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.

During the past few years we have had notable achievements in many areas:

- Strategic Planning Process with School stakeholders undertaken to determine key thematic focus area(s) for anticipated faculty hiring and program development. Sustainable Enterprise and Development was selected as an umbrella theme to join International Business as a school-wide theme; four pillar sub-themes identified: leveraging global talent; innovation, commercialization, and entrepreneurship; risk and uncertainty management, and global supply chain management.
- Reorganization to exploit synergies in programming and recruitment and direct resources to key areas (international, assessment/innovation, e.g.).
- Developed position descriptions for all staff and initiated regularized performance reviews.
- Developed comprehensive, all-funds five year budget planning process.
- Re-engaged Business Partnership Foundation board with new, more diverse and active recruits and updated expectations concerning board member participation with school.
- Implemented regular strategic planning and financial management/budgeting process at unit level with required professional development for unit managers.
- Extended Moore School Office of Career Management services from only graduate students to all Moore School students and initiated new Careers course for undergraduates.
- Launched/gained approval for new programs/activities (CUHK cohort, MIB, EMHR, required IB course for all undergraduates).
- Maintained AACSB accreditation without condition and with commendation in key areas.
- Met (exceeded) Darla Moore challenge match.
- Center for International Business Education and Research (CIBER) grant renewed by Department of Education for four years for $1.4 million.
- Managed through organizational climate survey and resulting media attention.
- Engaged DEGW consultancy to collaborate on the visioning and programming of new Moore School facility with diverse stakeholders.
- Received key grant from the US Department of Energy to receive technical assistance (valued at $2 million +/-) for designing a demonstration-quality sustainable building for the School in their Commercial Building Partnership program.
- Engaged CISCO and AT&T in co-design of a world-class telepresence/multimodal learning program to extend our reach.

Our chief weakness concerns our shortage of tenure-track and clinical/practitioner faculty. Our faculty-student ratios are below peer and sub-peers institutions. We believe that at a minimum 2-3 new faculty, at least 1 of which is in the tenure track are required for each of our academic units in the next three years.
Cost estimate (recurring): $3.6 million. Faculty salaries (matching to market) is a related critical concern regarding retention. Cost estimate (recurring): $1.4 million. Professional Staff for International Programming, Distance Education and Careers Support are areas of critical need. Cost estimate (recurring): $1 million.

Appendix A:

<table>
<thead>
<tr>
<th>Department</th>
<th>Top 10</th>
<th>Five Peer Schools</th>
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Five Year Goals

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

   - Enhance reputation for thought leadership overall, especially in the school’s main theme areas [International Business, SEAD (Sustainable Enterprise and Development), Global Supply Chain Management, Managing Human Talent, ICE (Innovation, Commercialization, and Entrepreneurship), and RUM (Risk & Uncertainty Management)], and in the areas with recognized reputations (e.g., Behavioral Accounting Research and Consumer Behavior Research).

   - Secure significant new resources to accelerate faculty hiring in both tenure track and professional/clinical areas to move closer to peer institutions’ faculty: student ratios

   - Connect our scholarly endeavors to the needs of business practitioners by advancing knowledge creation and translation in ways relevant to business

   - Improve the impact and dissemination of the research produced by the faculty and doctoral students

   - Increase the number of and improve the placement of Ph.D. students

   - Increase involvement in novel cross-disciplinary research collaboration within the School, across the campus, and with external partners

2. Enhance and sustain the Moore School’s reputation as a thought-leader in international business education

   - At the Undergraduate level, be the best IB program in the nation; develop and support a portfolio of language/culture based and functionally based cohort programs; develop and support a portfolio of programs with overseas partners

   - At the master’s level, enhance the reputation and grow the portfolio of masters level programs, and introduce a portfolio of double degree programs within USC and with external partner schools

   - Develop career and placement engagement related to international business education programming that leverages and complements our thought-leadership in this key area
3. **Enhance the reputation of the traditional core business programming activities**

- Enhance the quality of our “traditional” undergraduate business majors and programs for non-majors with special support provided for building on emerging successes that present great reputational promise with rankings and employers (e.g. global supply chain management area)

- Develop “honors” type experiences for selected students in selected majors

- Enhance placement and internship opportunities for students

- Provide greater opportunities for undergraduates to engage in integrated learning along the lines envisioned by the USC Connect initiative to include activities such as study abroad, organizational leadership activities, service learning, research, etc.

- Enhance the reputation of the PMBA program and the portfolio of specialty masters programs

4. **Implement and refine an 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 objectives**

- Refine an organizational structure that fosters information flow and encourages risk taking and accountability in light of market and competitive realities

- Incent and support faculty and staff to participate in developing and experimenting in new activities and programs that enhance reputation and/or generate revenue

- Build a competitive Advancement Operation that facilitates the engagement of external stakeholders in enhancing the quality of the School’s programs and activities

- Move into our new building

- Develop and deploy the technology needed to enhance our effectiveness by extending the reach of our faculty and programs and accessing global expertise relevant to our programming: The Moore School as a robust multinational enterprise with its headquarters in Columbia.

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**

- Ensure a client-focused approach to business development and partnership management that rejects a transactions-oriented selling of services in favor of a solutions-providing model of engagement with external groups. This approach will ensure gains for DMSB (enhancement of reputation and diversified revenue through executive education, consultative education, contract
research, business development and workforce development/professional development) in providing critical service to the local, national and global business community in promoting economic development.

- Develop faculty and staff expertise and capability relevant to executive education, consulting and contract research to improve the nature and quality of opportunities (research access, teaching improvement, remunerative and non-remunerative outreach) for interested faculty members to engage with practitioners and to deliver clear added value to our partners.

- Develop a core group of faculty and staff (and grow opportunities for others) engaged with businesses and faculty from around the university in innovation, commercialization, and entrepreneurial activities through Innovista and beyond.

- Leverage the key value we create in preparing future business leaders in partnering with external organizations through robust career management, placement, and life-long learning for the benefit of client organizations and our students and alumni.
One Year Goals

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

Progress:

- Research ranking among all business schools in Financial Times improved from #60 to #48 (weighted by faculty size)

- UT Dallas top journal publication rankings among North American Universities improved across the departments (not weighted by faculty size):

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<thead>
<tr>
<th>Department</th>
<th>Journal of Accounting and Economics</th>
<th>Journal of Accounting Research</th>
<th>The Accounting Review</th>
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<th>Journal of Computing</th>
<th>MIS Quarterly</th>
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| ALL JOURNALS    | 45                            | 40                            | 48                            |

|                | 44                            | 40                            | 44                            |

|                | 40                            | 40                            | 37                            |
• Retained faculty members who were recruited by Cornell and Tennessee

• Recruited 30 new Ph.D. students to bring total number of students in residence to 51

*Plans for coming year:*

• Strive to offer research support that is sufficient for research productivity (on par with peers; approaching aspirants)

• Secure new resources to bring faculty compensation in better alignment with market

• Secure new resources to hire more faculty

• Develop strategy for doctoral institution partnering to advance our capabilities and prospects in this area

2. Enhance and sustain the Moore School’s reputation as a thought-leader in international business education

*Progress:*

• Maintained #1 Undergraduate International Business program ranking by *US News and World Report*

• New MIB enrollment increased from 9 to 16, and expected to increase in 2012

• IBCE cohort program with CUHK implemented

• Alliances for new cohort programs initiated in Egypt, Austria, France, and Spain

*Plans for coming year:*

• Build out language/bicultural undergraduate cohort programs and obtain the necessary support to ensure high quality

• Implement and provide necessary support for revised IMBA program

• Implement a Ph.D. student exchange agreement with CUHK

• Build a portfolio of double degree programs and the associated necessary support

• Build the portfolio of exchange agreements for undergraduate IB majors’ new requirement to study overseas
• Design and implement a plan for supporting language training and internship procurement for international programs

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

   Progress

• Developed and implemented pilot program for one-credit hour course in career management for undergraduate students

• Student research with faculty increasing (based on Magellan proposals)

• Largest MACC enrollment in recent past

• PMBA enrollment appears to be rebounding

   Plans for Coming Year

• Rollout additional career services, including the new required 1 credit hour course, for undergraduate students

• Review the core undergraduate curriculum to ensure that the appropriate material is being learned in prerequisite courses

• Review and adapt as needed core programming and curricular design elements of PMBA program to remain competitive (sequencing, virtual vs. residential components, sub-cohorts, etc.)

• Implement experiments in using TelePresence for undergraduate and PMBA programs

4. Implement and refine an 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 objectives

   Progress

• Organizational structure plan developed and initiated

• Searches for new positions targeted for revenue generation and enhanced career services underway

• Building plans progressing well
• Received Department of Energy grant ($2 million) for technical assistance and design for an energy efficient building

• Funding for Telepresence (Phase 1) approved by Business Partnership Foundation

• Partnerships established with external entities to broaden our reach using technology

• Staff hired and hiring strategy developed in Advancement arena.

**Plans for Coming Year**

• Consolidate and implement new, less hierarchical, top management team structure focused on intra-team accountability and inspiration for innovation, matrixed with enterprise-wide supporting teams

• Design and Implement faculty incentive program for engagement in innovation to complement workload policies, compensation policies and T&P policy(ies)

• Create organizational and funding support for innovation in activities and new programming throughout the School for significant (and novel) revenue and reputation enhancement while enhancing support to traditional, core programs

• Develop more engaged partnerships with other USC units for new program development that is revenue and reputation enhancing (e.g. Engineering Management, HEBA with Education, pharmacy/entrepreneurship program design, etc.)

• Finalize DMSB Advancement Operational and Strategic Plan to comport with USC Campaign and to provide needed private funding support

• Continue to develop BPF board for furthering School’s advancement

• Identify and secure appropriate space/locations for renewed and upgraded programming in Charleston, Greenville, and Charlotte to co-locate with our telepresented PMBA offerings and to establish significant executive offerings in these key business centers

• Ensure effective building planning process continues and promote effective transition to new space through prototyping and active stakeholder engagement throughout process

• Develop novel and significant advancement opportunities around building program for products/services providers to participate in our cutting edge facility

• Experiment and gradually build out multimodal/telepresence learning network in South Carolina and beyond to support PMBA, Executive programs, extension of reach through USC system, 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

- Search underway for Director
- Initial plan for Key Client relationships developed

Plans for Coming Year

- Hire Executive Director and Develop policies/routines for staff integration across newly integrated team
- Initiate a marketing, communications, and outreach strategy to ‘launch’ Division and revised business development approach
- Implement a Key Account strategy for external relations through modest reorganization and modified incentive structures to include: executive education, consultative education, careers/internships, alumni affairs, advancement, division of research (applied research), etc. to provide comprehensive solutions to our clients and to promote cross-selling of services with greater administrative efficiency and effectiveness
- Develop and initiate an outreach strategy to bring faculty expertise to bear on SC, US and global policy and business dialogues
III. Unit Statistical Profile

A. Instructional

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

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<td># Fresh/SAT Avg.</td>
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<td>1004/1199</td>
<td>1057/1194</td>
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<td># Fresh/ACT Avg.</td>
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2. Freshman retention rate for classes entering Fall 2008, Fall 2009 and Fall 2010

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<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same school</td>
<td>73.7%</td>
<td>72.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Other school</td>
<td>13.3%</td>
<td>15.9%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Total</td>
<td>87.0%</td>
<td>87.9%</td>
<td>84.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>3785</td>
<td>2390</td>
<td>3953</td>
</tr>
<tr>
<td>Masters</td>
<td>362</td>
<td>580</td>
<td>373</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>58</td>
<td>46</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>4205</td>
<td>3016</td>
<td>4377</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>EIMBA</th>
<th>IMBA</th>
<th>MACC</th>
<th>MAEC</th>
<th>MHR</th>
<th>MIB</th>
<th>PMBA</th>
<th>PhD</th>
<th>TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER ENROLLED</td>
<td>20</td>
<td>88</td>
<td>65</td>
<td>4</td>
<td>31</td>
<td>NONE</td>
<td>179</td>
<td>8</td>
<td>395</td>
</tr>
<tr>
<td>AVERAGE GMAT</td>
<td>NONE</td>
<td>650</td>
<td>590</td>
<td>535</td>
<td>542</td>
<td>NONE</td>
<td>614</td>
<td>676</td>
<td></td>
</tr>
<tr>
<td>AVERAGE GRE (Q+V)</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>1225</td>
<td>1089</td>
<td>NONE</td>
<td>1101</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>AVERAGE PAEP</td>
<td>575</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
### 2009

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>EIMBA</th>
<th>IMBA</th>
<th>MACC</th>
<th>MAEC</th>
<th>MHR</th>
<th>MIB</th>
<th>PMBA</th>
<th>PhD</th>
<th>TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER ENROLLED</td>
<td>20</td>
<td>93</td>
<td>43</td>
<td>13</td>
<td>35</td>
<td>9</td>
<td>157</td>
<td>2</td>
<td>372</td>
</tr>
<tr>
<td>AVERAGE GMAT</td>
<td>NONE</td>
<td>643</td>
<td>592</td>
<td>625</td>
<td>595</td>
<td>602</td>
<td>605</td>
<td>715</td>
<td></td>
</tr>
<tr>
<td>AVERAGE GRE (Q+V)</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>1206</td>
<td>1062</td>
<td>NONE</td>
<td>1186</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>AVERAGE PAEP</td>
<td>615</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
</tbody>
</table>

### 2010

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>EIMBA</th>
<th>IMBA</th>
<th>MACC</th>
<th>MAEC</th>
<th>MHR</th>
<th>MIB</th>
<th>PMBA</th>
<th>PhD</th>
<th>TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER ENROLLED</td>
<td>21</td>
<td>81</td>
<td>90</td>
<td>11</td>
<td>33</td>
<td>16</td>
<td>155</td>
<td>30</td>
<td>437</td>
</tr>
<tr>
<td>AVERAGE GMAT</td>
<td>555</td>
<td>630</td>
<td>593</td>
<td>740</td>
<td>601</td>
<td>595</td>
<td>587</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>AVERAGE GRE (Q+V)</td>
<td>NONE</td>
<td>1057</td>
<td>NONE</td>
<td>1197</td>
<td>1030</td>
<td>1010</td>
<td>1099</td>
<td>1349</td>
<td></td>
</tr>
<tr>
<td>AVERAGE PAEP</td>
<td>608</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
</tbody>
</table>

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

5. Numbers of graduates in Fall 2009, Spring 2010 and Summer 2010 level (certificate, first professional, masters, doctoral)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>206</td>
<td>559</td>
<td>63</td>
</tr>
<tr>
<td>Masters</td>
<td>69</td>
<td>179</td>
<td>90</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>741</strong></td>
<td><strong>157</strong></td>
</tr>
</tbody>
</table>
Placement of undergraduate, terminal masters and doctoral students for statistical year 2009-2010.

<table>
<thead>
<tr>
<th>Total for which data is available</th>
<th>Total seeking employment 2009-2010</th>
<th>Percent placement by 90 days after graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>441</td>
<td>345</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMBA</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>MHR</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>MACC</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2004 Cohort</th>
<th>4 Year</th>
<th>5 Year</th>
<th>6 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same school</td>
<td>39.2%</td>
<td>53.2%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Other school</td>
<td>8.2%</td>
<td>16.7%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Total</td>
<td>47.3%</td>
<td>69.9%</td>
<td>73.7%</td>
</tr>
</tbody>
</table>

7. Total credit hours generated by our unit (regardless of major) for Fall 2009, Spring 2010 and Summer 2010

<table>
<thead>
<tr>
<th>Total</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>37,768</td>
<td>35,935</td>
<td>3,267</td>
<td>76,970</td>
</tr>
<tr>
<td>Masters</td>
<td>6,959</td>
<td>7,512</td>
<td>2,300</td>
<td>16,771</td>
</tr>
<tr>
<td>Doctoral</td>
<td>192</td>
<td>215</td>
<td>10</td>
<td>417</td>
</tr>
<tr>
<td>Total</td>
<td>44,919</td>
<td>43,662</td>
<td>5,577</td>
<td>94,158</td>
</tr>
</tbody>
</table>

8. Number of undergraduate and graduate credit hours, stated separately, taught by tenured and tenure-track faculty, by instructors, by non-tenure track faculty (clinical and research), and by temporary faculty (adjuncts).

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>ACCT</th>
<th>CBC</th>
<th>ECON</th>
<th>FINA</th>
<th>IBUS</th>
<th>MGMT</th>
<th>MGSC</th>
<th>MKTG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct</td>
<td>1,185</td>
<td>636</td>
<td>3,366</td>
<td>2,371</td>
<td>282</td>
<td>3,507</td>
<td>4,002</td>
<td>483</td>
<td>15,832</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>7,508</td>
<td>2,214</td>
<td>4,329</td>
<td>741</td>
<td>3,315</td>
<td>1,458</td>
<td>3,366</td>
<td></td>
<td>22,931</td>
</tr>
<tr>
<td>Ph.D. Students</td>
<td>1,337</td>
<td>270</td>
<td>24</td>
<td>789</td>
<td>276</td>
<td>291</td>
<td></td>
<td></td>
<td>2,987</td>
</tr>
<tr>
<td>Retired Faculty</td>
<td>249</td>
<td>474</td>
<td>72</td>
<td>585</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,380</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>2,964</td>
<td>3,903</td>
<td>6,315</td>
<td>930</td>
<td>4,251</td>
<td>3,612</td>
<td>5,871</td>
<td></td>
<td>27,846</td>
</tr>
<tr>
<td>Total</td>
<td>13,243</td>
<td>2,850</td>
<td>12,342</td>
<td>1,284</td>
<td>11,862</td>
<td>9,933</td>
<td>10,011</td>
<td></td>
<td>70,976</td>
</tr>
<tr>
<td>Graduate</td>
<td>ACCT</td>
<td>CBC</td>
<td>ECON</td>
<td>FINA</td>
<td>IBUS</td>
<td>MGMT</td>
<td>MGSC</td>
<td>MKTG</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Adjunct</td>
<td>84</td>
<td></td>
<td></td>
<td>156</td>
<td>493</td>
<td>198</td>
<td>180</td>
<td></td>
<td>1,111</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>1,149</td>
<td>504</td>
<td>309</td>
<td></td>
<td>336</td>
<td></td>
<td></td>
<td>180</td>
<td>2,298</td>
</tr>
<tr>
<td>Retired Faculty</td>
<td>612</td>
<td>204</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>837</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>2,117</td>
<td>1,722</td>
<td>684</td>
<td>1,687</td>
<td>2,598</td>
<td>2,668</td>
<td>1,185</td>
<td></td>
<td>12,661</td>
</tr>
<tr>
<td>Total</td>
<td>3,962</td>
<td>2,226</td>
<td>1,149</td>
<td>2,384</td>
<td>3,132</td>
<td>2,689</td>
<td>1,365</td>
<td></td>
<td>16,907</td>
</tr>
</tbody>
</table>

9. 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)

<table>
<thead>
<tr>
<th>Tenure Track</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>39</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>20</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>38</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>Research Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Visiting Faculty</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Lecturers</td>
<td>21</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>43</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>158</td>
<td>150</td>
</tr>
</tbody>
</table>

10. Total Continuing Education units (standard University CEUs or Institutional CEUs) generated for Fall 2009, Spring 2010, and Summer 2010.

<table>
<thead>
<tr>
<th>Daniel-Mickel Center</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>142</td>
<td>76</td>
<td>137</td>
</tr>
</tbody>
</table>

11. Percent of credit hours by undergraduate departments, taught by full-time faculty.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>ACCT</th>
<th>CBC</th>
<th>ECON</th>
<th>FINA</th>
<th>IBUS</th>
<th>MGMT</th>
<th>MGSC</th>
<th>MKTG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%Adjunct</td>
<td>8.9%</td>
<td>22.3%</td>
<td>27.3%</td>
<td>25.1%</td>
<td>22.0%</td>
<td>29.6%</td>
<td>40.3%</td>
<td>4.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>%Full-Time Faculty</td>
<td>79.1%</td>
<td>77.7%</td>
<td>66.7%</td>
<td>74.6%</td>
<td>72.4%</td>
<td>63.7%</td>
<td>51.0%</td>
<td>92.2%</td>
<td>71.6%</td>
</tr>
<tr>
<td>%Ph.D. Students</td>
<td>10.1%</td>
<td>0.0%</td>
<td>2.2%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>6.7%</td>
<td>2.9%</td>
<td>3.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>%Retired Faculty</td>
<td>1.9%</td>
<td>0.0%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>5.9%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
B. Research and Creative Accomplishments

1. Number of publications in calendar years 2008, 2009, and 2010 by category (e.g., books, book chapters, refereed articles, no-refereed publications).

<table>
<thead>
<tr>
<th>Department</th>
<th>Refereed Articles</th>
<th>Non-refereed Articles</th>
<th>Books Authored</th>
<th>Book Chapter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Finance</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>International Business</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Management</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Management Science</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Marketing</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>87</strong></td>
<td><strong>1</strong></td>
<td><strong>6</strong></td>
<td><strong>14</strong></td>
<td><strong>108</strong></td>
</tr>
<tr>
<td><strong>2009</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Finance</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>16</td>
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2. Number of research paper presentations at national or international conferences in calendar year 2010.

122

3. List the national awards, scholarships, and fellowships awarded to faculty in calendar year 2010.

1

4. Number of performances and/or juried exhibitions at national or international venues in calendar year 2010.

None

5. Summary of sponsored research activity to include grant applications submitted and awarded by sponsoring agency

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6. Total extramural funding processed through SAM in FY2010 and federal extramural funding processed through SAM in FY2010.

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7. Total research expenditures per tenured/tenure track faculty for FY2010, by rank and by department, if applicable.

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<th>Estimated Research Expenditures</th>
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<td>Expenditures per faculty member</td>
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8. Amount of sponsored research funding per faculty member (by rank, type of funding, e.g., federal competitive versus non-competitive, state, etc., and by department if applicable).

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<th>Local</th>
<th>Univ.</th>
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9. Percentage of unit faculty with sponsored research activity.

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11. Number of proposals submitted to external funding agencies during calendar year 2010 (by type and by department, if applicable)

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C. Faculty Hiring

1. Number of full time faculty hired during AY 2010-11

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2. Number of post-doctoral scholars (Ph.D., non-faculty hires) in FY 2010:
   None

3. Anticipated losses of faculty by year for the next 5 years

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23
### D. Funding Sources

1. All funds budget (total, A-funds, E-funds, etc.) as of July 1, 2008, 2009, and 2010

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<td>Appropriations, Tuitions &amp; Fees</td>
<td>Moore</td>
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<td>BPF Endowment</td>
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<td>Non-personnel</td>
<td>(2,918,381)</td>
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<td>Student support</td>
<td>(2,622,797)</td>
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<td>USC Tax Assessment</td>
<td>(16,002,192)</td>
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2. Information related to gifts and pledges received:

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<td>Commitments</td>
<td>2,142</td>
<td>1,963</td>
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