and staff will interact with recruiters (particularly of local firms) to identify potential students in their current workforce who would be targeted for MBA scholarships.
Faculty Diversity Goals

Number of tenure track and lecture applications from diverse individuals. Baseline will be FY09. This goal will focus on both ethnicity and gender. Currently we have 22% diverse tenure track faculty members (4% non-Asian), and 20% diverse lecturers with 5% non-Asian. We need more tenure track females (25% currently) and other diverse candidates. Sixty percent of our lecturers are female so we need a better balance among the various faculty.
Appendix C: Student Success

Prepare our Students for Rewarding Careers in Business, Government and the Non-profit Sector and Who Contribute to the State, Nation, and World

The College has several important tactical objectives ahead in terms of curriculum change. First, we will closely examine and redesign our undergraduate business curriculum. Our undergraduate program is one of the most highly regarded in the country—according to U.S. News & World Report, it ranks 21st among all public and private universities and 12th among public institutions. Partly for that reason it is one of the most sought-after majors at the University— one-fifth of all UA undergraduates are either pre-business or upper-division business majors. Nevertheless, we believe we need to determine whether we are still on the cutting edge of undergraduate business education and have begun a review process that will last for at least one year. As part of this process, the dean has charged the Eller faculty with finding ways to integrate their research not only into the instruction of doctoral students, but also into masters and undergraduate courses.

We are exploring improvement of our undergraduate curriculum in global business and providing more study abroad opportunities. The University of Arizona recently signed an agreement with Cultural Experiences Abroad (CEA), a company that specializes in providing study abroad experiences. CEA provides extensive support services during international trips; this high level of service makes the study abroad option more appealing to students and their parents. The Eller College is working with CEA to develop study abroad trips that undergraduate management students would find attractive and that would permit them to continue to make progress toward their degree. The Eller College recently appointed Sue Umashankar, senior lecturer in Marketing, to be director of its Global Business Program. This program features three courses in international business and approval is being sought so this becomes a thematic minor available to Eller students. Professor Umashankar is working with faculty to develop new international business electives, and she has taken students to Mexico and is also planning a longer trip to Mexico and a trip to India for interested GBP students for the upcoming year. Further, she developed a summer cohort pilot program that will be held in 2009 in Nanjing, China. She is also planning a Global Perspectives Conference with a focus on China for April, 2009.

Assessment of Undergraduate Student Outcomes

The College also continues to assess student outcomes and use feedback from that process to improve its programs and instruction. Learning outcomes are assessed using a range of methods. Chief among these are:

- Professional program admission process (prior to junior year admission)
- Writing proficiency exam – given to all students during the first semester junior year in Business Communications (BNAD 314R).
A capstone course (MGMT 402) includes team-based case competitions and a series of written assignments.

- Student team projects and presentations in core courses.
- Employer surveys – sent every 2 years to larger employers of our students.
- Feedback from employer advisory board.
- Exit surveys of graduating seniors.
- Student focus groups and meetings with students.

For a complete summary of our learning objectives and assessment methods for this program and our Masters and Doctoral programs, please see the attached Appendix.

**Using outcomes from assessment to close the feedback loop**

When the learning goals were first adopted, faculty members were asked to measure each professional core course relative to the learning goals and outcomes. We made three significant curriculum changes as a result of this examination.

- A new capstone course was created: MGMT 402—Integrating Business Fundamentals with Ethics and Law.
- Changes were made to Business Communications (BNAD 314R). Classes are divided into smaller sections, and students work on team development/building to improve effectiveness of student teams in all core classes.
- A new information systems class was created: MIS 304—Using and Managing Information Technology. Students examine the relation between IT and all other areas of an organization, from marketing to management. The course includes team presentations about best IT practices. Judges from industry provide students with feedback on their presentations and select winners.

An evaluation of learning goals also revealed that the College goals of values and ethics were not covered in as many courses as other goals. Two changes in the program were made as a result.

- A lower division ethics course (PA 202—Ethical Issues in Business) was developed so that students better understand and articulate the ethical issues facing both individuals and organizations.
- A Collegiate Ethics Case Competition and a Student Board of Honor and Integrity were both started to engage students in business ethics issues. These are coordinated through our ETEGRITY Program.
- Recent student exit surveys revealed two areas of concern.
- 52 percent of respondents rated the Eller experience poor in the area of international issues necessary to succeed in future careers. **Solution:** We expanded study abroad opportunities (short trips, internships and semester experiences), created a new Global Business Program, and recruited a new director who will continue to expand international topics into courses for all majors.
- 53 percent of respondents were dissatisfied with career assistance (at both College and University levels); 50 percent of respondents did not register for placement services. **Solution:** We created a department advisory board, hired professional development
specialists, and instituted career panels associated with every major during the junior year. Improving the placement of both undergraduate and graduate students will be a major focus going forward.

MBA Program Vision, Goals, and Outcomes Assessment

The Eller MBA has begun to emphasize Impact, Innovation and Leadership Development with prospective students and employers. The full time MBA program is relatively small and students have good access to faculty who teach in the program and also to staff who work with them on professional development and placement. During the last few years we have developed a successful experiential learning program via field projects and an improved summer internship program. The main changes to the curriculum to support this repositioning are as follows:

- Pre-term Teams and Leadership short course – prior to start of regular fall semester for incoming students.
- International trip experience – during winter break of first year.
- An integrative learning module added to the first-year spring semester.
- A semester-long capstone course required during the second year.
- Additional elective courses, particularly in Marketing, which is one of the most sought-after concentrations.

An important tactical priority pertains to our strategic objective of raising the College’s visibility. In August, 2006 the College moved into the Phoenix market with the introduction of an innovative and competitively structured Executive MBA program (EMBA). In 2007 we capitalized on the success of that program by opening a new Scottsdale facility, gaining a physical presence in the state’s capital and largest city—home to 7,000 Eller graduates. The Phoenix location makes the EMBA program attractive not only to Phoenicians, but also to residents of the entire southwestern United States because of the ease of flying into and out of Phoenix. In January we introduced an evening MBA in Scottsdale—a program as innovative, we believe, as the successful EMBA program. Finally, the Scottsdale campus gives us a platform to begin to develop non-degree executive education in the Phoenix area, and we have staff in place there now.
Appendix D: ASSURANCE OF LEARNING

In this section the learning goals for each program are described along with assessment methods and results. We also explain how assessment results have led the College to change program offerings.

Undergraduate Management Program
The undergraduate program is the largest program in the College, with roughly 820 graduates per year. The required part of the program consists of 7 pre-business foundation courses and 9 courses in the professional core, including a capstone management course taken in the senior year. These required courses constitute 48 units of the 120 units needed for graduation. Eller majors consist of between 15 and 21 units. The rest of the degree program is comprised of general education courses and electives; one year of a foreign language is required as well.

In 2003, under the leadership of Dr. Ken Smith and Dr. David Tansik, the Eller College faculty adopted five learning goals for the undergraduate program; see Table 6.1 for a list of the goals, along with learning outcomes for each goal. The Eller College, along with its peer institutions, had traditionally concentrated its academic programs on the first two goals: knowledge and skills. However, it is our belief that an additional focus on the other three goals (attitudes, values, creativity) helps our students develop a broader perspective regarding their career that will help them be successful. In addition, these last 3 goals contribute to creation of a 'brand' that distinguishes Eller College graduates.

Table D1
Undergraduate Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OUTCOMES</th>
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| 1. Knowledge – Provide students with essential knowledge about organizations in a global environment. | Social responsibility  
Understand the role of organizations in a society  
Understand the impact of organizations on the environment  
Understand the impact of organizations on human society  
Interdisciplinary  
Understand how the functional fields are interrelated  
Organizational structure  
Understand how individual and organizational objectives affect performance  
Understand how incentives influence individual and organizational behavior  
Know the types of organizations  
Know the roles of individuals within an organization |
### Ethics
Have an awareness of ethical issues and professional codes of ethics

### Diversity
Understand the value of a diverse workforce within an organization
Understand the diversity of the marketplace (consumers)
Know how to find resources about different cultures

### Business-government interactions
Know how businesses influence governments
Be aware of how government actions affect organizations

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<tr>
<th>2. Skills – Develop skills needed for assuming managerial positions.</th>
<th>Written communication</th>
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<tr>
<td></td>
<td>Prepare clear and well organized technical reports</td>
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<td></td>
<td>Write concise memoranda in appropriate format</td>
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<tr>
<th>Oral communication</th>
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<tbody>
<tr>
<td>Organize and deliver an effective oral presentation</td>
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<tr>
<th>Information and Technology</th>
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<tbody>
<tr>
<td>Communicate using technology</td>
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<tr>
<td>Acquire, evaluate, and utilize information</td>
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<thead>
<tr>
<th>Teamwork</th>
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<tbody>
<tr>
<td>Produce effective written and oral team reports</td>
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<td>Work successfully in socially and culturally heterogeneous teams</td>
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<table>
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<tr>
<th>Computer applications</th>
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<tbody>
<tr>
<td>Use software to communicate, to make presentations, and to manipulate data</td>
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<tr>
<th>Problem solving/critical thinking</th>
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<tr>
<td>Appropriately define problems and identify stakeholders</td>
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<tr>
<td>Provide multi-factor explanations for complex phenomena</td>
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<tr>
<td>Use sources and data appropriately</td>
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<tr>
<td>Integrate data from multiple sources</td>
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<tr>
<td>Use explicit standards for evaluation</td>
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<tr>
<td>Justify choice of standards</td>
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<tr>
<td>Apply appropriate quantitative tools</td>
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<tr>
<th>3. Values – Enhance students’ understanding of how to act with integrity and with an appreciation of ethical considerations.</th>
<th>Professional</th>
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<tbody>
<tr>
<td></td>
<td>Understand the ethical precepts of the profession</td>
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<tr>
<th>Individual</th>
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<tr>
<td>Understand the ethical consequences of individuals' actions on other people and on the environment</td>
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<th>Organizational</th>
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<tr>
<td>Understand the ethical consequences of an organization's</td>
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| 4. **Attitudes** – Develop attitudes among students that will contribute to success and life-long learning. [An attitude is a relatively lasting tendency to react to a person, object, event or situation in a particular way.] | **Beyond the Classroom**  
Engage in traditional and non-traditional learning activities in addition to (or supplement) required coursework (before and after graduation)  
**Self-assessment**  
Use realistic self-assessment as a way to gauge and improve individual performance  
**Diverse viewpoints**  
Accept and value differing viewpoints from diverse sources (e.g., different departments, organizations, genders, races, religions, etc.)  
**Personal responsibility**  
Understand the behaviors and personal characteristics that lead to both individual and organizational success. (This requires an understanding of the relationships between individual behavior, individual goals, organizational culture and organizational goals.) |
|---|---|
| 5. **Creativity** – Enhance student creativity. | **Integration**  
Integrate knowledge from different disciplines and content domains in solving problems  
**Risk**  
Evaluate the appropriate level of risk in creative endeavors based on the historical role of risk-taking and occasional failures in business success  
**Varied Approaches**  
Utilize various approaches to problem-solving or innovation that enhance creative solutions  
**Open-ended problems**  
Create innovative solutions for open-ended business problems that do not have clearly defined procedures  
**Recognition**  
Recognize the presence or absence of creativity in their own work and in the work of others |

Table D2 in the Appendix summarizes how these learning outcomes are reflected in the required foundation courses. The supplement to this Maintenance Report includes a syllabus and a one-page summary of how each course contributes to learning outcomes.
A range of assessment methods are used to evaluate learning outcomes. Chief among these are:

- **Professional program admission process (prior to junior year admission)**
  - Every applicant participates in a personal interview with a team of alumni. The alumni use questions developed from the learning outcomes. Interviewers provide written feedback about applicants’ learning outcome results.
  - Every applicant takes an exam measuring knowledge outcomes from Business Math I & II (MATH 115A & B), Introduction to Financial Accounting (Acct 200) and Computers and Internetworked Society (MIS 111). The exam measures prerequisite knowledge that is necessary in the upper division courses and gives us data for learning outcomes in the lower division foundation courses at the UA and transfer schools.

- **Writing proficiency exam** – given to all students during the first semester junior year in Business Communications (BNAD 314R). Students needing remediation enroll in a 1 unit support lab.

- **The Capstone course** is taught by Suzanne Cummins, recognized by the university for her outstanding teaching. Dr. Cummins keeps the course fresh and constantly changing. Her assessment practices have included intramural case competitions with outside judges, alumni writing coaches and mentors, undergraduate preceptor writing and critical thinking coaches, and most recently a professional writing grader. Suzanne emphasizes critical thinking and writing in the course and ensures competency through a series of written assignments.

- **Student team projects and presentations in core courses** – These are evaluated relative to learning outcomes. Some courses utilize panels of alumni and business executives to evaluate student teams.

- **Employer surveys** – sent every 2 years to larger employers of our students.

- **Employer advisory board** – The Undergraduate Program hosts an employer advisory board meeting every semester in conjunction with large recruiting events. Members of the board include recruiters from: Target, National Instruments, Phillip Morris USA, General Mills, Gallo Wine, NW Mutual, and other major employers. The board members review curriculum, help support leadership programs and provide feedback about Eller students they hire.

- **Exit surveys of graduating seniors** – This measures student satisfaction with learning outcomes. Students provide valuable input regarding what works well and what aspects of the program need improvement.

- **Cohort Advisory board meetings**, “Be Heard Week”, and the course *Improving the College* (BNAD/MGMT 496Z) – these serve as focus groups and laboratories in which students are asked to identify what aspects of the program are going well and which parts need improvement.

Outcomes from assessments and impact on program:

When the learning goals were first adopted, faculty members were asked to measure each professional core course relative to the learning goals and outcomes. There were three significant changes made to the curriculum as a result of this examination.
- A new capstone course, MGMT 402 – Integrating Business Fundamentals with Ethics and Law, was created.
- Changes were made to BNAD 314R – Business Communications; classes were divided into smaller sections, and students work on team development/building to improve effectiveness of student teams in all core classes.
- The information systems class, MIS 304 – Using and Managing Information Technology, was created. It covers how IT relates to all areas of an organization, from marketing to management and includes industry-judged IT best practices team presentations.

Employer surveys revealed that employers wanted more “sales training” for students. The Employer Advisory Board funded an adjunct instructor to develop the course, Persuasion Techniques for the 21st Century. This course was recently moved into the Marketing Dept. as a personal sales course.

An evaluation of learning goals revealed that the Values/Ethics goal was not covered in as many courses as other goals. Two changes in the program were made as a result:
- A lower division ethics course, PA 202 – Ethical Issues/Business, was developed so that more business students were exposed to ethical issues for both individuals and organizations.
- A Collegiate Ethics case competition and a Student Board of Honor and Integrity were both started to engage students in business ethics issues. These are coordinated through the E-tegrity Program of the Eller College.

Recent student exit surveys revealed two areas of concern.
- 52 percent of respondents rated the Eller experience poor in the area of International Issues necessary to succeed in future careers. Solution: Expanded study abroad opportunities (short trips, internships and semester experiences), enlarged the International Certificate Program (accept students into the program every semester) and recruited a new director who will continue to expand international topics into courses for all majors.
- 53 percent of the respondents were dissatisfied with career assistance (Eller and Career Services); 50 percent of the respondents did not register for placement services. Solution: We developed an internal department advisory board, hired student professional development specialists and instituted career panels associated with every major in the junior year. One of our greatest challenges is student placements outside of Arizona and we are working on proactive partnerships in major cities.

We continue to look for ways to use the co-curriculum to engage students in learning goals. For example, both the Eller College Philanthropy and the Eller E-tegrity Program were developed in part to help students achieve Values and Attitudes goals. Because the Eller College has the highest number of student organizations connected with a college at The University of Arizona, we believe that the co-curricular opportunities of the College strengthen the learning outcomes in the areas that are more difficult to measure (attitude, values and creativity).

**BA in Economics**
The Economics Department offers two undergraduate degrees: a BS in Business Economics offered as a major within the undergraduate management program and a BA in Economics offered through the College of Social and Behavioral Sciences. This section describes learning assurance for the BA in Economics.

The Economics discipline is large and quite diverse. Table 6.2 provides learning goals and outcomes at a fairly general level. Individual faculty members develop more specific goals and outcomes for their courses that focus on relevant course material and concepts. Faculty members regularly revise course material based on results from exams and assignments, feedback from students, and self-assessment.

Outcomes are measured in a variety of ways. Individual faculty members report on outcomes in their annual professional activities reports. Feedback from students on course evaluation forms provides qualitative information about whether outcomes are being adequately addressed in courses. The student members of the Economics Society provide feedback to the club advisor and other faculty members regarding which aspects of the program are working effectively, and what needs improvement.

Two recent changes in the program came about as a result of outcomes assessment.

- Feedback from faculty regarding exams and term papers, as well as feedback from Economics Society members, revealed problems with performance on written assignments. A new one-unit course, ECON 479—Communication in Economics—was put in place in 2005-06 as a requirement for Economics majors. Students turn in several written assignments and receive feedback on their writing. Students who receive an “A” grade take the course once. Other students take the course a second and perhaps a third time, depending on how their writing improves.

- Second, several faculty members have reported that many students do not come to class adequately prepared. In 2006-07 Professor David Reiley began requiring on-line quizzes (available through the Blackboard Course Management System) be taken before class meetings. The quizzes have questions on the required reading for the next class meeting. Prof. Reiley reports that students are now showing more evidence of having done the required reading, leaving him free to present material not covered in the text and to engage the class in more discussion. The quizzes also provide quantitative measures of student performance on learning outcomes covered by the readings. Other faculty members are considering adoption of on-line quizzes.
Table D2
Economics Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OUTCOMES</th>
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| 1. *Knowledge* – Provide students with essential knowledge about economic analysis, economic institutions, and economic systems. | Understand fundamental concepts in economics  
Understand fundamental economic theory  
Understand fundamental methodologies of economics  
Ability to analytical methods of economics  
Understand economic institutions: how they function and affect behavior  
Understand governmental policies, regulations, and their impacts and limitations  
Understand effects of alternative incentive systems on behavior  
Familiarity with contemporary and historical individual issues and problems  
Familiarity with contemporary and historical social and global issues and problems  
Familiarity with economic data, facts, and trends |
| 2. *Skills* – Develop skills needed for economic analysis and for communicating results to others. | Identify and formulate economic problems  
Analyze and solve economic problems  
Identify economic opportunities and potential gains  
Determining desirable and efficient solutions  
Application of economic theory  
Application of economic methodologies  
Integrating alternative problem solving approaches  
Use of quantitative tools  
Use of appropriate technologies  
Ability to interpret data  
Analytical reasoning  
Written communication; Presentation and oral communication  
Working in teams |
| 3. *Values* – Enhance students’ understanding of how to act with integrity and personal responsibility. | Individual initiative  
Diligence and enthusiasm  
Professional responsibility  
Seeking innovative and creative solutions  
Search for productive and efficient outcomes  
Removing barriers and creating opportunities  
Understanding alternative approaches and points of view  
Individual responsibility |
MBA Program
The Eller College offers a traditional two-year full-time MBA, a two-year evening MBA (often referred to as a working professionals or part-time program), and an accelerated Executive MBA.

MBA Learning Outcomes
- Understand financial theories, analysis, reporting, and markets
- Understand the critical role of operations strategy, integrated production and distribution of goods, services, and information, as a means to achieve competitive advantage
- Learn group and individual dynamics in organizations, including current theories of management and leadership
- Develop an understanding of the ethical and legal responsibilities in organizations and society
- Ability to employ statistical data analysis and management science as a support to decision-making processes throughout an organization
- Understand information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management
- Understand the domestic and global economic environments of organizations
- Proficiency in written and oral business communications
- Ability to integrate knowledge from different disciplines and content domains when solving problems
- Demonstrate problem solving and create thinking abilities
- Ability to apply course-specific content in real world settings
- Understand business strategy and analysis of competitive markets
- Develop ability to apply marketing strategies and tactics as a way of understanding customers
- Develop ability to leverage skills and experiences for career success

A variety of assessment methods are used to measure learning outcomes for MBA students. Several methods are highlighted below, along with results and program changes due to assessment results.

Graduating Student Placement for Full-Time MBAs – Each year, MBA programs survey their students to determine their post-graduation employment. The placement rate represents the number of students who have secured employment divided by the total number of graduating students seeking employment. This rate is an important assessment and indicator of the employability of our students and is also used to determine the ranking of national and
international MBA programs. The 2007 placement rate was 90 percent. Average class salary is also an important determinant of placement success. The median class salary for 2007 was $75,000.

*Internship Manager Evaluation* – This questionnaire provides the hiring manager’s assessment of the intern’s performance by obtaining feedback on the following:
- Achievement of internship goals
- Demonstration of skills necessary to successfully complete projects
- Rating of professional development skills
- Determination of whether Eller MBA students would be hired in the future based on experience with this student.

*Student Internship Survey* – This questionnaire collects the interns’ assessments of their performance/experience at the sponsoring companies by obtaining feedback on the following:
- Scope of project and its goals
- Examples of demonstration of skills necessary to successfully complete projects
- Examples of demonstration of strengths
- Self-rating of professional development skills
- Determination of whether intern would work for this organization based on this summer experience.

Both internship surveys provide feedback on several learning outcomes, including the students’ ability to:
- Leverage skills and experiences for career success
- Apply course-specific content in real-world settings
- Demonstrate problem solving and creative thinking abilities
- Integrate knowledge from different disciplines and content domains when solving problems
- Demonstrate proficiency in communications.

*Orientation Survey of New Students* – Both full-time and working professional students attend an orientation program prior to the start of August classes, after which they complete a survey that rates the effectiveness of the orientation activities. Effectiveness is defined as the extent to which the activity contributed to the students’ understanding of and sense of preparedness for their first semester. Key orientation goals are teambuilding, corporate citizenship activities, and developing rapport with fellow students, staff, and faculty. In 2006 survey responses indicated that the strongest features of the orientation program were dynamic speakers, the team building activity, participation in corporate citizenship activities, communication with and the availability of staff and second-year students, and the case competition. On the other hand, responses indicated a need to change the duration and timing of the business fundamentals material, and to provide ample time for case competition preparation. The orientation held in August 2007 incorporated most of the survey recommendations.

*Exit/Student Satisfaction Survey* – Shortly before or after graduation, all students are asked to complete a comprehensive exit survey, referred to as the Student Satisfaction Survey. In the future, students may be asked to complete this survey at the midpoint and again at the end of
their program. The students are asked about admissions, instruction and faculty in core and elective classes, content and structure of the curriculum, administration and support services, career development services, classmates, and overall satisfaction with the program. In addition, students are asked to identify three areas of greatest value, three areas that are in need of change, and to provide any other commentary.

The main findings of recent surveys are that full-time student ratings of student services such as admissions, administration and student support, and career development were generally high, although certain specific areas were cited as needing improvement. The quality of instruction in core courses was rated good or very good by most students. In elective courses there was more variability in quality of instruction. Students expressed the need for more electives, and better integration between courses – factors that have now been addressed by implementing a restructured curriculum in Fall 2004. Faculty received high ratings for availability and responsiveness to student concerns. Ratings of classmates showed some dissatisfaction: 60 percent were satisfied with overall quality of classmates, and 51 percent believed that their fellow students’ level of academic quality enhanced their learning. On the dimension of overall satisfaction with the MBA program, 55 percent of respondents’ expectations had been met.

**End of Course Assurance of Learning** – At the end of each eight-week core course module, the MBA program assesses the extent to which students have met the learning objectives, as measured by achieving a B grade or better in each course.

Outcomes Measured:
- Understand financial theories, analysis, reporting, and markets
- Employ statistical data analysis and management science as a support to decision-making processes throughout an organization
- Understand the domestic and global economic environments of organizations
- Demonstrate proficiency in written and oral business communications.

For Fall 2006, 95 percent of students achieved an overall GPA of 3.0 or greater; 8 percent of students failed to meet the learning objectives in economics; 7 percent failed to meet the learning objectives in statistical decision making; and 9 percent failed to meet the learning objectives in financial accounting.

**Master of Accounting**

Consistent with the undergraduate program, the faculty’s goals for the masters’ program pertain to: [1] Gainful employment, [2] Oral and written communication skills, [3] Cognitive skills, [4] Attitude and ethics, [5] Teamwork, and [6] Software skills. For each goal, the faculty identifies a key measure for tracking and assessment. Reflecting the recent revival after years of very low enrollment in the masters’ program, the assessment cycle is slightly less comprehensive than that for the undergraduate program.

The faculty feels a deep obligation to help all graduate students find attractive job opportunities. The key measure for this goal is the placement ratio taken from a survey of graduating students. The numerator of this ratio is the number of graduating students who have job offers or have been accepted into a doctoral program. The denominator is the total number of graduating students. For 2007, the placement ratio is 100%, including one student entering a doctoral program (Penn State). Although the faculty naturally would like the placement ratio to be 100% every year, a realistic assessment must take into account economic conditions. In the future, the faculty will refine the placement ratio by comparing year-to-year changes in the ratio with contemporaneous changes in the total demand for accounting graduates in the U.S. economy.


The faculty believes that strong oral and written communication skills are essential to the students’ success as professionals. A key measure for this goal is the written communication score provided by an instructor in the master of accounting program. Separate from the normal grading procedure, the instructor evaluates each student’s answers to essay questions under time constraints. The evaluation involves five dimensions. For 2007, the mean written communication score is 83%. Another key measure for this goal is the oral communication score provided by an instructor in the master of accounting program. The students develop a presentation based on information from textbooks, academic journal articles, and the business press. Separate from the normal grading procedure, the instructor evaluates the students’ presentation and ability to facilitate classroom discussion on four dimensions. For 2007, the mean oral communication score is 4.71 out of 5.00. Finally, the peer communication score is based on the students’ evaluation of each other’s research papers. The evaluation involves four dimensions. For 2007, the mean peer communication score is 4.45 out of 5.00. The faculty generally is satisfied with the above communication scores. The faculty who teach in this program will use the detailed results on performance dimensions to identify specific steps in order to achieve continuous improvement in students’ oral and written communication skills.


In every accounting course, the faculty strives to improve students’ cognitive skills for understanding and applying core concepts. Such understanding and application requires familiarity with the dynamic economic context in which accounting adds value to decision making in organizations and markets. The faculty assesses the students’ cognitive skills in the master of accounting program with the cognitive score based on a comprehensive exam for every graduating student. For each exam question, possible outcomes are high pass, pass, low pass, and fail. For 2007, answers to 81% of the exam questions achieved either a high pass or pass. The faculty who teach in this program will use the detailed results on performance dimensions to identify specific steps in order to achieve continuous improvement in students’ cognitive skills.


Much of the work of professional accountants is in team settings. For this goal, the faculty uses the teamwork score based on information from ACCT 531. In this course, student teams work on a simulated audit case. Separate from the normal grading for the course, the students were evaluated on four dimensions of teamwork. For 2007, the mean teamwork score is 4.19 out of
5.00. The faculty believes that this level of teamwork performance is satisfactory. In the future, the faculty will further refine the instrument for evaluating teamwork to ensure that effective knowledge sharing receives more emphasis.

[5] Software skills.

Today’s accounting professionals must be able to use software tools in an effective and efficient manner. For this goal, the faculty is currently developing a software score based on data from several courses involving a research assignment in ACCT 553, and software assignments in ACCT 572A, 528, and 522.

**Management Information Systems Master’s Program**

The Management Information Systems MS program underwent a major revision, effective Fall 2007, to reflect the changing business dynamics in the IT marketplace. Prior to making the changes, we sought input from multiple sources. Preliminary discussion began with our MIS Board of Advisors, a group of high-level IT executives. We also discussed industry needs with business people through our MIS Futures Council meetings in Phoenix, Chicago, Detroit, Washington and other cities. We reviewed the curriculum suggested by two IS organizations: AIS (Association of Information Systems) with primarily academic members and SIM (Society of Information Management). The MIS Department organized an MIS Roundtable event in Tucson in Spring 2006. Attended by representatives from the top 25 IT programs in the country, the Roundtable’s purpose was to talk about the future of the discipline. Participants used our collected information as the starting point to further brainstorm on curriculum issues. Finally, the MIS Department had a faculty retreat to revise the curriculum for our MS program using the input from these sources. We have continued to use input from our students, our Board of Advisors and Roundtable participants at subsequent MIS Futures Council events to further refine the content of the curriculum.

The program consists of the following:

1. Basic system/business foundations (9 units in MIS + 1 unit in business communication)
2. Technical, Management or Entrepreneurship track (9 units)
3. Electives (9 units)
4. MS project (3 units)

**Basic system/business foundations**

This module provides a set of common core courses and has three specific objectives:

- To introduce students to business-IT foundations and to how organizational processes and their redesign/automation reflect corporate strategy and IT opportunities. Students work in teams with business field projects to ensure that the classroom learning is related to real-world practice.
- To introduce students to data management foundations. Students are exposed to the application of database management to support business decision-making. Student learning is tested both in the classroom and in field projects.
To introduce students to business process documentation, systems analysis and sourcing strategies where the students use various IT tools to apply the classroom concepts to their case-based learning.

Learning goals for Basic system/business foundations:
Students should be able to
1. Understand how IT supports the inter-organizational nature of business processes
2. Understand how IT supports the financial well-being of the firm and its responsibilities to various stakeholders
3. Justify IT activities and purchases with a business
4. Understand the social implications of IT decisions
5. Understand the ramifications of business strategy in a global environment on IT
6. Understand the fundamentals of database analysis, design, and implementation.
7. Understand an organization’s data needs and to be able to develop a detailed set of business requirements to support business processes to meet those needs
8. Design and implement a web-based database application to support business operations and decision making
9. Have a basic understanding of state-of-the-art database management systems such as Oracle, Microsoft SQL Server and web-based development tools
10. Understand service-oriented architectures
11. Have an overview of system sourcing strategies
12. Understand the specifications of service-level agreements
13. Understand software development approaches
14. Understand process-driven system integration
15. Have a basic understanding of Unified Modeling Language
16. Communicate professionally and persuasively in both the physical and electronic environments.

**Technical track**
The goal of this track is to expose students to issues related to the design of component based systems, to mining data from the web for decision analysis, and to the use of web services to integrate organizational processes. Classroom projects help expose students to the application of theory to real-world business settings.

Learning goals for technical track:
Students will be able to
1. Model problems and then implement those models as object-oriented systems.
2. Apply strategies for implementing reusable and extensible systems
3. Use polymorphic code construction
4. Use inheritance, composition, and design patterns
5. Use data structures and algorithms that are suited for:
   o Developing Internet-based information systems in business intelligence
   o Search engines
   o Digital libraries
6. Apply the latest advances in business process technologies and management including
   o Business process planning
   o Business process requirements analysis
   o Business process modeling
   o Workflow system design and implementation.

**Management track**
The goal of the management track is to enable students relate IT strategy to corporate objectives, to develop internal capabilities to implement integrated business systems, and to ensure that the security of data and processes (when they are outsourced) is managed to protect business continuity. The classes use software tools such Microsoft Dynamics, simulation and other risk management tools to put the theory to practice.

Learning goals for management track:
Students should be able to
1. Plan IT solution options to address competitive needs
2. Develop change management strategies using innovation and learning based theories
3. Understand the issues and challenges that both users and systems professionals face in IT
4. Analyze business processes using reengineering methods
5. Understand how data is captured and used
6. Use security techniques for protecting data
7. Understand the managerial and government IT policy implications for both the private and public sector
8. Understand Enterprise Resource Planning (ERP) systems/strategies for management of information among organizations, suppliers and customers
9. Have a basic understanding of how to implement an ERP system.

**Entrepreneurship track**
This track combines two highly-ranked programs in Eller. The nine credit units for this track are taken through our McGuire Entrepreneurship program. Students receive the foundations of MIS through the MIS common core and then the fundamentals of entrepreneurship and business plan development through the entrepreneurship program.

Learning outcomes in the entrepreneurship program are inherent to the nature of the discipline. The goal of the entrepreneurship program is to “equip tomorrow’s leaders to approach business, whether new, corporate, nonprofit, profit-driven socially relevant, government, or public administration—regardless of focus, with an entrepreneurial mindset—making it more viable, more effective, more influential, and more dynamically effective”.
To meet this goal, the entrepreneurship program must foster the broadest possible skills set. The tool of choice to accomplish this is the creation of a comprehensive business plan. A model, interdisciplinary approach, linking academic and experiential curriculum, allows students from a variety of backgrounds and disciplines, and with varying professional goals, to understand the critical elements of opportunity identification through creation and demonstration of viability.

**Electives**

Students may choose electives from a variety of disciplines including operations management, business intelligence, security informatics, biomedical informatics, project management, quality and supply chain management.

**MS project**

The MS project is a synthesis and application of learning. In their second semester students attend a project course (1 credit unit) where the instructor introduces project management methods, helps them find a topic, and brings in industry and faculty speakers. Each project has an MIS faculty advisor (who may or may not be the instructor of the project course). The project is primarily an independent effort of the student working with his or her advisor. In their third semester, students continue to work on their project and are enrolled in a second project course (2 credit units). Over the course of this semester, students report their project progress. Sharing their project work with the instructor and other students encourages broader learning and a chance to get more feedback. The instructor can assess each student’s ability to integrate project management and problem solving skills.

Students in the Entrepreneurship track use their business plans as their MS project.

**Learning goals for MS project:**

Students should be able to

1. Define a problem and its scope
2. Identify the context within which the problem is articulated
3. Identify the stakeholders affected by the problem and its potential resolution
4. Be able to get stakeholder buy-in for problem resolution
5. Plan a project using Microsoft project
6. Identify potential pitfalls and risks that could delay a project
7. Develop contingency plans to address project risks
8. Be able to monitor the status of projects
9. Have strategies to bring delayed projects back on track
10. Document projects and software systems
11. Synthesize and apply material from a variety of courses to business or research problems.

**Assessment:**

We believe that a student’s ability to apply what he/she has learned is the key to assessing the success of our program. We do this through four fundamental avenues.
Class projects – In several of our classes, including two in our common core, students work together on actual problems in organizations (non-profit as well as for-profit.) The organizations are required to be involved in the projects through the various phases, representatives attend the student presentations, read the reports and also write a detailed evaluation of the performance of the group as a whole, the individuals and the utility of the results to the client.

MS project – We view the MS project as a culmination of the program. Students are to synthesize knowledge from several courses and apply this knowledge to a business or research problem. The project is an individual effort supervised by a faculty member. A student’s work is reviewed by the MS project faculty advisor, the instructor of MIS682/683 and the organization with which the student worked.

MIS Board of Advisor feedback – Our MS students also interact with our Board by attending the meetings and making presentations to the group. Board members also hire our students for internships as well as permanent jobs, making them a valuable source of feedback for our program.

Feedback from student internships – The majority of our students do summer internships. All students are required to write a report about their internship experiences: what they did and how it related to their knowledge of MIS. Recently, we have implemented a policy of contacting the companies and requesting feedback.

Master’s in Management – Finance (MMF)
The Finance Department created the MMF program in response to feedback from recruiters. We learned that our undergraduates lacked maturity and depth of training for many financial analysis jobs. At the same time, our MBA students typically sought broader experiences. The MMF was launched in Fall 2001, and was designed to fill this niche. Our overarching learning objective is to provide students with an immersion in the quantitative study of finance.

The MMF program at The University of Arizona is a one calendar year program designed to provide a solid foundation centered on graduate level general finance coupled with an in-depth focus in either fixed income or corporate finance. The program blends rigorous coursework with real-world applications. Additionally, the program looks to hone quantitative skills and solidify computer skills. Following 10 courses in master’s level finance, students complete an in-depth summer research project in their area of interest under the direction of a Finance faculty member. Students completing this program are expected to be able to hit the ground running in any area of finance that requires a solid financial background and quantitative skills.

Learning Objectives for Fixed Income Track:
The fixed income track is designed to familiarize students with the fundamental theoretical concepts and relevant models of fixed income portfolio management and a set of tools to analyze fixed income markets. Students are expected to master enough computational skills to put the latest models into practice; and they learn to apply software packages including Visual Basic for Applications (linked with Excel) and S-Plus for statistical analysis.
Learning Objectives for Corporate Finance Track:
The corporate finance track is designed to familiarize students with the financial decisions made—and decision-making tools used—by corporate financial managers. Graduates will be able to construct pro-forma financial statements and link financial and strategic analyses for the array of corporate decisions.

Assessment occurs in several ways. The summer project affords a powerful assessment tool for the MMF students and program. MMF comprises 30 units of course work plus a 6-unit project, which serves as a capstone experience. Each project culminates in a presentation before the Department faculty. This requirement ensures that our students have the capacity to do the analysis which they learned in their course work, and also that they can apply that analysis to an actual problem, and communicate their analytical processes and results in a manner consistent with professional industry standards. Since the Program Coordinator attends every project presentation, and members of the faculty attend them all, we use the projects as a tool to assess the effectiveness of the overall curriculum. Indeed, we moved our applied research methods class from the fall to the spring based on our assessments of students’ abilities to use statistical models on interesting problems.

The curriculum is also sensitive to student performance on the CFA exams (all three levels). Our investments and Fixed Income courses use texts that are part of the CFA curriculum, and problem sets in these classes often include material from past CFA exams. In the past our MMF students have had the most difficulty with the financial accounting section of CFA Level 1, so we worked with the accounting department to add a financial statements analysis course to our curriculum. The text for this course is a source of recommended study material for the CFA exams.

The Department’s Board of Advisors is a key source of feedback and assessment. The Board meets twice a year, and curricular review is a major item at each meeting. In fall 2006, for example, we invited Jim Gilliland, Head of North American Fixed Income at Barclays Global Investors (a large money management firm in San Francisco) to provide input on our fixed income curriculum. He stressed the importance of modeling credit risk. We modified the Interest Rate Modeling class to include a five-week block on credit risk models and credit derivatives.

**Doctoral Program**
There are two doctoral programs in the Eller College: Management and Economics. The management doctoral program encompasses departmental programs in Accounting, Finance, Management and Organizations, MIS, Marketing, and Public Administration. While students from these six departments all earn a PhD in management, the departmental programs operate as largely independent programs.

The Graduate College of The University of Arizona mandates examinations that serve as assessment tools. The PhD qualifying examination has a written part and an oral part. The
written part of the qualifying exam evaluates overall knowledge of the discipline after one to three years of study. The written exam requires students to have comprehensive understanding of their field and the ability to apply what they have learned to new problems. The written exam is graded by a faculty team in each department. Students in the Management Doctoral program are also required to take a written qualifying exam in a minor field of study. The oral part of the qualifying exam is taken later in the program, after a student has passed the written part. The oral exam evaluates comprehensive knowledge of the field, and the ability of a student to communicate this knowledge clearly.

A crucial component of assessment for doctoral students is the dissertation. The dissertation provides an opportunity for the student to apply what they have learned to a new problem, and to generate new knowledge in economics and business. The Graduate College requires a thesis defense in which students present their work in front of a team of faculty members.

The Economics Department requires that first-year PhD students take ECON 597C, Teaching Methods in Economics. This course is a seminar in teaching methods that helps prepare doctoral students for their work as teaching assistants and for their first teaching assignment. This course is now recommended for all doctoral students in the College, and a revised version of the course may be required for all doctoral students in the future.
Appendix E: Community Engagement & Outreach

Eller faculty engage with the community through numerous activities and events, including the following:

Arizona Healthcare Leadership Academy

Since 2004, Eller has been involved with the Arizona Healthcare Leadership Academy, a joint venture with the College of Nursing, the Arizona Nurses Association, Arizona Hospital and Healthcare Association. College faculty members develop and teach learning modules that introduce business essentials to healthcare managers. These classes enable healthcare managers to use scarce resources more efficiently and effectively. Classes have been held at hospitals in Phoenix, Prescott, Casa Grande, and Flagstaff and at McClelland Hall and the College of Nursing in Tucson.

Business of Medicine Series

In conjunction with the College’s executive education programs, a comprehensive “Business of Medicine” series has been developed for physicians to address high level management issues in the healthcare profession. These classes have been provided for physicians and administrators at Phoenix Children’s Hospital, and negotiations are underway to provide the same modules at Mayo Clinic in Phoenix. The series is accredited for Continuing Medical Education (CME).

Southwest Leadership Program

Eller faculty has also provided guidance for leaders in the public sector through the Southwest Leadership Program which addresses many of the complexities, challenges and rewards of leadership as a public servant. This five-day program develops leadership skills and energy, and also helps participants establish professional networks with colleagues in the Southwestern region. The program consists of a combination of classroom instruction, guest lectures, group discussions, case studies, and self-directed learning. Hands-on experience applying newly learned skills provides reinforcement of learning concepts and develops competencies beyond typical learning. Participants earn a Certificate in Public Policy and Management from The University of Arizona and return to their public sectors with new skills and insights on a broad range of topics, enabling them to lead more effectively right away.

K-12 Outreach

Other community outreach initiatives include summer activities for children and high school students. The mission of the MIS department’s K-12 Outreach is two-fold: to prepare the future
generation of higher education students for careers in IT, and to provide an opportunity of business majors to give back to their community. Over 150 children attended camps from 1st - 12th grade for summer 2008.

The Accounting Careers Awareness Program for high school students and sponsored by Ernst & Young is aimed at increasing diversity among majors and accountants. For summer 2008, 28 high school students (seniors in the fall) participated in a week-long residential program to introduce them to accounting classes and careers. Resident assistants are diverse accounting majors who benefit from networking with E&Y and the leadership opportunity.

The Economics department provides two classes each summer for high school economics teachers and provides scholarship funding for participants.

**Economic & Business Research**

The Economic and Business Research Center serves the community and state by providing comprehensive forecasting services of the state’s economy. EBR forecasts are an integral component of the state forecasts used in budgeting.

The EBR website, which is partially funded by Chase, recorded 102,582 sessions (visitors) during 2007, an average of 281 per day. This is an increase of 17% from the prior year. Total “hits” approached 2.1 million, or 5,655 per day. The Forecasting Project website, which is accessed only by sponsors entering a username and password, recorded 1536 sessions or 24.1 per day. EBR’s contact database, which is used to manage subscriptions to our publications, contains nearly 10,000 contacts and is updated continuously. The number of electronic subscribers to Arizona’s Economy grew to 1,233, an increase of 9% from the prior year. In addition, print copies are mailed (thanks to Compass Bank funding) to 6,800.

During 2007, the Economic and Business Research Center responded to nearly 200 requests for information. The reference librarian responded to 154 reference requests concerning demographics, industry and economic conditions, up modestly from the prior year. Twenty-eight percent of the requests answered came from the business community (both local and outside of Tucson), 14% were from the university community as a whole and over half of those were Eller faculty, staff and students. Other requests came from non-profit organizations (5%), government offices (18%), other academic institutions (8%), and individuals (12%). In addition to the tally maintained by our librarian, EBR personnel responded to over forty data requests that required accessing AREMOS databases. All EBR personnel regularly respond to a broad range of questions and requests for information from residents, the business community, legislators, and reporters.

In addition, Marshal Vest organizes an annual Economic Outlook Luncheon in early December (with 700 attendees last year) and an annual mid-year economic update breakfast. He makes numerous presentations including appearances on Arizona Illustrated and on the new KVOA show “Inside Arizona Business.” He is an active member of a large number of organizations including the Arizona Department of Commerce’s Economic Research Advisory Council (ERAC), Joint Legislative Budget Committee’s Finance Advisory Committee, the Pima County Real Estate Research Council, the Governor’s Economic Estimates Commission, forecast panels of the Arizona Blue Chip, Metro Phoenix Blue Chip, Western Blue Chip and the National Consensus Forecast of Labor Employment, Compensation and Productivity.
Public Administration and Policy

The School of Public Administration and Policy (SPAP) outreach efforts are considerable. Faculty members participate in the Consortium on Collaborative Governance (a joint research collaboration with the University of Southern California School of Policy, Planning and Development and the University of Washington’s Evans School), the Program in Criminal Law and Policy (a joint program with Arizona’s Rogers College of Law), the Spencer Program in Applied Organizational Ethics, and the Rombach Institute on Crime, Delinquency, and Corrections. In addition, two joint degree programs (a JD and a joint MA with Latin American Studies) provide additional options for students. Further, the department participates in programs with Women’s Studies and Mexican-American Studies. Faculty members also provide service and training to public, non-profit and for-profit agencies through executive education, public lecture series, sponsored research, and volunteer their time in public and non-profit agencies by sitting on public commissions and boards, helping to design and consult on policy development and evaluation, and through the provision of additional technical expertise and service to the media.

McGuire Center for Entrepreneurship

The McGuire Center for Entrepreneurship offers graduate and undergraduate students from a variety of programs and disciplines across campus opportunities to participate in a year-long, innovative, dynamic, and comprehensive program on the development of a new venture concept. Associates programs include: Bio Industry and Life Sciences, Borderlands Business Development, Fine Arts, Health Sciences and Services, Media Arts and Communications, Technology Transfer, among others. Associate students bring a business idea to the program and build a team around it (this can be a faculty-generated business idea), or alternately, may bring a skill set or area of expertise specific to another student team's business concept. In addition, faculty in the McGuire Center has edited the JAI Press Series Advances in the Study of Entrepreneurship, Innovation & Economic Growth, an annual journal that features the best in entrepreneurship research. The Series seeks to promote entrepreneurship research more broadly outside the University of Arizona. Each year, the center selects a topic and gathers papers from top researchers in the field and edits them to advance entrepreneurship research not only to other faculty but to also lay audiences.

Outreach to the Business Community

Eller hosts one major event per quarter, all of which are open to the business community:

- **Executive of the Year**: Held each spring, the Executive of the Year event serves as an opportunity for our students to learn from a truly outstanding executive whose life and career offer a positive model. After a morning of meetings with students, the Executive gives a luncheon address to an audience which includes community business leaders.
• **Economic Update Breakfast & Economic Outlook Luncheon**: Both the Economic Outlook Luncheon, held each winter, and the Economic Update Breakfast, held each summer, are presented by the Economic and Business Research Center and help our local business leaders with strategic planning.

• **Technology and Management Awards Luncheon**: This event, held each fall, is joint effort with Engineering. The Technology Management Awards Luncheon serves to underscore the collaboration between the Eller College and the College of Engineering and to recognize our alumni who excel in careers at the intersection of technology and management.

**Distinguished Speakers**

Throughout the year, Eller hosts several world class speakers through the Distinguished Speaker series. Recent speakers included Gwen Ifill, (moderator and managing editor of *Washington Week*), Terry Lundgren (chairman/CEO and president of Federated Department Stores), William Conway (founding partner and managing director of The Carlyle Group), and Leigh Steinberg (leading U.S. sports attorney).