

Organization: California State University Channel Islands

Business School Name: Martin V. Smith School of Business and Economics

Martin V. Smith School of Business and Economics

One University Drive

Camarillo, CA 93012

United States

Business Degree Level(s) Offered: Undergraduate

Project: Eligibility Application - 2020

Accreditation Type: Business

Date Submitted: February 16, 2024

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**Eligibility Application for Business Accreditation
2020 Standards**

Eligibility applications may be submitted at any time, but the school should ensure it is using the most updated version of the application. The most current template can be found [on the website](#) and the editable version is provided by AACSB staff upon request.

Part I - Institutional Contact Information*

Name of Institution	California State University Channel Islands		
Institution Website Address (URL)	www.csuci.edu		
Name of Business School	Martin V. Smith School of Business & Economics		
Business School Website Address (URL)	https://business.csuci.edu/		
Mailing Address	Martin V. Smith Hall One University Drive		
City	Camarillo	State/Province/ Region	CA
Postal Code	93012	Country	United States
Telephone Number (incl. international dialing code)	1-805-437- 8545	Fax Number	N/A
Name/Title of the Head of the Business School (Dean or equivalent) Susan A. Andrzejewski, Ph.D. Dean & Professor of Marketing	Name/Title of the Institution's Chief Executive Officer or equivalent (President, Chancellor, Rector, etc.) Richard Yao, Ph.D. President		
Email address susan.andrzejewski@csuci.edu	Email address richard.yao@csuci.edu		
Telephone Number 805-437-3724	Telephone Number 805-437-8410		

*In this form the term “Business School” refers to the unit(s) offering business degrees and seeking accreditation. The term “Institution” refers to the organization/university of which the Business School is a part. If the Business School is independent of any larger organization, or has been approved by AACSB as the unit pursuing accreditation, then the boxes referring to the school should be left blank. More information on accreditation scope is provided in Part V below.

Part II - Background Information

1. Please list the year the institution and/or business school was founded.

In 2002, California State University Channel Islands (CSUCI) became the 23rd and newest campus of the California State University system. CSUCI is the only four-year regional comprehensive public institution in Ventura County, filling a critical need for affordable and accessible higher education in the region. The Business, B.S. and Economics, B.A. were two of the initial degrees offered by the University in 2002.

The Martin V. Smith School of Business & Economics (Martin V. Smith School) was formally established in 2005 – as part of a transformational gift from the Smith family. In 2005, CSUCI also started an MBA Program. Once the Martin V. Smith School was established, the three academic programs were brought under one umbrella: Business, B.S., Economics, B.A., and Master's of Business Administration.

2. Describe the educational system within your country or region and the environment in which you offer degree programs. Describe your school's relationship with any governmental bodies (i.e., ministry of education, board of regents, system of institutions, etc.) and/or relationships with non-governmental entities related to the governance and oversight of your institution and the business academic unit. In your description indicate the national or regional governing body that authorizes the school to grant its degrees and operate as an institution of higher education. Also, please indicate if the business school is subject to quality assurance regulations from governmental, national or other quality assessment entities.

Educational System Overview: The [California State University \(CSU\) system](#) is the largest and most diverse public university system in the United States – serving more than 450,000 students. The primary mission of the CSU is to provide affordable, accessible, and high-quality education to a diverse student population. The system is committed to being a catalyst for social mobility and enhancing economic opportunities for students and their families. CSUCI is the newest of the 23 campuses in the CSU system. CSU campuses offer a wide range of academic programs, including liberal arts, sciences, business, engineering, and more. The CSU plays a significant role in shaping California's workforce by producing skilled graduates in various disciplines, contributing to the state's economic development and growth.

Governance Structure: The CSU system is governed by a [Board of Trustees \(BOT\)](#) appointed by the Governor of California. The BOT designates a Chancellor to oversee the entire system. At the campus level, the Chancellor appoints a President on each campus, who is charged with developing a unique identity for each campus that aligns with the broader mission and carries out broader systemwide initiatives and directives. The Chancellor's Office, located in Long Beach, California, disseminates centralized policy and management directives through Executive Orders,

which span various facets of university operations (e.g., recruitment, enrollment, curriculum, human relations, accounting and finance, procurement, operations, etc.). Each campus operates relatively autonomously; however, all campuses share a commitment to shared governance.

Unionized Environment: A noteworthy characteristic of the CSU system is its highly unionized environment, with [ten unions](#) representing various employee categories (e.g., faculty, skilled trade workers, administrative and operations staff, etc.). The labor/management contracts negotiated between these unions and the CSU system are known as Collective Bargaining Agreements (CBAs). Management and confidential personnel are non-unionized employees.

Campus Overview: Established in 2002, planning for CSUCI initially started in 1965 when Governor Pat Brown signed a bill to examine the need for a four-year public university in Ventura County. In 1996, the CSU Chancellor appointed President J. Handel Evans to lay the groundwork for the 23rd campus in the system. The name “California State University Channel Islands” was adopted in 1996, and in 1997, the CSU BOT accepted the site of the former Camarillo State Hospital as the location for the campus. In 2001, President Richard R. Rush was appointed President of CSUCI and hired thirteen founding faculty members and other administrators. Two of the founding faculty members, William Cordeiro and Dennis Muraoka, took the lead in developing the Business and Economics programs, respectively.

The [University’s mission](#) places students at the center of the educational experience, providing education that facilitates learning across disciplines through integrative approaches, emphasizing experiential and service learning, and graduating students with multicultural and international perspectives. Offering small class sizes, with a student-faculty ratio of 23:1, CSUCI offers twenty-nine undergraduate majors, six master’s degrees, and various credential programs. As of Fall 2023, the student enrollment was 5,127 students, with 60% identifying as first-generation college students, 60.9% identifying as Latinx, and 48.1% identifying as Pell-eligible. CSUCI serves a largely transfer student population, with 55% of student enrollment in 2023 being transfer students.

CSUCI is located in Camarillo, California, midway between Santa Barbara and Los Angeles. The University services a diverse, regional population of undergraduate and graduate students primarily from Ventura, Los Angeles, and Santa Barbara counties. The main campus is located on traditional Chumash lands, previously used for ranching and subsequently housing Camarillo State Hospital. CSUCI also operates a satellite campus in Goleta, the Channel Islands Boating Center in Oxnard, and the Santa Rosa Island Research Station, located on Santa Rosa Island in the Channel Islands National Park.

Accreditation: CSUCI received initial accreditation from the [Western Association of Schools and Colleges – Senior College and University Commission \(WSCUC\)](#) in 2007, subsequently earning re-accreditation for nine years in 2015. The University is currently going through the WSCUC reaffirmation process, with the campus self-study due in February 2024 and the site visit in April 2024.

Recognition: In 2009, CSUCI received designation by the U.S. Department of Education as a Hispanic Serving Institution (HSI). In 2019, CSUCI was one of only nine institutions in the nation to receive the inaugural [Seal of Excelencia](#) from the Washington, D.C.-based [Excelencia in Education](#) for the University’s commitment to and success in serving a majority Hispanic/Latinx student population. In 2022, CSUCI was the only CSU to be recertified with the Seal of Excelencia. *CollegeNet* ranked CSUCI 15th out of 1,549 universities in the nation on their Social Mobility Index, and the University has recently been recognized as the 4th “Best College for Transfer Students” by *Money* magazine and ranked as the 17th “Best Bang for the Buck – West” by *Washington Monthly*.

3. Provide the mission and vision of the business school.

- *Mission:* The mission of the Martin V. Smith School is to cultivate a learning environment that fosters excellence in business and economics education to prepare students to effectively engage with the ever-changing dynamics of organizational landscapes, and develop lifelong learners who remain committed to giving back to their communities.
- *Vision:* The Martin V. Smith School aspires to be nationally recognized as a leader in providing high-quality Business and Economics education and research that positively impacts business and society.

4. Has the school previously applied for, pursued or earned AACSB accreditation? ☐ Yes ☒ No. If yes, please indicate when: _____.

No, the Martin V. Smith School at CSUCI has not previously applied for AACSB accreditation.

5. List five AACSB accredited schools that you consider to be comparable to your business school. Provide a brief explanation for each school as to why you feel it is comparable to your school. The list of AACSB-accredited schools is available here:

<https://aacs.edu/accreditation/accredited-schools>

School Name	Explanation
CSU, Sonoma	Located in the CSU system; provides business degrees at the undergraduate and graduate level; committed to business in a liberal arts environment; similar work in the social entrepreneurial space; serves a similarly sized undergraduate and graduate student population in the Business School; designated as an HSI; the University has similar acceptance and yield rates; the campus has recently experienced similar enrollment challenges in the CSU system.
CSU, Chico	Located in the CSU system; provides business degrees at the undergraduate and graduate levels; similar focus on career success as an integral part of students' experience in the Business School; designated as an HSI; the University has similar acceptance and yield rates; the campus has recently experienced similar enrollment challenges in the CSU system.
CSU, Dominguez Hills	Located in the CSU system; provides business degrees at the undergraduate and graduate levels; CSU Dominguez Hills is the most recent

	CSU campus to receive AACSB accreditation; designated as an HSI; the University has similar acceptance and yield rates.
SUNY College at Old Westbury	Part of a broader public university system; provides business degrees at the undergraduate and graduate levels; committed to business in a liberal arts environment; serves a similar number of students housed in the Business School; designated as an HSI; similar acceptance and yield rates; similar student demographics (gender and percentage of students from historically underrepresented groups served); the School also focuses on transfer students;
University of Washington Bothell	Part of a broader public university system; provides business degrees at the undergraduate and graduate levels; serves a similar number of students housed in the Business School; also offers students a relatively small class size with a 17:1 student to teacher ratio; similar focus on career success as an integral part of students' experience in the Business School; the institution has a similar acceptance rate.

Part III – Information on financial performance, faculty resources and intellectual contributions

The IAC reviews the application to determine whether the school aligns with the Eligibility Criteria and Guiding Principles and make a judgment on whether the school can feasibly achieve accreditation in the allotted amount of time. The elements below will support the committee in making this assessment.

Financial Resources

The school should:

- Provide evidence that it has adequate financial resources to sustain the school on an ongoing basis and to promote a high-quality environment.
- Include a summary of the budget and financial performance for the most recent academic year.
- If applicable, provide a description of the financial resources of the school in relationship to the financial resources of the whole institution (e.g. compare business degree program enrollments as a fraction of the institution's total enrollment).
- Provide a description of the trends in financial resources (e.g. last three years of financial information for the school, projected budgets).

Through a combination of general fund allocations, revenue from programs run through the University's [Extended University](#) unit, and generous philanthropic support, the Martin V. Smith School has adequate resources to sustain the school on an ongoing basis and to promote a high-quality environment.

Included in the "Financial Resources" summary are the following: A summary of the budget and financial performance for the most recent fiscal years (FY 21-22, FY 22-23, and FY 23-24), including the base budget (which is also known as the stateside allocation) and self-support revenue and expenditures for Martin V. Smith School programs offered through Extended University. The third page of the "Financial Resources" document outlines actuals and projections for the Martin V. Smith School Endowment(s) and other philanthropic funds for FY 23-24.

The Martin V. Smith School enrolls 12.1% of CSUCI's undergraduates (the MBA is offered through self-support) and receives 3% of the financial allocation to the overall University, representing 6.1% of the allocation to Academic Affairs. This base budget is then supplemented through revenue from self-support programs (e.g., Business Online Completion, MBA, and Business post-bac certificate) and philanthropic support. Revenue from self-support programs from FY 22-23 has not yet been transferred to Academic Schools, as the Provost's Office is currently in the process of updating the Memorandum of Understanding between the University's "stateside" (i.e., primarily supported through state allocations and tuition) and Extended University or the University's "self-support" unit. The forthcoming MOU will outline the updated operational and financial arrangements.

The Martin V. Smith School has received over \$19 million in philanthropic support from the family of Martin V. and Martha K. Smith. In March 2000, the family made a \$5 million gift and a subsequent \$3 million gift in 2006, along with numerous additional grants through the Smith Foundation. The construction of the Martin V. Smith Center for Integrative Decision-Making, and the remaining \$5 million was retained as follows: (1) \$4 million was placed in a quasi-endowment for the benefit of the Martin V. Smith School, and 2) \$1 million was placed in a permanent endowment to benefit the Martin V. Smith Endowed Chair and Director of the Institute for Global Economic Research (IGER). In 2021, the Martin

V. Smith School received a \$10.5 million gift from the Martin V. and Martha K. Smith Foundation, with \$3.5 million earmarked to finish renovating the former Manzanita Hall into the Martin V. Smith Hall with an adjoining courtyard named for Martha K. Smith.

Despite stateside enrollment declines, the base budget (e.g., state allocation) for the Martin V. Smith School has remained relatively constant over the past three fiscal years. Given that 98.6% of the base budget is dedicated to personnel, the Martin V. Smith School supplements operational support from self-support and philanthropic funds, which have increased over the past three years.

Given enrollment declines across several of the CSU campuses and the CSU system overall, the system announces an updated approach to enrollment target-setting and resource allocation, which will reallocate stateside funds from universities with enrollment declines to universities that can grow and help achieve the CSU's systemwide enrollment target. For the first nineteen years of CSUCI's existence, a strategic enrollment management plan was not required to substantiate enrollment growth; however, pre-pandemic, the University experienced a decrease in applications, which has been exacerbated since the pandemic (CSUCI is down 27% in Full-Time Equivalent Students since the 19-20 AY). Given the new systemwide allocation process, CSUCI is projected to experience a \$7.9 million cut to the permanent general fund allocation by 2026-2027, with tuition revenue \$9 million below pre-pandemic levels. President Yao has detailed plans for the University to mitigate enrollment challenges, and strategic enrollment management is the top priority for the campus community. The Martin V. Smith School is committed to being a part of this broader campus-wide conversation and is committed to stabilizing/growing enrollment and diversifying revenue to continue to ensure the long-term sustainability of the Martin V. Smith School.

Faculty Resources

AACSB's standards expect the school to maintain and strategically deploy sufficient and qualified faculty who demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes.

The school should:

- Describe the school's plan to align with the faculty sufficiency, qualifications, and deployment expectations outlined in Standard 3: Faculty and Professional Staff Resources. If the school has fewer than 16 faculty, describe the planned strategies for increasing the number of full-time faculty. Data related to the school's faculty will be provided under #1 in Part VI.

The Martin V. Smith School currently has nineteen (19) tenure-track faculty members¹ and is in the process of conducting searches for two additional tenure-track lines during Academic Year 2023-2024: one in Accounting and one in Marketing. In addition, the Martin V. Smith School also employs between 35 and 45 non-tenure-track faculty members every academic year who are scholarly and/or professionally active to teach in the various programs. As part of the Martin V. Smith School's decision to pursue AACSB Accreditation, criteria for documenting faculty members as "participating" or "supporting" are being established, consistent with CSUCI's mission. Once established, the Martin V. Smith School is committed to ensuring that at least 75% of the School's teaching across the unit will be taught by participating faculty members, with 60% of the instruction within each discipline being taught by "participating" faculty members. Since receiving ACSBP accreditation in 2017, the Martin V.

¹ For reporting in the AACSB Profile and the Table provided under #1 in Part VI, the numbers are based on Academic Year 2022-2023. In Fall 2023, the Martin V. Smith School welcomed a new, tenure-track faculty member in Business Operations. In addition, the Table in Part VI includes the Dean of the Martin V. Smith School, who is also a Professor of Marketing.

Smith School has been intentional in ensuring that 95%+ of faculty meet the faculty-developed “Professional Qualifications” template for all courses (available upon request), deploying faculty resources to ensure that every student attending classes will have an opportunity to learn from an appropriate mix of faculty to ensure consistent quality across programs and student groups. As the Martin V. Smith School moves to AACSB Accreditation, faculty members will be classified as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP) as required by AACSB Standard 3.

Since the Martin V. Smith School was established, all tenure-track faculty have been recruited under the expectation that they will “publish a minimum of three peer reviewed journal articles (or a combination of journal articles with other forms of peer reviewed publication)” to meet the [standards necessary for tenure and/or promotion](#), which has resulted in a tenure-track faculty that is remarkably research active, especially in light of the fact that the teaching load for faculty is 3-3. Scholarly and professional activities are encouraged, and annual professional development funds (\$3,500/academic year; proportional based on teaching load for part-time faculty) are available to all faculty and staff. In addition, for the past five years, the Martin V. Smith School has provided additional funding opportunities through School-level mini-grants to supplement funding to support scholarly activity, utilization of high-impact teaching, and support for diversity, equity, inclusion, and belonging initiatives within the School.

The Martin V. Smith School is supported by two full-time professional staff members (an Administrative & Budget Analyst and an Administrative Support Coordinator) and two management personnel (the Dean and the Director for Business Special Sessions). After completing a staffing effectiveness and efficiency review conducted by the University’s Associate Vice President for Organizational Effectiveness during the Academic Year 2022-2023, an additional temporary staff member has been hired as an Administrative Support Coordinator, also providing additional support while the Director for Business Special Sessions is on parental leave. The Martin V. Smith School has submitted permanent budget requests to hire an Accreditation & Assessment Analyst to assist with the School’s ongoing assessment and accreditation efforts, which would align with the Martin V. Smith School’s Strategic Plan Objective 2.2 to increase staff support. The Professional Staff are eligible for the same annual professional development funds (\$3,500/academic year) available to full-time faculty members, and the staff meets regularly with the Dean to ensure the School has effective processes in place and to ensure the staff structure supports high-quality outcomes for all Martin V. Smith School stakeholders.

Intellectual Contributions

AACSB’s standards expect faculty at accredited institutions to be actively engaged in research.

The school should:

- Provide an overview of the current culture for faculty research and scholarly activities along with plans going forward to align the school’s portfolio of intellectual contributions to its mission (Standard 8).

Since the Martin V. Smith School was established, faculty have been recruited on the assumption that they will publish a level commensurate to AACSB standards (pre-2020 Standards), which has resulted in a tenure-track faculty that is remarkably scholarly active, especially in light of the fact that the teaching load for faculty is 3-3. The Martin V. Smith School’s tenure and promotion expectations are outlined in the [Business and Economics Program Personnel Standards](#), which states that faculty must “engage in an ongoing program of scholarly activity that demonstrates

intellectual and professional growth; produce scholarship achievements that contribute to the advancement, application or pedagogy of the discipline or interdisciplinary studies; disseminate scholarly work to appropriate publications and audiences.” As stated earlier in the Eligibility Application, all tenure-track faculty members were hired with the expectation that they “publish a minimum of three peer-reviewed journal articles (or a combination of journal articles with other forms of peer-reviewed publication).”

- Provide the aggregate number of faculty who have produced intellectual contributions in the following categories over the past five years. Across the fifty-six (56) full-time and part-time faculty employed by the Martin V. Smith School in 2022-2023, twenty-three (23) faculty members produced intellectual contributions in the categories below (peer-reviewed journals, additional peer- or editorial-reviewed intellectual contributions, and all other intellectual contributions).
- Across the fifty-six (56) full-time and part-time faculty employed by the Martin V. Smith School in 2022-2023, the faculty produced the following number of intellectual contributions.
 - 86 Published research articles in peer-reviewed journals
 - 23 Additional peer- or editorial- reviewed intellectual contributions
 - 16 All other intellectual contributions

Part IV - Engagement, Innovation, and Impact

AACSB acknowledges and values the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose—preparing learners for meaningful professional, societal, and personal lives.

One of the guiding principles of AACSB accreditation is the encouragement of diverse paths to achieving high-quality outcomes in business education. Accreditation decisions are made through a process that relies on the professional judgment of peers who conduct reviews that are guided by the business school mission. It is also critically important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

Engagement: Effective business education and research can be achieved with different balances of academic and professional engagement; however, quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways.

Examples of Engagement Possibilities:

- Integration of professionally qualified faculty
- Faculty/learner engagement with business community
- Faculty/learner engagement with broader academic community

How does the school encourage engagement?

The Martin V. Smith School is committed to ensuring that faculty and staff are academically and professionally engaged in various ways. The Martin V. Smith School's [Professional Personnel Standards \(PPS\)](#) strongly encourages faculty members to participate in engagement opportunities with the business community and broader community in various ways, including:

- "Giving talks, presentations, readings, or performances.
- Serving as members or in leadership capacities on Boards of Directors of community groups or not-for-profit organizations."
- Serving as an external peer reviewer for promotion and tenure, and for grant proposals.
- Performing editorial assignments for academic journals, newsletters, and electronic media.
- Editing or reviewing cases, chapters, or course materials for textbooks or other pedagogical publications.
- Serving in significant leadership roles in professional organizations."

Martin V. Smith School faculty members actively engage with the broader academic and business community in each of the aforementioned categories. In addition, since such engagement can count towards faculty members' applications for tenure and promotion, the organizational structure is designed to reinforce such engagement.

In addition, the Martin V. Smith School leadership models engagement in the broader community through liaising with the University's Advancement Office and the Office of Community and Government Relations, providing opportunities for faculty and staff to engage in opportunities recommended by both offices.

Provide examples from your school of engagement initiatives/activities.

Faculty Engagement: Martin V. Smith School faculty regularly give talks to the public, review scholarly work, and serve on the Board of several non-profit organizations (e.g., Housing Opportunities Made Easier; Women's Economic Ventures).

Business Advisory Council: The [Business Advisory Council \(BAC\)](#) is comprised of prominent business, military, non-profit, and community leaders whom the Dean selects to provide a wide range of advisory support and engagement opportunities within the School. The BAC meets quarterly, and the BAC Chair and Dean meet regularly throughout the year. The BAC also has a faculty, undergraduate, graduate, and alumni representative on the board each year.

Currently, the BAC supports several activities for students and faculty members, including:

- Advising the Dean on workforce demands, community engagement opportunities, and other matters related to the success of the Martin V. Smith School and the broader community.
- Volunteering to support students in various career initiatives, including serving on panels, holding mock interviews, participating in mentorship opportunities, etc.
- Hosting the *Dolphin Dozen Dinner* as an opportunity for students and faculty to interact with community leaders.
- Volunteering to guest lecture and/or engage with students through various Martin V. Smith School-affiliated clubs and organizations.

Strategic Focus: The Martin V. Smith School's current Strategic Plan (see attached file) outlines several initiatives to increase engagement, including the following:

- Objective 3.1: Increase the number of Martin V. Smith School partnerships throughout the University and within the local/global community.
 - o Since 2019, the Martin V. Smith School has intentionally expanded outreach with the regional business community by participating in events and activities offered through the [Pacific Coast Business Times](#), [Women's Economic Ventures](#), the [Economic Development Collaborative](#), and [Fathomwerx](#).
- Objective 3.4: Leverage the Martin V. Smith School Institutes (the Institute for Global Economic Research & the Entrepreneurship & Small Business Institute) to engage with the external community.
 - o The [Entrepreneurship & Small Business Institute \(ESBI\)](#) has expanded engagement by offering a regular “Happy Hour with an Entrepreneur Series,” along with bringing in prominent business leaders to assist with events such as TechStars Weekend, Pitch Competitions, and Innovation Challenge events.
 - o The [Institute for Global Economic Research \(IGER\)](#) has expanded engagement by becoming a resource for the local community to engage with students conducting hands-on economic research, which directly impacts our local community (e.g., assisting with the Central Coast K-16 Education Collaborative Grant Program providing data for the annual Housing Opportunities Made Easier (HOME) Conference; and serving as a resource for regional publications, where he is often requested to comment on economic issues facing our region.

CI Solutions: [CI Solutions is](#) a student-run, community-focused solutions agency where CSUCI students work with businesses and non-profit organizations by solving business-related problems. The students are compensated for their work, and the clients receive valuable business services at a reduced cost. CI Solutions was launched with three goals in mind, all of which the program has made significant strides in achieving three years after its launch.

- 1) Increase students' socio-economic mobility,
- 2) Build students transferable skills for future careers, and
- 3) Strengthen student and professional community ties to create a network for future graduates.

Innovation: Accreditation standards and associated processes should foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation or entrepreneurial pursuits; the standards must recognize that innovation involves both the potential for success and the risk of failure. Therefore, when assessing any success or failure, it is key for schools to recognize the importance of experimentation and place a priority on strategic innovation.

Examples of Innovation Possibilities:

- Adding online or hybrid-delivered courses and/or degrees
- New areas of programming
- Unique service/outreach projects
- Unique collaborative activities with business, other institutions, etc.
- New student engagement activities
- New research initiatives

- New partnerships with business, other schools

How does the school encourage innovation? Provide examples from your school of innovative initiatives/activities.

As noted in the Martin V. Smith School's [Program Personnel Standards](#), the "School places a high value on interdisciplinarity and innovation," which is reflected in the number of innovative and entrepreneurial pursuits launched by members of the Martin V. Smith School. As a relatively young campus (21 years old), the University has naturally attracted faculty, staff, and administrators interested in "building" a new University, resulting in an innovative and experimental culture on campus, including in the Martin V. Smith School. The Martin V. Smith School leadership readily discusses how to support such an innovative organizational culture and provide new opportunities for faculty and staff to experiment and innovate.

New Academic Programs: In 2022, the University embarked on a strategic planning exercise to identify degrees and academic programs that meet workforce and student demand. The Martin V. Smith School faculty received approval to develop three new academic programs as part of this work. As these programs are developed, the Martin V. Smith School will ensure they align with the AACSB Standards.

- Business Analytics, Master's of Science
- Digital Marketing, Master's of Science
- Master's in Professional Accountancy

Digital Advertising: In 2018, through a generous gift from The Trade Desk, CSUCI developed one of the early digital advertising courses to encompass programmatic advertising technology, an area of marketing that has since significantly increased. The development of this course led to several other strategic partnership opportunities with The Trade Desk, including industry panels, additional philanthropic support for the University's Plot-A-Thon Data Visualization Festival, and a robust pipeline of graduates who have successfully moved into positions at The Trade Desk.

Career Readiness: As part of the Business Program's efforts to review and revitalize the Business curricula, the Martin V. Smith School faculty and staff identified an opportunity to more intentionally embed curricular and co-curricular career readiness into the program, which resulted in the development of the BUS 411: *Career Readiness* course, the hiring of a Director of Career Success Initiatives within the Martin V. Smith (also funded through the Martin V. Smith endowment discussed earlier), and numerous career-focused initiatives, including a recent grant modification designed to increase transfer students' holistic student success through intentional co-curricular career exploration, mentoring, and other best practices in the higher education literature related to career success.

Business Online Completion Degree: CSUCI was one of the first CSU campuses to offer a fully online, asynchronous [online business completion](#) program (launched in 2014) geared towards providing an opportunity for working professionals to obtain their degrees. Through various partnerships with the University's [Teaching & Learning Innovations \(T&Li\) Division](#), the program draws from best practices in online education.

High Impact Teaching Mini-Grant: The Martin V. Smith School High Impact Teaching grant provides funds for faculty, or small teams of faculty, to develop or enhance high-impact practices (HIPs) within their courses or through co-curricular activities designed to enhance students' academic experience. The award amount provides up to \$2,500 in additional support.

Impact: Business schools must document how they are making a difference and having impact.

Impact has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools. Business schools must document how they are making a difference and having an impact.

Examples of Impact Possibilities:

- Mission Alignment Impact
- Academic Impact
- Teaching/Instructor Impact
- Practice/Community Impact

How does the school encourage impact?

The Martin V. Smith School is committed to making a difference in business, society, and the broader global economy. The mission statement notes that the Martin V. Smith School strives to “develop lifelong learners who remain committed to giving back to their communities.” Similarly, the Martin V. Smith School faculty and staff are also committed to giving back to their communities. Such expectations are communicated through formal documents, such as the [Program Personnel Standards](#), and encouraged through mini-grants designed to support scholarship and diversity, equity, inclusion, and belonging initiatives (among other initiatives).

Provide examples from your school of impact on academia, business, pedagogy and/or society in general.

Faculty-Led Initiatives:

CI Solutions: The aforementioned student-run consulting agency routinely works with non-profit organizations, for example:

- Developing and implementing the social media campaign for the Forgotten Images exhibit, hosted on campus by the Juneteenth Celebration of Ventura County.
- Developing a Strategic Plan for the Santa Rosa Island Research Station, which is part of the Channel Islands National Park.
- Conducting Business Planning for the Community Advocacy Coalition.
- CI Solutions Students have partnered with the Women's Economic Ventures (WEV) Emprendimiento Program, a program designed to provide training and access to funding for Hispanic entrepreneurs who have limited English proficiency. CI Solutions students assisted WEV by learning how to write a business plan and then helping WEV select 45 recipients of \$7,500 microgrants.

Entrepreneurship & Small Business Institute (ESBI): In addition to the aforementioned activities listed under “engagement,” the [ESBI](#) also hosts events that are open to the public, providing accessible opportunities for community members to gain access to opportunities to launch their entrepreneurial endeavors in a space where many services brought middle school girls to campus to build their entrepreneurial skills.

Institute for Global Economic Research: Almost every semester, the [IGER](#) Director works with a small group of students to explore the economic issues related to homelessness, job opportunities in California, and affordable housing (among others).

Sustainability: In Spring 2024, the Business Program is offering a new course focused on sustainability as it relates to business and the environment.

Collaborative Online International Learning (COIL): In addition to offering short-term study abroad courses for undergraduate and graduate students, with scholarship opportunities designed to offset the cost of participation, faculty members have also led [COIL projects](#) with the Universidad Autonoma de Baja California in Tijuana, and the Universitat Internacional de Catalunya.

Founding Member B-Academics: With support from one of our Martin V. Smith School faculty members, CSUCI became one of the founding institutional members of [B-Academics](#), which is “a global community working to advance the state of academic study into business as a force for social good.” Also, related to B-Corporations, students have worked with local businesses to help businesses identify a pathway toward becoming a certified B-Corp.

Social Business: The Business Program regularly offers the BUS 203: *Introduction to Social Business* course, which provides students with an interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political, and environmental issues locally and globally.

Social Impact Learning Community: Given the success of the aforementioned Social Business course, in 2022, the Business Program offered a Social Impact Learning Community designed to expose students to the idea of social impact through business as a force for social good while also supporting students’ academic success and integration into the life of the University.

Speaker Series: The [Martin V. Smith School Speaker Series](#) regularly brings business and non-profit leaders and scholars to share their expertise through lectures, panels, and workshops – many of which are open to the broader community.

Part V - Accreditation Scope

- **The Accredited Entity:**

AACSB accreditation is granted to the agreed-upon entity—either the institution (e.g., university) or a single business unit within a larger parent university (or other academic institution), with institutional accreditation being the default accredited entity. In all cases, the AACSB brand will only be applied to the agreed upon entity.

- Institutional Accreditation: Under institutional accreditation, all business degrees within the institution, regardless of whether they are housed within the business school or elsewhere in the university, are to be included in the scope of the AACSB accreditation review, unless otherwise excluded.

- **Single Business Unit Accreditation:** An alternative to institutional accreditation is the accreditation of a single business academic unit (referred to as “unit of accreditation”). Typically, such units are part of a larger parent university (or other academic institution) from which they derive degree-granting authority. Redefining the accreditation entity from the school to a single unit is subject to the receipt of documentation that verifies that the unit has a sufficient level of independence in two areas: branding, and external market perception, as it relates to the single unit and the parent institution. Business academic units that would like to enter the accreditation process as the unit of accreditation must submit a Unit of Accreditation Application for review and approval by AACSB staff under the direction of the Initial Accreditation Committee (IAC). This Unit of Accreditation Application must be approved prior to the submission of the eligibility application. More in-depth information regarding unit of accreditation can be found here. Schools should contact an AACSB accreditation staff member to discuss their institutional structure and whether accreditation as an academic unit is applicable before completing the eligibility application.

- **Programmatic scope:**

Once the accredited entity is determined, the next step is to gain agreement on which programs within the accredited entity will be included in the scope of accreditation. This is referred to as “programmatic scope.” Programmatic scope will normally include all business degree programs at the bachelor’s level or higher within the accredited entity. Schools may request exclusion of certain degree programs, subject to approval by the appropriate AACSB committee.

- **Included Programs:** Degree programs in which 25 percent or more of the content for baccalaureate degree programs, or 50 percent or more of the content for post-baccalaureate degree programs, relates to business disciplines such as accounting, economics, finance, management, management information systems, marketing, and quantitative methods. The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree.
- **Excluded Programs:** Programs with business discipline content below the thresholds noted above, or for which a specific exclusion request can be granted. More information on the bases for exclusion can be found in the program exclusion request form in Appendix A.
- **Collaborative Provisions/Transfer Credit:** There is a wide array of collaborative provisions, each with varying implications on a school’s AACSB accreditation process. Schools should refer to the Collaborative Provision Types table in the standards to determine whether a particular partnership program is included in the scope of review.

CSU Channel Islands is applying as an institution.

Table A.1 - Degree Programs in Business to be Included in Accreditation Review

List all degree programs in business subjects at all levels and in all locations offered through the business school and other academic units within your institution that will be included in the scope of accreditation. Business schools that have been approved to seek accreditation as a single academic unit within a larger institution should only list the programs offered by the approved unit.

Degree Title ⁽¹⁾	Major Emphasis ⁽¹⁾	Sub-Emphasis, concentrations or specializations	Level ⁽²⁾	Location ⁽³⁾	Date Program was established	# of Credit Hours, Contact Hours, ECTS or Courses Required for Degree Completion ⁽⁴⁾	Average Time to Complete Degree ⁽⁵⁾	# Students Graduated in the Three Previous Academic Years ⁽⁶⁾		
								3 years ago	2 years ago	1 year ago
<i>Example: Bachelor of Science (BSc) in Business Administration</i>	<i>Business Administration</i>	<i>Specializations:</i> - Accounting & Controlling - Banking & Finance - Public & Nonprofit Management - International Business	<i>U</i>	<i>Tampa, Amsterdam Singapore</i>	<i>2010</i>	<i>120 credit hours</i>	<i>4 years</i>	<i>150</i>	<i>160</i>	<i>170</i>
Bachelor of Science in Business	Business	Options: - Marketing - Finance - Management	U	Camarillo, CA	2002	120 credit hours	4 years	242	197	201
Bachelor of Arts in Economics	Economics	N/A	U	Camarillo, CA	2002	120 credit hours	2 years	18	13	6
Bachelor of Science in Business Online Completion	Business	N/A	U	Online	2014	60 credit hours	2 years	53	41	64
Master's of Business Administration	MBA	N/A	M	Camarillo, CA	2005	33-48 credit hours ^a	18-24 months ^a	25	38	30
Master's of Business Administration with a Master's of Science in Biotechnology.	MBA & Biotechnology	N/A	M	Camarillo, CA	2005	72 credit hours ^a	24 – 30 months ^a	12	15	8

^aVaries based on whether students need the foundation courses (i.e., they do not have an undergraduate degree in Business).

- (1) Each program should be listed by the degree which is offered, including majors, specializations or concentrations. Indicate the full, correct degree name as it appears in school catalogues and/or on the diploma.
- (2) Undergraduate (U), Master's (M), Doctoral (D), Combined Undergraduate and Master's (U/M). If other, please explain.
- (3) List all locations at which the degree program is offered, including auxiliary campuses and partner institutions. Program delivery via online or distance learning is considered a separate location.
- (4) The metric to report degree requirements should reflect the operations of the school. Please identify the metric chosen (credit hours, contact hours, ECTS, or courses). If necessary, footnote the record and provide additional explanation.
- (5) Report the normal amount of time required for a successful student to complete the degree, (i.e. 2 years, 4 years, 18 months, etc.). If multiple tracks to the same degree are available (i.e. weekend, evening, and traditional MBA), please indicate the average time to complete the degree within each track.
- (6) Note: At the time of initial accreditation, a majority of business graduates shall be from programs that have produced graduates during the two most recent years.

Table A.2 – Collaborative Provisions (if applicable)

Table A.2 is not applicable for the Martin V. Smith School's AACSB Eligibility Application

Schools may engage in collaborative provisions with other institutions. Refer to the collaborative provisions table provided on page 13 of the standards and list degree programs according to this classification. Study Abroad/Exchange provisions do not need to be reported.

Collaborative Provision Type	Degree Title	Name of partner organization	Location	Date Program was established	# of Credit Hours, Contact Hours, ECTS or Courses Required for Degree Completion	Average Time to Complete Degree	# Students Graduated in the Three Previous Academic Years ⁽⁶⁾		
							3 years ago	2 years ago	1 year ago

Table A.3 - Degree Programs Requested for Exclusion from Accreditation Review (if applicable)

Table A.3 is not applicable for the Martin V. Smith School's AACSB Eligibility Application.

List degree programs for which you intend to seek exclusion from accreditation review in the table below. A Program Exclusion Request form must be submitted for each requested program and included with this application. The form is provided in Appendix A below.

Degree Title	Major Emphasis	Sub-Emphasis, concentrations or specializations	Department, Division, Administrative Unit Conferring Degree ⁽¹⁾

⁽¹⁾ Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which *confers* the diploma (i.e. College of Business, College of Liberal Arts and Sciences).

Part VI – Eligibility Criteria

1. The number of full-time faculty should be sufficient to support the mission, strategies, and expected outcomes of the school. Normally, the school should have at least 16 full-time faculty at the time the school is invited for an initial accreditation visit. For a school entering the initial process who has less than 16 full-time faculty, the initial accreditation committee may allow a school to proceed into the initial accreditation process if they believe the school can reasonably achieve the goal of a minimum of 16 full-time faculty at the time of the initial accreditation visit. If the school is not able to reach this goal, this deficiency may cause the initial accreditation committee to decline inviting the school to an initial accreditation visit.

To address this criterion, complete the following table, providing the aggregate number of faculty members based on their highest degree earned in each discipline for the most recently completed academic year. The disciplines are defined by the school in the context of its mission⁽²⁾. Normally, the disciplines should align with the degree programs and/or majors offered by the school. However, not every degree program must have an identified discipline. The school should list business disciplines and business faculty only. Faculty teaching non-business courses do not have to be included (e.g., foreign language courses, lower-level communication courses, calculus, IT).

Disciplines	Faculty Academic Year:						
	Full-Time ⁽³⁾			Part-Time			Total
	Doctoral	Master's	Bachelor's	Doctoral	Master's	Bachelor's	
Accounting	1	-	-	2	2	-	4
Business	2	1	-	9	2	-	14
Economics	5	-	-	1	1	-	7
Finance	2	-	-	-	1	-	3
Management	4	-	-	7	6	-	17
Management Information Systems	2	-	-	1	1	-	4
Marketing	3	-	-	1	3	-	7
Total	19	1	0	20	16	0	56

2. The school should be in good standing with its governing body (e.g., Ministry of Education, regional accreditor, etc.). “Good standing” means the school is not on probation or under an investigation related to a significant legal or ethical breach, or a breach of the governing bodies’ rules and processes.

⁽²⁾ Commonly observed business disciplines include accounting, business law, economics, finance, management, marketing, and information systems (or another form of information systems, such as management information systems or information technology/operations management).

⁽³⁾ AACSB does not provide definitions for full-time vs part-time faculty in order to allow schools to provide their definitions. Faculty contractual relationships, title, tenure status, full-time or part-time status, etc., can help to explain and document the work of faculty, but these factors are not perfectly correlated with participation or with the most critical variables in assessing faculty sufficiency, deployment, and qualifications.

- Please provide a link below or include an attached document certifying the school is in good standing with an appropriate governing body.

CSUCI received initial accreditation from the Western Association of Schools and Colleges – Senior College and University Commission (WSCUC) in 2007, subsequently earning re-accreditation for nine years in 2015. The University is currently going through the WSCUC reaffirmation process, with the campus self-study due in February 2024 and the site visit in April 2024.

Link to WSCUC Status: <https://www.wscuc.org/institutions/california-state-university-channel-islands/>

3. The school offers at least one baccalaureate and/or graduate degree program (or equivalent) in business administration, management, or accounting independently through their institution, and not in partnership with another institution(s).

Applicant school offers at least one baccalaureate and/or graduate degree program through its own institution, in the areas named above. ☒ Yes ☐ No

4. At the time of initial accreditation, a majority of in scope degree programs have produced graduates during at least two consecutive years.

☒ A majority of the applicant school's programs have or will produce graduates for at least two consecutive years at the time of initial accreditation. Please refer to Table A.1 for details.

5. The school agrees to complete AACSB's *Business School Questionnaire* modules annually.

☒ Applicant school certifies it will annually complete the Business School Questionnaire via [DataDirect](#). More information on the annual surveys can be found [here](#).

6. The application for accreditation must be supported by the head of the business school and the institution's chief executive officer or equivalent (President, Chancellor, Rector, etc.), regardless of the entity seeking AACSB accreditation. In the case of stand-alone business school and approved units, only the head of business school is needed.

- Please provide a brief description of how the head of the business school and the institution's chief executive officer or equivalent support the applicant school's pursuit of AACSB accreditation:

In the Spring of 2021, the Dean of the Martin V. Smith School presented to the President and Cabinet a plan to move towards AACSB Accreditation, which President Richard Yao and Provost Mitch Avila supported. After a year of self-study, the Martin V. Smith School faculty voted to move forward with AACSB Accreditation in Spring 2022. The Provost and the Dean meet bi-weekly, and progress on moving the Martin V. Smith School is discussed during these regular meetings.

7. The school agrees to abide by the Guiding Principles contained in the AACSB accreditation standards.

☒ Applicant school certifies it will continue to abide by the Guiding Principles contained in the accreditation standards. The school will describe in Part VI of this application how it adheres to the Guiding Principles.

Part VII - Guiding Principles

Guiding principles underpin the shared ideals of AACSB accreditation. They guide accredited schools in behaviors, values, attitudes, and choices as they relate to strategy and operations of the business school. By pursuing and achieving AACSB accreditation, each accredited school stands by and supports these guiding principles.

For initial applicants, alignment with these guiding principles and accreditation criteria is viewed as the first step in the accreditation process. As such, the documentation a school provides in response to the principles is a signal of its commitment to the underlying core values outlined in this section and of the school's likelihood of achieving accreditation in a reasonable period. Guiding principles are thus an essential element of the eligibility application.

1. Ethics and Integrity

The school encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. The school is expected to have appropriate policies and procedures that attest to a strong emphasis on ethical behavior as well as a mechanism for identifying and remediating behavior by those associated with the conduct of the business school. It is expected that internal disputes between students and faculty, or faculty and administration are dealt with at the school level. In particular, individual faculty personnel disputes are to be dealt with through local school channels. Only pervasive issues with systemic implications rise to the level of AACSB involvement and fall under the purview of this provision (e.g. a pattern of systematic discrimination against a particular group of students or faculty).

The school should provide:

- A summary of published policies and procedures to support legal and ethical behaviors across all stakeholders (students, faculty, staff).
- A description of programs available to educate participants about ethical policies and procedures.
- A description of the systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.
- A description on how ethics is incorporated in the school's curriculum.
- Web links to published policies and procedures to support legal and ethical behaviors across all stakeholders.

The Martin V. Smith School encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. As a part of the CSU and CSUCI, the Martin V. Smith School has a number of appropriate policies and procedures in place, supporting the School's commitment to ethical behavior and integrity.

- At the CSU level, in 1988, the [Academic Senate of the California State University](#) formally endorsed the "Statement on Professional Ethics" of the American Association of University Professors (AAUP). The ["Statement on Professional Ethics"](#) outlines general ethical standards for faculty as they relate to "their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research."
- At the CSU level, [Executive Order 115](#) outlines Complaint Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety.
- At the CSUCI level, the hiring letter for all faculty members includes (in part) the following: "We also expect civility as a norm of behavior on campus. As we establish the culture of the University, each of us must model civil behavior as the expected manner in which we conduct our affairs. This will ensure that team efforts, the foundation process of developing the campus, will be characterized by a collegial and respectful attitude. Finally, we will encourage diversity in all of its forms: cultural, ethnic, and intellectual, obvious among them."

- At the CSUCI level, all [University employees are expected to regularly complete training](#), some of which are required to maintain a safe, respectful workplace. Faculty learn about the University's policies and procedures during their [New Employee Welcome Orientation](#).
- At the CSUCI level, the Faculty Affairs, Success, and Equity (FASE) Office also publishes a [Faculty Reference Guide](#).
- At the CSUCI level, the Academic Senate passed [Policy #SP.19.001: Policy on Academic Integrity](#), which outlines academic expectations for students. The University has also adopted a ["Student Code of Conduct,"](#) which outlines student conduct expectations for all CSUCI students. The University also has a Policy on the University's ["Honor Code,"](#) which was developed to "ensure that all members of the University community work to instill self-respect; foster scholarship and achievement; build habits of honesty; promotes ethical behavior; inspire mutual fellowship and respect; and confer prestige on California State University Channel Islands and members of the University community." In addition, units across campus adhere to their profession's Code of Ethics (e.g., [Ombuds Office](#), [Police Department](#), etc.).
- Students learn about the University's policies and procedures during [New Student Orientation](#). Faculty and staff learn about the University's policies and procedures during Onboarding and [Orientation](#) sessions.
- At the CSUCI level, students may file a complaint through the [Student Grievance Procedure](#). Faculty and staff may file concerns through the University's Human Resources unit (see [the Report A Concern website](#)).
- In the Martin V. Smith School, conduct or "ethics" is one of the required program learning outcomes and is a required part of the curriculum (e.g., [MGT 326: Professional Ethics](#), [BUS 508: Business Ethics & Law](#)), and the content is embedded in other core courses across Martin V. Smith School programs.

2. Societal Impact

Societal impact as an expectation of all accredited schools reflects AACSB's vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school's mission and strategic plan. This includes an expectation that the school explicates its intended strategies to affect a positive impact on society, that the school's curriculum contains some components relating to societal impact, that the school's intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

The school should provide evidence that:

- The school identified strategies to affect a positive impact on society.
- The school's curriculum contains some components relating to societal impact.
- The school's intellectual contributions portfolio contains some contributions focused on societal impact.
- The school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

The Martin V. Smith School is committed to business as a force for social good. In support of this commitment, please review the following:

- The [mission statement](#) notes that the Martin V. Smith School strives to "develop lifelong learners who remain committed to giving back to their communities." Similarly, the Martin V. Smith School faculty and staff are also committed to giving back to their communities.

- Such expectations are communicated through formal documents, such as the [Program Personnel Statement](#), and encouraged through mini-grants designed to support scholarship and diversity, equity, inclusion, and belonging initiatives (among other initiatives).
- The Martin V. Smith School offers a [Social Impact Learning Community](#) for incoming first-time, full-time students. The Social Impact Learning Community introduces students to the idea of business as a force for social good through four courses the students complete throughout their first year on campus. The Social Impact Learning Community also includes co-curricular events, such as a related speaker series, field trips, and opportunities to connect with businesses committed to having a positive social impact.
- The [BUS 203: Introduction to Social Business course](#) was launched by faculty members over seventeen years ago, and many faculty members embed topics related to social impact (e.g., social businesses, B-Corps, sustainability, etc.) into their courses (both undergraduate and graduate), with additional courses focused on *Sustainability* and *Financial Literacy* currently in the curricular review process.
- The Martin V. Smith School has a long tradition of exploring business as a force for social good. Faculty members regularly make intellectual contributions in areas related to social impact (e.g., [social entrepreneurship](#), [B-Corps](#), [ESG](#), [economic literacy](#), [mental health](#), and [gender equity](#), among others), and this work is strategically supported through funding opportunities such as Martin V. Smith School mini-grants.
- The Martin V. Smith School was one of the founding institutions of [B-Academics](#), a global community working to advance the state of academic study into business as a force for social good. B-Academic brings together a community of educators, researchers, students, and practitioners who are committed to advancing the work of sustainable businesses, and the Martin V. Smith School was pleased to spearhead CSU Channel Islands' involvement as an inaugural member.
- Through programming offered through the [Entrepreneurship & Small Business Institute \(ESBI\)](#), [Institute for Global Economic Research \(IGER\)](#), and [CI Solutions](#), students and faculty have various curricular and co-curricular opportunities to make a positive societal impact. Examples include the ESBI's "Happy Hour with an Entrepreneur" series, which highlights entrepreneurs from diverse backgrounds and experiences; [CI Solutions](#) work with the [Emprendimiento Program](#), a program that provides training and access to funding for Hispanic entrepreneurs from across our region; and the IGER students' "[Housing Myths and Truths](#)" presentation at the Ventura County Housing Opportunities Made Easier (HOME) Conference.

3. Mission-Driven Focus

AACSB accreditation focuses on outcomes achieved through mission-related activities of the institution. As part of maintaining a robust strategic plan, each school identifies its specific mission, strategies, and expected outcomes. The school, then, is evaluated by peers against its stated mission to determine if its activities are aligned with its stated mission. This allows a wide variety of schools to maintain AACSB accreditation.

The school should:

- Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.
- Describe the appropriateness of the mission for the school's constituencies, including learners, employers, and other stakeholders; and discuss how the mission positively contributes to society, business education, the diversity of people and ideas, and the success of graduates.
- Describe the mission of the school in relation to the mission of any larger organization of which it is a part.

The [mission](#) of the Martin V. Smith School was updated in 2019 as part of the development of the [2019-2024 Strategic Plan](#). The revised mission and vision statements were based on information gathered through in-depth interviews, surveys, and focus groups with students, faculty, business partners, and

administrators over 12 months. The mission guides decision-making and resource allocation within the Martin V. Smith School and received broad support from various stakeholders during development. As the Martin V. Smith School prepares to sunset its current Strategic Plan 2019-2024 this Spring, we look forward to working closely with the AACSB team to ensure our forthcoming strategic plan aligns with AACSB standards.

The Martin V. Smith School's mission is tied to the broader [mission of CSUCI](#), as well as to the [mission of the CSU system](#) in several ways. CSUCI's mission places students at the center of their educational experience by providing undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. In alignment with the University's mission, the Martin V. Smith School combines traditional academic business education with innovative approaches to student learning, including:

- Interdisciplinary (or integrative) coursework, including courses such as BUS/ECON 203: *Introduction to Social Business*; MKT/PSY 442: *The Psychology of Judgement and Decision-Making: The Business of Art*; BUS/ARTH/EDU 434: *The Museum: Culture, Business, and Education*; etc. (all course descriptions are available via the [University's Catalog](#)).
- Experiential and project-based learning, which is incorporated through such projects as students' running a Programmatic Advertising campaign for a non-profit organization that provides scholarships to cancer survivors in the MKT/MGT 431: *Digital Advertising* course; Brand Assessments for local small businesses and organizations in the MKT 415: *Brand Management* course; and participating in real-work economic impact research through their participation in the ECON 492 course offered by the Director of the [Institute for Global Economic Research \(Housing Opportunities Made Easier\)](#) Conference presentation.
 - o [CI Solutions](#), a student-run consulting agency operated under the Entrepreneurship & Small Business Institute, also allows students to gain hands-on experience while being paid for their work with local businesses and organizations.
- A commitment to a global mindset through course offerings (e.g., MGT410: *Management of International Business*; BUS 532: *Special Topics in International Business*; BUS 339: *Business in Asia: Heritage and Change*) and embedding related content through courses at both the undergraduate and graduate level; leading short-term study abroad courses (7-10 days) for both undergraduate and graduate students; and providing [Collaborative Online International Learning \(COIL\)](#) opportunities to Martin V. Smith School Students.
- Partnerships with business and industry through the Martin V. Smith School's [Business Advisory Council \(BAC\)](#), [Speaker Series events](#), and Institutes. In addition, the Martin V. Smith School has closely partnered with industry to ensure the curriculum is relevant to our regional workforce partners. One example is the development of the MKT/MGT 431: *Digital Advertising* course, which was developed in partnership with a regional programmatic ad tech company located in Ventura County.
- The University and the Martin V. Smith School are committed to the teacher-scholar model, whereby faculty actively engage in scholarship that informs and enhances their work with students.
- As a member of the CSU system, CSUCI and the Martin V. Smith School are committed to providing "access to an excellent education to all who are prepared for and wish to participate in collegiate study." Throughout the Martin V. Smith School's recent strategic plan, there has been a focus on preparing students to successfully enter the workforce upon graduation, strategic work that aligns with the University's broader work to explore [post-graduate outcomes](#) and the various experiences that strengthen positive outcomes.

Looking ahead, the Martin V. Smith School is eager to work with an AACSB staff liaison and mentor to aid in the development of the next Strategic Plan while also ensuring the Martin V. Smith School is aligned with the University's next [strategic plan](#) (i.e., two Martin V. Smith School faculty are on the President's Select Committee to inform the next strategic plan).

4. Peer Review

The peer review process is a defining characteristic of AACSB accreditation. Peer review is characterized by professional judgment, collegiality, and a commitment to AACSB's guiding principles. Because the accreditation standards are more principles-based than rules-based, more subjectivity is introduced into the peer review process. Consequently, the experience and training of the peer review team members is critical, which is why they are required to participate in formal training. Schools are strongly encouraged to establish and maintain clear and constant communication with the peer review team and share materials early so that any areas of substantive difference can be discussed prior to the visit. Peer review judgment, through the visit and the subsequent committee evaluation and board ratification, and absent a formal appeal by the school, is what ultimately prevails.

The school should:

- Understand, acknowledge, and commit to adhering to the peer review process.

The Martin V. Smith School understands, acknowledges, and commits to adhering to the AACSB peer review process.

5. Continuous Improvement

The school demonstrates a commitment to a culture of continuous improvement that yields high-quality outcomes. Consistency of performance over time and stability of oversight of the accredited school or unit is a key element of continuous improvement. The school demonstrates financial vitality, sustainability, and financial resources sufficient to achieve its operational and strategic goals for the foreseeable future.

The school should:

- Describe how the organizational structure and processes ensure continuous improvement and accountability in accomplishing the school's mission.

The Martin V. Smith School is committed to continuous improvement in all areas of operations. A few examples of this commitment to continuous improvement are outlined below:

- *Curriculum:* In Fall 2021, a School-level curriculum committee comprised of three faculty members led the Business Program through an assessment and revision of the Business curricula (undergraduate). As part of the Program Review for the Economics Program (conducted between 2018 and 2020), the Economics faculty evaluated and updated the Economics curricula.
- *Operational Effectiveness:* During the 2022-2023 Academic Year, the Martin V. Smith School worked with the Associate Vice President for Organizational Effectiveness to conduct a staff effectiveness and efficiency audit, and the School is experimenting with recommendations that stemmed from that evaluation during Academic Year 2023-2024.
- *Assessment:* The Vice Chair for Business currently coordinates the collection of external assessment (assurance of learning) data and faculty-peer observations. The respective Chairs/Academic Program Directors coordinate the evaluation of part-time faculty. The Martin V. Smith School's Program Personnel Committee evaluates tenure-track faculty going through the tenure and promotion process. The administrative staff coordinates the collection of non-external assessment data for academic programs.
- *General:* The Martin V. Smith School's website states the [School's commitment to ongoing and continuous improvement](#) and provides an online feedback form available to all stakeholders.
- *Resource Sustainability & Oversight:* Through a combination of general fund allocations, revenue from programs run through the University's *Extended University* unit, and generous philanthropic support, the Martin V. Smith School has adequate resources to demonstrate the financial vitality, sustainability, and financial resources to achieve operational and strategic goals for the foreseeable future. The Martin V. Smith School's organizational structure is also sufficient for achieving operational and strategic objectives (see attached organizational chart). The Martin V. Smith School is exploring options to codify assessment and continuous improvement processes (e.g., faculty assessment coordinator, assessment or continuous improvement committee, assessment and accreditation analyst, etc.).

6. Collegiality

The school maintains a collegiate environment. Mutual respect, collaboration, and trust are pursued to enable the business school to promote a positive culture that is supportive of the school's strategic mission and goals, faculty development, learner success, and thought leadership. The school promotes shared governance and active participation by a cross-section of faculty in university and college service.

The school should:

- Describe the environment in which learners, faculty, administrators, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the school supports such interactions.
- Discuss the governance process, indicating how faculty are engaged or how faculty otherwise inform decisions across the business school and institution.
- Provide web links to published documents that characterize the culture and environment of the school, including statement of values, faculty and student handbooks, etc.

The Martin V. Smith School is committed to shared governance and collegiality.

- As referenced earlier, the hiring letter for all faculty members includes (in part) the following: "We also expect civility as a norm of behavior on campus. As we establish the culture of the University, each of us must model civil behavior as the expected manner in which we conduct our affairs. This will ensure that team efforts, the foundation of developing the campus, will be characterized by a collegial and respectful attitude."
- At the CSUCI level, the Academic Senate passed Resolution [SR #19-01: Resolution on Shared Governance](#), which outlines the ideals of shared governance established by the faculty.
- At the Martin V. Smith School level, the [bylaws](#) outline many areas where shared governance will occur (e.g., faculty voting, appointment of faculty advisors, etc.).
- While anecdotal, faculty and staff generally note that the environment within the Martin V. Smith School is characterized by collegiality, mutual respect, and trust.
- The 2019-2024 Strategic Plan does not explicitly reference values within the Martin V. Smith School; however, this is something the School will address in its forthcoming Strategic Plan.
- The faculty are actively involved in the life of the School and University. In addition to being actively engaged in teaching and scholarship, faculty routinely serve on committees at the School- (e.g., MVS Scholars Committee, Disciplinary Search Committees, etc.) and University-levels (e.g., Local Curriculum Committee, Academic Senate, Senate Budget, etc.).
- Faculty and staff regularly attend program and staff meetings, respectively, and all Martin V. Smith School faculty and staff meet for an "Opening Meeting" at the start of each semester. In addition, the Martin V. Smith School regularly holds events where students, faculty, and staff can connect and interact (e.g., Opening Kick-Off BBQ and Speaker Series events). Faculty and staff also regularly connect with one another and students at events such as the [Plot-A-Thon](#), a data-visualization festival, and the [TechStars Start-Up](#) Weekend. Martin V. Smith School faculty are also regularly asked to participate in broader University presidentially appointed assignments (e.g., two faculty are on the President's Select Committee for the University's next Strategic Plan; several faculty members and the dean are part of the President's Task Force to explore post-graduate outcomes; etc.).
- As the Martin V. Smith School continues to adapt to a post-pandemic world, the faculty and staff are committed to providing meaningful opportunities for faculty, staff, and students to connect outside the classroom.

7. Agility

The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.

The school should:

- Describe how it develops agility among learners and faculty, recognizing the need for continual learning of new skills needed by professionals to succeed in the workplace.

As noted in the Martin V. Smith School's [Program Personnel Standards](#), the "School places a high value on interdisciplinarity and innovation," which is clearly reflected in the number of innovative and entrepreneurial pursuits launched by members of the Martin V. Smith School. As a relatively young campus (21 years old), the University has naturally attracted faculty, staff, and administrators interested in "building" a new University, resulting in an innovative and experimental culture on campus, including in the Martin V. Smith School. The Martin V. Smith School leadership readily discusses how to support such an innovative organizational culture and provide new opportunities for faculty and staff to experiment and innovate. Evidence of success can be seen in the launch of new academic programs, new co-curricular programs, and the revitalization of existing academic programs. In addition, through regularly provided professional development funds (\$3,500/academic year), Martin V. Smith School faculty and staff have the opportunity to continuously update and refine their skill set and knowledge (e.g., the Martin V. Smith School was one of the first areas on campus to discuss AI as part of students' learning). In addition, faculty have used Professional Development funds to upskill their knowledge in areas relevant to their teaching and scholarship (e.g., attending R workshops) and participating in symposia related to the burgeoning area of programmatic advertising technology.

8. Global Mindset

The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a diverse global context. Learners should be exposed to cultural practices different than their own.

The school should:

- Provide evidence that the curriculum takes into consideration diverse viewpoints and educates learners on the global nature of business.
- Describe the internationalization initiatives (student exchanges, international classrooms, research collaborations, etc.) for learners and staff, if applicable.

The Martin V. Smith School is committed to preparing students for the evolving global economy, and one of CSUCI's mission pillars relates to [International Affairs](#). A global mindset/perspective is embedded throughout the Martin V. Smith School's programs, and the faculty regularly lead short-term study abroad courses – at both the undergraduate and graduate level – ensuring students graduate with a global mindset. The Martin V. Smith School has course offerings related to fostering a global perspective (e.g., MGT410: *Management of International Business*; ECON 470: *The World Economy*; BUS 532: *Special Topics in International Business*; BUS 339: *Business in Asia: Heritage and Change*; course descriptions available via the [catalog](#)) and related content is embedded throughout core courses at both the undergraduate and graduate level. In addition, the faculty regularly leads short-term study abroad courses (7-10 days) for undergraduate and graduate students and partners with the University's International Programs Office to support students' interest in studying abroad. In addition, the Martin V. Smith School provides [Collaborative Online International Learning](#) (COIL) opportunities to Martin V. Smith School

Students, which have included partnering with Universities in Mexico and Spain.

9. Diversity and Inclusion

Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.

The school should:

- Describe how it defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment.
- Demonstrate that it fosters sensitivity and flexibility toward cultural differences and global perspectives.
- Provide evidence that it values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its learners and faculty in alignment with its mission.
- Provide an overview of the populations served and describe the school's role in fostering opportunity for underserved populations.
- Describe the ways it supports high-quality education by making appropriate effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.
- Describe how learners and faculty demonstrate a commitment to diversity and inclusion.

Like many institutions in higher education, CSUCI has been focused on diversity, equity, inclusion, and accessibility – considering them essential for the University's success. Former President Beck initiated the [President's Advisory Council on Inclusive Excellence](#) to guide matters of equity, justice, and inclusivity, influencing institutional strategy and recommending initiatives to foster inclusivity and eliminate equity gaps. The [Campus Climate Survey](#) collects feedback on diversity and inclusion, informing plans for continuous improvement related to diversity, equity, inclusion, and accessibility. CSUCI also implements data dashboards for timely access to disaggregated data, including at the Martin V. Smith School level. Initiatives like the Students of Color Mentoring Program and the Summer SURFer Research Opportunity Program promote inclusivity. The [Inclusive Excellence Action Plan](#) launched in 2021 focuses on six racial and social justice themes. The University also recently opened three new cultural affinity centers (Latinx and Black Cultural Centers and the Social Justice & Inclusion Center). The University and the Martin V. Smith School have enhanced professional development opportunities and funding for faculty and staff striving to learn more and change the campus culture. The University was recognized with the [Seal of Excelencia](#) in 2018 and recertified in 2022. The Washington, D.C.-based [Excelencia in Education](#) awards the Seal of Excelencia to institutions that have demonstrated their commitment to serving Hispanic/Latinx/Chicanx students through three components: data, practice, and leadership.

Continued Adherence to AACSB Guiding Principles and Business Standards

The school demonstrates continued adherence to accreditation standards and guiding principles and provides timely, accurate information in support of each accreditation review. Schools acknowledge the timeline to complete the initial accreditation process. Schools agree to a peer review visit. Schools acknowledge that AACSB may at any time request a review if questions arise concerning a school's educational quality, financial resources, or other issues. Significant ethical breaches of conduct within the school may also result in an off-cycle peer review, or board action, as deemed necessary. Any school that deliberately misrepresents data contained within an accreditation report or within AACSB's Business

School Questionnaire is subject to revocation of accreditation status or termination of an initial accreditation application.

The school should:

- Describe its knowledge and understanding of the business accreditation standards and the expected timeline for aligning with the standards. This can include participation in AACSB events and interactions with AACSB staff and volunteers.
- Demonstrate the commitment of the school's leadership to pursuing AACSB accreditation. If the school sits within a larger institution, the commitment of its leadership should also be demonstrated.

The Martin V. Smith School has spent significant time learning about AACSB's Business accreditation process under the 2020 Standards. The Dean has attended several AACSB Deans' Conferences, as well as the Assurance of Learning seminars and Initial Accreditation seminar. In addition, the Chair of Business & Economics and Director of Business Special Sessions both attended the AACSB Global Accreditation Conference in Atlanta, Georgia.

The Dean of the Martin V. Smith School is committed to pursuing AACSB accreditation, with support from the faculty, the Provost, and the President.

Each of the below items are a separate PDF upload in myAccreditation. There is a 35-page limit on the Eligibility Application document. There is no page limit on the other documents.

- Eligibility Application
- Profile Sheet (located on our [website](#))
- School's organizational chart
- Last three years of financial data
- Strategic Plan

Note: After submission, an accreditation staff member will review the application for completeness and requests any additional information from the school. Schools are encouraged to [contact an accreditation staff member](#) before submission to support them in completing the eligibility application.

APPENDIX A – Program Exclusion Form

Complete every section of the form and submit a separate copy of this form for each degree program for which exclusion from the AACSB accreditation review is requested. Exclusions will be reviewed by the Initial Accreditation Committee for approval.

*** Name of School:**

*** Name and Title of Person Completing Form:**

*** Full Title and Descriptive Information for Program for which Exclusion is being requested:**

Basis for exclusion:

Provide a brief, clear description of how the program satisfies the exclusion requirements, and include supporting evidence, such as the program's curriculum online or in a catalog and other promotional collateral. The school should:

- a) summarize the business content included in the degree curricula;
- a) provide a calculation of the percentage of business content within the degree program;⁴
- b) describe how the degree is marketed and promoted as compared to the other business programs at the school and include supporting evidence (e.g. the program website, program description in catalog, or other promotional collateral);
- c) explain the degree to which the business unit controls the operations of the program (e.g. program design, faculty hiring, learner selection and support, curriculum design, etc.).

⁴ The percentage of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of business credits (25%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee. Additionally, a 36-hour master's degree with 18 or more hours of business credits (50%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

PROFILE SHEET

Name of Institution: California State University Channel Islands
Name of Business School: Martin V. Smith School of Business & Economics
Dean / Head of Business School: Susan A. Andrzejewski, Ph.D.
Country / State / Province: Camarillo, CA
Mentor*: N/A
Person Completing Profile Sheet: Susan A. Andrzejewski
Reporting Period / Academic Year: AY 2022 – 2023

** Not applicable for Eligibility Applications*

A. CURRENT BUSINESS SCHOOL MISSION STATEMENT:

The Martin V. Smith School's mission is to cultivate a learning environment that fosters excellence in business and economics education to prepare students to effectively engage with the ever-changing dynamics of organizational landscapes, and develop lifelong learners who remain committed to giving back to their communities.

B. ANNUAL BUDGET IN USD:

Institutional Revenue	Institutional Expenditures
\$140,033,474 (Operating Fund)	\$144,033,474 (Operating Fund)
\$201,740,569 (All sources)	\$201,724,675 (All sources)

School Revenue*	School Expenditures*
\$4,223,215 (Operating Fund)	\$4,237,013 (Operating Fund)

*A breakdown of all funds used to support the Martin V. Smith School is included in the "Financial Data" section of the Eligibility Application.

C. SCOPE: Please list the degree types to be included in your school's accreditation review.

Program Type (B.S., BBA, MBA, etc.)	Location(s) Offered	Number degrees conferred in most recent reporting period
Business, B.S.	Main Campus	201
Economics, B.A.	Main Campus	6
Business, B.S. Online Completion	Online	64
MBA	Main Campus	33
MBA Dual Degree w/ Biotechnology, M.S.	Main Campus	8

D. Enrollment (number of students currently enrolled in your degree programs):

Degree Programs	Institution ^a			Business School		
	Full-Time	Part-Time	TOTAL	Full-Time ^c	Part-Time ^c	TOTAL
Bachelor's	3,830	1,310	5,140	442	146	568
Master's^b	-	35	35	-	-	-
Doctoral	-	-	-	-	-	-
Exec Ed Degree Granting	-	-	490 ^d	-	-	191 ^d
Exec Ed Non-Degree Granting	-	-	15	-	-	-
Other (post-baccalaureate, including credential & pre-credential students; stateside certificates, and Course Match)	96	23	119	-	-	-
Total	4,241	1,408	5,649	442	146	759

Note: Annualized data across Fall & Spring, pulled at 60% of the term.

^aInstitution numbers include Business School numbers.

^bMaster's numbers only include stateside graduate programs; graduate programs are included in "Exec Ed Degree Granting" numbers.

^cExtended University & Digital Learning, the academic unit which operates all executive education degree and non-degree granting programs does not currently report headcount by "full-time" and "part-time" student status. However, access to this data has been requested through both Institutional Research and Extended University and Digital Learning as part of the Martin V. Smith School's AACSB accreditation process.

^dThis number represents students enrolled in master's degrees offered through Extended University.

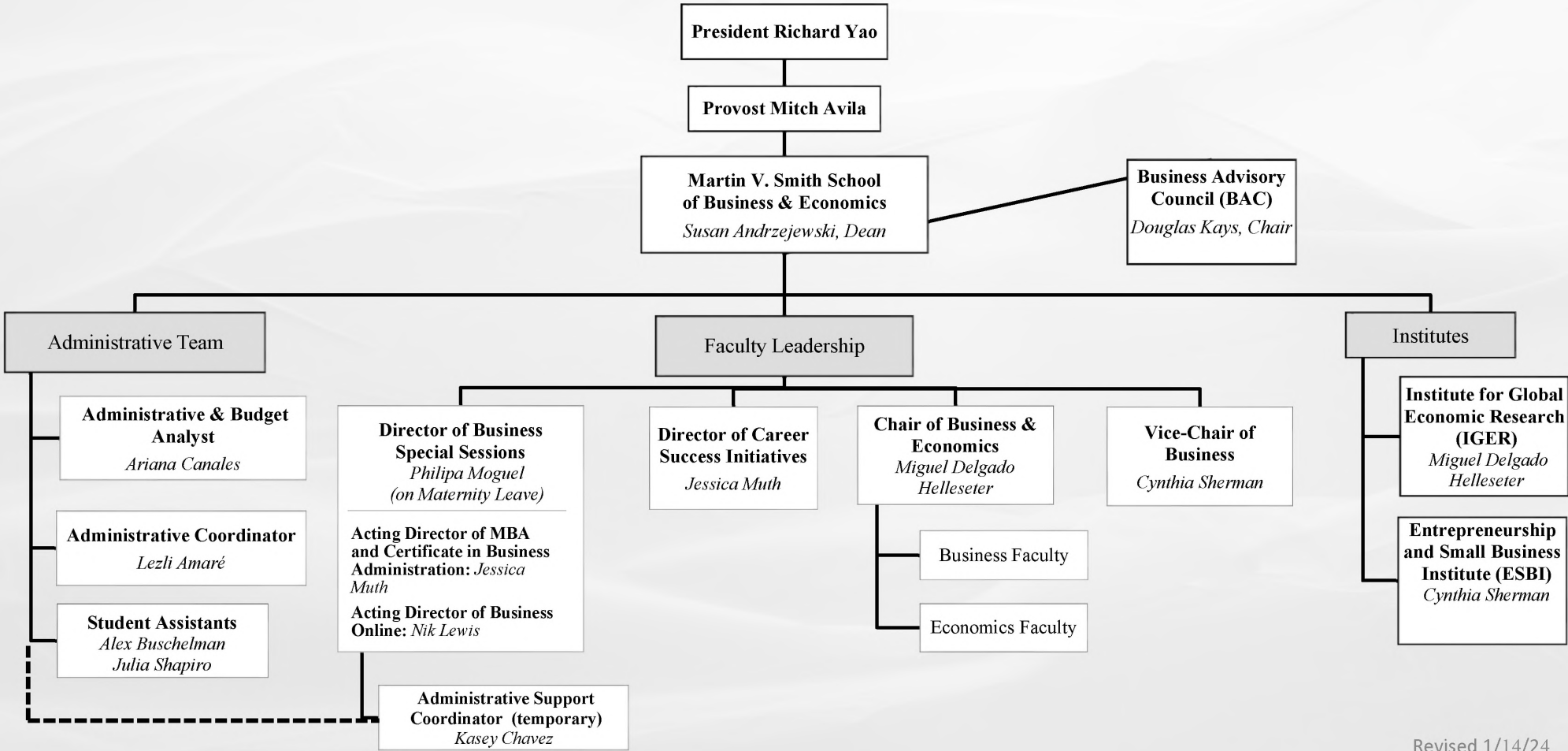
E. Faculty (number of faculty members in each discipline): Describe the full-time and part-time total faculty resources for each discipline by including the headcount number of faculty members on staff by their highest degree level (doctoral, master's, and bachelor's degree).

Disciplines	Faculty						
	Full-Time			Part-Time			Total
	Doctoral	Master's	Bachelor's	Doctoral	Master's	Bachelor's	
Accounting	1	-	-	1	2	-	4
Business ^a	2	1	-	9	2	-	14
Economics	5	-	-	1	1	-	7
Finance	2	-	-	-	1	-	3
Management ^b	4	-	-	7	6	-	17
Management Information Systems	2	-	-	1	1	-	4
Marketing	3	-	-	1	3	-	7
Total	19	1	0	20	16	0	56

^a"Business" combines Business Communication, Business Ethics, Business Law, and general Business.

^b"Management: combines Management and Entrepreneurship.

Organizational Chart 2023 - 2024



Revised 1/14/24

Martin V. Smith School of Business & Economics

Base Budget - GD901

 Projected as
of 1/29/24

	Actual FY2021-22	Actual FY2022-23	Projected as FY2023-24
SOURCES			
Permanent (Base) Funding			
Initial Base Budget	\$ 2,113,213	\$ 2,359,974	\$ 2,597,137
Benefits	\$ 1,257,140	\$ 1,384,395	\$ 1,397,740
Permanent Transfers	\$ 146,568	\$ 237,163	\$ 41,916
Permanent (Base) Funding	\$ 3,516,921	\$ 3,981,532	\$ 4,036,793
One Time Funds	\$ 374,010	\$ 241,683	\$ 245,775
TOTAL SOURCES OF FUNDS	\$ 3,890,931	\$ 4,223,215	\$ 4,282,569
USES			
Salaries and Wages			
Instructional Personnel:			
Tenured/TT Faculty and Lecturers	\$ 2,144,055	\$ 2,195,062	\$ 2,185,163
Instructional Support Personnel:			
Program Chairs, Management, Staff, and Student Support	\$ 446,672	\$ 586,397	\$ 610,317
Salaries and Wages Subtotal	\$ 2,590,727	\$ 2,781,459	\$ 2,795,481
Benefits	\$ 1,257,140	\$ 1,387,036	\$ 1,397,740
Operating Expenses	\$ 45,416	\$ 92,798	\$ 90,000
TOTAL USES OF FUNDS	\$ 3,893,283	\$ 4,261,293	\$ 4,283,221
Current Year Net Balance	\$ (2,352)	\$ (38,078)	\$ (652)

Martin V. Smith School of Business & Economics
Self-Support Program Financial History - TH901

		As of 1/30/24		
<i>Program</i>		FY2021-22	FY2022-23*	FY2023-24
BS Business Online	Revenues	\$ 1,495,289	\$ 6,044,151	\$ 870,205
	Salary and Wages	\$ 222,422	\$ 349,672	\$ 252,299
	Benefits	\$ 3,225	\$ 30,038	\$ 20,501
	Operating Expenses	\$ 250,766	\$ 21,630	\$ 2,935
	Expenses Subtotal	\$ 476,413	\$ 401,340	\$ 275,736
	NET Balance	\$ 1,018,876	\$ 5,642,810	\$ 594,469
MBA	Revenues	\$ 584,895	\$ 4,828,310	\$ 435,600
	Salary and Wages	\$ 251,484	\$ 238,319	\$ 142,134
	Benefits	\$ 14,302	\$ 43,845	\$ 16,869
	Operating Expenses	\$ 98,817	\$ 12,895	\$ 14,510
	Expenses Subtotal	\$ 364,603	\$ 295,059	\$ 173,513
	NET Balance	\$ 220,292	\$ 4,533,250	\$ 262,087
MVS School Self-Support Programs Total	Revenues	\$ 2,080,185	\$ 10,872,460	\$ 1,305,805
	Salary and Wages	\$ 473,906	\$ 587,991	\$ 394,433
	Benefits	\$ 17,528	\$ 73,884	\$ 37,370
	Operating Expenses	\$ 349,583	\$ 34,525	\$ 17,445
	Expenses Subtotal	\$ 841,016	\$ 696,399	\$ 449,248
	NET Balance	\$ 1,239,168	\$ 10,176,061	\$ 856,557

*FY2022-23 was an outlier because equity from the previous 3-digit department number was transferred into the 6-digit department number and it was reported as revenue. The BS Business Online program is overstated by \$4 million and the MBA program is overstated by \$3.9 million.

Martin V. Smith School of Business & Economics

Foundation Funds - 20057, 40021, 40024, 40034, 40035, 40088

FY2023-24

	Actuals	Projections	Total
Available Funds			
Beginning Balance	\$ 1,541,630		\$ 1,541,630
Endowment Payout	\$ 184,660	\$ 184,660	\$ 369,320
Gift Fees	\$ (5,600)		\$ (5,600)
Gifts	\$ 112,000		\$ 112,000
TOTAL AVAILABLE FUNDS	\$ 1,832,690	\$ 184,660	\$ 2,017,350
USES			
Operating	\$ 8,189		\$ 8,189
Promotional Items	\$ 5,413	\$ 1,500	\$ 6,913
Student Scholarships	\$ 76,000	\$ 80,000	\$ 156,000
Student Experiences			
Study Abroad		\$ 21,000	\$ 21,000
Speaker Series		\$ 8,000	\$ 8,000
Events	\$ 9,308	\$ 4,200	\$ 13,508
CI Solutions Program	\$ 4,567	\$ 4,567	\$ 9,135
Physical spaces			
Building Furniture	\$ 35,270		\$ 35,270
New Building Supplies	\$ 5,867		\$ 5,867
Faculty Support			
Reassigned time		\$ 20,965	\$ 20,965
Salaries and Benefits			
Student Assistant	\$ 2,745		\$ 2,745
Faculty Additional Pay	\$ 6,087	\$ 6,000	\$ 12,087
Director of Career Readiness	\$ 64,887	\$ 45,140	\$ 110,027
Administrative Coordinator	\$ 17,017	\$ 34,414	\$ 51,431
TOTAL USES OF FUNDS	\$ 235,350	\$ 225,786	\$ 461,136
Current Year Net Balance	\$ 1,597,340	\$ (41,126)	\$ 1,556,214

Addendum Files

No addendum files were found.