Self-Evaluation Report
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BACKGROUND INFORMATION

LOCATION OF THE INSTITUTION

The Johns Hopkins Carey Business School is a privately endowed, coeducational institution based in Baltimore, MD. It is one of nine schools of the Johns Hopkins University (JHU), all sharing a common broad mission. As with all JHU schools, Carey’s brand is linked to the university and its logo has Johns Hopkins featured prominently. While Carey is an integral part of JHU and leverages its positioning within the marketplace, it operates separately as a business school, determining its own strategic directions, goals, size, and sources of revenue. It is its own fiscal entity. The School is directly responsible for its positioning to external stakeholders.

Carey is geographically separate from the main JHU Homewood campus. Carey’s signature facilities are located in Baltimore, MD (approximately five miles from the Homewood campus), and Washington, DC (approximately 40 miles from the Homewood campus), where faculty, students, and staff occupy space dedicated solely to Carey. In fall 2015, these locations accounted for approximately 53% and 33% of Carey’s total enrollments, respectively, as well as 87% and 11% of its full-time faculty and staff. The ratio of enrollments to faculty and staff at its Baltimore, MD, campus in comparison with its Washington, DC, campus is attributed to having significantly more office space in Baltimore, MD; however, faculty and staff travel between campuses to ensure students are appropriately supported at both locations. Carey’s Campus Operations accomplished JHU Green Office Certification at both its Washington, DC, and Baltimore, MD, locations, supporting JHU’s sustainability initiative and its own commitment to corporate and social responsibility.

Within short walking distance from its Washington, DC, facility, the School shares space with the School of Advanced International Studies (SAIS) and the Krieger School of Arts & Sciences – Advanced Academic Programs (AAP). This location offers Carey students the use of the DC Learning Commons, a collaborative environment in which students from the three schools come together for study, enhanced learning, and networking opportunities. Faculty and student development staff are available to assist students, although the School does not hold Carey classes at this location.

Carey shares space with the School of Education in Columbia, MD, a campus located between Baltimore, MD, and Washington, DC. This location accounts for approximately 4% of total enrollments. After June 30, 2017, Carey will no longer teach classes at the Columbia location due to the School’s shift to a hybrid/online model of course delivery, which has expanded service to a wider geography so that the physical space is no longer needed. Enrollment in online courses accounts for 8% of total enrollments, and the remaining 1% is independent study classes that do not require physical space.

In addition, Carey formed a one-time strategic partnership that expands its geographical positioning. The School entered a partnership with Sibley Memorial Hospital (affiliated with The Johns Hopkins Health System Corporation) in Washington, DC, to provide a service to the medical center. Starting in fall 2015, Carey offers its part-time MBA program with a concentration in Health Care Management on the Sibley campus.
PROGRAM PORTFOLIO

Carey offers ten degree programs, including three Master of Business Administration (MBA) programs, six Master of Science (MS) programs, and one undergraduate Bachelor of Business Administration (BBA) program. The following table describes the Carey programs.

Table 1. Program Portfolio

<table>
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<th>Program Portfolio</th>
<th>Date Est.</th>
<th>Location(s) Offered</th>
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<tr>
<td>MBA Programs</td>
<td></td>
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<tr>
<td>FT Global MBA</td>
<td>2010</td>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>FT Executive MBA</td>
<td>2011</td>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>PT Flexible MBA</td>
<td>2007*</td>
<td>Baltimore, MD, Online (some concentrations)</td>
</tr>
<tr>
<td>MS Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Enterprise Risk Management (FT/PT)</td>
<td>2014/2014</td>
<td>Baltimore, MD (PT only); Washington, DC</td>
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<tr>
<td>MS Finance (FT/PT)</td>
<td>2012/2007*</td>
<td>Baltimore, MD; Washington, DC; Online (PT only - to begin fall 2016)</td>
</tr>
<tr>
<td>MS Health Care Management (FT/PT)</td>
<td>2014/2013</td>
<td>Baltimore, MD, Washington, DC (PT only); Online (PT only - to begin fall 2016)</td>
</tr>
<tr>
<td>MS Information Systems (PT)</td>
<td>2007*</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>MS Marketing (FT/PT)</td>
<td>2013/2007*</td>
<td>Baltimore, MD; Washington, DC (PT only)</td>
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<tr>
<td>MS Real Estate and Infrastructure (FT/PT)</td>
<td>2013/2007*</td>
<td>Baltimore, MD (PT only); Washington, DC</td>
</tr>
<tr>
<td>BBA Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT BBA (fall 2016 last semester admitting students)</td>
<td>2011</td>
<td>Washington, DC</td>
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<td>Dual Degrees</td>
<td>Date Est.</td>
<td>Partner</td>
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<tr>
<td>MBA/MS in Biotechnology</td>
<td>2012</td>
<td>JHU Krieger School of Arts &amp; Sciences</td>
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<td>MBA/MA in Communication</td>
<td>2012</td>
<td>JHU Krieger School of Arts &amp; Sciences</td>
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<td>MBA/MA in Design Leadership</td>
<td>2012</td>
<td>Maryland Institute College of Art</td>
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<td>MBA/MS in Environmental Engineering</td>
<td>2013</td>
<td>JHU Whiting School of Engineering</td>
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<tr>
<td>MBA/MS in Environmental Engineering and Science</td>
<td>2013</td>
<td>JHU Whiting School of Engineering</td>
</tr>
<tr>
<td>MBA/MS in Environmental Planning and Management</td>
<td>2013</td>
<td>JHU Whiting School of Engineering</td>
</tr>
<tr>
<td>MBA/MA in Government</td>
<td>2012</td>
<td>JHU Krieger School of Arts &amp; Sciences</td>
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<tr>
<td>MBA/MS in Applied Economics</td>
<td>2012</td>
<td>JHU Krieger School of Arts &amp; Sciences</td>
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<tr>
<td>MBA/Juris Doctor</td>
<td>2012</td>
<td>University of Maryland School of Law</td>
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<tr>
<td>MBA/Master of Public Health</td>
<td>2007*</td>
<td>JHU Bloomberg School of Public Health</td>
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<tr>
<td>MBA/MD</td>
<td>2013</td>
<td>JHU School of Medicine</td>
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* Denotes programs that existed prior to the formation of the Carey Business School. FT = Full-time; PT = Part-time

INSTITUTION’S MISSION

Founded in Baltimore in 1876, JHU was the first modern research university in the U.S., emphasizing research and the advancement of knowledge as a foundation for educating students. JHU’s mission is: “To educate its students and cultivate their capacity for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world.” (http://www.jhu.edu/about/history/)

Operating within the context of JHU’s broad mission, Carey’s mission is: “The Johns Hopkins Carey Business School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow economies and societies, and are exemplary citizens.” (http://carey.jhu.edu/about/mission/)
JHU has a long history of serving local, part-time students in a variety of fields including business, education, engineering, nursing, and the liberal arts. Eventually, business and education programs for these part-time students were housed in the JHU School of Professional Studies in Business and Education (SPSBE). The JHU Board of Trustees divided SPSBE into the Carey Business School and the School of Education in December 2006, acting in response to the largest gift for business education in JHU’s history. Carey was launched with a $100M funding package that included a $50M gift from trustee emeritus, William Polk Carey. Vice Provost Pamela Cranston acted as Interim Dean in 2007 during the School’s first year. Dean Yash Gupta became the School’s inaugural Dean on January 1, 2008, and held the office until he stepped down in June 2011. Dr. Phillip Phan served as Interim Dean from July 2011 to June 2012. The School’s current Dean, Dr. Bernard Ferrari, arrived July 1, 2012.

The Dean’s leadership team (Management Council) includes two Vice Deans (Faculty & Research and Education), one Senior Associate Dean (Finance & Administration), five Associate Deans (Admissions & Academic Programs, Development & Alumni Relations, Marketing & Communications, Strategic Initiatives, and Student Development), and one Assistant Dean (Global Collaborations). A full organizational chart is in Appendix A.

Academic governance at Carey is primarily the responsibility of the Dean and the School’s tenured faculty (full professors). Carey operates as a “Faculty of the Whole” without any academic departments. The School’s consensus-driven governance structure involves the entire faculty, and is viable due to the size of the School. Decision-making or sharing of ideas occur in the following forums, which are designed to facilitate open dialogue:

- **Tenured Faculty Meetings.** Quarterly meetings are held with the tenured faculty that allow the Dean to receive feedback on strategic and talent issues.
- **Full-time Faculty Meetings.** The Dean convenes the full-time faculty quarterly to be informed about issues impacting the school and to raise questions about policy, curriculum, and other matters.
- **Town Hall Meetings.** Full-time faculty and staff attend quarterly meetings with the Dean and Management Council where School news and updates are shared with the opportunity to pose questions either before or at the meeting.
- **Faculty Summits.** Twice per year, all faculty (full- and part-time) engage in interdisciplinary discussions regarding faculty research, faculty development, pedagogy, and strategic issues facing the School.

Faculty governance also includes service on the Admissions Committee and the Curriculum Committee, the latter being a group of faculty engaged in program reviews, vetting new course proposals, and making decisions regarding recommendations made by the Academic Program Directors (APDs). The APDs are full-time faculty who direct the academic programs and coordinate efforts of course lead faculty and discipline-specific groups of faculty. The Curriculum Committee makes specific recommendations to the Dean. If the recommendations are substantive, the Dean solicits input from the entire faculty prior to making a final decision. Sharing in this responsibility is an Academic Board with two primary responsibilities: (1) to offer advice and counsel regarding the academic governance decisions of the Dean and tenured faculty as requested by the Dean and (2) to carry out responsibilities as described in the Academic Appointment and Promotion Policies and Procedures document (Appendix B) in the Faculty Handbook.
The following Advisory Councils/Boards ensure strategic alignment and give counsel to the Dean regarding the curriculum:

1. The Dean’s Advisory Council supports the Dean and the School by providing input on the School’s direction and assisting the Dean in cultivating key resources and partnerships.
2. The Dean’s Alumni Advisory Board’s mission statement is: “To support the global development, growth, and sustainability of the Carey Business School through active alumni participation.” The board provides valuable insights from its members, drawing upon their educational and professional experiences.
3. The School’s four Industry Advisory Boards (Financial Businesses, Enterprise Risk Management, Health Care Management, and Real Estate and Infrastructure) have attracted more than 50 top executives to advise leadership and faculty. Board members have the opportunity to serve as an Executive in Residence (EIR) and commit to two advisory board meetings every year.

Carey has two Student Government Associations (SGA)—one each for students at the Baltimore/Columbia and Washington, DC, locations. The SGA serves as an advocate for the Carey student body and works to strengthen the Carey community. The SGA has an executive board for each branch and each consists of at least seven voting members.

SPECIAL ACTIVITIES OF THE SCHOOL

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ONLINE PROGRAMS
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Carey’s movement to online delivery of courses and programs was driven by its declining part-time enrollment. The School expected the convenience of online learning to draw students to the part-time programs. It also recognized that in order to be successful, the quality of the online educational experience would have to be solid. While Carey was strategizing, JHU’s president pursued a single online program management (OPM) services provider for the university.

Carey contracted with the OPM for assistance with services in marketing, recruitment, post-enrollment, program development, and technical support. The OPM conducts market research, collaborates with Carey faculty and staff in the development of online courses, offers recruitment services to students, and provides 24/7 technical support to Carey faculty and students. Carey makes all admissions decisions, leads the design and development of the curriculum, utilizes technical tools and software such as Blackboard Learn and Adobe Connect in the development and delivery of online courses, and offers full JHU resources, including library services, academic advising, tutoring services, textbook procurement, and access to enterprise systems for course enrollments and course content access.

Carey’s first online offering was the Business of Health Care Certificate, launched in fall 2014. Students take two courses from Carey, one course in each of the Schools of Nursing, Medicine, and Public Health, and one elective from any of the schools. Carey produced three courses and collaborated with other schools who already had an online presence, making this an ideal first program.

The School chose the Flex MBA as the next online offering, as it had been the part-time program with the largest enrollment and preserving this program was the highest priority. Carey developed and successfully launched its hybrid/online Flex MBA model in fall 2015 where students have the option of pursuing their degree online, in the classroom, or a combination of both. Due to the need for extended interpersonal discussion in three of the courses (Business Communication, Leadership in Organizations, and Negotiation), students pursuing this degree online attend three required long-weekend onsite.
residencies. The first three concentrations included Management, Health Care Management (which incorporated courses from the Business of Health Care Certificate), and Financial Businesses. In its first year with the hybrid/online offering, the Flex MBA program increased enrollments from 86 to 192.

Following the hybrid/online model of the Flex MBA program, Carey will launch online options for the MS in Finance and MS in Health Care Management in fall 2016, allowing students to pursue their degree online, in the classroom, or a combination of both. The courses from the Health Care Management and Financial Businesses concentrations from the Flex MBA can be used towards building these first two specialized MS programs to be put online.

The School follows a comprehensive course development process involving faculty, instructional designers, instructional technologists, and a media production team. The development of an online course is a nine-month process that facilitates faculty reviewing and improving their existing onsite course and improving pedagogical skills. This includes a thorough review of the course objectives.

Measures of online program quality include course evaluations, peer evaluation (best practices discussions with other faculty developing and/or teaching online courses), feedback through observations from Teaching & Learning@Carey (T&L@C) staff (instructional designers, instructional teaching associates, and instructional technologists), course lead oversight during course development, program leadership oversight, student input, and a program evaluation by the School and partner.

Carey strives to assure that online students have equal access to faculty, as well as sufficient staff to maximize the value of their learning experiences. Carey also provides faculty with sufficient staff to support their curriculum development and promote student-centered teaching excellence. Increases in both faculty and staff to support online program growth and opportunities will continue to expand with a total of 77 online courses to be designed, developed, and taught over the next five years. Currently, 21 faculty members are engaged in online course design and delivery, a significant increase from three faculty teaching online one year ago. Staff support has also grown by four T&L@C staff members. They handle daily operations, such as instructional design and technology support, teaching support, and faculty development. This growth includes the addition of an instructional designer, an instructional technologist, and two instructional teaching associates.

During the online course development process, faculty and T&L@C implemented a quality assurance process to evaluate online course development. The data collected support ongoing improvement of the curriculum development and course delivery processes, as well as training on best practices.

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INTERNATIONAL EFFORTS
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With growth in the specialized master’s degree market and increasing prosperity in the Asian markets, the School has seen a marked increase of interest among international students weighing American business education. In the last three years, Carey has developed a series of initiatives with the focus on increasing awareness of Carey among international partners and constituents, reaching out to target student groups abroad, improving the quality of incoming students, expanding its international employer network, and strengthening the international Carey alumni community.

Increasing awareness of Carey abroad is important for the School since 51% of the student population at Carey for AY 2015–16 is international. In particular, the number of students from China has been increasing steadily in the last five years. This trend is not unique to Carey. Among key reasons for this increased demand are: changes in visa regulations more favorable to international students, demand for
quality higher education among the Chinese population, and an increasing number of parents in China who can afford to send children to study in the U.S.

EFFORTS IN CHINA
Carey actively engages with its Chinese constituents, communicating extensively using Chinese social media platforms and utilizing Chinese-based public relations firms. The Dean and other leaders travel to China multiple times per year. In 2014, the School appointed an inaugural Assistant Dean for Global Collaboration, a position based in Beijing, China, to conduct routine on-the-ground information sessions, recruit prospective students, develop strong relationships with employers, engage alumni, and attract unaffiliated philanthropic prospects. The School executed the following activities in China:

- The Assistant Dean for Global Collaboration visited more than 40 universities in China, mostly Tier 1 and Tier 2 schools, meeting with the universities’ leadership. Through these visits, Carey learned about specifics of Chinese higher education and evaluated gaps and common challenges that Chinese students face when starting their education at Carey, including English language skills, understanding of American culture, and active participation in the learning process.
- Carey strengthens its presence in the Chinese market through academic and professional collaboration. The Nanjing University Business School sends MBA/EMBA students and business professionals to Carey (Washington, DC, campus) for a weeklong executive education non-credit, non-degree program. A preparation program for prospective students who plan to pursue MS in Finance is under development with the Tsinghua University School of Finance. Discussions are in progress with Wuhan University School of Management and Economics, Chinese University of Hong Kong, and others.
- Carey leadership places special emphasis on student engagement from enrollment to graduation. Dean Ferrari and members of the Office of Education, Admissions, Career Development, Alumni Relations, and Marketing & Communications attended admitted student events in 2014, 2015, and 2016 in Beijing and Shanghai.
- Carey has seen an increase in its international alumni population as many students return to their home country after Optional Professional Training (OPT) in the U.S. At present, 384 Carey alumni are living in China (as tracked through JHU’s alumni database); however, the School estimates the number to be closer to 700 based upon sources such as its Student Information System, LinkedIn, and WeChat. The Career Development Office (CDO) is expanding its international employer network and building strong relationships with global companies in Asia. In 2015 and 2016, Development & Alumni Relations hosted Global Symposiums in Hong Kong and Shanghai, respectively, to educate business leaders on the School and engage the community in relevant and timely business topics. These symposiums comprised the largest brand-building efforts the School has undertaken with the corporate community.
- The School considers its alumni an important part of the Carey community, focuses on alumni engagement through the formation of alumni clubs in Beijing and Shanghai, and hosts alumni events in both regions, including an Alumni Summit in Beijing. The School created an Associate Director of Alumni Relations position in FY 16, who travels to China at least once a year.

OTHER EFFORTS ABROAD
While China remains the largest market for incoming students, Carey continues building its presence in other markets. The Admissions office actively pursues opportunities to recruit and engage students in India as well as Latin America. Recruitment events in New Delhi, Mumbai, and Hyderabad, as well as Sao Paulo, Lima, Buenos Aires, and Bogota, have led to a visible representation of new students enrolled at
Carey from India and select parts of Latin America. For example, the number of newly enrolled students from India in the Global MBA program grew from four students in fall 2014 to 14 students in fall 2015.

Another example of the School’s international outreach includes the creation of the Director of Global Engagement position in the CDO, established in August 2015 to respond to the evolving student population. This position aims to build the Carey brand internationally through student, alumni, and employer connections. The need is threefold: (1) to connect and educate students, global employers, and alumni supporters to build affinity to the School; (2) to increase student awareness of the competencies that will allow them to thrive in a competitive, global employment market, supporting core career development competencies; and (3) to recognize Carey as a primary source of talent for global employers, influencing campus recruitment.

Carey continuously builds and strengthens relationships and academic partnerships abroad. The School established several such partnerships for the Innovation for Humanity (I4H) experiential course, including AY 2015–16 partnerships in Rwanda, Ecuador, Peru, India, and Ethiopia. Carey has a partnership with Frankfurt School of Finance and Management to provide one module for their MBA in International Health Care Management program, and a Memorandum of Understanding with the National University of Singapore to encourage research and academic collaboration.

**STUDENT SUPPORT EFFORTS**

Carey offers a pre-orientation program for international students called Summer Intensive, to support acculturation and to help prepare them for personal, professional, and academic success in the U.S. and at Carey. The Summer Intensive is open to all Carey international students, but is required for new international students who do not hold a two- or four-year degree from a U.S. institution. Launched as a pilot in 2013 with the incoming Global MBA class, the Summer Intensive provides opportunities for group work and discussions focused around business concepts, daily practice in writing and speaking English, and cocurricular activities promoting social interactions and awareness of new surroundings. The program grew dramatically from 21 students in 2013 to over 400 students in 2015. Carey assesses and improves the program annually, based on feedback from students, faculty, and staff. Additionally, Carey offers a Cultural Connection program, connecting newly enrolled students with an assigned faculty or staff host after their arrival to Carey. Through meeting with their host, students improve their understanding of the U.S. culture and are better able to adjust to Carey’s environment.

Once students begin coursework, academic support services are available. Academic Advisers assist students in their course planning for degree completion in person, by phone, and via email. The English Language Program (ELP) helps students develop English communication skills and understanding of American business settings through classes, workshops, and individual meetings. Classes serve students in their development through intercultural communications skills and nuances of expression.

**EMPLOYEE ENGAGEMENT**

JHU works with Gallup, an independent consulting company, to conduct employment engagement surveys to help improve the organization. In the 2012 Gallup Poll, Carey trailed its JHU colleagues in every measure of staff engagement. With new leadership in place, Carey began a concerted effort to invest heavily in its employees and make Carey a model for being one of the best places to work.

Carey Human Resources (HR) led the efforts and began with individual units brainstorming ways in which to improve the culture and environment of the School. As a result, several engagement initiatives
and professional development opportunities were conceived and still exist today, including ResourcefulU (in-person training on topics to facilitate professional growth), Carey Salute (peer-to-peer recognition system), and Lynda.com (online training video library).

HR spearheaded efforts to further improve the culture and environment in AY 2015–16, including creating the Strive for Five Initiative: Setting the Standard for Employee Engagement and Satisfaction (Appendix C). This program creates an environment focused on human values that supports Carey’s mission to “positively transform business and the society it serves.” The School will specifically address areas in the 2015 Gallup survey results where it scored less than 4.0, with the goal of bringing every score above 4.0 and getting as close to the maximum 5.0 as possible, thus the name “Strive for Five.”

In AY 2015–16, the School enhanced the emphasis on individual employee growth. As part of the annual evaluation process, staff members have the opportunity to create a development plan. The development plan gives employees an opportunity to grow professionally and personally, and converse with their supervisors for input and guidance. Supervisors are encouraged to promote growth and provide an environment where employees feel empowered to seek new skills and knowledge.

In the 2015 Gallup Poll, Carey’s overall score was the highest across the entire university, indicating significant improvement in every category of staff engagement.

**CAREY BY THE NUMBERS**

The School reported the following data on the 2015–16 AACSB Business School Questionnaire (BSQ):

**Fall 2015 Student Enrollment (fall census data, September 11, 2015)**

Undergraduate = 36 (36 full-time + 0 part-time)
Master’s – Generalist (MBA) = 763 (143 full-time + 620 part-time)
Master’s – Specialist (MS) = 970 (738 full-time + 232 part-time)
EMBA = 30

**Degrees Conferred July 1, 2014 – June 30, 2015**

Undergraduate = 88
Master’s – Generalist (MBA) = 236 (68 full-time + 168 part-time)
Master’s – Specialist (MS) = 497 (379 full-time + 118 part-time)
EMBA = 17

The following table provides additional insight into the School’s admissions data, enrollment data, and degrees awarded, broken out by the individual degree programs offered by the School.
### Table 2. Carey by the Numbers
(Admissions data as of 8/25/2016, Enrollment data as of 2/5/2016, Degrees Awarded as of 6/29/2016)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Fall 2015</th>
<th>Student Profile '15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Median GMAT</td>
<td>Median UG GPA</td>
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<td><strong>MBA Programs</strong></td>
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<tr>
<td>Full-time Global MBA</td>
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<tr>
<td>Full-time Executive MBA</td>
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<td>Part-time Flexible MBA</td>
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<tr>
<td>Part-time MBA Enterprise Risk Management</td>
<td>625</td>
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<td>Part-time MBA Information Systems</td>
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<td>Part-time MBA Interdisciplinary Business</td>
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<td>560</td>
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<tr>
<td>Part-time MBA Marketing</td>
<td>580</td>
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</tr>
<tr>
<td>Part-time MBA Real Estate and Infrastructure</td>
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<tr>
<td><strong>MS Programs</strong></td>
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<td>Full-time BBA (fall 2015 is the last semester admitting BBA students)</td>
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### MISSION DEVELOPMENT/MAINTENANCE PROCESSES

Carey’s first mission and values statements were established in April 2008, led by Academic Leadership Associates (Michael A. Diamond and Mark Power Robison, Partners) with input from Carey faculty, staff, students, and alumni; full-time faculty from other JHU schools; the JHU Provost; selected deans of leading American business schools; and selected JHU trustees. In April 2011, the School described its plan to develop a process to review and revise the mission statement periodically, involving appropriate stakeholders throughout the process. The first Dean stepped down in June 2011 and the School did not enact the plan during interim leadership.

In July 2012, Dean Ferrari led an effort to reconsider Carey’s mission. The Dean conducted discussions about the Carey mission with the faculty and members of Management Council. The review process also engaged other key stakeholders, such as students, staff, alumni, and members of the Dean’s advisory councils. The School finalized a mission, vision, and values statement in June 2013.

In 2014, the Dean and Management Council engaged in a strategic retreat to revisit the mission; establish mission-driven goals; and identify expected outcomes, measures of progress, impact, and innovation. The Dean, along with the Associate Dean for Marketing & Communications led the effort to fine-tune the mission statement to reflect the School’s current path. The School’s tremendous growth over the last few years motivated this effort. After receiving feedback from Management Council, the School shared the revised mission statement with faculty and staff for input. Carey integrated the feedback, revised the mission statement, and communicated it in May 2015, as follows:
The Johns Hopkins Carey Business School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow economies and societies, and are exemplary citizens.

The changes to the mission statement reflect the role of the School within the larger university and articulate how Carey will teach business with humanity in mind.

The Dean and Management Council reexamined the School’s values in 2014 and in late 2015, as part of its continued self-examination and cycle of continuous improvement, and created a new statement of values (Appendix D) with input from all units within the School. The Dean finalized a Strategic Aspirations and Objectives document in January 2016 (Appendix E).

ONGOING REVIEW AND REFINEMENT OF THE MISSION
The School is operating on a three-year review and refinement cycle. The School put a revised mission into place in 2015; therefore, it will revisit the mission, vision, and values statement again in 2017 and plan to implement any changes in 2018. The process will incorporate the input of key stakeholders, including the School’s Advisory Boards, faculty, staff, students, and alumni.

STANDARD 1: MISSION, IMPACT, AND INNOVATION

THE MISSION OF THE JOHNS HOPKINS CAREY BUSINESS SCHOOL
The Johns Hopkins Carey Business School is one of the newest schools established within the Johns Hopkins University (JHU). JHU opened in 1876 with the inauguration of its first president, Daniel Coit Gilman. The mission he described then remains the university’s mission today, which is consistent with Carey’s mission. See Background Information for the university’s and Carey’s full mission statements.

CORE THEMES IN THE MISSION
The School centers its strategies and expected outcomes on three core themes:

1. **Develop new business knowledge.** Carey’s faculty recruiting strategy focuses on expanding the number of tenure-track and tenured (Scholarly Academic) faculty, while also creating opportunities for research collaborations. As a result, “research clusters” form around domains of inquiry, such as decision making and behavior, applied economics, innovation and entrepreneurship, patient safety and quality, and business in government. Faculty can contribute to these clusters, leading to the creation and dissemination of new knowledge. Strategic faculty hires are expected to support the goals of sharing knowledge and developing strong, ethical leaders. Fostering an environment of strong interrelationships has served the School well in building its research faculty. The number of tenured and tenure-track (research) faculty increased from zero before 2007 to 39 in FY 16.

The expected outcomes from the School’s **research** mission include:

- Increasing number of research articles published in high quality peer-reviewed journals
- Increasing number and variety of collaborative research projects between members of Carey’s faculty and between Carey and other JHU faculty
• Attracting new faculty and retaining existing research faculty
• Increasing number of graduate students involved in research activities with faculty

2. **Educate business leaders.** The School develops future business leaders through innovative programs, a comprehensive curriculum, and effective teaching. Faculty regularly update Carey programs. Teaching & Learning@Carey (T&L@C) works with faculty to ensure that they facilitate students achieving learning objectives. During the faculty annual review process, teaching evaluations are examined to ensure that each faculty member is providing impactful instruction. The expected outcomes from the School’s **teaching and learning** mission include:
  - Continually improving processes that enhance the curriculum, support teacher development, introduce changes, and evaluate results
  - Strong and steadily improving teacher and course evaluations
  - Improving student graduation rates and post-graduation career success
  - Demonstrating accomplishment of learning objectives

3. **Develop leaders who are exemplary citizens.** A key element of the Carey identity is to teach business with humanity in mind. Many business schools teach business fundamentals such as management, finance, marketing, and accounting. Carey begins with this instruction, and interjects a human values theme in its courses and cocurricular activities and encourages its students to engage in extracurricular activities that focus on business leadership with human values. The School is developing future business leaders who not only have solid business knowledge, but also strong core values, allowing them to fulfill the role of an exemplary citizen. The expected outcomes from the School’s **human values-driven** mission include:
  - Students developing an appreciation of human values and citizenship in business leaders
  - Planning and executing extracurricular activities, driven by human values and the interest that students show in those activities
  - Student-led initiatives embracing citizenship and human values

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**DISTINCTIVENESS**

The School’s focus on collaborative business research makes it distinctive among the university’s schools. The fact that university-wide collaboration with other JHU schools including Medicine, Nursing, Public Health, and Engineering, was built into the School’s mission makes it distinctive among business schools. Requests for collaboration from colleagues across the university have turned into ongoing and successfully completed research projects. The School has also brought business thinking into discussions and decisions among the university’s leadership and into events that advance the university’s strategic vision. For example, JHU’s President asked that Carey’s faculty conduct an annual entrepreneurial boot camp, open to Johns Hopkins faculty, staff, post-doctoral fellows, students, and residents. The event (in its third year) allows participants to refine their business ideas and receive feedback on their concepts and plans from industry experts. Carey faculty teach 80% of the content.

Carey seeks to refine the notion of a business school education. The School’s emphasis on developing character in its students, as reflected in its mission, expected outcomes, and strategies, is another one of its distinguishing features. The School helps students, through its curriculum and extracurricular activities, to create a thought process that considers the impact of their actions beyond themselves. This focus on developing character enables the School to fulfill its mission to educate business leaders who will grow economies and societies, and be exemplary citizens who consider not only short-term
performance but also the broader impact of business on society in each of the core business domains (i.e., Real Estate and Infrastructure, Health Care Management, Enterprise Risk Management, and Financial Businesses) and other areas of the economy.

Supporting Statements

Dean Ferrari highlighted the School’s strategic aspirations and strategic objectives in a document dated January 2016 (Appendix E). In 2015, as part of its continued self-examination and cycle of continuous improvement, the School created a new statement of values (Appendix D) with input from all functional units and the School’s leadership. The School’s values will guide its faculty and staff as the School strives to accomplish its mission and vision. The first letter of each of these values spells the word “CIRCLE,” symbolizing a loop of continuous improvement in the School. As the School embraces these values and focuses on fulfilling its mission and vision, it strives to accomplish *excellence*, which is graphically depicted at the center of the circle. The School’s values are the following:

- **Collaboration.** Fundamental to the School’s success is collaboration in its research, teaching, and support services to best serve all of its constituents.
- **Integrity.** For a school to embrace business with humanity in mind, its faculty, staff, and students must exhibit integrity in all of their actions.
- **Respect.** Individual efforts and teamwork, building listening skills, as well as necessitating a high degree of sensitivity among faculty, staff, and students, achieve respect.
- **Community.** Commitment to the community inside and outside the School is fundamental to improving society and being good citizens. Building the School’s community will achieve high levels of diversity.
- **Leadership.** Academic research and operational leadership advance a new school like Carey to a position of prominence among its peers.
- **Entrepreneurial.** Innovative research, academic programs, curriculum, extracurricular activities, and operations all combine to advance the School.

Decision Making

The mission guides faculty hiring to support teaching and research (as described in the *Core Themes in the Mission* section). The mission drives modification of the curriculum and development of cocurricular programs that give students opportunities to apply their skills and knowledge outside of the classroom and for the benefit of their communities.

Appropriateness for the School’s Constituencies

Attainment of Carey’s mission positively impacts Carey’s constituencies, such as:

- **Students.** Students benefit from being taught by qualified faculty, by receiving the knowledge brought forth through faculty research and experience, by continual improvements in academic programs, and by frequent exposure to humanistic values and citizenship in their courses and extracurricular programs.
- **Alumni.** Alumni benefit as graduates of a School with an increasingly strong reputation.
- **Employers.** Employers (domestic and global) benefit by hiring students who graduate with a quality education that focuses on business with humanity in mind.
- **Faculty and Staff.** Faculty and staff benefit by contributing to and taking pride in a school that is results-driven and focuses on a core set of values that produce excellence. Faculty and staff
collaborate across the university to improve operations and share best practices. Faculty can apply their business research questions to many other fields with experts across the university.

- **JHU.** The university benefits by having one of its newest schools grow in stature and capability, becoming an accepted member of its acclaimed research and education academy.
- **Baltimore and General Business Community.** The Baltimore and general business communities benefit from the knowledge brought forth through faculty research, influential leaders speaking about topics of global interest in lectures hosted by Carey, and executive education courses that equip leaders with the tools they need to drive results.

### MISSION CONNECTION BETWEEN CAREY AND THE UNIVERSITY

**JHU’S TEN BY TWENTY PRIORITIES**

In 2012, JHU President Ronald Daniels published 10 strategic objectives to be realized by 2020 in support of the university’s mission (Appendix F). This publication was the culmination of many months of information gathering and vetting across all constituencies of the university. The School is aligned with JHU’s Ten by Twenty priorities. Some key alignment factors are summarized below:

- **One University.** The School is strengthening its core academic programs and expanding its collaborative faculty research endeavors, including joint faculty appointments, and recruiting, hiring, and supporting Bloomberg Distinguished Professors (BDPs). See Standard 6 for a detailed description of BDPs. It is also developing collaborative academic programs, such as the online Business of Health Care Certificate, a new 3 + 2 Bachelor’s/MBA program with the School of Engineering, and a cross-divisional undergraduate business minor. Finally, the School is actively expanding its collaborative non-degree programs, providing business education that directly serves the needs of the other divisions in the university (e.g., the entrepreneurial boot camp and executive education programs).

- **Individual Excellence.** Carey has been working with administration and Homewood Schools to create and improve undergraduate education while building its research faculty.

- **Commitment to Communities.** The School’s CityLab program (students working with area residents, stakeholders, and institutions to identify and develop strategies to build on neighborhood strengths) and its work with JHU’s 21st Century Cities initiative (cross-disciplinary research studying urban change) demonstrate support of JHU’s external goals.

- **Institution Building.** The School has successfully built its financial foundation while simultaneously investing in its faculty, its academic programs, and its students. This aligns with JHU’s objective to build its resource base to support investments in key academic priorities.

### STRATEGIES OF THE SCHOOL

**STRATEGIC PLANNING AND GOAL SETTING PROCESS**

Carey conducts a robust strategic planning and goal-setting process each year. The process begins with Management Council’s review of the School’s mission and vision and publication of its strategic objectives for the upcoming year. With this first step completed by early March, the School then builds its academic plan, its operational plans, its budget, and its five-year financial projections (Appendix G). This effort is complete by late March and it culminates with a presentation to the University’s Provost and Senior VP of Finance and Administration. In June and July, goals are established for each of
the School’s functional units (Appendix H) and cascading individual goals and personal development plans are set for each manager and staff member. JHU’s performance evaluation system, myPerformance, documents the goals.

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**STRAIGHT OBJECTIVES**

Every spring, Management Council convenes to set a series of strategic objectives for the upcoming year. Each objective either directly supports the mission (e.g., expanding faculty to enhance research and teaching) or indirectly supports the mission (e.g., increased philanthropy and facilities planning).

For FY 17, Management Council defined nine strategic objectives (last updated June 1, 2016):

1. **Accreditation**. Achieve Association to Advance Collegiate Schools of Business accreditation.

2. **Programs**. Continue to improve and expand programs to include roll-out and launch new Executive Master of Business Administration (EMBA) program; continue toward concluding our current legacy Bachelor of Business Administration (BBA) program, and engage the University regarding any future undergraduate business program; expand our Executive Education offerings; and grow our online part-time programs in Health Care Management, Finance, Marketing, Information Systems, and Enterprise Risk Management.

3. **Faculty**. Continue in the second year of an aggressive two-year recruiting/hiring plan aiming for an eventual full-time faculty size of 120 (primarily Scholarly Academic faculty) with heightened efforts to diversify the faculty and create an inclusive environment, in accordance with JHU’s Faculty Diversity Initiative.

4. **Admissions**. Continue to aggressively and proactively pursue increased enrollment, selected from a well-qualified pool of applicants for all programs while broadening a diverse and inclusive population of students both domestically and internationally.

5. **Student Development**. Increase student development statistics to include 90% employment of Global MBA students by three months after graduation. Across all programs, continue to increase and enhance student experiences outside the classroom.


7. **Marketing and Communications**. Increase our external engagement through increased earned media placement and by developing and implementing a strategy to further engage Business School Deans and Faculty, University Faculty, the business community, and our Alumni. Publicize our accreditation and prepare for marketing and communications related to our initial national ranking.

8. **Global Engagement**. Execute a coordinated China engagement strategy to build on our alumni and business community contacts, and create a full-time staff presence in China for Asia engagement.

9. **Development**. Dramatically increase our development goals and outreach to include a marked increase in gifts and pledges to our endowment.

The School’s 2017–21 Financial and Academic Plan (Appendix G) documents these strategic objectives and has been reviewed by university leadership and accepted by the University Board of Trustees.
MEASUREMENT OF PERFORMANCE AGAINST GOALS

The School rigorously measures performance against goals. First, performance against strategic objectives is documented and evaluated. Progress against goals is tracked in a dashboard (Appendix H) and is reviewed by the School’s leadership on a quarterly basis. The Dean reviews Management Council performance informally throughout the year and formally each June. Performance evaluations of managers and staff are conducted midyear and at the end of the fiscal year. Management bonuses and staff salary changes are directly tied to these evaluations. Each year the Dean initiates a 360-degree review of his performance by an outside evaluator who reports findings to the Provost.

Each faculty member receives a written performance evaluation at the end of each fiscal year. This evaluation examines the faculty member’s teaching, research, and other effort in support of the School. Merit increases and contract renewals are directly linked to these evaluations. See Standard 6 for a more detailed description of the annual faculty performance evaluation.

FINANCING CAREY STRATEGIES

Each year the School plans its budget to maintain operations and support strategic objectives, as evidenced by details of the School’s budget and its five-year Financial and Academic Plan (Appendix G). As a new school, the endowment is relatively small and produces few funds to support the School’s operating budget. Therefore, the School funds its operations and initiatives by tuition, with a smaller amount of support coming from philanthropy. The School budgets its revenue conservatively and aligns budgeted expenses with budgeted revenue. By September, the School knows its fall enrollment numbers and can accurately forecast its annual tuition revenue. With this knowledge, the School can allow spending of the full budget or curtail expenses, as appropriate.

FY 15 and FY 16 provide two examples of the School’s expense management in light of tuition projections. In FY 15, the School missed its admissions goals (detailed in the Contingency Planning section). In 2016, the School surpassed admissions goals and net tuition exceeded plan by 21%, allowing the School to approve expenditures beyond budget to support strategic objectives and tactical goals.

TEACHING/LEARNING MODELS

Carey’s degree programs utilize a variety of learning models, employing mixed or hybrid models. T&L@C identified the variety of teaching and learning models (Appendix I) employed by the School’s programs, although faculty may use different language in referring to their teaching activities.

The MSIS program, for example, contains a variety of diverse courses and therefore utilizes multiple learning models, including personal learning, social learning, and information processing models. Faculty use cases, lectures, class discussion, team projects, videos, guest lectures, computer software, simulations, in-class exercises, and individual and group assignments.

The Global MBA program involves hybrid teaching/learning models (e.g., Socratic method, holistic learning). A central and distinctive element of Carey’s Global MBA program, the Innovation for Humanity (I4H) Project, is an international, immersive, and action-based learning experience that culminates in a three-week overseas residency. I4H develops agile and creative business leaders who gain firsthand knowledge in building sustainable businesses in developing markets. I4H tasks Global MBA students with creating business solutions for economically challenged communities both domestically and abroad.
During the first semester of their first year, students research the cultural, political, and economic challenges facing the region they will visit. Upon arrival, students work with local community leaders to solve real-world challenges (e.g., public health, infrastructure, and social welfare) through business practices. Students complete and formally present recommended solutions to these issues to the sponsors they serve. The student-run I4H blog documents several I4H projects.

In the core MBA courses at Carey, students learn the building blocks of business principles, technologies, and tools. Students then progress through their chosen concentrations (Enterprise Risk Management, Entrepreneurship, Financial Businesses, Health Care Management, Information Systems, Interdisciplinary Business, Management, Marketing, and Real Estate and Infrastructure), where they go more deeply into both academic concepts and business practices. Concentrations for the MBA provide knowledge that is significant for students’ careers. Faculty teach using a variety of teaching/learning models that exemplify these solutions and highlight the School’s mission. For example, in the Corporate Finance course, students learn to better understand tools that have the potential to be used to take advantage of people and discuss ways to utilize them with integrity. Upon graduation, students use knowledge gained at Carey to address company and organizational challenges and contribute to addressing societal issues.

CONTINUOUS IMPROVEMENT

EVOLUTION OF THE SCHOOL’S MISSION AND SUPPORTING STATEMENTS

See Background Information for a detailed description of the development, maintenance, and evolution of the School’s mission. The School’s vision (Appendix E) has evolved over time as well. The School’s first Dean initially defined the vision in 2007. When Dean Ferrari arrived, he began putting forth his own vision for the School. In a 2012 Johns Hopkins Magazine article, he articulated the vision when he said that business schools must train future leaders who can navigate with agility not only business, but government and social sectors, and who “understand the consequences of their behaviors on the greater stage called market, called community, called society.” He also emphasized its commitment to research: “It is among my chief objectives to see that the Carey Business School becomes an equal contributor to this university’s great culture of discovery.” He then discussed key components of the School’s mission, including research, teaching, innovative academic programs, and creating business leaders who are exemplary citizens.

KEY CONTINUOUS IMPROVEMENT SUCCESSES, INNOVATIONS, AND ACHIEVEMENTS

Dean Ferrari arrived at a school that was struggling both financially and operationally. Staff engagement, as measured by a university-wide Gallup survey, was the lowest of any entity within JHU. Faculty did not have the guidance nor the occasion to engage with the rest of JHU to take advantage of research opportunities. Most of the School’s students enrolled in part-time continuing education degree programs. Career development was almost nonexistent and graduate employment rates were low. Many academic programs were in need of significant review and revision.

Four years later, Carey is a profoundly different School. The overall staff engagement score, measured by a 2015 Gallup survey, is now the highest across the entire university. The School has significantly revised its academic programs as part of a continuous improvement effort. Enrollment in full-time
programs has risen while the part-time programs, which had been steadily shrinking, are growing once again. The School has introduced hybrid/online education and students, faculty, and staff are embracing it. Tuition revenue has been steadily growing and the School is now generating a solid net income. Student satisfaction is increasing every year and philanthropy is growing. The School has built an innovative career development function and student hire rates are now approaching 80% for the GMBA. The full-time faculty has more than doubled since FY 12, with emphasis on tenured and tenure-track faculty (SA). There are many academic and research collaborations in place with other parts of the university.

The School facilitated these profound changes in a short time as a result of the implementation of a continuous improvement process, with strong leadership and commitment to the students by faculty and staff. Some of the School’s successes and achievements are highlighted below.

Develop New Business Knowledge

- The School has significantly expanded its full-time faculty, creating a strong research faculty as well as a practice faculty who bring expertise from across many disciplines and industries.

<table>
<thead>
<tr>
<th>Table 3. Full-Time Faculty</th>
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<tr>
<td>Year</td>
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<td>FY 13</td>
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<tr>
<td>FY 14</td>
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<tr>
<td>FY 15</td>
</tr>
<tr>
<td>FY 16</td>
</tr>
</tbody>
</table>

- The School supported, built, and funded research accounts for each tenured and tenure-track faculty member.
- In collaboration with the Schools of Medicine and Engineering, the School recruited and hired two cross-disciplinary Bloomberg Distinguished Professors.
- The School instituted new collaborative research agreements with universities in locations including Singapore and California.
- Carey collaborated with the University of Maryland to support the launch and planned operations of a Federal Statistical Research Data Center (RDC) for the U.S. Census Bureau.
- The School disseminated business knowledge through widely read outlets (wire services such as AP and Bloomberg, major newspapers and magazines), as well as Carey’s Changing Business magazine (11,000 readership). Carey has consistently increased media placements’ reach.

Educate Business Leaders

- The Career Development Office (CDO) has created a set of core competencies, one of which is leadership. Around this competency, the CDO implemented a number of programs that allow students to learn and practice leadership skills including: Women as Business Leaders Coaching Group, Belize Kayaking Leadership Trip, and Italy Backpacking Leadership Trip.
Carey designed, implemented, and scaled a successful program called Summer Intensive, which provides U.S.-oriented acculturation activities for international students. The program has grown from 21 students in 2013 to over 400 in 2015.

The School instituted a partnership with an online program manager to introduce hybrid/online programs and launched its part-time Flex MBA in fall 2015.

High quality teaching and student learning is a priority of the School and significant investment has been made, including staffing increases, up-to-date productivity tools, standardized learning objectives across sections, rigorous course evaluations, and faculty mentoring.

In AY 2015–16, the School revised the Health Care Management program curriculum. A faculty committee led this effort with implementation scheduled for AY 2016–17.

The School built the Student Success Center, dedicated to helping students improve their speaking, writing, reasoning, and analytical skills.

The School continued to grow Executive Education offerings, increasing from one program in AY 2014–15 with 24 students to nine programs in AY 2015–16 with 202 students.

Develop Leaders Who Are Exemplary Citizens

Faculty, working with the Office of Institutional Data & Analytics and T&L@C, conducted an assessment of how the School incorporates its mission statement into its courses and activities.

Led by several faculty, the School built CityLab, a program in which students seek business solutions for struggling urban communities in Baltimore, MD, and Washington, DC.

The School’s LEAD Program develops students who are committed to transforming self, teams, and their communities through Leadership, Engagement, Action, and Development.

The School’s Community Mentors Club connects native Mandarin speakers at JHU to a local elementary school with over 100 students learning Mandarin in the areas of science and math.

The School has a Net Impact chapter, an example of a student organization where leaders transform the world through work on campus, in the community, and throughout their careers.

Administrative and Operational Accomplishments to Support the School

The School generates operating surplus with an operating fund of over $35M; and has paid off all of its debt (two years early) and has increased its endowment.

The financial budgeting, accountabilities, and reporting have improved over the last four years.

The Admissions office instituted a paperless process, improving interaction with and response to interested applicants and ability to manage a substantial increase in applications.

Table 4. Applications for Admission Received

<table>
<thead>
<tr>
<th>Applications for Admission Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Fall 2015</td>
</tr>
<tr>
<td>Projected for Fall 2016</td>
</tr>
</tbody>
</table>

The School has continuously improved and expanded its facilities in Baltimore, MD, and Washington, DC. Strategic planning covers the upcoming 10 years in these locations.

The School’s Development office has continued to raise larger amounts of money each year. The Carey Foundation, the main benefactor of the School, provides significant philanthropic support.
Excluding this gift, unrestricted philanthropic support has increased from $418K in FY 13 to $1.04M in FY 16. Gifts and commitments also increased from $1.1M in FY 12 to $5.4M in FY 16.

- The School continues to enhance its social media presence and has a robust following. Facebook fans increased from 3,000 in April 2013 to 20,941 in April 2016 (598% growth). Twitter followers have increased from 1,000 in April 2013 to 3,044 in April 2016 (204% increase).
- The School developed its Information Technology strategic plan two years ago with input from faculty, students, staff, and university IT leadership. IT has been following that plan and steadily implementing its recommendations.

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**FUTURE PLANS**

Carey will continue its commitment to continuous improvement, innovation, and excellence in all facets of the School. The School’s five-year plan calls for:

- Continuing growth of full-time faculty from present 74 to a target of 120 by FY 21, both research and practice track, with an emphasis on research track
- Expanding collaborations with other JHU schools
- Significantly expanding its hybrid/online programs each year over the next five years
- Expanding and improving the School’s facilities in Baltimore, MD, and Washington, DC
- Continuing to expand faculty and staff involvement, and thereby engagement, in improving the academics and operations of the School
- Continuing to scale the School’s operations to improve student experiences while accommodating expected continued increases in student body
- Routinely reviewing its mission, vision, and values and revising as appropriate
- Aligning strategic objectives and goals with the School’s mission and ensuring that operating results are carefully tracked and evaluated

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**ENGAGEMENT, INNOVATION, AND IMPACT**

Carey demonstrates that it is fully committed to and accountable for improving business practice through its research, teaching, and professional student development activities. Students, faculty, and staff are fully engaged in rigorous academic programs and professional development activities in leadership and entrepreneurship. The School is constantly innovating through its continuous quality improvement processes. The School’s faculty have introduced new hybrid/online programs and brought new technology, such as “Poll Anywhere,” into the classroom. The School has not reached its objectives in some instances, such as with its initial Executive Education programs, has learned from those experiences, and has rebounded with new approaches. Finally, the School’s mission, values, academic programs, and professional development activities are dedicated to one impactful objective: to teach business with humanity in mind throughout the School’s academics, operations, and collaborations.
### ACTIONS TO BE IMPLEMENTED

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Review &amp; Revision</td>
<td>Management Council</td>
<td>N/A</td>
<td>Every three years: FY 17 – On M.C. agenda for review FY 18 – Launch any changes</td>
</tr>
<tr>
<td>10x20 – With 2020 approaching, JHU will have a new set of strategic goals to which Carey will align.</td>
<td>Management Council</td>
<td>N/A</td>
<td>FY 16–20</td>
</tr>
</tbody>
</table>

### STANDARD 2: INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION

**PORTFOLIO OF EVIDENCE**

Carey’s scholarly mission is to create and share knowledge that shapes business practices. Faculty do this not only as individuals, but also in collaboration with other Carey faculty, JHU faculty, and faculty across the nation and around the world. Located within a top-tier research university, Carey faculty seek collaborations with other JHU faculty. At this time, faculty are participating in 73 collaborations with JHU schools and functional units (Appendix J). Collaborations are under way with the Schools of Arts & Sciences, Engineering, Medicine, Public Health, and Nursing; Peabody Conservatory; the Johns Hopkins Berman Institute of Bioethics; Johns Hopkins Hospital; and other Hopkins Medicine affiliates including the Armstrong Institute, Sidney Kimmel Comprehensive Cancer Center, and Heart and Vascular Institute. Topics include ethics, decision making, health and safety, marketing techniques, biomedical innovation, economics, and moral well-being. Engaging in applied research and building relationships across the institution upholds JHU’s Ten by Twenty priorities as well as Carey’s research mission.

Carey faculty also engage in national and international collaborative research. Within the U.S., Carey faculty have research projects in collaboration with faculty at schools such as Stanford University, University of Chicago, Northwestern University, Carnegie Mellon University, Washington University, Georgia Institute of Technology, University of Michigan, and Harvard University. Outside the U.S., Carey faculty have research projects with faculty from schools such as Universidad del CEMA, Argentina; University of Toronto, Canada; University of Essex, UK; European University Institute, Italy; and Cheung Kong Graduate School of Business, China. A number of these joint collaborations within JHU and with national and international partners result in published research as well as ongoing works in progress.

Carey faculty engage and exchange ideas with other faculty on a typically weekly basis through the Carey Research Seminar Series. This series, run by and for Carey full-time faculty, invites faculty from other institutions to present their research. During AY 2015–16, Carey faculty organized 73 research seminars, over half of which were faculty recruiting seminars. On occasion, Carey faculty also organize conferences and symposiums, offering opportunities for Carey and JHU faculty to interact with faculty from other institutions around a specific research theme. A few examples include the 2015 Robert H. Levi Leadership Symposium and Carey Symposium in Markets and Ethics, the 2016 Derivatives Conference, the Annual Economics Conference (to launch in AY 2016–17), the 2015 INFORMS Society for Marketing Science Conference, the 2015 Global Health Care Symposium, and the 2014 Technology Transfer Conference. Lastly, Carey faculty organize informal seminars within their research clusters, which may or may not include outside presenters. Examples include the Quantitative Economics
Working Group, which convenes weekly to present works in progress; and informal marketing talks that occur on a flexible schedule, where Carey faculty present their works in progress.

OUTLETS


Carey faculty have been awarded funding for competitive research grants (see Appendix L for full listing). Most recently, Carey faculty have received funding for the following:

- **2015 National Institutes of Health Grant.** An assistant professor at Carey was a co-recipient of this award, the goal of which is to determine the utility of financial incentives in reducing indoor secondhand smoke exposures and in turn decreasing negative asthma-related outcomes.

- **JHU Exploration of Practical Ethics.** This program stimulates innovative work in practical ethics by JHU faculty members. Among the nine projects awarded funding in the first round of this program, three were Carey projects involving four Carey faculty.

- **Rustgi Family Fund in Entrepreneurship.** This endowment advances the study of entrepreneurship at Carey. This annual award is provided internally for faculty research, with preference for interdisciplinary projects. Two Carey faculty received the awards, in the amount of $2,500 each, in the inaugural internal grant competition in fall 2015.

- **Black & Decker Research Fund Award.** This internal competitive research award was established to support faculty research projects in any domain of business research. The fund provides up to four grants of $2,500 each.

- **JHU Discovery Award.** Twenty-three teams of JHU scholars have been selected for the new Discovery Award initiative, which has committed $15M to cross-university, faculty-led research over three years. One of the teams receiving funding includes an assistant professor at Carey.

Carey faculty are sought after to present their research and are very active traveling nationally and internationally for invited seminars and presentations. Examples of institutions where faculty gave invited seminars in AY 2015–16 include the Chicago Booth School of Business, University of Southern California Epstein Institute, UC Berkeley, University of Toronto, IAE Sorbonne University of Paris, Hong Kong University of Science and Technology, Athens Institute for Education and Research, Federal Deposit Insurance Corporation (FDIC), and the Urban Land Institute. Conference presentations include Academy of Management, American Economic Association, INFORMS Marketing Science Society, and Production & Operations Management Society (POMS). Topics delivered include Incentive Contracting with Operational Considerations, Contracting for On-Time Delivery in the U.S. Influenza Vaccine Supply Chain, Approximate Methods of Inference for Network Models, Intrinsic and Extrinsic Incentives, Population and Crime, Consumer Choice Models with Endogenous Network Effects, Social Entrepreneurship and Experiential Learning in an Unfamiliar Culture, Risk-Based Pricing and Fund Management, and International Real Estate.

Published cases and published textbooks are newly emerging and have been notable. For example, within the last five years, Assistant Professor Haiyang Yang published a case entitled “Branding in an Emerging Market: Strategies for Sustaining Market Dominance of the Largest Apparel Brand in India” for

PRODUCTION AND PLACEMENT OF INTELLECTUAL CONTRIBUTIONS
Carey faculty are engaged in the production of intellectual contributions (ICs) across all disciplines. The percentage of total FTE faculty producing ICs has risen steadily from 74% during 2009–2014 to 84% during 2010–2015 to 91% during 2011–2016. Across the disciplines, the percentage of participating faculty producing intellectual contributions is over 75%, with Accounting, Economics, Information Systems, and Operations all at 100%. Additionally, Economics, Information Systems, and Management have over 98% of FTE faculty producing ICs. The highest percentage of the School’s total ICs are in the form of academic/professional meeting presentations (59%), followed by peer-reviewed journals (19%), other IC types (e.g., academic journal articles, magazine/trade publications, book chapters in scholarly books, and working papers) (13%), and competitive research awards (5%). A small percentage of Carey publications include academic/professional meeting proceedings, textbooks, and cases.

Over 90% of Carey’s research faculty (tenured and tenure-track) publish in peer-reviewed journals. Since 2009, research faculty have increased publications in the realm of Basic and Discovery Scholarship from 94% of publications from 2009–2014 to 96% from 2011–2016. Over the course of 2011–2016, 55% of research faculty ICs have been in peer-reviewed journals.

VALIDATION OF ACCOMPLISHMENTS
Over the last five academic years, Carey faculty earned 156 awards and honors related to scholarship and research, teaching, leadership, and service (Appendix M). Over half of these awards have been for scholarship and research. The following are examples of recent scholarship and research awards:

- 2015 Best Article in Managerial Finance: Associate Professor Ken Yook received this award.
- JHU Catalyst Award: Assistant Professor Mario Macis was named one of 37 early-career Johns Hopkins researchers for his work on the intersection of economics and bioethics.
- Distinguished Scholar Award: Bloomberg Distinguished Professor Kathleen Sutcliffe received this award from the Managerial and Organizational Cognition Division of the Academy of Management.

Faculty serve on numerous leading academic journal editorial boards as Editors, Associate Editors, and Guest Editors, including Academy of Management Perspectives, American Journal of Health Economics, Journal of Financial Econometrics, Management Science, and Production and Operations Management.

COMMUNICATING INTELLECTUAL CONTRIBUTIONS AND IMPACT
There are a variety of ways that Carey communicates faculty accomplishments and demonstrates its vibrant research community, such as:

- Carey Website (http://carey.jhu.edu/faculty-research/). A section devoted to Faculty & Research provides information about Carey faculty and their research expertise. Stakeholders
can also read stories of featured faculty members, and faculty accomplishments are conveyed on Carey’s news page (http://carey.jhu.edu/about/news/).

- **News Releases.** Carey presents information to the public about new faculty research, faculty hires, new programs and initiatives, events, and significant philanthropic gifts.
- **JHU Portal.** JHU posts news and events within the JHU Portal for faculty, staff, and students.
- **Email Communications.** Faculty accomplishments and news appear in the Carey Chronicle newsletter distributed monthly to faculty, staff, students, and alumni. Faculty accomplishments are also shared with the Johns Hopkins community through the university’s newspaper, JHU Hub; JHU Today daily email; and other JHU publications.
- **Changing Business.** In spring 2014, Carey launched Changing Business, a semiannual publication showcasing Carey faculty’s research and focusing on beneficial impacts to society.
- **Staff Lunch and Learn with Faculty.** Launched in fall 2015, this quarterly staff event provides an opportunity to hear about exciting research done by the Carey faculty. This event also provides an opportunity for staff and faculty to interact in an informal setting.
- **Carey Business.** The semiannual alumni magazine, Carey Business (formerly ONE), features faculty perspectives on business and societal issues, as well as faculty research and initiatives.
- **Social Media.** Carey is active on popular social media channels, including Facebook, Twitter, YouTube, and Instagram. Faculty research and initiatives are frequently featured in articles, videos, and comments shared on a daily basis, as well as reposted on JHU social media platforms.

**SUMMARY OF INTELLECTUAL CONTRIBUTIONS**

Table 2-1 (Appendix N) provides a five-year aggregate summary of Carey’s ICs from 2011–2016, which increased from a total of 1,248 contributions in the reporting period of 2009–2014 to a total of 2,315 contributions. Carey instituted a continuous quality improvement process to ensure the accuracy of its record of faculty ICs, focused both on historical as well as current data.

**ALIGNMENT WITH MISSION, EXPECTED OUTCOMES, AND STRATEGY**

Carey’s mission to create and share knowledge is articulated in its research and teaching functions. The record of ICs reflects this, with 71% of the contributions in the basic or discovery scholarship category from 2011–2016. The School produces peer-reviewed research publications primarily through its tenured and tenure-track (research) faculty. Many practice-track faculty publish in peer-reviewed journals, while others produce ICs in journals and other outlets primarily targeting a business practitioner audience. The increase in the number of basic or discovery publications comparing one five-year period to the next reflects the School’s growing faculty, from 943 during 2009–2014 to 1,640 during 2011–2016. The number of peer-reviewed journal publications is following a similar trajectory, from 322 during 2009–2014 to 450 during 2011–2016. The percentage of peer-reviewed journal publications is expected to increase further as the pipelines of the newly hired (and newly minted PhD) tenure-track faculty mature.

In addition, Carey monitors high-level trends regarding its ICs to ensure contributions are moving through the pipeline. The Office of Institutional Data & Analytics produces a semiannual Faculty Productivity Report for the Dean and Vice Dean for Faculty & Research. The Faculty Productivity Report presents the count of faculty’s ICs (published, accepted, and in progress) over the last five years. The
The School values quality research and expects faculty to publish in high quality outlets. Assessing the quality and impact of publications that faculty produce is a key focus of the annual faculty evaluation (appropriately weighted for research-track and practice-track faculty). During the annual review process, senior tenured faculty and full professors of practice assess faculty publications, as well as working papers in the pipeline. Evaluations include a discussion of the theoretical and empirical contributions of the papers to determine if they meet the expectation for quality and impact, given each faculty member’s role and intended career path. As such, the individual counseling regarding quality expectations conveys the consensus of tenured faculty as a whole.

QUALITY OF THE PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS

The School measures impact qualitatively and quantitatively. Qualitatively, it measures impact as the ICs of peer-reviewed publications in advancing knowledge in the relevant discipline. Publishing in the most selective (A-level) journals in each academic discipline indicates this success. Most recently, the School formalized its qualitative measurement of impact. Faculty are asked to describe how one or more of their contributions have had a profound effect on business and society within the academic year being evaluated. This includes impact related to the Carey mission, teaching contributions, ICs, service to the profession, or contributions to business practice. Faculty enter this information into a screen in the Digital Measures faculty activity tracking system. Examples of impact cited include:

- Professor William Agresti’s articulation of Discovery Informatics has been recognized since its publication in 2003, most recently in the 2016 Prentice Hall textbook, *Big Data Fundamentals*, by T. Erl, et al., as follows (p. 182): “In 2003, William Agresti recognized the shift toward computational approaches and argued for the creation of a new computational discipline named Discovery Informatics. . . . Agresti’s insight into the importance and breadth of computational approaches to data analysis was forward-thinking at the time, and his perspective on the matter has only been reinforced by the passage of time and emergence of data science as a discipline.”
- Associate Professor Ozge Sahin’s research on partially refundable fares (or real options on airline seat capacity) received the AGIFORS Annual Symposium Most Innovative Research Award. Following this, several airlines introduced new features in their product portfolio that allow semiflexible ticket sales to consumers. Sahin is currently working with one major airline pricing system provider to integrate optimal real options on seats to their price optimization software.
- Assistant Professor Haiyang Yang’s research has been featured in a variety of media outlets globally (e.g., *Harvard Business Review, Fast Company, The Times of India* [national newspaper of India], *The Straits Times* [national newspaper of Singapore], *Milenio* [national newspaper of Mexico], *Biz Ed* [AACSB’s flagship publication], etc.). The pedagogical materials he has published have been adopted by over 30 major business schools across North America (e.g., University of Pennsylvania Wharton, Northwestern Kellogg, Duke Fuqua, NYU Stern, Toronto Rotman), Europe (e.g., INSEAD, London Business School, Imperial College London), and Asia (e.g., Hong Kong University of Science and Technology, National University of Singapore).
Quantitatively, the School measures impact in terms of citation counts from Web of Science. The publication and citation summary from Web of Science as of June 6, 2016 (Appendix O), shows the quantity and impact of the research by faculty is increasing steadily from 91 results with 528 citations (without self-citations) captured in 2013, to 211 results with 901 citations. The rate of growth in citations speaks to the contributions faculty are making in their fields of expertise. The School is focusing efforts on documenting individual citation counts for faculty to achieve a more granular level of tracking.

In addition, Carey’s Office of Marketing & Communications measures media impact and collects placement data (Appendix P), drawn from Meltwater (a media monitoring service). Placements include news articles in which the School or the faculty are cited or quoted, instances in which Carey’s news releases are circulated by news publications, and instances when the School is mentioned in news releases by other organizations. A media placement summary is sent to the School every quarter. High value placements are cited on Carey’s website, social media, and the Carey Business magazine. The estimated reach of these media placements increased from 6.9 million readers in FY 11 to 25.4 million in FY 16. Carey faculty research is cited in the business press, including Forbes, The Economist, The Wall Street Journal, and The New York Times (see Appendix Q for expanded listing).

**FACULTY GUIDANCE IN THE PRODUCTION OF INTELLECTUAL CONTRIBUTIONS**

The School’s Academic Appointment and Promotion Policies and Procedures document (Appendix B) within the Carey Faculty Handbook provides full-time faculty guidance on IC expectations. New faculty receive and review the policies and procedures at the New Faculty Orientation session.

Maintaining high standards for appointment and promotion is crucial to the academic health of Carey and JHU. Scholarly productivity must reflect a serious and sustained commitment to generation of knowledge and advancement of practice. Carey defines scholarship as inquiry undertaken to establish facts, develop principles, answer, illuminate, analyze questions, or evaluate hypotheses and situations proposed within an area of intellectual pursuit through the analysis of well-documented evidence, or the development or critique of theory and/or hypotheses. Scholarship can be for the purpose of advancing knowledge or application of new knowledge in practice.

Faculty are evaluated primarily in terms of the overall significance of their contributions to the discipline as evidenced by scholarly publications and other scholarly indicators. It is important that the evaluation of scholarship be qualitative as well as quantitative in nature, with the emphasis on quality. Publications that require rigorous review for acceptance or are subject to post-publication reviews (e.g., articles in refereed journals, books reviewed in scholarly journals, etc.) carry more weight than those that do not. For annual evaluations, but most importantly for promotions to associate professor (untenured) and to full professor (with tenure), the focus is on basic scholarship.

For the award of tenure, which coincides with promotion to the rank of professor, Carey requires at a minimum: (1) excellence in scholarship, (2) a high level of effectiveness in teaching, and (3) a high level of effectiveness in the area of service. From discipline to discipline, the form taken by a candidate’s contributions will vary. In each case, Carey expects the level and quality of achievement in these three areas, along with the prospects for continued growth, to be equivalent to that required for tenure in leading business schools of other major research universities.
SUPPORT FOR FACULTY RESEARCH

The School values faculty research and supports faculty in their research endeavors. Contractually, discretionary funds are available to full-time faculty to support their research and to invest in their own professional growth and development. Typical annual allocations range from $9K for research faculty members (assistant, associate, and full professors); to $3K for practice-track faculty (assistant, associate, and full professors); and $1,500 for lecturers. Funds are typically used for conference travel, trips to collaborate with co-authors, submission fees for journal articles, and hiring research assistant support. Fifty percent of unused funds carry over from year to year.

Tenured or tenure-track faculty who have been in a professorial position in the school for a minimum of six full-time years are eligible for sabbatical leaves, where the faculty member may write, read, attend courses or conferences, or engage in academic activities at another institution.

As mentioned previously, there is a Research Seminar Series at Carey, where faculty from other institutions present their research. The Office of Faculty & Research (OFR) funds this series and provides administrative support. Faculty from institutions such as Carnegie Mellon University, Duke University, Stanford University, the University of Massachusetts Amherst, the University of Pennsylvania, and the University of Toronto have presented on topics including gender diversity on corporate boards; hedge fund holdings and stock market efficiency; social networks, reputation and commitment; identity, groups, and social preferences; and basic science on diseases that primarily afflict the poor.

Business and interdisciplinary librarians, based at the Sheridan Libraries, the DC Regional Library Center, and Carey, support faculty research needs. This team ensures faculty have access to a wide range of print and electronic resources and individualized support. Current faculty have onsite and remote access to hundreds of full-text databases, as well as onsite use of unique software.

Each faculty member has a technology equipment allowance of $2,500 upon hire, with equipment replacement every four years. Research faculty may use their annual discretionary budget to purchase additional hardware if needed. The School also provides an array of software at no cost.

Researchers who require High Power Computing (HPC) or longer processing time have the choice between two Johns Hopkins centrally supported batch-computing solutions:

- **Phoenix SSC.** The Phoenix Project aspires to provide a flexible, collaborative HPC environment by harnessing the power of decommissioned Johns Hopkins servers to create a shared compute cluster environment.

- **Maryland Advanced Research Computing Center (MARCC).** MARCC is a shared computing facility located on the Bayview Campus of JHU. MARCC manages high performance computing, highly reliable data storage, and provides outstanding collaborative scientific support to empower computational research, scholarship, and innovation.

Carey IT also provides guidance and assistance in safeguarding and transporting sensitive databases as well as compliance with security requirements mandated by the original data owner. IT evaluates each setup on a case-by-case basis and often involves providing dedicated encrypted equipment, not connected to the network.
**ACTIONS TO BE IMPLEMENTED**

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanism to systematically collect and track faculty collaborations outside of JHU</td>
<td>Director, Office of Institutional Data &amp; Analytics; Sr. Business Analyst</td>
<td>N/A</td>
<td>January 2017</td>
</tr>
<tr>
<td>Initiate discussions pertaining to Google Scholar profiles and ORCID for all Carey faculty to help make locating publications easier.</td>
<td>Vice Dean for Faculty &amp; Research</td>
<td>N/A</td>
<td>March 2017</td>
</tr>
</tbody>
</table>

**STANDARD 3: FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES**

**UNIVERSITY FINANCIAL MODEL**

In the JHU funding model, each school receives the revenues it generates and supports its own investments. Carey’s revenue supports its strategic objectives and maintains its separate infrastructure. Carey has its own endowment and its own development office (with central support) to facilitate its growth. While JHU’s central administration manages the investment of the endowment, all payouts and proceeds are used at Carey’s discretion to support strategic objectives. Carey contributes to the support of three major areas of JHU:

1. **University Administration (UA).** Approximately 3% of Carey’s total revenue supports the UA. The UA tax helps fund centralized functions such as university leadership, Human Resources, Information Technology and the Controller’s Office.
2. **Library System.** Approximately 5% of Carey’s total revenue supports the network of libraries, which provide research resources for faculty, students, and staff.
3. **Transfer to Krieger School of Arts & Sciences.** Carey contributed $1.2M to the School of Arts & Sciences in FY 16 as a subsidy under an agreement to support that School’s operations. This subsidy declines to $1.1M in FY 17 and continues to decline by $100K per year until FY 27.

**THE FINANCIAL AND ACADEMIC PLAN**

Carey develops and controls its own operating and capital budgets. Each year, the School develops a five-year financial and academic plan (Appendix G). The plan addresses these strategic and financial perspectives:

- A review of the current market environment for graduate business school education
- Trends in key financial and enrollment metrics
- Assessment of progress from strategic goals outlined in previous years
- New strategic objectives and implementation, including potential revenue or expense
- Financial review of performance against budget, prior year, and projected year-end results
- The development of a comprehensive revenue and expense budget for the next fiscal year
- Projected four-year financials
- Identifying and hedging against key financial and other potential risks

Carey Finance then meets with individual functional units and allocates financial resources in conjunction with the School’s goals and functional unit needs from both staffing and discretionary
spending perspectives. Included in the budget are overarching university-wide assumptions from the Office of the Senior Vice President of Finance & Administration at JHU. Carey leadership meets in April with the Senior Vice President of Finance & Administration as well as the Provost to present the upcoming fiscal year budget and updated five-year plan. This meeting serves to inform and engage with senior JHU leadership in a discussion of Carey’s strategic direction, both short- and long-term. The Carey budget is then incorporated into the JHU financial plan. Major capital projects are vetted and supported through the Johns Hopkins Facilities & Real Estate office as well as the Board of Trustees.

**FY 17 STRATEGIC OBJECTIVES**

As discussed in [Standard 1](#), the School has identified nine strategic objectives for FY 17, presented individually, but closely linked in how they affect each other and how they serve the School’s overall mission. The strategic objectives will be funded completely through tuition revenue growth or through the revenue generated by activities undertaken to meet the objectives. Detailed revenue or expenses for each objective are in the [Financial Support for Strategic Objectives](#) matrix at the end of this standard.

**FINANCIAL RESOURCES & DEPLOYMENT OF FUNDS**

The table below outlines strategies for sustained financial support of the strategic objectives.

**Table 5. Financial Summary**

<table>
<thead>
<tr>
<th>Financial Summary</th>
<th>FY15 Actual</th>
<th>FY14 Actual</th>
<th>FY15 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Actual</th>
<th>FY16 Actual*</th>
<th>FY17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue from Operations</td>
<td>$37,560</td>
<td>$45,295</td>
<td>$49,560</td>
<td>$52,329</td>
<td>$63,167</td>
<td>$70,813</td>
<td></td>
</tr>
<tr>
<td>Net Tuition and Fees</td>
<td>$2,049</td>
<td>$2,967</td>
<td>$2,820</td>
<td>$2,494</td>
<td>$2,891</td>
<td>$2,911</td>
<td></td>
</tr>
<tr>
<td>All Other Revenue</td>
<td>$59,609</td>
<td>$48,262</td>
<td>$53,380</td>
<td>$54,823</td>
<td>$66,058</td>
<td>$73,725</td>
<td></td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>$21,743</td>
<td>$26,879</td>
<td>$29,438</td>
<td>$31,672</td>
<td>$33,935</td>
<td>$40,322</td>
<td></td>
</tr>
<tr>
<td>Salary and Benefits</td>
<td>$12,095</td>
<td>$15,881</td>
<td>$15,245</td>
<td>$16,516</td>
<td>$16,751</td>
<td>$22,171</td>
<td></td>
</tr>
<tr>
<td>All Other Expenses</td>
<td>$33,837</td>
<td>$42,260</td>
<td>$44,683</td>
<td>$48,188</td>
<td>$50,686</td>
<td>$62,493</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$33,837</td>
<td>$42,260</td>
<td>$44,683</td>
<td>$48,188</td>
<td>$50,686</td>
<td>$62,493</td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>($5,798)</td>
<td>($5,653)</td>
<td>($6,037)</td>
<td>($6,755)</td>
<td>($6,717)</td>
<td>($6,985)</td>
<td></td>
</tr>
<tr>
<td>Net Income Before Carey Gift &amp; Capital</td>
<td>($27)</td>
<td>$249</td>
<td>$1,506</td>
<td>($120)</td>
<td>$8,659</td>
<td>$4,246</td>
<td></td>
</tr>
<tr>
<td>Internal Financing of Capital &amp; Endowment</td>
<td>$0</td>
<td>$(472)</td>
<td>$(88)</td>
<td>$(348)</td>
<td>$(3,372)</td>
<td>$(2,372)</td>
<td></td>
</tr>
<tr>
<td>Principal Payments on Debt</td>
<td>$(876)</td>
<td>$(927)</td>
<td>$(3,491)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td>Net Income Before Carey Gift</td>
<td>$(903)</td>
<td>$(1,050)</td>
<td>$(1,868)</td>
<td>$(458)</td>
<td>$(5,284)</td>
<td>$(1,874)</td>
<td></td>
</tr>
<tr>
<td>Carey Gift Net of Tax</td>
<td>$7,008</td>
<td>$6,414</td>
<td>$6,529</td>
<td>$5,760</td>
<td>$5,760</td>
<td>$5,760</td>
<td></td>
</tr>
<tr>
<td>Net Income After Carey Gift</td>
<td>$6,105</td>
<td>$5,383</td>
<td>$4,661</td>
<td>$5,292</td>
<td>$11,044</td>
<td>$7,894</td>
<td></td>
</tr>
<tr>
<td>Profit Margin</td>
<td>$6,105</td>
<td>$5,383</td>
<td>$4,661</td>
<td>$5,292</td>
<td>$11,044</td>
<td>$7,894</td>
<td></td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$14,327</td>
<td>$19,601</td>
<td>$24,262</td>
<td>$29,554</td>
<td>$35,306</td>
<td>$42,940</td>
<td></td>
</tr>
</tbody>
</table>

**SOURCES OF FUNDS**

Carey largely derives its revenue from tuition, fees, and gift income. Net tuition, fees, and Maryland State Aid account for 90% of revenue. Gifts, investment income, and other sources account for 10% of revenue. During the budgeting process, the School examines historical trends, key admissions metrics, and market data to project new student enrollment and subsequent tuition. One of the School’s
strategic objectives for sustained financial growth and stability is to aggressively and proactively pursue increased enrollment from well-qualified applicants. Driven by demand in full-time programs, the School had 1,400 new students enroll in AY 2015–16, a 45% increase over the 966 from the previous year. The five-year compound average growth rate in new student enrollment is 14%. Carey increased net tuition revenue by 27% from $49.5M in FY 15 to $63.2M in FY 16. Net tuition has a five-year compound average growth rate of 14%.

Unrestricted gifts, endowment, and endowment payout have also grown significantly over the last five years and have five-year compound average growth rates of 24%, 25%, and 17% respectively. Total philanthropic support, including commitments, was $5.4M in FY16 and has a five-year compound average growth rate of 48%. The School has roughly 16,700 solicitable alumni, of which 1,270, or 8%, contributed to Carey in FY 16.

The School adequately funds its strategic objectives, while systematically increasing its reserves to hedge against risk and ensure financial stability. The School has increased its fund balance by 46% in FY 16 and has a five-year compound average growth rate of 34%. The current fund balance is $35M, which represents 213 days of cash on hand.

Table 6. Operating Revenue

<table>
<thead>
<tr>
<th>CBS Operating Revenue</th>
<th>FY13 Actual</th>
<th>FY14 Actual</th>
<th>FY15 Actual</th>
<th>FY16 Budget</th>
<th>FY16 Actual</th>
<th>FY17 Budget</th>
<th>VAR FY16</th>
<th>VAR FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$39,369</td>
<td>$47,198</td>
<td>$52,829</td>
<td>$55,967</td>
<td>$69,352</td>
<td>$77,817</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Student Aid</td>
<td>$1,746</td>
<td>$1,903</td>
<td>$3,269</td>
<td>$3,638</td>
<td>$6,185</td>
<td>$7,004</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Net Tuition and Fees</td>
<td>$37,620</td>
<td>$45,295</td>
<td>$49,560</td>
<td>$52,329</td>
<td>$63,167</td>
<td>$70,813</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Maryland State Aid</td>
<td>$721</td>
<td>$872</td>
<td>$1,052</td>
<td>$1,003</td>
<td>$1,050</td>
<td>$1,342</td>
<td>28%</td>
<td>11%</td>
</tr>
<tr>
<td>Unrestricted Gifts</td>
<td>$418</td>
<td>$885</td>
<td>$808</td>
<td>$825</td>
<td>$1,042</td>
<td>$875</td>
<td>-16%</td>
<td>-11%</td>
</tr>
<tr>
<td>Investment Income</td>
<td>$384</td>
<td>$449</td>
<td>$494</td>
<td>$492</td>
<td>$416</td>
<td>$445</td>
<td>7%</td>
<td>-16%</td>
</tr>
<tr>
<td>F&amp;A Cost Recoveries</td>
<td>$8</td>
<td>$1</td>
<td>$2</td>
<td>$2</td>
<td>$5</td>
<td>$ -1</td>
<td>-100%</td>
<td>-100%</td>
</tr>
<tr>
<td>All Other Sources</td>
<td>$475</td>
<td>$733</td>
<td>$407</td>
<td>$174</td>
<td>$357</td>
<td>$249</td>
<td>-30%</td>
<td>-13%</td>
</tr>
<tr>
<td>Sponsored Revenue</td>
<td>$43</td>
<td>$29</td>
<td>$62</td>
<td>$ -</td>
<td>$20</td>
<td>$ -</td>
<td>-100%</td>
<td>-100%</td>
</tr>
<tr>
<td>Total</td>
<td>$39,609</td>
<td>$48,262</td>
<td>$52,380</td>
<td>$54,823</td>
<td>$66,058</td>
<td>$73,725</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>

S's in 000's

STRATEGIES FOR SUSTAINING RESOURCES

To sustain planned growth and achieve its long-term goals, the School recognizes that continued progress, reinvestment in strategic objectives, and alternative sources of funding are imperative. Securing a long-term source of philanthropic support is one of the School’s important objectives. The School’s development budget has increased each of the last five years as the School makes it a priority to increase engagement, increase gifts and pledges, and grow its endowment. Gifts and pledges to the School’s endowment were $4.1M in FY 16. The Development & Alumni Relations office has increased the size of its staff as well as its commitment to cultivating annual and major gifts from donors through individual visits and the creation of a new leadership annual giving society.

In addition to pursuing an aggressive admissions strategy to ensure its success, the School continues to revamp and improve programs. This strategy includes the launch of a new Executive MBA program, expansion of online education, introduction of a 3 + 2 program with the School of Engineering (students receive both a bachelor’s degree from the School of Engineering and an MBA from Carey in five years), and introducing an undergraduate business minor in collaboration with the Schools of Engineering and
Arts & Sciences. Lastly, the School is investing in and building a profitable Executive Education program as a supplement to traditional tuition revenue.

---------------------------------------------

USES OF FUNDS

The School invests significant resources in faculty, staff, research, programs, technology, and student-facing functional units such as career development, advising, and student services. The largest use of funds is salaries and wages, which accounts for 45% of all operating expenses (57% faculty, 41% staff, and 2% student employment). The School invests significant resources to aggressively recruit faculty. The School currently has 74 full-time faculty members and will be welcoming 13 new faculty in August 2016. Total faculty salaries for FY 16 are $15M, of which, $10M is instruction and $5M is for research and other academic endeavors. Faculty resources for research, instructional support, professional development, and other intellectual contributions are at an all-time high of $900K in FY 16 and are anticipated to be $1.4M in FY 17.

The School also intends to increase its staff in student-facing functional units, to serve its admissions, career development, and programmatic goals as well as in the Office of Faculty & Research to serve the growing faculty. Total staff salaries for FY 16 are $10.6M and are projected to be $12.2M in FY 17. Twenty percent of total salaries are from direct student-facing functional units totaling $5.3M.

The FY 16 investment in career development, including advising and placement is $1.7M. The School has an FY 17 strategic objective of student development to increase employment statistics and will invest $1.9M ($1.68M in salaries and $.25M in discretionary expense) in this strategy. The FY 16 investment in student services, including ESOL services, the Student Success Center, disability services, and student clubs is $1.15M.

The School has a strategic objective for academic programs in FY 17. Overall, direct expenses for all programs are $2.33M in FY 16. The School plans to spend $2.6M ($1.1M in salaries and $1.5M in discretionary expense) in FY 17. The IT expense for FY 16 is $1.6M and the School plans to spend $1.8M ($1.1M in salaries and $.7M in discretionary expense) in FY 17. This includes investment in classroom technology, faculty hardware and software, and technical support.

Carey incorporates physical space into its overall financial strategy and budget, as well as an objective for FY 17. Carey leases all of its physical spaces; the School independently pays for, modifies, and adapts the spaces to meet its needs. Carey is not a legal entity; therefore, JHU enters into the leases on its behalf. Carey is in complete control over the space occupied. Carey owns all the furniture and equipment within its spaces and can make its own decisions in terms of the investments in its facilities. In the shared space occupied with other JHU schools, Carey works directly with those schools in making decisions on where to place and fund investments.

The Baltimore, MD, campus is roughly six years old and its classrooms, location, offices, and flex space are of high quality. The School recently negotiated to lease two additional floors and extend the current lease to 2024. One floor will be used for staff and student space, including an expanded student success center. The other floor will be used primarily for student space and classrooms, while being flexible enough to host events. Additional renovations will take place on the second floor, which is all student and classroom space. The FY 16 annual expense, including rent and operating expense, is $4.8M. The Washington, DC, campus is located in prestigious Dupont Circle and recently went through a significant
technology upgrade. The FY 16 annual expense, including rent and operating costs, is $1.5M. The lease on this facility ends in FY 19 and the School is actively planning for other opportunities within the city.

Global engagement, specifically in Asia, is a new objective and strategy that Carey will pursue aggressively. The School will spend $565K in FY 16 and has budgeted $551K in FY 17.

**Table 7. Operating Expenses**

<table>
<thead>
<tr>
<th>CBS Operating Expenses</th>
<th>FY13 Actual</th>
<th>FY14 Actual</th>
<th>FY15 Actual</th>
<th>FY16 Budget</th>
<th>FY16 Actual</th>
<th>VAR</th>
<th>FY17 Budget</th>
<th>VAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Wages</td>
<td>$16,751</td>
<td>$20,788</td>
<td>$22,469</td>
<td>$24,336</td>
<td>$20,211</td>
<td>8%</td>
<td>$30,780</td>
<td>17%</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$4,992</td>
<td>$6,092</td>
<td>$6,369</td>
<td>$7,336</td>
<td>$7,724</td>
<td>5%</td>
<td>$9,542</td>
<td>24%</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$9,683</td>
<td>$11,740</td>
<td>$11,692</td>
<td>$13,228</td>
<td>$13,599</td>
<td>3%</td>
<td>$18,992</td>
<td>40%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$290</td>
<td>$237</td>
<td>$175</td>
<td>$-</td>
<td>$-</td>
<td>0%</td>
<td>$-</td>
<td>0%</td>
</tr>
<tr>
<td>Supplies and Other</td>
<td>$1,119</td>
<td>$2,150</td>
<td>$1,092</td>
<td>$1,750</td>
<td>$1,188</td>
<td>-32%</td>
<td>$1,367</td>
<td>15%</td>
</tr>
<tr>
<td>Travel</td>
<td>$959</td>
<td>$1,226</td>
<td>$1,024</td>
<td>$1,538</td>
<td>$1,964</td>
<td>0%</td>
<td>$1,812</td>
<td>-8%</td>
</tr>
<tr>
<td>Sponsored Expense</td>
<td>$43</td>
<td>$29</td>
<td>$62</td>
<td>-</td>
<td>$19,992.0</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>CBS Operating Expenses</td>
<td>$33,837</td>
<td>$42,260</td>
<td>$44,883</td>
<td>$48,188</td>
<td>$50,686</td>
<td>5%</td>
<td>$62,493</td>
<td>23%</td>
</tr>
</tbody>
</table>

| $'s in 000s | *FY16 actuals as of 7/5/16 |

**CONTINGENCY PLANNING**

Carey intrinsically builds and manages contingency planning and risk mitigation into its culture throughout the organization. The School evaluates its risks and strategies annually and can call upon those strategies when needed. Carey builds assessment of risks and contingency funds directly into the five-year financial and strategic plan document, including:

- $100K is budgeted for non-capital tenant improvements and unforeseen liabilities.
- Staff turnover is never budgeted, allowing for cushion within the salary line item.
- Enrollments are budgeted below goals to mitigate the risk of missing goals.
- The School practices a version of zero-based budgeting, where each division must request and justify their desired allocation and FTE staff requests.
- New staff positions are requested and planned, but not released until a clear picture of the fiscal year is known.

In addition to the contingencies built into the plan document, the School has established a plan for a more significant event that could disrupt the financial stability of the organization. The details of this plan are in the contingency planning matrix (Appendix R). The matrix addresses the action plans for various levels of financial distress. The plan focuses on expense management and affects the following line items: faculty salaries, staff salaries, general administration expenses, faculty research funding, travel, interdivisional transfers, minor capital projects, programs, and student-facing functional units.

The School put its planning to practice in FY 15 when it missed its admissions goals due to an unanticipated number of students who paid a deposit but never enrolled. The revenue miss for full-time programs was $3.8M. Revenue projections were promptly revised and the contingency plan was activated. Functional units were directed to reduce spending to put actual expenses in line with revenue. New and vacant positions were placed on hold and faculty hiring was reduced. Salaries and wages for the year were $2M below budget. Discretionary spending on contractual services, travel, and supplies were also reduced, resulting in a favorable variance to budget of $721K.
Due to the conservative revenue model, the agility of the School, and the effectiveness of its planning, the actual variance was just $1.3M with nearly all part-time programs exceeding plan. For the year, the School adequately managed expenses and exceeded its budgeted net income. Faced with a challenge, Carey was well prepared to adapt and overcome the deficit. Despite the shortfall, the School’s net income exceeded budget by $2M. In addition, the School was able to pay down the entirety of its debt, $3.4M, and had a net income after capital and Carey contribution of $4.66M, $70K above budget.

**KEY METRICS AND FIVE-YEAR TRENDS**

In 2013, the School set out to establish management metrics reporting. The goals of the initiative were to identify key metrics to assist Management Council with strategic decisions and to establish a single hub for consistent reporting. The results were three reports: the quarterly report, semiannual report, and annual report. Over time, the School refined the reports and the metrics contained within. Today there are two reports: the quarterly report and the semiannual report. Each of these reports includes current and five years of historical data.

The quarterly report has three core themes: student and program metrics, faculty and staff metrics, and financial metrics. The student and program metrics include current student headcount, cumulative student headcount, new student headcount by academic year, total credit hours, and current enrollment by campus location. For example, new student headcount has a three-year compound average growth rate of 19%. The latest metrics added to the quarterly report center around executive education and online education, enabling the School’s leadership to chart the trajectory of these strategic objectives. The faculty and staff metrics include total staff headcount, staff turnover ratio, total full-time faculty by rank, total part-time faculty by semester, total FTE students and faculty, student–faculty ratio, and student–staff ratio. As of the April 2016 Quarterly Report, Carey’s student–faculty ratio is 18.59 and student–staff ratio is 11.99. The financial metrics include:

- Tuition revenue reporting and metrics including net, gross, three-year CAGR, current year projects by program, and per credit by program. Gross tuition revenue has a three-year compound average growth rate of 13%.
- Expense reporting and metrics including cost of instruction, cost of instruction as a percent of tuition, expense per FTE student, overhead costs, overhead cost as a percent of total expense, overhead costs per FTE student and total operating expense per FTE student. Although overhead costs and cost of instruction have grown each of the last five years, as a percent of tuition revenue, both have remained steady at roughly 16% and 62% respectively.
- Fund balance reporting and metrics including operating surplus/deficit, operating fund balance, operating fund balance as percent of total operating expenses, and profit margin. Carey’s fund balance has grown from $7M in FY 11 to over $35M in FY 16.
- Endowment reporting including market value, year over year percent change, and endowment payout/total annual operating expenses. The School’s endowment, which was $3.7M in FY 11, is $10.5M in FY 16.

The semiannual report has four core themes: admissions, graduation and retention, faculty research, and space utilization. The admissions metrics include average GMAT, average undergraduate GPA, and new international students enrolled. Since AY 2010–11, the average undergraduate GPA for new students has increased, from 3.18 to 3.4 as of the January report, as has the average GMAT score for new graduate students, which has increased from 627 to 672 over the same period. The graduation and
retention metrics include average time-to-degree, degrees awarded, and graduation rate. The faculty research metrics include publications and conference presentations. The School will be adding space utilization metrics to appear in the July 2016 semiannual report. These metrics will compare the School’s Baltimore, MD, and Washington, DC, locations, and include total square footage, square feet per student FTE, net revenue per square foot, and average class size. The management metrics reports are reviewed regularly and refined, as needed, to meet the needs of the School. A history of the modifications and notes pertaining to each report generated is documented and stored on the School’s reporting shared drive. See Appendices S–U for the latest version of each of these reports.

FINANCIAL SUPPORT FOR STRATEGIC OBJECTIVES

The following chart depicts the financial resources required to support the School’s top strategic objectives discussed in detail in the Financial Resources & Deployment of Funds section, above.

Table 8. Financial Support for Strategic Objectives

<table>
<thead>
<tr>
<th>Financial Support for Strategic Objectives</th>
<th>Start Date</th>
<th>First-Year Cost or Revenue</th>
<th>Continuing Annual Cost or Revenue</th>
<th>Source of Disposition of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and develop the faculty in size, stature and diversity</td>
<td>7/1/2016</td>
<td>($4,824)</td>
<td>($8,458)</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Programmatic Objectives</td>
<td>7/1/2016</td>
<td>$4,030</td>
<td>$9,577</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Student Development</td>
<td>2/15/2016</td>
<td>($125)</td>
<td>($500)</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Establish long-term facility plans for both the Washington, DC, and Baltimore, MD, campuses</td>
<td>7/1/2016</td>
<td>($54)</td>
<td>($56)</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Global Engagement</td>
<td>7/1/2016</td>
<td>$473</td>
<td>$1,343</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Admissions</td>
<td>Ongoing</td>
<td>Incremental revenue to be determined annually based on admission goals</td>
<td>Incremental revenue to be determined annually based on admission goals</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Development</td>
<td>7/1/2016</td>
<td>($389)</td>
<td>($528)</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>7/1/2016</td>
<td>No incremental costs. Current Carey resources will be deployed during preliminary development. Revenue is not expected; however, breakeven from instructional expense is anticipated</td>
<td>Funded by operations through enrollment and tuition revenue growth</td>
<td></td>
</tr>
</tbody>
</table>

$’s in 000s


ditions to be Implemented

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively pursue continued major gift discussions with the Carey Foundation.</td>
<td>Dean</td>
<td>N/A</td>
<td>June 30, 2017</td>
</tr>
</tbody>
</table>
STANDARD 4: STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

ADMISSIONS

The mission of the Admissions office is to promote the School domestically and internationally in an effort to recruit, admit, and enroll highly qualified students to graduate, undergraduate, and post-baccalaureate certificate programs. With its current organizational design, Carey has the opportunity to deliver on the promises made to prospective students and garner market demand intelligence from current students to meet the academic needs of future students.

The Admissions & Academic Programs team consists of 33 staff members based in Baltimore, MD, and Washington, DC. Each admissions officer (recruiter) is assigned to designated degree program(s). Academic Program Managers oversee academic programming in specific areas divided by MS or MBA focus. This division of labor ensures that every student has a designated recruiter and designated program manager for their particular program.

POLICIES AND PROCEDURES

The Carey website (http://carey.jhu.edu), the Student Handbook, and promotional brochures and handouts communicate admissions policies and requirements. The School outlines its curriculum on its website and also makes it available in hard copy as a program grid (Appendix V) to prospective students who visit and/or attend graduate fairs.

The School ensures that admissions policies and requirements are consistent with program expectations and the mission of the School, through regular communications between the Admissions office and program administrators, faculty, and the Student Development office. Applicants to full-time graduate programs must submit the following:

- Online application
- Official transcripts (or official course-by-course evaluation for international applicants) reflecting the conferral of an earned undergraduate degree from an accredited college or university
- One required letter of recommendation; optional second letter of recommendation
- One required essay; optional second essay
- Official GMAT or GRE scores (taken within last five years)
- Official TOEFL or IELTS scores for international applicants who did not complete their undergraduate (or advanced degree) in the U.S. (taken within last three years)
- Mandatory interview—conducted by an admissions officer by Skype or in person. In the case of the two largest programs at Carey, MSF and MSM, Admissions utilizes software (Interview Stream) in which applicants upload a videotaped response to two randomly selected questions.

Applicants to part-time graduate programs follow the same application process except the interview is optional and the GMAT or GRE may be waived for students with an advanced degree or more than five years of professional work experience and a 3.0 minimum cumulative GPA. If an international student enrolls in a part-time program (such as the MS in Information Systems) the student must enroll in sufficient coursework to maintain full-time status for visa purposes.
Each academic program has a targeted enrollment goal. Goals are set annually at a goal-planning meeting with the Dean. Each academic program identifies preferred minimum qualifications for merit-based scholarships. The Dean shares the enrollment goals within the School at internal events.

Admissions officers regularly participate in graduate and professional school fairs, open house programs, and online information sessions to promote the School. Online information sessions are also available. For fall 2015 admission, Carey received more than 3,600 applications, a sizeable increase from 1,490 in fall 2012. Tracking and monitoring of inquiries, applications received, and the decisions made are analyzed weekly using a dashboard (Appendix W) to show progress towards goals. The admissions dashboard is discussed with the Admissions Committee and presented for review biweekly at Management Council.

Annually, the Dean names the members of the Admissions Committee for the year from September to August. The AY 2015–16 Admissions Committee includes 16 members (counting the Dean). Of those, 10 are full-time faculty at Carey, giving faculty a stake in the end result. The MBA Admissions Committee reviews files in the following programs: Global MBA (GMBA), Flex MBA, Executive MBA, MICA, MBA/MPH, MBA/JD, MBA/MD, and BBA applications. The MS Admissions Committee reviews files in Enterprise Risk Management, Finance, Health Care Management, Information Systems, Marketing, Real Estate and Infrastructure, and all certificate programs.

Admissions staff prepare and categorize all files to minimize the impact on faculty’s time. In a weekly preliminary admissions meeting, the Dean, Vice Dean for Education, Senior Associate Dean for Finance & Administration, and Associate Dean for Admissions & Academic Programs discuss all files presented to the Admissions Committee. This meeting is to answer any questions before presenting the files to the full Admissions Committee. Each of the two Admissions Committees meets in person or virtually on a weekly basis (unless otherwise indicated) between September and July, with virtual meetings by phone or email (electronic files sent and votes cast). Occasional meetings are held in July and August to accommodate the part-time program deadline. Admissions Committee members are responsible for reviewing applicant information (i.e., test scores, grades, work experience, interview comments) while considering the Admissions staff’s recommendations, and providing a vote on the admission decision of each file under review. In general, applicants with high GPA and GMAT scores, a reputable undergraduate institution, and a sense of determination (as demonstrated in interviews and personal statements) are considered stronger candidates for admission. Admission decisions are final based upon the decision of the majority of faculty on each committee. In the instance of a tie vote, the Dean and/or Vice Dean for Education break the tie.

The Associate Dean for Admissions & Academic Programs and the Director of Admissions decide upon merit-based awards at the time of admission. Each full-time program has a target discount rate not to exceed in order to enroll the desired incoming class.

ADMISSION REQUIREMENTS

The minimum academic requirements for admission are the same for full-time and part-time degree programs. All applicants must have earned an undergraduate degree from a U.S. or Canadian accredited institution (or for those applicants who earned degrees from international schools, the equivalent of an undergraduate degree certified by one of three approved credential evaluation services). Carey has a preferred minimum cumulative GPA of 3.0 (on a 4.0 scale) but the Admissions Committee has the discretion to consider the strength of the undergraduate program-major and quality of the institution.
when considering an applicant’s GPA and admissibility to the School. Carey does not have a minimum requirement for GMAT or GRE scores but publishes preferred minimum scores and an admissions grid on its website. The preferred minimum score is 100 on the TOEFL or 7 on the IELTS exam.

Preferred minimums for expected years of work experience vary by program and are posted online for applicant consideration. A resume is required for all applicants. The GMBA program has a preferred minimum of two years of work experience and the range representing the majority of the incoming GMBA class is two to five years of work experience. Most full-time master’s students have one year or less of full-time work experience. The Executive MBA requires a minimum of seven years of full-time work experience, and the Flex MBA requires two or more years of work experience.

Every fall, Carey internally reviews and shares the profile of the incoming class with the Admissions Committee. Carey analyzes GMAT data from previous years to determine the degree to which the GMAT (or converted GRE) was a predictor or helpful tool in assessing an applicant’s ability to perform in the degree program. The Admissions Committee thoroughly considers all facets of the application.

Part-time applicants must adhere to the same admission standards. In order to utilize a GMAT/GRE waiver, an applicant must submit the required information. Additionally, an interview is not required for part-time students but applicants are encouraged to meet or speak directly with an admissions officer.

Undergraduate applicants to the Bachelor of Business Administration (BBA) program should have a 3.5 cumulative undergraduate GPA (preferred minimum) with 60 credits of prerequisite coursework completed (or 90 quarter hours). Applicants must also complete the online application, submit one essay and provide one letter of recommendation. Unless transferring from a college outside of the U.S., TOEFL (or IELTS) scores are not required. The last incoming BBA class will enter in fall 2016. Carey will not enroll newly admitted BBA students beyond fall 2016. The BBA program will therefore be phased out with the final class graduating in spring 2018.

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NEW STUDENT PROFILE

The School collects new student profile data each fall and spring term and compiles an at-a-glance report on demographics and admissions quality indicators for the fall. See Appendices X–Z for the latest version of these reports. New full-time students in fall 2015 had a median undergraduate GPA of 3.5, a median GMAT score of 690 and a score of 103 on the TOEFL. The School has grown its applicant pool and the numbers of new full-time students, while sustaining the quality of the incoming class in terms of GMAT and TOEFL from fall 2012 to fall 2015, and increasing the undergraduate GPA from 3.3 to 3.5.

Carey does not designate target goals for gender, ethnicity, or national origin. Approximately 55% of all new students for fall 2015 are female, up from 45% in 2012. Several programs at Carey have a higher percentage of female than male students enrolled. For fall 2015, these programs include the Flex MBA/MPH (82% female), full-time MS in Finance (60%), MS in Marketing (77% full-time and 67% part-time) and the full-time MS in Enterprise Risk Management (58%). The new GMBA students for fall 2015 are 42% female and 58% male. The Flex MBA program at Carey has increased the percentage of female students from 39% in fall 2012 to 45% in fall 2015.

There has been growth in the Hispanic student population in both the full-time MS Marketing and full-time Health Care Management programs; however, as the enrollment in these programs is relatively small, this growth does not account for a significant percentage overall. Recruitment efforts in Latin America have returned modest results. Programs at Carey which begin in the spring traditionally have a
greater representation of domestic-born underrepresented minorities. The composition of the spring 2016 new students represents a modest increase in the proportion of black or African-American students from 12% to 14%, as compared to spring 2015.

New international students for fall 2015 represent over 60 countries. International students make up 52% of the fall 2015 GMBA class, from countries including China, India, Canada, Czech Republic, and Malaysia. The number of students from India who have entered into the GMBA program has increased from four students in fall 2014 to 14 students in fall 2015. Programs with a large percentage of international students include full-time MS in Finance (99%), full-time MS in Marketing (96%), full-time MS in Enterprise Risk Management (96%) full-time MS in Real Estate and Infrastructure (80%), and part-time MS in Information Systems (76%). Other part-time programs and the EMBA programs are at least 75% domestic.

Over the last two years, Carey has taken steps to achieve increased diversity of its student population. In fall 2015, the School hosted diversity recruitment events to attract minority students at the University of Illinois at Urbana-Champaign, Miami, FL, Elon University, and Vassar College. The School has organized many in-person recruitment efforts that support diversity, including Information Sessions onsite at University of Maryland Eastern Shore (a Historically Black College/University), QS Latin American recruitment tour, and QS World MBA Tour in India. Other efforts include National Diversity MBA Summit in Washington, DC, military recruitment fairs, and LGBT MBA graduate fair.

**STUDENT PREPARATION**

Carey works with all students to provide ongoing support and services for academic and non-academic success. Academic advisers play a large role in ensuring students are knowledgeable about and prepared for their educational experience at Carey. The mission of Academic Advising is to provide support and direction, as they navigate their experience at Carey.

Non-academically, the School focuses on engaging students as early as possible to inform them of policies, procedures, and support/success services and activities that will: (1) support their academic success, (2) provide opportunities for student engagement outside the classroom, (3) secure services that address the general student well-being, and (4) offer programming that provides opportunities to apply skills and knowledge. By providing targeted programming, such as the Summer Intensive and New Student Orientation, Carey introduces students to the atmosphere and expectations of classroom engagement and participation. Such activities provide a valuable opportunity for students to practice what they learn in a safe environment before they begin their academic studies to ease them into the rigors of academic life and provide a sense of confidence, reduce stress, and increase success.

Carey has proactively adopted the following major student support activities to ensure initial and ongoing academic, social, and community student success:

1. Student Success Center includes writing, presentation, and quantitative tutoring.
2. Self-guided handouts and video tutorials developed in-house are available to aid in the writing process, grammar, and APA style.
4. Students admitted conditionally due to lack of demonstrated quantitative skills are required to complete MBA Math.
5. Disability support services for students to promote success in the classroom.
6. Summer Intensive acculturation program for F-1 visa students that exposes students to academic expectations and U.S. culture in general and provides a safe environment to learn and apply newly developed skills and knowledge about U.S. business.

7. All students attend New Student Orientation where they learn about JHU and Carey, policies and procedures, resources, expectations, and program-related information.

8. Students registered for online courses receive an online orientation to the School as well as the requirement to participate in three residencies throughout the MBA program with the goal of connecting the online student with the onsite experience.

9. Carey offers sessions to meet the needs of students such as understanding the honor code/code of conduct, understanding student health benefits plan, re-entry, well-being, etc.

10. Workshops for staff/faculty to better understand and work with F-1 visa students.

11. Student clubs and organizations provide a unique opportunity for students to engage in specific fields of interest and practice skills/knowledge they learn in the classroom as well as engage the larger Carey community. In AY 2014–15, Carey rolled out a new platform to student engagement, B-Involved. In AY 2015-16, the School supported 29 active organizations who put together 213 student-led events/activities that reached out to all active students.

12. Key student-led and staff-guided events in AY 2014–15 include the Pfizer Case Competition organized by the Healthcare Business Association (HBA), the HBA Business of Healthcare Conference, Venture Capital Investment Competition (VCIC) first round competition, Hackathon, Innovation Factory Summit and Mosh Pit Competition, Startup Fest, and the Hult Prize Competition. In 2016, Carey students are leading a new competition, Stroup Kids, to develop a business plan for a non-profit organization. Student Services partially funded 24 students’ travel and registration fees for six national competitions.

13. The School provided partial financial support and advice on organizing treks.

14. Student achievement recognition is a yearly event that recognizes student leaders who have made the most impact on others in their immediate Carey community or have reached other communities locally, nationally, and/or internationally.

15. Interactive courses that allow students to apply their education in a real-world environment, including Global Immersion, CityLab, and Discovery to Market.

16. Global Guides, Leadership Education in Action Program, and Cultural Connection are examples of staff-initiated student programming to help students getting to know their new environment and building leaders who practice “business with humanity in mind.”

17. English Language Program (ELP) classes for F-1 students to improve their English skills.

18. Librarians are available for individual help or group information sessions. Students have access to over 70 business-focused databases.

The above activities target the three major areas of student success: cognitive, social, and institutional factors that contribute to student success. The School’s approach to identifying student needs is by constant monitoring, creatively and holistically approaching personal success, and monitoring and evaluating the success of its programming. To support the cognitive factor of success, for example, the School offers extensive tutoring/coaching services through its two Student Success Centers, which employ, on average, 20 student tutors per semester and two full-time writing instructional coaches.
The student graduation rates, retention rates, and time-to-degree rates of students are captured each year and are organized by degree type.

Table 9. Graduation Rate, Retention Rate, and Average Time to Degree (in Years) (data as of 1/15/2016)

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Actual FY 10 AY 9-10</th>
<th>Actual FY 11 AY 10-11</th>
<th>Actual FY 12 AY 11-12</th>
<th>Actual FY 13 AY 12-13</th>
<th>Actual FY 14 AY 13-14</th>
<th>Actual FY 15 AY 14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA - Full Time</td>
<td>97%</td>
<td>88%</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
<td>92%</td>
</tr>
<tr>
<td>MS - Full Time</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Undergraduate - Full Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA - Part Time</td>
<td>74%</td>
<td>63%</td>
<td>70%</td>
<td>72%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>MS - Part Time</td>
<td>69%</td>
<td>59%</td>
<td>78%</td>
<td>73%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>Undergraduate - Part Time</td>
<td>63%</td>
<td>74%</td>
<td>39%</td>
<td>36%</td>
<td>52%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Graduation Rate is the percentage of new students in a fall term that completed their program in the normal time. The Academic Year column reflects the graduation year based on normal time to complete. Normal time is defined as follows: full-time MBA is 2 years, full-time MS is 1 year, full-time undergraduate is 2 years, part-time MBA is 4 years, part-time MS is 3 years, part-time undergraduate is 3 years.

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Actual FY 10 AY 9-10</th>
<th>Actual FY 11 AY 10-11</th>
<th>Actual FY 12 AY 11-12</th>
<th>Actual FY 13 AY 12-13</th>
<th>Actual FY 14 AY 13-14</th>
<th>Actual FY 15 AY 14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA - Full Time (fall to fall)</td>
<td>99%</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
<td>92%</td>
</tr>
<tr>
<td>MS - Full Time (fall to spring)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Undergraduate - Full Time (fall to fall)</td>
<td></td>
<td></td>
<td></td>
<td>94%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>MBA - Part Time (fall to fall)</td>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td>74%</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>MS - Part Time (fall to fall)</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>Undergraduate - Part Time (fall to fall)</td>
<td>84%</td>
<td>67%</td>
<td>78%</td>
<td>67%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Retention Rate is the percentage of new students in the fall term who re-enrolled for the next fall. For one-year programs, it is the percentage of new students in the fall term who re-enrolled for the spring. The Academic Year column reflects the students’ starting term.

<table>
<thead>
<tr>
<th>Average Time to Degree (in Years)</th>
<th>Actual FY 11 AY 10-11</th>
<th>Actual FY 12 AY 11-12</th>
<th>Actual FY 13 AY 12-13</th>
<th>Actual FY 14 AY 13-14</th>
<th>Actual FY 15 AY 14-15</th>
<th>Current FY 16 AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA - Full Time</td>
<td>1.57</td>
<td>2.13</td>
<td>1.67</td>
<td>1.97</td>
<td>2.79</td>
<td>1.43</td>
</tr>
<tr>
<td>MS - Full Time</td>
<td>1.41</td>
<td>1.00</td>
<td>1.00</td>
<td>1.03</td>
<td>1.01</td>
<td>1.02</td>
</tr>
<tr>
<td>Undergraduate - Full Time</td>
<td>3.13</td>
<td>3.01</td>
<td>3.06</td>
<td>3.08</td>
<td>3.05</td>
<td>3.35</td>
</tr>
<tr>
<td>MBA - Part Time</td>
<td>2.85</td>
<td>2.99</td>
<td>2.49</td>
<td>2.10</td>
<td>2.56</td>
<td>3.34</td>
</tr>
<tr>
<td>MS - Part Time</td>
<td>5.67</td>
<td>5.86</td>
<td>5.09</td>
<td>5.09</td>
<td>5.09</td>
<td>5.09</td>
</tr>
<tr>
<td>Certificates, Non-Degree Programs, and Interdivisionals</td>
<td>1.57</td>
<td>2.13</td>
<td>1.67</td>
<td>1.97</td>
<td>2.79</td>
<td>1.43</td>
</tr>
</tbody>
</table>

The Academic Progress section of the 2015–16 Handbook and Academic Catalog states the minimum cumulative GPA that a student must have to graduate from a degree/certificate program at Carey. Undergraduates must have a minimum of 2.0 and graduates must have a 3.0. Students are placed on academic probation for any semester in which they fall below the minimum required GPA for their program. If a student fails to bring the GPA up to the minimum by the end of the next semester, they are placed on continued probation or suspended. Students are removed from academic probation when their cumulative GPA reaches the minimum required. A student will be dismissed when it is not possible for the student to attain the required GPA, within the School’s academic policies, and/or when a student fails the same course a second time.

In AY 2014–15, the School began reviewing students’ academic standing at the end of each term (as opposed to the end of each semester) to allow academic advisers and students to work together earlier in the program to address students’ issues that may prevent academic success. This is particularly important for the MS full-time programs. If a student is on academic probation, academic advisers will place a registration hold on the student’s account and request an in-person meeting. The content of the required meeting focuses on identifying the specific issues that lead to academic difficulty, developing a
plan to reach good academic standing in the following term, and connecting to available resources that might contribute to the student’s academic success.

Carey strives to maintain the National Academic Advising Association’s recommended advising load of 300 students to one adviser. In the weeks leading to the start of each semester or term, dependent upon the student’s program of study, Carey’s academic advisers review their list of advisees to verify that student course selections match program planning recommendations and are in line with personal goals for program completion. This assures that students in the accelerated full-time programs are following their prescribed program requirements. For part-time students, this assures that they are progressing at a pace that allows for completion within the six-year time limit of graduate programs. An added benefit is that this allows for conversations between adviser and advisee that alert the administration to issues that the student may be having completing their program, allowing for proactive intervention.

In addition to these academic progression checks, academic advisers also perform the following interventions with students to ensure student success and program completion:

- Identify and communicate with students who have borderline GPAs (defined as a cumulative GPA between a 3.0 and a 3.2).
- Communicate with faculty to identify students who might be having academic difficulty in the classroom and connect them to available resources that might impact success before a negative outcome occurs.
- Identify and communicate with students who are approaching their time-to-completion limits or who have met or are near to satisfying degree requirements.
- For online students, academic advisers receive a list of students who have stopped participating in online courses. Advisers call the students and provide the same interventions as they do for the traditional student population.

In the last year, the School has initiated a virtual Honor Code tutorial for all students and has mandated that all new students take the Honor Code pledge prior to beginning their academic programs. During new student orientation, Carey includes a session on the Honor Code and stresses its importance, how to avoid academic issues, and sanctions if students are found in violation. In addition to this initial education about the code, students have access to the following tools and resources to avoid violation due to plagiarism and cheating: writing workshops, Turnitin.com individual access, and one-on-one tutoring (virtual and in person).

The Honor Code has been revised to include a sanction that would trigger a notation on a student transcript of “F due to academic dishonesty” if a student receives an “F” in a course due to academic dishonesty. This revision sends a strong signal to students of the seriousness of academic dishonesty.

The 2015–16 Honor Council consists of a pool of 17 faculty and 14 students (two of whom are co-chairs) that have gone through training to serve in this role. Each case is heard by a panel of three faculty and three students (one of whom must be a co-chair), selected based upon availability. Faculty are advised that while they have the option to work with students found in violation of the code due to plagiarism or cheating, they must report these instances to Student Services, where a complete list of students and offenses are kept. A student may appeal any decision made by the Honor Council to the Dean.

Additionally, the university has begun to look at academic progression issues in all its schools. Carey is taking an active role in discussions on policies affecting student experiences, including involvement in:
CAREER DEVELOPMENT

The mission of the Career Development Office (CDO) aligns with the Carey mission statement in several ways: (1) it has created a number of original initiatives and programs that are both innovative and responsive to Carey’s student population; (2) over the past year it conducted over 75 employer sessions, sharing a broad range of function and industry knowledge; and (3) it has taken a lead in implementing leadership training to ensure that Carey is educating exemplary leaders. The CDO produces an annual report each September that highlights its major initiatives and outcomes (see Appendix AA).

The CDO incorporates its mission statement into one-on-one coaching, programming, professional development initiatives, and interactions with employers. The CDO consists of two teams: Coaching & Education and Employer Relations. The Coaching & Education team focuses on candidate preparation, providing personalized assistance in career assessment and exploration, creation of job search documents, interview practice and preparation, and overall professional skill development. The Employer Relations team manages Carey relationships with employers throughout all industries and global regions. Employer Relations also coordinates industry panel events and employer information sessions, provides industry-specific advising to students, oversees career fairs and MBA conferences, and partners with student groups on networking opportunities.

Carey has a diverse student population in terms of interests, programs, and backgrounds. The CDO has taken this into account when creating programming and offering one-on-one coaching services. To address its international population, the CDO teaches three sessions at the Summer Intensive: U.S. Culture, Cultural Differences in the Job Search Process, and Personal Skills in Developing Your Professional Identity. The CDO also created the U.S. Culture Challenge (a 30-day immersion challenge to increase core competencies that employers are looking for in a global job market) and a program entitled How to Get a Job in China.

To further address international student needs (though open to the larger student population), the CDO created a core competency model. The CDO created a Summer Toolkit (90-page packet with resources and guides to orient students to the career exploration process), Professional Development Week (programming featuring over 20 programs focused on building competencies most desired by global employers), and Career Jumpstart Programs (interactive, three-hour courses led by career coaches focusing on articulating career interests and goals, identifying career-specific skills, and updating resumes with industry-specific knowledge). For GMBA and BBA students, the CDO offers mandatory Professional Development courses. The CDO addressed the needs of online and working professional students with flexible hours (evenings, Saturdays, and appointments by phone and Skype) and two online resources for career planning and job searching.

The CDO has a number of processes in place to measure the effectiveness of its services. First, the Student Experience Survey asks current students about career development services. From AY 2013–14
to AY 2014–15, the CDO saw significant improvement in all services. The CDO discusses the results during regular staff meetings and during goal-setting meetings.

Second, following Carey’s First Annual Career Fair in April 2015, the CDO surveyed both employers and students attending the fair. HireCanvas, a campus recruiting and logistics company, worked with the CDO during the fair. Based on feedback from both surveys, the CDO worked to increase the number of employers attending the event, resulting in a 33% increase in 2016.

Third, on an ad-hoc basis, the CDO has surveyed students after Coaching & Education programming events. The CDO maintains metrics on RSVPs and attendance. Feedback from students influences future programming content and scheduling. The CDO implemented a survey following one-on-one coaching appointments with career coaches and Employer Relations advisers to determine effectiveness.

Fourth, May and August graduates are surveyed to determine employment outcomes. Students are heavily encouraged during orientation, professional development courses, and marketing efforts to report any employment activity. Prior to graduation and three months following graduation, all students are sent an employment survey. The CDO team members attend graduation events and have computers onsite for students to complete employment surveys in real time.

The CDO has seen large improvements in its employment data over the last two years. In 2013, the employment rate for Carey’s full-time MBA program, the GMBA, was 58% with an average salary of $78,800. After one year, in 2014, the CDO saw a 32% increase in the employment rate at all-time high of 76% with an average salary of $82,772. In 2015, the CDO continued to see improvement with an employment rate of 78% and an average salary of $88,004. The CDO actively monitors GMBA employment statistics. All CDO career coaches and Employer Relations team members meet approximately every six weeks to review current students and assess their engagement with the CDO, level of activity regarding job searching, and possible methods to re-engage students in finding meaningful employment. In August 2015, MBA Career Services and Employer Alliance audited the CDO’s reporting of employment statistics and the CDO passed with ease.

With a large portion of students in the MS programs being international, the School found that the rhythm of employment in their home countries is different in comparison to the U.S. Therefore, the CDO tracks their employment up to 10 months post-graduation to obtain the most complete picture of employment. For MS graduates between December 2013 and August 2014, 73% of total MS graduates seeking employment reported accepting employment (84% U.S. citizen or permanent resident; 71% non-permanent resident). The mean base salary was $79,710 (U.S. citizen or permanent resident) and $39,699 (non-permanent resident).

As of January 2015, total non-GMBA employment for May 2014 graduates was 52% (54% U.S. Citizen or permanent resident; 43% nonpermanent resident), while employment for August 2014 graduates was 59% (43% U.S. Citizen or permanent resident; 61% non-permanent resident). The mean base salary of May and August 2014 non-GMBA graduates was $63,053 ($91,629 for U.S. citizens or permanent residents, and $43,226 for non-permanent residents).

Fifth, in addition to tracking post-graduate employment for all Carey students, the CDO also tracks summer internship employment for all GMBA students. Summer employment rates for 2014 and 2015 were 98% and 100% respectively (compared to 84% in summer 2013). Second-year GMBA students are surveyed after they return from their internships on the extent to which the core courses in their first year prepared them to interview for and perform duties in their internships.
Finally, the CDO has documented the growth of Carey brand awareness in the marketplace. Employer Relations team members report receiving unsolicited phone calls from employers including contact from Bayer, MITRE, and Genetech during AY 2015–16. Further, the CDO is noting a pipeline relationship with a number of employers. Deloitte hired three full-time employees from the GMBA class in 2014. In summer 2015, Deloitte hosted the first-ever Carey summer interns (both receiving permanent offers), and in April 2016, Carey had the first full-time hire begin her career at a Deloitte Office other than Washington, DC. The CDO has seen a commitment from Amazon to hire from Carey for both domestic and international positions (one full-time hire from 2015 GMBA class, one full-time hire from 2016 GMBA class, one summer internship from 2016 GMBA class, one additional offer from 2016 GMBA class, and 2014 and 2015 MS in Marketing graduates placed in Leadership Development Program in Beijing).

CASE EXAMPLES OF SUCCESSFUL GRADUATES

The CDO identifies graduates that represent the Carey mission. See Appendix BB for a collection of interviews with Carey graduates who the CDO has deemed successful; all of these appear on the Carey the Torch blog.

Development & Alumni Relations reports that Carey has more than 23,000 alumni, with 7,462 alumni since 2008 (post-Carey). Almost half of Carey’s alumni fall within the 40–59 age bracket. While the School has a formal database for tracking alumni, it also pursues other sources, including LinkedIn and WeChat, to keep track of alumni. According to LinkedIn, over 11,500 individuals self-identify as Carey alumni, many of whom have built successful careers in the same four business domains—Real Estate and Infrastructure, Health Care Management, Enterprise Risk Management, and Financial Businesses—that the School embraces as its academic foci.

The School’s Edward St. John Real Estate Program has produced successful leaders in real estate-related fields, including development, finance, lending, residential, and commercial sales. Richard Mostyn ’81 is the Vice Chairman and Chief Operating Officer of The Bozzuto Group. Jeff Olson ’95 is Chairman and Chief Executive Officer of Vornado Realty Trust/Urban Edge Properties. Ryan Dearborn ’97 is the Chairman of Wood Partners, and Ryan Wade ’01 is the Principal and Co-Founder of MRP Realty.

Carey alumni are participating in the ever-changing health care arena, such as Redonda Miller ’04, the first female president of Johns Hopkins Hospital, President and CEO of Geisinger Health System David Feinberg ’00, and President and CEO of University of Colorado Health Elizabeth Concordia ’88. Recent alumnus Jarrett Bauer ’12 is CEO and Co-Founder of Health Recovery Solutions and was recently recognized in Forbes’ 2016 30 Under 30 list.

Within the Enterprise Risk Management business domain, Carey alumni lead the way in defense, information technology, and government contracting. Herbert Strauss ’00 is the Assistant Deputy Commissioner for Systems and Deputy Chief Information Officer of the Social Security Administration. Edgar Sniffin ’97 is the Executive Vice President at Booz Allen Hamilton and Kaumudi Kapoor ’97 is the President of AT&T Global Business Public Sector Solutions.

In the financial services sector, companies like T. Rowe Price, Morgan Stanley, and Fannie Mae benefit from the ideas and leadership of Carey alumni. Most notably Karen Peetz ’81 is the President of BNY Mellon and John Benevides ’95 was recently named the East Region President of U.S. Bank’s Private Client Reserve. Michael Perkinson ’09 is Managing Partner and Chief of Staff to the Chief Investment
Officer at Guggenheim Partners and Timothy Schaller ’93 is the Chief Financial Officer for New Enterprise Associates, the world’s largest venture capital firm.

Carey graduates continue to innovate and are particularly embedded in the entrepreneurial landscape leading business with humanity in mind. Elizabeth Galbut ’15 is Founding Partner of A-Level Capital, a student-led venture capital firm to support the JHU community, and SoGal Ventures, a venture capital firm that supports diverse founding teams. J.J. Reidy ’15 is Founder and CEO of Urban Pastoral, and was selected by the U.S. State Department to partake in the USA Pavilion innovation program at the World Expo in Milan, where he collaborated with innovators and country leaders from around the globe to develop strategies on how to feed the planet. Sebastian Seiguer ’13 is the CEO and Founder of emocha, a mobile health platform focused on public health, and Jack Hirsch ’12 is Founder and CEO of Butter AI.

## ACTIONS TO BE IMPLEMENTED

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with faculty to create a formalized early warning intervention program for students on academic probation. Gather data regarding number of warnings submitted, course outcomes, and overall success and retention data. Use data to guide future interventions with students.</td>
<td>Director of Advising, Advising Team</td>
<td>N/A</td>
<td>AY 2016–17</td>
</tr>
<tr>
<td>Develop intervention program to include a standardized self-assessment and retention plan for each student in every academic program and modality. Gather data regarding probation students who attain good academic standing post-interventions and use data to guide future interventions.</td>
<td>Director of Advising, Advising Team</td>
<td>N/A</td>
<td>AY 2016–17</td>
</tr>
<tr>
<td>Continue to expand the School’s employer network</td>
<td>Associate Dean for Student Development</td>
<td>N/A</td>
<td>Continuous (annual goals have been set for AY 2016–17 including employer events, engagement meetings, and attendance at annual Career Fair)</td>
</tr>
</tbody>
</table>

## STANDARD 5: FACULTY SUFFICIENCY AND DEPLOYMENT

### FACULTY SUFFICIENCY

**CRITERIA**

All faculty (full- and part-time) are expected to participate in the life of the School, and many opportunities exist to do so. The School places high value on activities that support its mission, specifically those that lead to student and faculty growth and career development, the recruitment of top faculty, the enhancement of brand and reputation, and the sharing of knowledge through service to the School and JHU. These activities are listed in the School’s faculty activity tracking system, Digital Measures. Participation is tracked annually. Faculty self-report participation by selecting activities in
which they have engaged, allowing the School to capture faculty participation data, while giving faculty an opportunity to review activities important to the School, and plan for future involvement. See the Faculty Sufficiency Activities and Weights chart in Appendix CC.

Full-time faculty, by virtue of their positions, are participating faculty. They play a key role in academic governance, serve on committees, attend faculty meetings and summits to discuss policy and curriculum matters, and participate in the spring and summer graduation ceremonies. Through the participation data collection effort, the School is able to track the specific activities beyond these roles that contribute to the life of the School, such as attending teaching workshops or serving as a student club adviser.

For part-time faculty, activities carry weights of 2, 3, 6, or 12 points. Part-time faculty who participate in activities totaling 12 points or more are considered participating faculty, while those with less than 12 points are considered supporting faculty. Part-time faculty that fall below 12 points are strongly encouraged to consider their future engagement and to provide a more meaningful contribution to the School. Different types of participation activities take on different ranking or value. The general principle behind the relative weights is to assign higher weight to activities that require considerably more time or that are of great importance to the School’s growth and reputation building.

Activities applicable to both full- and part-time faculty (from least to highest weight), include: providing career-related and/or job search advising to students (2); speaking at a student club event (2); attending Carey-organized faculty training workshops (2); attending Carey research or faculty recruiting seminars (2); participating on a Carey career panel (3); conducting mock interviews for Carey students (3); attending both Carey faculty summits—held twice per year designed to foster interdisciplinary discussions regarding faculty research, faculty development, and strategic issues facing the School (3); participating in a university-wide committee (3); arranging an internship for a Carey GMBA student (6); serving as a mentor/adviser to a student club (6); serving on a Carey committee (6); and serving as a course lead for a standard syllabus (6).

Activities that apply only to part-time faculty (from least to highest weight) include: introducing the Human Resources Officer in their company to a member of the Career Development Office (CDO) team to learn about possible summer internships and/or job opportunities for students (6), hosting a small group of Carey GMBA students at their company (6), and serving as a Senior Professional Instructor (SPI) (12). The SPI designation is reserved for distinguished part-time faculty who have been especially effective in their teaching, and whom the School can engage in additional ways to further the Carey mission. This higher level of service by SPIs includes participating in the development and continuous improvement of the School’s courses, mentoring Carey students on career-related issues, ensuring adherence to standard syllabi and assessment standards, and providing feedback to Teaching & Learning@Carey (T&L@C) on ways to improve instructional quality. SPI appointments are reviewed on an annual basis.

Activities that apply only to full-time faculty include: supervising independent study courses, participating in more than one faculty candidate recruiting activity (meeting with a candidate or hosting a meal), serving on a faculty recruitment committee, securing a speaker for the Faculty Research Seminar Series, chairing a faculty recruitment committee, organizing a discipline-related regional/national conference at Carey, and serving as a faculty mentor (formally or informally).
QUALITY STANDARDS AND ASSURANCE

As an organization, Carey’s goal is to strive for excellence as its standard for participation in each of the major categories in which faculty can participate in the life of the School. The major categories of faculty participation are career development, student clubs, school service, instructional development, university service, independent study supervision, faculty recruiting, research seminar series, faculty mentor, conference organizer, and SPI appointment. For each of these categories, there is an approach to assuring quality that is most applicable for that category. For example, the CDO receives informal, anecdotal feedback from programs involving faculty throughout the year. Through these conversations, as well as their own observations, they obtain feedback on the quality of faculty participation in supporting the career search activities of the students.

In some cases, quality is judged immediately, at the time the activity is occurring. In other cases, quality is assessed at the end of the year as part of the annual faculty review. In April 2016, the Vice Dean for Faculty & Research instituted a new component of the faculty annual review process to solicit feedback from senior faculty (tenured full professors) and staff involved in these activities. Senior faculty, Academic Program Directors (APDs), Management Council, and Committee Chairs offer feedback.

CONTINUOUS PROCESS IMPROVEMENT

Carey reviews its participation data collection process annually. Over the last three academic years, the data collection process has improved and the data have become more reliable. During AY 2013–14, participation data were collected from part-time faculty via a Qualtrics survey. There were 14 activities, of which faculty could select as many as were applicable. In AY 2014–15, Carey expanded its data collection to include full-time faculty, as an opportunity to use the data for managerial purposes. Ten new activities were added to the list, and the School adopted Digital Measures to track faculty participation. In AY 2015–16, Carey reviewed activities to ensure they remained in alignment with the mission and expectations of the School, clarified wording, and collapsed items (now 22 activities).

The School developed reports in the Digital Measures system to track participation. The summary report lists the AACSB: Sufficiency field so that administrators can easily validate to ensure faculty are correctly categorized for AACSB reporting. The individual report enables administrators to view the specific activities that an individual faculty member engaged in for the time period selected.

FACULTY DEPLOYMENT

The School’s AY 2015–16 Table 15-1 (Appendix DD) shows that overall, Carey’s participating faculty members deliver 86% of the School’s teaching, increasing over the past two academic years from 76% in AY 2013–14. Within each discipline, participating faculty deliver at least 77% of the teaching, exceeding AACSB’s 60% requirement, as follows: Accounting (87%), Economics (85%), Finance (77%), Information Systems (98%), Management (89%), Marketing (95%), and Operations (97%). Percentages in these disciplines show marked increases since AY 2013–14: Accounting (18%), Economics (79%), Finance (62%), Information Systems (78%), Marketing (80%), and Operations (85%). Management has held steady since AY 2013–14 at 89%. The Real Estate discipline stands just slightly below the requirement at 59%, a decrease from 65% in AY 2013–14. The School recruited a new research-track (SA) assistant professor in Real Estate from Stanford University in AY 2016–17 to address this deficit.
Carey additionally produced Table 15-1 using student credit hours as opposed to courses taught. The results between the two were comparable, with only small percentage points of variance. Producing Table 15-1 by degree program shows that over 80% of courses are delivered by participating faculty for the GMBA (97%), EMBA (94%), Flex MBA (86%), MS in Finance (83%), MS in Marketing (98%), MS in Enterprise Risk Management (100%), MS in Health Care Management (94%) and undergraduate (87%) programs, based on AY 2015–16 courses. The MS in Real Estate and Infrastructure (64%) and MS in Information Systems (75%) programs fall below 80% but exceed the AACSB requirement of 60%. Across all programs and disciplines, the AACSB requirement for participating faculty is met at the Baltimore, MD campus (89%), Washington, DC campus (80%) and for online course offerings (100%).

In looking at Table 15-1 by both degree program and location, AACSB’s requirement for participating faculty deployment is exceeded in all programs offered in Baltimore, MD, Washington, DC and online. Participating faculty deliver 96% of courses in the GMBA program in Baltimore, MD, with additional courses offered off-site (e.g., at Sibley Hospital, the Innovation for Humanity field project course) taught by 100% participating faculty. For Carey’s Flex MBA program, participating faculty teach over 80% of courses offered in Baltimore, MD (86%), Washington, DC (83%), and online (100%). The MS in Finance exceeds AACSB’s 60% requirement for participating faculty in Baltimore, MD (88%) and Washington, DC (79%). Participating faculty deliver a high percentage of courses for the MS in Marketing, with 100% of courses offered in Washington, DC and 97% of offerings in Baltimore, MD delivered by participating faculty for AY 2015-16. Participating faculty teach at or above 75% of courses for Carey’s MS in Information Systems (75%), MS in Enterprise Risk Management (100%) and Undergraduate (87%) programs, with offerings exclusively in DC for AY 2015-16.

CURRICULUM DEVELOPMENT AND REVIEW

The School has shown significant growth in its curriculum development since it began operating as a standalone business school in January 2007. The first significant program created and launched was its flagship GMBA in 2010. It was vital to the School to create the GMBA in order to be competitive. In 2011, the School launched its EMBA program, BBA (now being phased out), and several new dual degrees with the Krieger School of Arts & Sciences. In 2012, the MBA/JD with the University of Maryland School of Law was launched. That same year, the School collaborated with the Maryland Institute College of Art (MICA) to offer the innovative MBA/MA in Design Leadership dual degree program. Additionally, all Carey programs underwent review, the outcomes of which are discussed in Standard 8. The MS in Health Care Management as well as the MBA/MD with the School of Medicine were established in 2013, along with three new dual degrees with the Whiting School of Engineering. In 2014, the MS in Enterprise Risk Management was introduced. Carey’s faculty and staff have increased in numbers throughout the years to support such growth. As mentioned in Standard 1, full-time faculty has significantly grown from 29 in FY 10 to 74 in FY 16. See Standard 8 for a full discussion of Carey’s curriculum management process.

Also worth noting is Carey’s investment in online delivery of courses and programs, discussed in detail within the Special Activities of the School section of this report. The School embraced online business education to remain competitive, and pursued a partnership with an online program manager to build an aggressive strategy to be on the cutting edge of delivery. In 2014, the School launched its online Business of Health Care Certificate, and subsequently introduced the hybrid/online Flex MBA in fall 2015. Based upon its success, the School plans to launch online courses for the MS in Finance and MS in...
Health Care Management in fall 2016. It also offers a one-time course release to faculty in recognition of the up-front investment it takes to develop a new online course.

For AY 2015–16, 21 full-time faculty members (approximately 28% of all full-time faculty) were involved in curriculum development through committee or subcommittee service, with the majority of faculty involved being Scholarly Academics (95%). Of the total number of participating faculty at Carey, 20% are involved in formal curriculum development activities.

COURSE DEVELOPMENT

Carey was essentially a part-time school at the time it was formed. The development of new courses over time has followed the trend of the School in terms of its launch and subsequent full- and part-time program offerings. When Carey launches new programs, the focus is on the development of required courses along with a small number of electives. As programs grow, Carey develops and offers more electives. Once stable, course development becomes strategic in nature, including improving existing courses and offering new courses that reflect market demands and trends.

The introduction of the GMBA and EMBA resulted in new course development for the corresponding academic years, coupled with maintenance to MBA programs and MS programs, especially Finance and Marketing. By AY 2014–15, Carey’s full-time MS programs in Finance, Marketing, Real Estate and Infrastructure, Enterprise Risk Management, and Health Care Management were driving the majority of school enrollments. In AY 2015–16 and AY 2016–17, the School added some specialty or experimental courses to existing programs. In addition, in AY 2016–17, the School added a new MS in Health Care Management curriculum, making up the majority of the new course development.

For AY 2015–16, 57 full-time faculty members (77% of all full-time faculty) served as course leads, who are involved in course development efforts. Approximately 80% of the course leads were SA faculty, followed by 10% PA faculty and 7% IP faculty. Of all participating faculty at Carey, 55% are involved in course development.

In AY 2015–16, 15 faculty developed new online courses (taking onsite courses and reworking them into an online format). Online course development is a process taking up to nine months, teaming faculty with an instructional designer, video producer, and learning technologist. The courses developed through this process eventually become available to be taught by other Carey faculty. To equip these faculty with the skills and resources needed to successfully teach an online course, the School provides support including the Online Teaching Strategies workshop, introducing new online faculty to experienced online faculty, access to already developed courses, observing courses and synchronous online sessions, and support from the Instructional Teaching Associates.

COURSE DELIVERY

Ensuring high quality instruction in the classroom at Carey is critical to its mission. Carey deploys a highly qualified cadre of faculty representing a wide range of those focused on research and practice across Accounting, Economics, Finance, Information Systems, Management, Marketing, Operations, and Real Estate. As mentioned previously, the AY 2015–16 Table 15-1 report shows that Carey’s participating faculty deliver 86% of the School’s teaching. For AY 2015–16, the percent of time devoted to mission for SA faculty is 63%, exceeding the AACSB requirement of 40%. The combined percent of time dedicated to mission for SA, PA and SP faculty is 84%, with 98% for faculty across disciplines under the SA, PA, SP and
IP qualifications. Carey faculty are deployed with their percent of mission-based time exceeding AACSB thresholds at a schoolwide level for all combinations of faculty qualification groups, with SA faculty having the highest percentage of their time dedicated to mission in Operations (100%), Economics (97%) and Marketing (84%).

The delivery of content is wholly the responsibility of faculty. The staff are a vital part in supporting that delivery, ranging from course scheduling (Registrar); arranging course loads in accordance with faculty contracts and preferences (Office of Faculty & Research); funding teaching assistants (Office of Education); providing instructional technology in the classroom and facilities (Operations, IT); and supporting faculty in their instructional development, course design, and use of technology (T&L@C).

Once hired, faculty receive support for their development as instructors, starting with a Teaching Academy workshop as part of the new faculty orientation, and continuing with workshops offered by T&L@C in collaboration with the Vice Dean for Faculty & Research. See the Orientation section in Standard 6 for more detail.

ASSessment and Assurance of Learning

Faculty are a driving force behind Carey’s Assurance of Learning (AOL) process. Working closely with the Vice Dean for Education, APDs, and T&L@C instructional designers, faculty established school-level and program-level learning goals and objectives. APDs and program faculty, with assistance from T&L@C, aligned all foundational core, functional core, and elective courses with the set of program learning goals and objectives. APDs and course lead faculty also played vital roles in identifying assessment measures, mapping measures onto every learning objective, and creating and continuously improving assessment rubrics with guidance from T&L@C.

Both full-time and part-time faculty are engaged in collecting assessment data. Faculty are also instrumental in interpreting assessment results, identifying areas of improvement, providing insightful comments on improving curriculum and/or learning assessment, and making recommendations on curriculum-level changes, such as developing new courses, changing course offering sequences, or redesigning assessments. A total of 33 faculty members participated in the AOL process for fall 2015, with a total of 76 course sections taught by both participating (85%) and supporting (15%) faculty. For spring 2016, 41 faculty involved in AOL taught a total of 105 course sections, of whom 83% were participating faculty members. While SA faculty make up the largest group of faculty involved in AOL (54% for fall 2015 and 49% for spring 2016), PA and IP faculty were also involved in the process.

OTHER MISSION ACTIVITIES

Faculty Committees

Committees and other assignments at Carey are designed to provide faculty input on policy and guidance for the School. A listing of committee assignments for AY 2015–16 is in Appendix EE. This listing contains the major standing and ad hoc faculty committees assigned by the Dean’s Office, and includes, among others, the Admissions Committee, Curriculum Committee, Diversity and Inclusion Committee, Honor Council, Grade Appeals Committee, and the newly formed Faculty Diversity Initiative Action Plan Committee. The document serves as a reference for faculty and it allows the Vice Dean for Faculty & Research to work with the Dean and others in revising committee assignments in a systematic
Committee assignments are disseminated in the August/September time frame, and the document can be updated throughout the academic year if the School forms other significant faculty committees.

One newly created committee this year is the Student Development Faculty Advisory Board, which consists of several faculty and is chaired by the Associate Dean for Student Development. The board advises the Associate Dean for Student Development and Student Development Directors on ways to increase student learning and improve student life outside the classroom. Examples of topics discussed include academic advising, career development, and the Student Success Center (tutoring and programming). Board members benefit from learning more about the overall Carey student experience and playing a role in shaping that experience by influencing Student Development strategy and goals.

**EXECUTIVE EDUCATION**

Carey launched its Executive Education program in FY 16. Working with Carey’s full- and part-time faculty, as well as outside consultants, the School created eight new, non-credit programs and offered them in an open-enrollment format. Five Carey faculty and three consultants (all experts on business and management concepts) taught the inaugural Executive Education non-credit offerings for AY 2015–16. These faculty combine conceptual knowledge and academic theory with practical, real-world application to create engaging and relevant classroom experiences. The format of executive education courses is intense and condensed, as compared to courses within the degree programs. Faculty incorporate case studies and practical experiences alongside evidence-based research and theory. Carey’s Office of Executive Education handles the administrative responsibilities. While the number of faculty delivering executive education makes up a small percentage of the total faculty at Carey, the School is continuing to assess demand, expand its course offerings, and build its team of faculty. See [Standard 14](#) for more information.

**ACTIONS TO BE IMPLEMENTED**

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe new faculty, especially part-time, in the classroom in the first few weeks.</td>
<td>APDs and other faculty, as requested by the Vice Dean for Faculty &amp; Research</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Further identify and assure the quality standards for participation activities.</td>
<td>Vice Dean for Faculty &amp; Research</td>
<td>N/A</td>
<td>FY 17</td>
</tr>
</tbody>
</table>

**STANDARD 6: FACULTY MANAGEMENT AND SUPPORT**

The School recruits talent from across many disciplines and industries. The School seeks professionals who have focused their research and/or careers on core business domains that uphold its mission. Professors choose Carey because JHU is world-renowned and because they share in the belief that business can make the world better.

**FACULTY RESPONSIBILITIES AND EXPECTATIONS**

**CONTRACTS**

Full-time faculty contracts are reviewed and appropriately amended annually, effective August 16 each calendar year. The contract period includes fall, January intersession, spring, and summer. Contracts and the specifics contained therein are determined by the Dean in conjunction with the Vice Dean for...
Faculty & Research in consultation with the tenured faculty. At the beginning of each contract year, full-time faculty are provided with the instructional workload requirement (as measured by teaching units), and discretionary spending account balance and total amount of replenishment. Part-time faculty teaching agreements are extended on a semester-by-semester basis to confirm course and salary information.

WORKLOAD EXPECTATIONS

Workload expectations for faculty are based on their rank and track within JHU. This table reflects the workload expectations for research-track faculty compared to other classifications, thus affording tenured and tenure-track faculty time to focus on their research.

Table 10. Workload Expectations

<table>
<thead>
<tr>
<th>Track</th>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
<td>25%</td>
<td>70%</td>
<td>5%</td>
<td>25%</td>
<td>70%</td>
<td>5%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>Professor</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
<td>70%</td>
<td>20%</td>
<td>10%</td>
<td>70%</td>
<td>20%</td>
</tr>
</tbody>
</table>

RESEARCH EXPECTATIONS

Tenure-track faculty have high expectations for quality and quantity of publications. The School also expects non-tenure-track faculty to maintain a consistent record of intellectual production, with a preference for peer-reviewed journals and conferences with a practitioner orientation, as well as significant consulting or evidence of being sought as a subject matter expert. Lecturers have a primary responsibility for teaching but are accorded extra recognition for relevant intellectual contributions.

TEACHING EXPECTATIONS

Faculty members are a vital part of Carey in terms of both their contributions to student learning and the life of the School. In order to continue its trajectory toward excellence, the School expects its faculty to teach informative and engaging classes, and interact with students outside the classroom during office hours or cocurricular activities, as relevant. Carey has a Professional Faculty Expectations for Conducting Classes policy that details the expectations for teaching, performance, professional development, and adherence to policies and procedures.

Instructional workloads are measured in teaching units and are assigned to faculty based on their track. The standard instructional workload for research-track faculty is 459 teaching units (equivalent to 4.5 2-credit courses per year), and for practice-track faculty (assistant, associate, and full professors, lecturers, and senior lecturers) is 1080 teaching units (equivalent to 10.5 2-credit courses per year). On occasion, faculty members may earn teaching units through activities such as teaching high enrollment classes, strategic course development (e.g., online courses), and engaging in activities of strategic importance to the School (serving as Academic Program Director (APD), serving as chief editor in recognized A-level journals in the field, etc.). Faculty who have completed their instructional obligation for the contract
period are eligible to receive overload pay or accumulate additional teaching units to be used in future contract years. In FY 16, 28 of Carey’s full-time faculty (38%) received overload payments. Of these, two were tenured and five were tenure-track.

Faculty members are expected to uphold high standards in teaching activities. Final course evaluations are used to gauge success, recognizing that they are only one form of performance measurement. Carey conducts final course evaluations for all courses. The majority of questions are based on a five-point scale: 5 being “strongly agree” and 1 being “strongly disagree.” The School seeks scores above 4.0. Students have the opportunity to comment on strengths of the course and to suggest improvements. The School reviews course evaluations as part of the annual performance evaluation process.

Faculty who are new to teaching at the School have their courses evaluated mid-term to provide immediate feedback. The Vice Deans review these evaluations and offer real-time support as needed. Experienced faculty teaching new courses, and faculty teaching in new or recently redesigned programs, may also have their courses evaluated mid-term. In such instances, the Vice Dean for Faculty & Research would identify such courses. The School encourages all faculty to conduct their own mid-term course evaluations for their ongoing professional instructional development. The School provides many resources to support faculty in their roles as teachers, which are described in detail in Standard 12.

SERVICE EXPECTATIONS

All faculty have service expectations that are consistent with the development of the School. These expectations are high, as the School works to build its brand and reputation. As faculty rise through the ranks, the service expectation increases. Non-tenure-track and lecturer faculty have service expectations that are consistent with their teaching mission, while tenure-track faculty have service expectations consistent with their research mission. Service expectations are assigned on a mutually agreed upon basis. Examples of service consist of serving on a faculty hiring search committee, curriculum committee, grade appeal committee, or as an APD. Service also includes participating in special projects and initiatives that may surface throughout the year.

ANNUAL PERFORMANCE EVALUATION

Carey has a well-defined annual performance evaluation process that considers faculty research, teaching, and service activity and engagement. The focus is to identify strengths and areas for improvement, and to define a course of professional development and growth. Full-time associate and assistant professors complete a self-evaluation report prior to their annual performance discussions, which forms the basis for subsequent discussions with a designated senior tenured faculty or a full professor of practice. A rubric measures faculty performance on the following criteria: Quantity of Research, Quality of Research, Quality of Teaching, and Quality of Service Activities.

The senior tenured faculty members then convene as a committee, chaired by the Dean, during which they each present their respective designated faculty’s cases for discussion. The committee decides on appropriate feedback with respect to development and growth opportunities and/or areas for improvement, and the Dean incorporates this into individual letters to the faculty. These letters serve as the basis for further discussion between the faculty and the designated senior faculty reviewer. Senior tenured faculty members are reviewed by the Dean and the Vice Dean for Faculty & Research.
In 2016, the School enhanced the process by incorporating discussions regarding the expectations of faculty qualifications consistent with AACSB accreditation standards. In addition, the School enhanced the Digital Measures system to enable faculty to report annually on engagement, innovation, and impact outcomes, and to capture these important data systematically, which will facilitate ongoing faculty quality and productivity assessments.

Part-time faculty (senior lecturers, lecturers, and instructors) are evaluated on an ongoing basis based on their course evaluation results.

**FACULTY HIRING, ACADEMIC APPOINTMENT, AND PROMOTION**

Through full-time faculty recruiting searches, highly qualified faculty are selected after a rigorous vetting process. This includes application materials (CVs, letters of reference, etc.), interviews, and campus visits (where the candidate gives a seminar and engages in a daylong series of meetings). The Office of Faculty & Research staff provide assistance to the faculty search committees and the candidates, to ensure a smooth process and a welcoming environment. Part-time faculty submit application materials that are vetted through the Office of Faculty & Research staff, the Vice Dean for Faculty & Research, and the relevant Academic Program Director. Qualified candidates attend multiple interviews.

The School has formal policies and procedures regarding academic appointment and promotion (Appendix B). Positions are designated as tenure-track or non-tenure-track at the time the position is created. Once the Vice Dean for Faculty & Research has been notified by the Dean that a search is authorized, the general topic area of the search will be defined. Efforts will be made to search for colleagues working on creative and innovative topics that complement current faculty strengths.

As part of the formalization efforts of various faculty-related processes during AY 2015–16, several procedural practices were put into place during this year’s search cycle. First, a diversity advocate was included on each search committee, and positions were advertised more broadly to yield a more diverse candidate pool. Second, the School requested search committee members to undertake unconscious bias training. Third, the Vice Dean for Faculty & Research and the Dean reviewed candidate short lists prior to campus visit invitations. Fourth, before offers were made, the search committee chairs produced a brief summary of the search up to that point for the Vice Dean and Dean, and a rationale to support the offer(s). Finally, at the end of the search process, a comparison of candidate pools and availability pools was performed, and lessons for the future were drawn from this exercise.

For tenure-track faculty, the rank of professor is the only rank that carries tenure at Carey. Appointments at the rank of tenured professor require review and recommendation for approval (upon submission of a tenure packet and external review letters) by the Appointments, Promotion, and Tenure (APT) Subcommittee of the Academic Board (chaired by the Provost). The APT makes a recommendation for tenure to the Academic Board. Associate professors are initially given a three-year term, and may be reappointed for two additional three-year terms. Appointments are limited to nine years. Associate professors would typically come up for promotion at the end of the second three-year term, although they may be put up early if the case warrants. Assistant professors are also first given a three-year term and may be reappointed for a second three-year term. Appointments are limited to seven years. Assistant professors would typically come up for promotion at the end of the fifth year (i.e., the process takes place during their sixth year), although they may be put up early if the case warrants. For non-tenure-track faculty, professors are normally appointed for two to three years, associate and assistant
professors for two years, and full-time lecturers for one year. There is no limitation to the length of time non-tenure-track faculty may remain in each rank.

The School actively reviews faculty progress in teaching, research, and service, and provides guidance to faculty in the development of their careers. Advancement at Carey for tenure-track faculty requires excellence in scholarship, a high level of effectiveness in teaching, and a high level of effectiveness in the area of service. The School expects not only a high quality of achievement in these three areas, but also strong prospects for continued growth. Carey only grants tenure to those faculty members who have shown substantial contributions to the broader aims and objectives of the School. Non-tenure-track faculty promotion expectations are similar in terms of supporting the mission of the School, but with a different emphasis. Such promotions require excellence in teaching, accomplishments in applied research and scholarship, and service to the School.

**FACULTY GUIDANCE**

**RESOURCES**

The Faculty Handbook is the main source of information for faculty guidance at the School. The Faculty Handbook consists of the following components:

- **A welcome letter from the President** of JHU setting expectations pertaining to ethical standards, disclosure of potentially conflicting interests, acceptance of gifts, interaction with the medical industry, and financial aid
- **Instructional resources** (e.g., data management systems, assurance of learning goals and objectives, and library resources)
- **Policies and procedures** (e.g., collegiality, mentoring, academic appointment and promotion, sabbatical leave, workload, conflicts reporting, and reimbursement)
- **Course administration policies** (e.g., grading policy, academic policies, and honor code)
- **Administrative resources** (e.g., facilities, calendars, and guidance for hiring student workers)

In addition to the Faculty Handbook, Teaching & Learning@Carey (T&L@C) provides a website of resources for Carey faculty to guide them through the School’s expectations, to encourage professional development, and to assist in their teaching and research. The site contains a listing of the Faculty Committee Chairs and Leads, information regarding Carey’s recording studio, additional policies (Faculty Policy on Academic Integrity in the Classroom, General Guidelines for Conducting Courses, and FERPA resources), the course-specific standard syllabi and general Carey syllabus template, teaching resources, links to the various software tools and applications, and faculty development workshops.

The School also has an intranet, referred to as Inside Carey, that holds additional information, including staff and faculty directories, listservs and phone directories, frequently used links, forms, policies, Incident Command Team, accreditation, data protection and privacy, committees, and functional units.

**ORIENTATION**

All new faculty (full- and part-time) are required to attend an all-day orientation. This provides an introduction to the Carey leadership and mission of the School, offers an overview of the resources that support teaching and research as well as the policies and procedures of the university and Carey, and
allows time to meet with current faculty who can provide information about Carey. Orientation begins with introductions from the Dean, the Vice Dean for Faculty & Research, and the Vice Dean for Education. Presenters include the Registrar, Career Development, T&L@C, Student Services, Programs, Academic Advising, Library Services, Software and Reporting Services, Operations, Office of Faculty & Research, Marketing & Communications, IT, Finance, and Human Resources.

For those who are unable to attend, the staff in the Office of Faculty & Research review the main elements of the agenda with the faculty, provide contact information for the presenters, and provide any handouts that were distributed. All new faculty receive an onboarding checklist that contains links to websites commonly referenced by faculty to familiarize themselves with Carey resources.

New for the 2015 summer orientation, the Vice Dean for Faculty & Research conducted a three-hour Teaching Academy the day after orientation. The Teaching Academy included a Carey student panel (moderated by the Director of Student Services) followed by a debriefing discussion including the Vice Dean for Education and three assistant professors; a mini-case entitled “First Day of Class” that was presented by the Vice Dean for Faculty & Research to begin a conversation about classroom management and explore ways to maximize learning in lecture-based courses; and a presentation on active and engaged learning strategies by an assistant professor. The Vice Dean for Faculty & Research places high value on teaching preparation and plans to expand the Teaching Academy in summer 2016.

MENTORING

Carey successfully piloted its Master Mentor program in AY 2013–14, which is part of a university-wide commitment to faculty mentoring. The goal is not just to train the participating faculty to be better mentors, but to take a “train the trainer” approach so that the faculty who have participated can return to their schools and help to design and improve formal mentoring programs for junior faculty to succeed and advance in their careers. Four faculty (two full professors, one associate professor, and the Vice Dean for Education) participated in the program and worked to refine the mentoring system based on best practices. The result was a Faculty Mentoring Action Plan (Appendix FF) that was submitted in April 2015 by the School’s previous Executive Vice Dean for Faculty & Research and the Director of Human Resources. The plan includes goals and objectives, a description of the program implementation, plans to increase the number of trained and effective mentors, outreach and educational efforts to promote faculty mentoring, evaluation methods, budget allocation and a timeline for implementation. The School continues to have representation in university-wide activities related to faculty mentoring. At present, there are two members of the School’s faculty on a university-wide committee focused on enhancing faculty mentorship across JHU.

The Vice Dean for Faculty & Research has created additional mentoring opportunities within Carey. In collaboration with T&L@C, the Vice Dean for Faculty & Research launched a Peer Class Observation initiative in fall 2015 to promote innovation in the classroom. This developmental initiative serves several goals. Faculty learn what is taught around the School. As teachers, faculty benefit from another set of eyes and ideas from colleagues in how they can be most effective in the classroom. As observers, faculty may learn something to adapt to their own teaching. Instituting this Peer Class Observation process also demonstrates the School’s commitment to enhancing teaching effectiveness. The process launched with a call for volunteers and 27 faculty have gone through the process.

Additionally, the Vice Dean for Faculty & Research creatively found a solution to the issue of insufficient senior faculty to mentor junior faculty by launching a Navigating Academic Life workshop as a group
An approach to mentoring research faculty. The hour-long workshop, offered two times per semester and moderated by the Vice Dean for Faculty & Research, features two senior faculty speaking on select topics valued by junior faculty. Time for questions and answers are built into the workshop’s agenda.

Furthermore, the Vice Dean for Faculty & Research, in conjunction with two tenured faculty, hosted a Curriculum Vitae (CV) Tune-Up event. This speed-mentoring event provided guidance to faculty on how to enhance their academic brand and accomplishments as communicated through their CV, focusing on the professional image of their CV, as well as pertinent information to include and its presentation.

**FACULTY RESOURCE PLANNING**

The School’s five-year plan calls for continued growth of full-time faculty from present 74 to a target of 120 by FY 21, focusing on accomplished research faculty (tenure and tenure-track, SA faculty). At present, the School has a mix of 53% research faculty and 47% practice faculty. Current recruitment plans support the strategy to achieve a mix of 60% research faculty and 40% practice faculty.

The School met its recruitment plans for FY 17, hiring 13 faculty members with at least one SA faculty in each of the following disciplines: Accounting, Management, Economics, Finance, Marketing, Operations, and Real Estate. These strategic faculty hires address the needs of the School’s student body and expand its research capabilities. In addition, these new hires bring further diversity to its faculty in terms of race and gender. Out of the 13 new hires, two are black or African American, and seven are female. In AY 2015–16, 53% of the full-time faculty were white and 68% were male (see Table 11, below).

**Table 11. Carey Full-time Faculty by Gender, Ethnicity, and Race for AY 2015–16**

<table>
<thead>
<tr>
<th>Carey Full-time Faculty (n=74)</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Research Track (n=39)</td>
<td>28</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Practice Track (n=35)</td>
<td>22</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>24</td>
<td>3</td>
</tr>
</tbody>
</table>

In 2013, JHU announced the endowment of the Bloomberg Distinguished Professorships (BDPs), to fund 50 professors whose expertise crosses traditional academic disciplines. The university’s nine schools are in the process of selecting and nominating BDP candidates. Of the BDPs already announced, three are Nobel Prize winners. These distinguished faculty members—each a forward-thinking leader with crosscutting research interests—serve as bridges between disciplines and schools spanning medicine, the humanities, public health and education, social science, and engineering. Carey has appointed two BDPs: one has a joint appointment in the School of Medicine and is an organizational sociologist focused on organizational reliability and safety; the other has a joint appointment in the Whiting School of Engineering and is an environmental economist focused on the impact of policy interventions in water on consumer choices. Carey’s BDP appointments advance JHU’s commitment to cross-disciplinary scholarship and bring tremendous expertise to Carey’s business domains in Health Care Management, and Real Estate and Infrastructure. The School is pursuing opportunities for additional BDPs.

In 2016, the School received an endowment to create a named chair. Professor Ko Wang was the recipient of the inaugural R. Clayton Emory Chair in Real Estate and Infrastructure. Carey also created the Alonzo and Virginia Decker Professor of Strategy and Entrepreneurship, awarded to Professor Phillip Phan. These first two named professorships represent a significant step in the School’s growth. Carey’s Development Office is focused on creating additional named professorships.
**STANDARD 7: PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT**

**ORGANIZATION AND DEPLOYMENT OF PROFESSIONAL RESOURCES**

Carey reports faculty and staff metrics quarterly. As of April 2016, Carey reported 190 staff for FY 16 (152 full-time, 6 part-time, and 32 casual). The number of staff has grown significantly over the last five years. In FY 12, the School had 112 staff (98 full-time, 0 part-time and 14 casual). The primary role of the staff is to support the School’s faculty and students to provide a quality business education. Each staff member’s role is to support the overall mission of the school.

The School functions largely autonomously within JHU. Most offices connect to JHU through university-wide leadership meetings, user group meetings, and other collaborative forums. A few offices have stronger connections, with dotted-line reporting relationships to corresponding JHU central offices.

Carey has collaborations outside JHU that augment the staff, as well. For example, Carey partners with an online program manager to complement Carey’s efforts in online education marketing, recruitment, course development, and student participation tracking. A university-level master agreement guides this relationship, but the contractual details are unique to supporting Carey’s strategic objective.

The leadership of the School falls under the Dean, the Management Council, and faculty from mission-critical areas. The Management Council meets biweekly to focus on the performance and operations of the School. They review a comprehensive dashboard of measures at each meeting. In addition, the School has a Directors’ Council. These staff report to members of the Management Council and meet regularly to share information, discuss best practices, and provide guidance to one another.

The School has six main functional units: the Office of the Dean, the Office of Faculty & Research, the Office of Education, the Office of Finance & Administration, the Office of Marketing & Communications, and the Office of Development & Alumni Relations (see Appendix A for the full Organizational Chart). This organizational structure supports strategic plan accomplishment. Mission and goal accomplishment is key for the School and structural components/arrangements may be changed if deemed necessary.

1. **The Office of the Dean** is the central unit of the School. The Management Council includes the Vice Dean for Faculty & Research, Vice Dean for Education, Senior Associate Dean for Finance & Administration, Associate Dean for Strategic Initiatives, Associate Dean for Marketing & Communications, Associate Dean for Development & Alumni Relations, Associate Dean for Student Development, Associate Dean for Admissions & Academic Programs, and Assistant Dean for Global Collaborations. Two Executive Assistants support the Office of the Dean.

2. **The Office of Faculty & Research (OFR)**, with an administrative staff of five, supports full- and part-time faculty. OFR is dedicated to recruiting and retaining a diverse faculty of qualified...
educators, researchers, and staff committed to the service of others, and to facilitating the career success and academic advancement of the faculty. OFR serves faculty from appointment to retirement. OFR provides information on academic policies and is responsible for contract agreements, orientation, onboarding, communicating key issues and policies, faculty course assignment, ordering textbooks, TA/RA guidance, and day-to-day support. The Curriculum Committee also falls within the OFR. Each of the five members of the Committee is responsible for an academic area: (1) Management, Entrepreneurship, and Health Care; (2) Marketing; (3) Decision Sciences; (4) Information Systems; and (5) Finance, Accounting, and Real Estate.

3. **The Office of Education** is the largest unit within the School, and is made up of the following:

- **Academic Program Directors (APDs).** Ten faculty APDs provide program administration, engage in recruitment activities, and meet with students to offer guidance and support. APDs review Assurance of Learning (AOL) data, consult with faculty, and recommend program changes to the Curriculum Committee.

- **Teaching and Learning@Carey (T&L@C).** A team of nine supports teaching excellence by providing faculty development services, instructional technology support and training, instructional design assistance, AOL data collection and analysis, and syllabi maintenance and review.

- **Institutional Data & Analytics.** The Director and a Sr. Institutional Research Analyst manage the School’s accreditation activities, external reporting, and internal data analytics. This office is recruiting for an additional Sr. Institutional Research Analyst.

- **Global Collaborations.** This Assistant Dean position, created in 2014 and currently based in Beijing, China, engages with Chinese constituents by recruiting prospective students, developing strong relationships with employers, engaging alumni, and attracting unaffiliated philanthropic prospects.

- **Admissions & Academic Programs.** Under the leadership of the Associate Dean for Admissions & Academic Programs, this team provides a seamless experience from the point of inquiry through graduation.
  - **Admissions.** This office has 18 staff members. An Academic Services Specialist provides direct support to the Associate Dean for Admissions & Academic Programs. 12 staff members focus on recruiting and engaging prospective students through information sessions, open houses, graduate school fairs, and information interviews held both locally and abroad. The remaining staff members support the office’s operations by processing applications.
  - **Academic Programs.** This 15-member administrative team supports MBA, MS, BBA, and Certificate programs. The team consists of a Director of MBA Programs, a Director of EMBA Programs, an Associate Director of MS Programs, and a Director of DC Programs & Services, all supported by program staff responsible for the implementation of academic curriculum, as well as academic policy in each of the offered programs. This office works closely with other Carey offices to ensure academic quality, develop the annual course schedule and academic catalog, ensure the smooth transition from admitted student to matriculated student, convey curriculum or policy changes to academic advisers, and address curriculum issues. The DC Programs and Services team manages the BBA program, the full-time MS orientation, and facilitates community building in Washington, DC, among students.
• **Student Development.** All student development functions are under the leadership of the Associate Dean for Student Development. This team is focused on the following:
  - **Employer Relations.** A team of five identifies, establishes, builds, and maintains ties to employers to develop relationships and recruitment strategies to prepare and connect Carey students to internship and full-time job opportunities.
  - **Coaching & Education.** This team of eight identifies, promotes, and supports the professional and career development of students and alumni.
  - **International Relations.** The Director of Global Engagement, a newly created position, builds the Carey brand internationally through student, alumni, and employer connections. The Senior Associate Director of Career Development (recently elected to the MBA Career Services and Employer Alliance (MBA CSEA) Board), an Administrative Coordinator, and a Communications Coordinator report to this position, but support all career development efforts.
  - **Student Services.** Ten staff members provide academic and extracurricular support to students, including Summer Intensive, new student orientation, student clubs and organizations, case competitions, instructional coaching, disability services, and English for Speakers of Other Languages (ESOL).
  - **Financial Aid.** This three-member team assists students in applying for and securing financial aid, and processing loans and applications.
  - **Academic Advising.** Six academic advisers and the Director support students in their selection of coursework to meet program curricula requirements and meet career and professional goals.

• **Registrar.** This six-member team supports current students, alumni, and faculty with course registration, add/drops, transcripts and verifications, veterans benefits, and graduation. This office maintains student records and academic data, and is responsible for producing the annual course schedule and academic catalog.

• **Sr. Administrative Coordinator.** Supports the Vice Dean for Education.

4. **The Office of Finance & Administration** provides the administrative and infrastructure services. The Senior Associate Dean for Finance & Administration manages this unit.

  • **Human Resources (HR).** This four-member team supports recruitment, hiring, and onboarding of staff and faculty. It is responsible for staff development and employee engagement initiatives.
  
  • **Finance.** Four staff members (plus a newly posted Budget Specialist position) support the planning and tracking of financial resources. In addition, the Student Accounts Office (not depicted on the Organizational Chart) is a six-member team handling monthly student billing of tuition and fees, receipt of payments, refunds, financial holds, 1098T reporting, collection accounts, monthly payment plans, and employer billing. This function is shared between Carey and the JHU School of Education.
  
  • **Software and Reporting Services.** This team of eight provides technical support for the staff’s primary software applications, and produces datasets for official reporting.
  
  • **IT Operations.** IT needs of students, staff, and faculty are addressed by this team of nine. Classroom technology, hardware and software purchases, printer support, student kiosks, email, networking, and antivirus protection are all services that this office provides between Carey’s two main campuses in Baltimore, MD, and Washington, DC.
  
  • **Campus Operations.** The Director of Campus Operations manages teams in Baltimore, MD (15 staff), and Washington, DC (eight staff), to provide students, faculty, and staff a
safe, secure environment. This office is responsible for building access, parking, facility issues, classroom and conference room scheduling, supplies, and security.

- **Executive Education.** This team of two (Director and Academic Program Administrator) builds the School’s non-credit executive education program.

5. **The Office of Marketing & Communications.** Under the leadership of the Associate Dean for Marketing & Communications, this team is responsible for internal and external communications, marketing and advertising, publishing and graphic design, special events, and sponsorships. The team of 13 manages the School’s brand and reputation and keeps constituents informed and engaged.

6. **The Office of Development & Alumni Relations.** The Associate Dean for Development & Alumni Relations manages a team of eight focused on campaign operations, donor relations, and constituent engagement. An administrative coordinator provides support to the Associate Dean.

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**STAFFING OVERVIEW**

Each year, the School identifies the new positions needed to support and sustain strategic objectives and growth. For FY 17, the School budgeted for 17 new positions to: (1) support the expansion of academic programs, online educational program initiatives, and executive education; (2) expand student and faculty support; and (3) increase marketing, finance, and campus operations staff.

**MANAGEMENT PROCESSES**

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**HUMAN RESOURCES**

The mission of HR is to deliver and foster an adaptive, skilled, and innovative workforce by advocating and facilitating employee engagement and development. This enables better results and creates the foundation for Carey’s humanistic approach to education. Its goal is to support the School’s functional units and programs through talent acquisition, employee development, and employee engagement. HR is committed to upholding its guiding principles to build an accountable, diverse, ethical, innovative, engaged, and collaborative workforce committed to acting with integrity.

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**HIRING PRACTICES**

In January, the Finance Office solicits input from the Directors regarding requested positions to support critical needs in their areas. During budget development, the Senior Associate Dean for Finance & Administration considers all requests, along with projected expenses and expected revenue. New positions are built into the budget based on strategic need and expected impact. The budget is built conservatively, therefore additional positions may be considered during the course of the fiscal year. The Dean has the ultimate responsibility to approve the budget.

Carey’s hiring process is thorough. For each identified position, a job description is drafted and sent to the JHU Compensation Office for classification. The Compensation Office assures that positions across JHU are aligned in terms of pay and job duties/responsibilities. Once classified, JHU HR prepares a draft posting and sends it to the Hiring Manager for approval. Positions are posted on the JHU jobs portal, HigherEd.com, and other targeted websites as requested by hiring managers. JHU HR screens applicants and electronically forwards those who meet the requirements to the Hiring Manager, who selects...
candidates for interviews and documents why other candidates were not selected. Once a candidate is selected, a background check, education verification, employment verification, and reference check are performed. The School is attuned to the importance of diversity in its hiring process.

EMPLOYEE DEVELOPMENT

Carey is committed to the development of its staff and faculty. The following initiatives and resources promote the development of its employees:

1. **Performance Management Program.** Carey’s performance management program encourages staff to identify and attain personal goals and aspirations that can augment their career and/or tap into personal fulfillment, resulting in more productivity.

2. **ResourcefulU Development Series.** Brought about through staff suggestion, the ResourcefulU staff development program consists of quarterly onsite seminars and workshops specifically focusing on employee growth and development. These seminars offer development opportunities for employees at all levels within the organization.

3. **MyLearning.** MyLearning is a comprehensive training resource for the entire Johns Hopkins Enterprise.

4. **Lynda.com.** This training video library covers the latest software, creative techniques, and business skills. This resource is free to all Carey students, faculty, and staff and there is no limit to the number of courses that can be accessed.

5. **Essentials of Successful Management Program.** Launched in March 2016, this Carey-specific professional development program engages managers at all levels in topics including self-awareness, employee engagement, interviewing, supervision, and conflict management.

EMPLOYEE ENGAGEMENT

HR is committed to providing an environment that inspires engagement and encourages employees to become exemplary citizens. Carey also intends to increase staff relationships, increase personal developmental opportunities for staff, increase each staff member’s connection to the School’s mission, and increase the value-added impact of HR. This is described in detail in the [Background Information](#).

Additionally, staff have the opportunity to engage with the Dean both as new employees, as well as routinely throughout the year. When staff join the School, the Dean welcomes new hires each quarter at a new hire luncheon hosted by HR on his behalf. During the luncheon, which is also attended by available members of Management Council, the Dean provides an overview of the School and invites questions for discussion. Subsequently, Town Hall meetings are held each quarter where full-time faculty and staff can receive updates regarding the School from the Dean and members of Management Council. The Dean openly addresses questions posed prior to and during the meetings.

PERFORMANCE MANAGEMENT

Carey’s performance management program encompasses a number of fundamental aspects regarding employee evaluations and development to help employees excel at their jobs and reach their fullest potential. Carey utilizes MyPerformance, an online-based performance tracking system, to oversee and track the performance of all staff.
The performance management program facilitates employee success, and encourages employee growth through their individual goals and aspirations. The program includes a 120-day mandatory review of all new staff as well as a semiannual and annual review of all staff schoolwide. Employees are encouraged to write and submit goals such as special projects, undertakings, developments and/or career growth. Supervisors review each staff member’s goals to support completion and success.

Several process improvement projects are under way for FY 16, including improving the efficiency of the onboarding processes for full-time and part-time faculty, and implementing a process to better track system access/revocation to reduce the School’s cybersecurity risk. Employees attend half-day consultant-led sessions based on the LEAN methodology for process improvement. As a result, employees gain knowledge and experience in process improvement, there is greater commitment and ownership of the process, and the School benefits from the efficiencies gained.

### ACTIONS TO BE IMPLEMENTED

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ LEAN techniques in Finance, HR, and Faculty &amp; Research.</td>
<td>Director of Human Resources</td>
<td>N/A</td>
<td>December 31, 2016</td>
</tr>
</tbody>
</table>

### STANDARD 8: CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

#### CURRICULUM MANAGEMENT

**KEY ROLES**

The ownership and accountability for the curricula at Carey reside with the full-time faculty. The primary group tasked with curriculum oversight is the Curriculum Committee, composed of Curriculum Subcommittee Chairs who represent specific academic areas. The Subcommittees include the Subcommittee Chair and faculty who are relevant to the curriculum. The Curriculum Committee reviews and makes recommendations to the Dean regarding significant program changes. Curriculum Committee appointments are made by the Vice Dean for Faculty & Research and the Vice Dean for Education, in consultation with the Curriculum Committee Chair, and with approval by the Dean. Appointments are reviewed annually and continued upon mutual agreement.

Academic Program Directors (APDs) are faculty who, in addition to working with staff to provide program administration, support curriculum management by reviewing assurance of learning (AOL) data, consulting with faculty, and bringing recommendations for program maintenance and improvement to the Curriculum Committee. Contributing to curriculum management, APDs speak with applicants, solicit feedback from students and alumni, and benchmark their offerings against competitive programs. APDs interact with staff to coordinate academic activities, and to implement curricular requirements and other student-related services. APDs are supported by staff who assist by keeping APDs informed of numbers of applications, admission rates, yields to deposit, and yields to enrollment; developing the program plans that feed into scheduling for verification; advising students; and assisting students in finding employment. As with the Curriculum Committee, APD appointments
are reviewed annually and continued upon mutual agreement. The typical length of service is two to three years. When a faculty member rotates out of an APD role, the Vice Dean for Education and the Vice Dean for Faculty & Research identify potential faculty to serve, with the Dean’s approval.

To ensure consistency at the course level, many Carey courses—particularly those with multiple sections taught by multiple faculty—have a course lead faculty responsible for ensuring that their assigned course is delivered in a consistent manner. Course lead faculty also serve as the voice for all faculty who teach that particular course. They are responsible for designing and making ongoing improvements to their assigned course(s), evaluating (approving or rejecting) changes requested by other instructors who teach the course, and serving as the point of contact for other faculty who teach the course.

Appendix GG shows a chart depicting how the faculty interact with other stakeholders in processes to advance the curriculum. In addition to the Dean, key faculty oversight comes from (1) the Curriculum Committee (including the Chair and Subcommittee Chairs, representing the following areas: Management, Entrepreneurship, and Health Care; Marketing; Decision Sciences; Information Systems; and Finance, Accounting, and Real Estate); (2) APDs (representing each of Carey’s academic programs); (3) course lead faculty; and (4) other full- and part-time faculty with critical knowledge of current industry practices and needs.

In addition to faculty, key stakeholders include members of the Dean’s Advisory Council, who can speak to the needs of specific industries and to general management and leadership skills; members of the Dean’s Industry Advisory Boards who act as Executives in Residence and can speak to needs in specific industries; alumni who have a variety of opportunities to interact with the Dean; and major employers who work with the Career Development Office (CDO) to express the needs within their organizations. Current students and alumni provide information on the adequacy of the curriculum in providing critical skills necessary for successful employment. Student-facing offices and staff, including T&L@C, the CDO, academic program managers, and advisers provide valuable feedback that influences curriculum decisions, as do results from assessment tools such as the AOL system, student experience survey, course evaluations, and syllabi.

PROCESS

The goal of the curriculum management process is to maximize the quality and value of the faculty–student interaction. Students who have taken courses in the curriculum can provide feedback about the program to staff (academic advisers and academic program managers), or to the APDs. Students can also express their views through the year-end student experience survey. On a course-by-course basis, students also provide information in the form of course evaluations, and students are assessed in ways that provide information for the assurance of learning process. The goals of the process are to provide stakeholders with the opportunity to view and comment on potential improvements in the curriculum and to bring improvements to the attention of the Curriculum Committee and faculty.

The Vice Dean for Education serves as the central node for information that informs curriculum management. Students provide direct feedback primarily through email and town hall style meetings. Teaching & Learning@Carey (T&L@C) manages the flow of the learning assessment data to the Vice Dean for Education through annual discussions that include course lead faculty and APDs. The APDs also meet regularly with the Vice Dean for Education to discuss curriculum management more generally. The Vice Dean for Education is also informed by two associate deans. The Associate Dean for Student Development shares feedback about the curriculum from advisers, Student Services (student experience
survey data), and employers; the Associate Dean for Admissions & Academic Programs brings feedback from students and staff program managers.

The Dean receives input from sources including employers, alumni, and industry advisory boards centered around business domains. The Vice Dean for Education, the Curriculum Committee, and the Vice Dean for Faculty & Research can also inform the Dean directly. Any of these inputs can prompt a program review at a time other than the annual program update or the standard three-year review cycle.

The Curriculum Subcommittees approve changes to specific courses and the curriculum, while the Curriculum Committee generally focuses on new programs or revisions to entire programs. The course lead faculty interact directly with the APDs and the Curriculum Committee in the process of developing and updating courses. Creation and revision of the syllabus provide an opportunity for T&L@C to provide quality control on the course. Increasingly, faculty are recognizing the value of interacting with instructional designers in T&L@C.

PROGRAM REVIEWS

Dean Ferrari’s Management Council formally gathered program data and reviewed all programs during AY 2012–13. Faculty gave presentations of their programs to the Dean. The School has continued to review its programs since then. The following summarizes the major changes that have taken place:

- **FT BBA.** A full-time undergraduate degree completion program (BSB) existed in AY 2012–13. In 2014, this degree was modified to a lockstep BBA. This program was designed for an enrollment of up to 200 juniors per year, but did not achieve that goal. With limited numbers of students, Carey assessed the program quality, student and applicant desires, and student success. Students and applicants to the program were found to be looking for things the School was not in a position to provide (e.g., more electives that could only be offered with a larger enrollment, a campus with other undergraduates, and dormitories). Since such changes were deemed infeasible, the decision was made to phase out the program and communicate it to students in fall 2014. As a result of existing contractual obligations to students in community college settings, the last entering class will be admitted in fall 2016 to graduate in 2018.

- **FT MS in Finance.** In AY 2012–13, the School repositioned the Finance program to increase emphasis on Financial Businesses (e.g., Corporate Governance was added to the set of electives). Carey offers the program in cohorts for business foundation classes with flexibility for students scheduling functional core and elective classes, full-time at both the Baltimore, MD, and Washington, DC, campuses. Enrollment grew from 283 in fall 2013 to 517 in fall 2015, with admitted student quality indicators (test scores, undergraduate GPA) maintained or increased.

- **FT MS in Marketing.** In AY 2012–13, the School launched a redesigned MS in Marketing as a cohort program for full-time students at the Baltimore, MD, campus. At present, the program includes three cohorts of approximately 40 students each who take business foundation courses as cohorts and have flexibility in selecting functional core and elective courses.

- **MS in Real Estate and Infrastructure.** In AY 2014–15, the Real Estate program was reviewed and in AY 2015–16 was re-positioned to support both real estate and infrastructure. The focus of the program switched from real estate development to real estate financing. Changes in required courses were made to support students’ understanding of infrastructure. A FT cohort group continued to be offered in Washington, DC. Additionally, the sequence of courses in the PT program was re-organized to increase classroom utilization.
• **MS in Enterprise Risk Management.** In response to perceived industry needs, an MS program in Enterprise Risk Management was developed in AY 2012–13. The first FT cohort class of students was admitted to study at the Washington, DC, campus in AY 2014–15.

• **MS in Health Care Management.** In AY 2012–13, the MBA in Medical Services Management was discontinued, although students in the FT and PT MBA programs could still choose to have a concentration in Health Care Management. In its place, a new MS in Health Care Management was offered. The first class of FT students was admitted in AY 2013–14. The School subsequently redesigned the program in AY 2015–16 (as described in detail below). The new program will have its first cohort entering fall 2016.

• **MBA Programs.** The School’s review of the GMBA program after Dean Ferrari arrived involved all GMBA faculty. The changes included relabeling courses (to improve the signal to the market), redistributing credits (to better balance the program’s two years), and adding a course to better lead into the signature experiential learning class, Innovation for Humanity. Between AY 2012–13 and AY 2015–16, small changes were made in the full-time and part-time MBA degree programs. For example, some required courses were dropped or replaced and new concentrations were added.

• **Executive MBA.** Previously named “MBA Fellows,” this program was rebranded in 2013 to the Executive MBA to be more competitive. The entire curriculum was revamped to replicate the Global MBA curriculum. As described below in detail, in AY 2015–16 the program has been substantially revised again, and will be re-launched for an incoming cohort in fall 2017.

In addition to oversight provided by APDs and the Curriculum Committee, the Dean has four industry advisory boards with a business domain focus, including Financial Businesses, Health Care Management, Enterprise Risk Management, and Real Estate and Infrastructure. The industry advisory boards meet twice a year and are provided regular updates on the programs and opportunities to offer feedback.

The Curriculum Committee meets at least once per semester. Each APD, with the assistance of the Vice Dean for Education, is asked to present a review of their program at least once every three years, although if circumstances warrant (e.g., low enrollment indicating a lack of alignment with the market or major changes in the industry), the APD may be asked to report more often. These reports include admission data (applicants admitted/enrolled), degree completion data, benchmarking against other competing and aspirational peer business school programs, industry trends, shifts in faculty (changes in faculty interest, expertise, and availability), and student job placement information. The Curriculum Committee recommends whether to make modifications to specific classes, develop new classes, or change prerequisites and/or functional core and elective courses.

As AOL processes have continued to develop, the APDs also summarize and analyze the data generated through this process—both quantitative and qualitative. These data provide the Curriculum Committee, the Dean, and relevant Advisory Boards with a clear indication of whether the students are achieving the learning goals of the programs, and thereby, also inform curricular changes.

In the last two years, APDs for the BBA, MBA, MS in Information Systems (MSIS), MS in Finance, MS in Marketing, and MS in Real Estate and Infrastructure programs have presented to the Curriculum Committee. As an example, the MSIS APD’s presentation included the following:

- An assessment of and benchmarking against the competition nationally and locally
- A comparison of Carey’s curricular offerings with what would be offered in a School of Engineering
• An assessment of the number of students (particularly noting that while this is a part-time program, the scheduling works out so that non-U.S. students can take enough credits per semester to be considered full-time)
• Course evaluation data
• An assessment of how the coverage of topics by existing courses served student needs
• An assessment of how the courses in the program were also being used to serve students in other programs

Since the last review, the MSIS APD has considered another question in response to market conditions. With more international students showing an interest in taking this as a full-time program, Carey must determine whether the content that has well served a part-time U.S. student population will equally serve a full-time student population with less work experience and knowledge of how to use information systems in business. This is reflective of a continuous quality improvement process to examine the fit among the courses, the students, and the opportunities for which to prepare students.

As another example, the EMBA program reached a level of maturity that invited an official review with the Curriculum Committee. The market provided some strong signals that the program required review—in particular, enrollment has been fluctuating at a low level and student retention has been a concern. An outside consultant was hired in fall 2015 to benchmark against other EMBA programs and to provide suggestions on how to revise the program—including courses, cocurricular experiences, the need for usefulness of an international experience, the residential schedule, and the use of online learning. The group working on program revisions also included the Vice Dean for Education, the Vice Dean for Faculty & Research, and another senior tenured faculty member. An extensive revision of the program was designed, and is being presented to several stakeholder groups for feedback. The program will be delivered over 17 months via a format that will typically involve a long-weekend residency once per month, complemented by three weeklong residencies (this represents a change from the current format, in which there are weeklong residencies nine or 10 times during a 20-month period). The program is positioned to enhance students’ ability to thrive in a dynamic world with courses that cluster around themes including enhancing analytical capabilities, navigating the geopolitical environment, strategizing for the future, organizing for excellence, leading and developing people and organizations, and building and creating an entrepreneurial mindset. Carey substantially modified courses to include a full complement of general management courses in the first year, along with advanced courses in the second year—selected from Carey’s most popular MBA electives—including some elective choice. In addition, the courses themselves will focus more on how to use analytic tools and less on quantitative methods (although still including some fundamentals as needed). The design includes one residency in Washington, DC, with courses on public policy and perspectives on risk, along with a significantly enhanced set of coordinated cocurricular activities on personal development and leadership development. The Curriculum Committee approved the new program in May 2016. The School will skip one admissions cycle to provide the time necessary to maximize the quality of the revisions to the curriculum and to construct a compelling narrative around the transformative nature of the program for both employers and potential students.

A final example of a redesigned program is the MS in Health Care Management (MS HCM). The impetus was key faculty hires, including tenured faculty that enabled the School to take an early review of the program. The Dean charged a faculty committee to review and revise the curriculum. The new curriculum will roll out in AY 2016–17. It continues to have two of the most critical business foundation courses (business communication and ethics). The program has been modified to include a program-
level preview to level set basic student knowledge about the health care industry, seven courses introducing elements of the health care system, seven in-depth courses related to health care, and a two-term required action-based learning course. The Health Care Management Advisory Board and several Executives in Residence reviewed the new structure. Faculty teaching in the new program have met to discuss learning objectives and reading lists to assure that there is useful but not excessive overlap. The tight integration facilitated by these meetings prior to offering the courses for the first time helps to provide a consistent narrative for students. The Curriculum Committee approved the new program, which was then submitted as a substantive program change to the Maryland Higher Education Commission. The Curriculum Committee will have an opportunity to review all syllabi before the courses are taught for the first time.

The School is witnessing a variety of roles and processes maturing at the same time. The Curriculum Committee now has a regular rhythm, the APD role (which has only existed since spring 2013) is being better defined, and the School is closing the loop on the first AOL cycle, having made a set of changes based on the first set of data gathered. Carey is well on its way to achieving the vision of an integrated, proactive, market-responsive review of data by stakeholders to maximize the quality of academic offerings and the quality of the students’ experience of the program.

ASSURANCE OF LEARNING (AOL)

BACKGROUND

Carey focuses its 10 degree programs (as depicted in Table 1. Program Portfolio) on the goal of teaching business with humanity in mind, aligning with its core theme of developing leaders who are exemplary citizens. Carey also aligns its curricula, learning goals and objectives, learning assessment system, and instructional approaches closely with this mission. This alignment carries through all the School’s curriculum initiatives and activities.

SCHOOLWIDE LEARNING GOALS AND OBJECTIVES

Carey’s approach to the AOL process ensures that the School’s learning goals and the majority of the learning objectives remain consistent across all programs. There are four key characteristics that Carey’s AOL system is built upon:

1. **Foundational core courses.** Carey’s assessment system measures fundamental competencies taught in foundational core courses such as business communication and ethics.

2. **Competency-driven.** The School focuses on preparing future business professionals and leaders with knowledge, skills, and attitudes to support a human values-driven business model.

3. **Ease of comparison.** The same learning goals and objectives cross all of the School’s programs, enabling internal benchmarking and targeted improvement of poorly performing programs.

4. **Flexibility.** For programs that consistently exceed expectations, the School can refocus and strengthen learning objectives to make them more competitive.

The Curriculum Committee, APDs, and course lead faculty played important roles in establishing Carey’s AOL assessment system. The Curriculum Committee was instrumental in setting up and finalizing the
School’s general learning goals and objectives as well as the overall AOL implementation activities and timeline.

Carey’s four overarching learning goals cover four general sets of competencies that students are expected to achieve, and each goal has two learning objectives. In learning goal 1, students are cognitively equipped with essential domain knowledge and analytical skills. Learning objective 1.1 addresses the knowledge comprehension of the business domain, while learning objective 1.2 builds on and addresses the application and analytical aspects.

1. Understand and master core concepts and methods in the business disciplines and their application in business practice.
   1.1 Students will learn and apply core concepts and tools in the business disciplines to develop integrated and innovative strategies to address current and emerging business problems.
   1.2 Students will learn, integrate, and apply key analytical methods to solve current and emerging business problems.

In learning goal 2, students are prepared to perform effectively in various business contexts. Learning objective 2.1 recognizes the importance of globalization and focuses on student ability to form appropriate business strategies for local and global business challenges. Learning objective 2.2 measures students’ ability to perform effectively in a team environment.

2. Function effectively in diverse business contexts.
   2.1 Students will learn to assess local and global business contexts and use this assessment as input to current and emerging business decisions.
   2.2 Students will assess their team experience and propose strategies for future improvement.

In learning goal 3, students are guided to integrate ethics and human values into their learning and business practices, aligning with Carey’s mission. Learning objective 3.1 focuses on student ability to establish fundamental understanding of human values in business discipline, and in learning objective 3.2, students continue to build the ability to apply principles in ethics in business practices.

3. Anchor business activities in ethics and human values.
   3.1 Students will be able to explain the role of human values in business leadership.
   3.2 Students will be able to develop and justify an action plan to manage an ethical challenge they have identified.

In learning goal 4, students are prepared to become competent in effective business communication. Learning objective 4.1 focuses on student ability to communicate effectively in written format, while learning objective 4.2 addresses student ability to conduct effective presentational communication including spoken as well as non-verbal.

   4.1 Students will demonstrate the written communication skills essential in business settings.
   4.2 Students will demonstrate effective use of the presentation skills that are essential in business.
PROGRAM-LEVEL LEARNING GOALS AND OBJECTIVES

Carey’s four general learning goals and objectives inform and drive the program-level learning goals and objectives of Carey’s 10 degree programs, where some learning goals and objectives are discipline-specific. For example, learning objective 1.1 for the Global MBA focuses on the general business discipline, “1.1 Students will learn, integrate and apply core concepts and tools in the business discipline to develop innovative strategies to address current and emerging business problems,” while learning objective 1.1 for MS Finance focuses on the finance discipline, “1.1 Students will learn and apply core concepts and tools in the finance discipline to develop integrated and innovative strategies to address current and emerging business problems.” The learning objectives may be phrased slightly differently; however, both learning objectives address the knowledge comprehension of the business domain.

CURRICULUM ALIGNMENT

With input from course lead faculty and T&L@C instructional designers, the APDs aligned Carey’s curriculum with program-level learning goals and objectives, and created program assessment matrices to map functional core courses and assignments onto each learning objective. Subsequently, course lead faculty worked with T&L@C instructional designers to select the most appropriate assignments from their courses as assessment measures, created assessment descriptions for all measures, and constructed rubrics for these measures. For some courses (e.g., Business Communication), course lead faculty also served as the liaison and quality assurer for instructors who taught AOL courses by creating instructor notes, guiding instructors on conducting AOL assessments, and coordinating data collection.

As part of the curriculum management process, Carey also created different initiatives and projects to align Carey’s mission with teaching and learning. The Mission in the Curriculum (MIC) initiative is an example of such an effort. The Vice Dean for Education was commissioned to lead a committee to measure how the mission is reflected in the curriculum. The MIC initiative effectively involved all faculty and comprehensively established the significance of Carey’s mission in daily operations. See Standard 9 for more information regarding this initiative.

ASSURANCE OF LEARNING ASSESSMENT SYSTEM

Carey’s AOL assessment system adopts a course-embedded approach with students’ course assignments as outcome measures. T&L@C instructional designers worked closely with APDs and course lead faculty to set up assessment systems for each program by: (1) reviewing program curriculum plans; (2) reviewing the curriculum alignment results (described in the previous section); (3) selecting functional core courses with learning objectives aligned with program learning objectives; (4) identifying appropriate assignments as measures for learning objectives; (5) verifying alignment of measures with the corresponding learning objectives; (6) creating assessment descriptions for the measures; (7) constructing high-quality assessment rubrics; and (8) finalizing program assessment matrices. The measure selection process (as noted in step 4) followed the guideline that each assignment should be individual-based and able to be assessed at a per-student learning level. T&L@C played a crucial role in this entire process by coordinating meetings/working sessions with faculty and providing feedback.

Some of the steps above were iterative and went through several rounds of revisions. Carey’s final assessment system, for the first round of assessment data collection, encompassed measures (e.g., exams, case analyses, or term papers) from a total of 43 business foundation and functional core
courses mapped on different learning objectives in 10 degree programs. Some learning objectives are assessed by multiple measures to provide a comprehensive assessment of student learning to allow the School to strengthen its conclusions. Also, the School’s business foundation courses are utilized by multiple programs. For AY 2015–16, 19% of business foundation courses had students enrolled from a single program, while 81% served students in multiple Carey degree programs (among all Carey courses, 43% had students enrolled from a single program and 57% served students in multiple Carey degree programs). When an assessment for AOL is used in one of these courses, it informs all of the programs that require the course. For example, measures from the Marketing Management course (BU.410.620) were mapped to the learning objectives of the MS in Marketing, Flexible MBA, and MS in Health Care Management programs. Refer to Appendix HH for all 10 program assessment matrices.

AOL PROCESS AND ASSESSMENT RESULTS

The School implemented Taskstream in August 2014, a learning assessment management system. Taskstream now serves as the central platform for students to submit assignments for assessment; for faculty to evaluate student work products; and for administrators to store, analyze, and report on student learning assessment data. Data collection began in fall 2014 and the School has successfully collected two cycles of learning assessment data, the first in AY 2014–15 and the second in AY 2015–16. Refer to Appendix II for the AOL Schedule that maps the data collection efforts for these cycles.

T&L@C analyzed the first round (AY 2014–15) of assessment data, created program-specific reports, and shared the reports with school leadership, APDs, and course lead faculty for Business Communication as well as Business Leadership and Human Values. In July and August 2015, APDs met with the Vice Dean for Education, the Chair of the Curriculum Committee, and the Director and lead Instructional Designer of T&L@C to discuss the assessment outcomes. The APDs discussed assessment results for each learning objective, identified areas of improvement, and proposed detailed action plans to improve measures and consider curricular modifications. Specific follow-up actions, the individual responsible, and the timeline were documented. AOL results were distributed to the Curriculum Committee and shared with the faculty at the School’s Quarterly Faculty Meeting and the Faculty Summit in September 2015. See Appendix JJ for feedback grids for all programs.

The School set a target goal of 85% of students meeting and exceeding expectations for all programs. The first-round assessment results suggested that students met the target on almost all learning objectives across programs, with the exception of student learning outcomes for both measures on learning objective 2.1 of the MSERM program (76.47% and 70.59% below expectations, as demonstrated in Table 12). For each learning objective with multiple measures, Carey considered the objective met if over 50% of all measures met the target goal. For example, in GMBA learning objective 1.1 results, Measure 3 shows that 47.82% of 46 students performed below expectations. However, Measures 1 and 2 results showed that all students met and exceeded expectations. Therefore, the School concluded that the GMBA students largely met the target goal for learning objective 1.1, but there was substantial room for improvement. To ensure student understanding in future courses, the School added additional home assignments designed to use the theoretical concepts, added case discussions, checked student understanding through a pre-class list of questions, and created in-class exercises to facilitate the understanding of the concepts. Second round results showed much improvement on Measure 3, with only 7.61% of 92 students below expectations.
After reviewing the first-round assessment results, APDs, course lead faculty, and the T&L@C staff took actions to implement the recommended changes. These actions predominantly focused on calibrating the learning assessment system. As a result, the following changes have taken place:

- **Elimination of irrelevant measures.** Course lead faculty and APDs reviewed learning objectives with multiple measures to examine how well each measure assessed the corresponding learning objectives. For instance, the review indicated that the measures for MS in Marketing learning objective 1.1 (assessing students’ ability to learn, integrate, and apply core concepts and tools) could be consolidated. As a result, one of the two measures, the case discussion measure focusing on student class participation, has been eliminated.

- **Refocusing assessment strategies.** For some learning objectives, faculty suggested that learning assessment should focus on fundamental skills that students should develop, such as critical and analytical thinking. The APD for MS in Marketing suggested augmenting these skills in the marketing curriculum. For example, in Consumer Behavior (BU.420.710), the case analysis measure and the assessment rubric now include critical thinking as an assessment criterion.

- **Improving the rigor of assessment measures.** Learning assessment results revealed that, for some measures, an overwhelming majority of students met or exceeded expectations. As a result, the APDs and T&L@C staff suggested that some measures be more rigorous. For the MS in Information Systems program, learning assessment results for learning objective 1.1 revealed that of 12 students evaluated in Information Systems (BU.350.620), all students met (25%) or exceeded (75%) expectations. To better assess the students’ integration and application of the material, the format of the measure was changed from multiple-choice to analytical essay. A new assessment rubric was created to provide more informative feedback.

The second cycle of AOL data collection began in fall 2015, and will continue through summer 2016. Since the majority of the data was collected in the fall 2015 and spring 2016 semesters, T&L@C has analyzed and reported on these second-round assessment data. The following table provides assessment results for two of Carey’s programs, showing data from both AY 2014–15 and AY 2015–16. The assessment results for all programs can be found in Appendix KK.
<table>
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<td>Meeting Expectation</td>
<td>Below Expectation</td>
<td>Exceeding Expectation</td>
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<td></td>
<td>LO 1.1</td>
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<td>32% (16)</td>
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<td>0% (0)</td>
<td>52.58% (51)</td>
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<tr>
<td></td>
<td></td>
<td>Measure 2</td>
<td>46% (23)</td>
<td>54% (27)</td>
<td>0% (0)</td>
<td>* This measure was dropped.</td>
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<td>Measure 3</td>
<td>8.7% (4)</td>
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<td></td>
<td></td>
<td>Measure 4</td>
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<td>89.13% (41)</td>
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<td></td>
<td>LO 1.2</td>
<td>Measure 1</td>
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<td>56% (28)</td>
<td>24% (12)</td>
<td>62.11% (59)</td>
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<td></td>
<td></td>
<td>Measure 2</td>
<td>25.53% (12)</td>
<td>74.47% (35)</td>
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<td>26.60% (25)</td>
</tr>
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<td>*The course wasn’t offered AY 14-15.</td>
<td></td>
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<td>95.65% (44)</td>
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<td></td>
<td>LO 2.2</td>
<td>Measure 1</td>
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<td>2.12% (1)</td>
<td>5.21% (5)</td>
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<td></td>
<td></td>
<td>Measure 2</td>
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<td>15.96% (15)</td>
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<td>64.44% (29)</td>
<td>0% (0)</td>
<td>22.83% (21)</td>
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<td>14.89% (14)</td>
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<td>0% (0)</td>
<td>13.04% (12)</td>
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<td>18.75% (18)</td>
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<td>66.67% (32)</td>
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<td>20.83% (20)</td>
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</tbody>
</table>

AOL reports from the second cycle of data collection were shared and discussed with the Vice Dean for Education, APDs, and course lead faculty during meetings in May and June 2016. These meetings were designed to consider the assessment results and examine whether the specific actions implemented previously were effective, whether the identified gaps have been bridged, and whether there are any additional areas of improvement to be addressed in program curriculum. Building upon the first round
of reviews, action plans (including the individual responsible and the timeline) were documented within the same feedback grid as the first round action plans (Appendix JJ).

The second round assessment results showed that the 85% target goal was met on almost all learning objectives across all programs, consistent with first-round results. Faculty discussed their perceptions of students’ readiness for the job market. These perceptions were in alignment with assessment results. Thus, direct and indirect measures suggest students have achieved the intended learning objectives.

The School’s action steps based upon two rounds of assessment data and faculty meetings include:

- **Enhance rigor of assessment measures.** The second-round assessment results are mostly consistent with the first-round analysis, indicating that the assessment measures have maintained consistency and achieved a certain level of reliability. However, other aspects of the measures can be improved. For example, on several learning objectives across different degree programs, students have performed well above expectation of 85% target goal. These results suggest that the School should continue to improve the rigor of its assessment measures.

- **Integrate the curriculum.** Better synchronization among courses would enhance students’ learning experiences. For example, GMBA courses such as Solving Organizational Problems, Strategic Communication, and Business Analytics can be coordinated to enhance learning outcomes and prepare students for the experiential learning opportunities of Innovation for Humanity. Fulfilling the entire set of objectives amplifies students’ learning in the Managerial Decision Behavior course providing students a more holistic understanding of management.

- **Share courses across programs.** Inter-program curriculum integration could also be achieved by incorporating courses from other programs. The Data Analytics course in the MSERM program, for example, has been added to the MS in Finance and MS in Marketing curricula.

- **Ensure that multiple measures assess different levels of learning.** On a single learning objective, assessment results vary by types of measures. Students performed better on non-standardized measures such as reports and homework assignments, than they did on standardized measures such as exams. For example, Table 12 shows that in MSERM learning objective 1.2 in the Data Analytics course, 93% of 25 students exceeded expectations on Measure 1 (assignment), and only 7% of the same students exceeded expectations on Measure 2 (final exam). This suggested that multiple measures and different types of measures are important for assessing where student learning is or is not occurring.

- **Provide support for part-time students.** Across several programs, such as MS in Finance and MSERM, faculty noted that part-time students demonstrated lower level performance than full-time students. Remedial actions discussed included modifying courses, adding prerequisites, providing additional support (peer tutoring or external resources), and increasing admission standards.

- **Improve student-facing processes.** The impacts of learning assessment results on administrative areas, such as gaining a better understanding of what applicants will be successful, strengthening student advising services, and improving academic progress tracking, were also discussed in detail.
improvements that result from this process will help the School to embed student learning assessment into its culture. After the two rounds of reviewing AOL data, the School concludes:

- The established criterion that 85% of students should meet/exceed expectations was useful and the School continues to follow this standard. The School is also interested in using the proportion of students who exceed expectations as a guide in the curriculum management process to indicate when faculty should be making assessments and expectations more rigorous.
- With the expansion of online course offerings, the School has adapted assessments to fit the online environment where necessary. Instructional designers and faculty address assessment in the development of every new online course.
- Some programs are relatively new and are continuing to expand the curriculum and improve the quality and quantity of courses offered, such as MSERM. As the curriculum expands, the School will continue to ensure the best match between courses and learning objectives.
- In some instances, the size of the program (MSIS and MSERM) and the number of students assessed was not sufficient to yield conclusive data, so the School has been collecting more data.
- Increasing communications and educational opportunities were necessary to help faculty understand the distinction between assessment of meeting program-level learning objectives and grades on assignments or in classes.
- Providing more opportunities for course lead faculty to integrate throughout the process resulted in a more comprehensive discussion regarding curricular enhancements or modifications.
- Learning assessment sustainability is critical. Improving assessment efficiency and possibly adopting strategic sampling in data collection strengthens the usability of assessment results.

For AY 2016–17, T&L@C staff are developing a new structured qualitative interview approach to support faculty’s and students’ self-reflection on what they have experienced during successful teaching and learning experiences. This will enable faculty to make changes to their current teaching and learning practices, study the impact of these changes, and then change again so that the successful experiences will lead to additional student successes and improved student learning outcomes.

The curriculum management process allows the School to receive and process information in a timely manner. This ensures continuous quality improvement so that the School can offer students a pedagogically sound curriculum that enables them to meet the demands of a competitive professional labor market. The Curriculum Committee, the APDs, other faculty assigned to ad hoc committees, and the staff in T&L@C (that has more than doubled in the past year) support the process that is informed by a wide variety of stakeholders and various sources of information.

### ACTIONS TO BE IMPLEMENTED

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve greater granularity in AOL reporting (online courses compared to classroom-based courses; part-time students compared to full-time students).</td>
<td>Instructional Designer</td>
<td>N/A</td>
<td>FY 17</td>
</tr>
<tr>
<td>Implement qualitative measures for AOL to complement course-embedded measures.</td>
<td>Director of T&amp;L@C</td>
<td>N/A</td>
<td>October 2016</td>
</tr>
<tr>
<td>Facilitate student involvement in curricula matters.</td>
<td>Vice Dean for Education</td>
<td>N/A</td>
<td>June 2017</td>
</tr>
</tbody>
</table>
STANDARD 9: CURRICULUM CONTENT

The curriculum management process described in Standard 8, the curriculum content, and the sequence of courses ensure that Carey students receive a comprehensive business education and the learning experiences necessary to prepare them for careers in business and management, aligning with the core of the Carey mission. Information on individual courses and program sequences (Appendix LL) is provided in the online course catalog.

All students are required to take a set of business foundation courses, which could include Business Communication, Business Leadership and Human Values, Negotiation, Business Law, Decision Models, Information Systems, and Accounting and Financial Reporting. These provide students many opportunities to develop their analytical and critical thinking skill sets and develop their ability to use information technology in business management contexts.

Limited class size ensures classroom discussion and communication with the professor. Students recognize and address the ethical and moral dimensions of their experiences and decisions. The required ethics course anchors core issues and reflects Carey’s commitment to being a school “where business is taught with humanity in mind.” Students leave with the ability to recognize and apply high ethical standards, as explicitly reflected in learning goals and objectives.

In April 2015, the School created a committee on “Our Mission in the Curriculum” to capture how the concepts of business with humanity in mind and business leaders as leading citizens are covered in its academic program offerings, individual courses, and in-and-out of class experiences. The School followed this process: (1) faculty were asked to provide free text responses, (2) these responses were analyzed and discussed with the Mission in the Curriculum Committee, (3) six “key themes” were identified for business with humanity in mind and business character, and (4) faculty were asked to indicate which of the “key themes” were addressed in their courses. Data were collected on 87% of the courses. The high level of interest from faculty demonstrated the level of engagement with the mission of the School. A key finding from this process was that nearly all of the courses already covered one or both topics. The Committee held its final meeting in August 2015 and submitted recommendations to the Dean in September on whether and how to enhance both classroom-based and out-of-classroom experiences so that the mission of the School is more fully represented in how students are educated.

Since then, the School incorporated questions in its AY 2015–16 Student Experience Survey to assess the student’s perspective. The School will analyze the results and create a plan to address any gaps.

In addition to providing a solid foundation in general business skills and knowledge, Carey offers a range of courses and learning experiences specific to individual programs and fields of study. These are offered for each of the four business domains (i.e., Real Estate and Infrastructure, Health Care Management, Enterprise Risk Management, and Financial Businesses) as well as for Marketing and Information Systems. Offerings include the Executive MBA Capstone Course, international business experiences in the G MBA, and real estate workshops in the MS in Real Estate and Infrastructure program.

MASTER OF BUSINESS ADMINISTRATION

The School designed its Global MBA, Flex MBA, Executive MBA, and 3 + 2 program to produce leaders who creatively and effectively address the challenges of tomorrow—including those not evident today. All MBA students leave Carey with exposure to the same core knowledge, tailored to each program.
The **Global MBA** (GMBA) is a full-time, two-year, 54-credit degree program offered in a cohort format, designed for students from diverse academic and experience backgrounds, with close to half domestic and half international students. The curriculum covers all aspects of business knowledge through an innovative interdisciplinary curriculum. Through its two flagship courses, Innovation for Humanity (an intensive three-week international residency experience) and Discovery to Market (working alongside professionals to bring new discoveries and innovative technologies to market), this program challenges students to demonstrate and apply business skills to solve difficult problems in today’s society.

Students in the GMBA program are required to take courses in statistics, financial resources, people and markets, competitive strategy, operations management, managerial decision behavior, management of technology, financial modeling and valuation, networked organizations, ethical leadership, strategic communication, and governance and accountability. In their second year, students focus on elective courses that offer the opportunity to concentrate in an industry business domain.

The **Flex MBA** program emphasizes concepts, practices, and skills that professionals need to be effective managers and leaders in a variety of organizations. This 54-credit program targets working professionals who seek to augment their knowledge. Beginning in fall 2015, students had the option of pursuing their degree online or in the classroom. Students enrolled in the online Flex MBA program are required to take three weekend residency courses held at the Baltimore, MD, campus to complete their degree.

Students in the Flex MBA program complete 30 credits of foundation courses, including accounting and financial reporting, business communication, business law, business leadership and human values, corporate finance, decision models, economics for decision making, the firm and the macroeconomy, information systems, investments, leadership in organizations, marketing management, negotiation, operations management, and statistical analysis. Flex MBA students also take concentration core and elective courses in areas including Enterprise Risk Management, Entrepreneurship, Financial Businesses, Health Care Management, Information Systems, Interdisciplinary Business, Management, Marketing, and Real Estate and Infrastructure. Students have the option of taking project-based courses including:

- **Discovery to Market I and II (D2M).** This focuses on the commercialization of technological discoveries. D2M I provides the foundational content for the project while students apply what they’ve learned to a team project on scientific inventions, and this work continues in D2M II.

- **CityLab.** This urban social enterprise laboratory applies business and management knowledge and tools to create social value in an economically distressed/underperforming neighborhood in Baltimore City or the District of Columbia. In this two-part, active, hands-on learning platform, students build a portfolio of urban social enterprise project expertise. The first course introduces students to the urban social enterprise domain and the CityLab neighborhood, context, stakeholders, and the term project completed in the second course. The second course is a field experience in which students work in the neighborhood with key stakeholders to complete a specific deliverable, building on knowledge acquired in the first course.

- **Strategic Management.** Students learn analytical techniques for diagnosing the competitive position of a business, evaluating business strategies, and identifying and analyzing specific business options.

The **Executive MBA** (EMBA) program is being restructured and repositioned and will skip an admissions cycle, using AY 2016–17 to recruit the incoming cohort for entrance in fall 2017. This strategy provides time for the current EMBA cohort to graduate under the previous model and allow faculty and administration time to maximize curricular planning and to market the revisions, so that both employers and potential students will understand the transformative nature of the newly designed program.
The existing EMBA program was designed for high-potential senior managers who have extensive work experience in their professional areas seeking to enrich their academic and professional background. It is a 20-month, 54-credit program offered in a modular format conducive to full-time working business executives, with nine weeklong residencies (every two to three months) in Baltimore and one international residency. The program offers courses covering business essentials, integrated business skills, thought and discourse seminars, and experiential learning projects. Each course includes distance-learning components before and after each onsite residency (i.e., assigned readings, homework, case studies, group exercises, and take-home exams).

In fall 2015, Dean Ferrari formed a committee to evaluate the EMBA with an aim to implement a more innovative and competitive curriculum. Working with an outside consultant, the committee conducted benchmarking studies, reviewed student evaluations, and interviewed Carey faculty and staff. The revised program will be delivered over 17 months, including a long-weekend residency once per month and three weeklong residencies. The substantially modified curriculum includes a full complement of general management courses in the first year, with advanced courses in the second year selected from Carey’s most popular MBA electives. Courses have been chosen to specifically address the needs of a more experienced audience and will cluster around themes including enhancing analytical capabilities, navigating the geopolitical environment, strategizing for the future, organizing for excellence, leading and developing people and organizations, and building and creating an entrepreneurial mindset. The design also includes instruction in Washington, DC, with courses on public policy and perspectives on risk. A significantly enhanced set of cocurricular activities on personal and leadership development provides an opportunity for Carey to differentiate the EMBA experience and capitalize on highlighting the uniqueness and strengths of both Carey and JHU. Carey’s mission and values, including “teaching business with humanity in mind,” play a key role in defining and characterizing the EMBA experience.

Carey’s dual degree programs bring together the knowledge, resources, and people from JHU’s Schools of Nursing, Medicine, Public Health, Arts & Sciences, and Engineering, as well as other top universities including the Maryland Institute College of Art and the University of Maryland Francis King Carey School of Law. Students complete their degrees in less time than it would take to earn each degree separately. An MBA offered through a dual degree program requires a minimum of 42 credits to complete.

The new 3 + 2 Program, in partnership with the School of Engineering, will enable students to receive both a bachelor’s degree from the School of Engineering and an MBA from Carey in five years. Students will complete the required 54-credits for the MBA, taking the first year of the GMBA curriculum in what would be their fourth year at JHU. In year five, students split their time between the School of Engineering and Carey to complete the remaining required credits for both programs. The School will begin accepting applications in AY 2016-17, with the first students starting in fall 2017.

MASTER OF SCIENCE

The Master of Science degree targets growth industries and emerging disciplines, exploring ways to apply the latest developments, trends, and practices that bring lasting change. The program trains innovative leaders who want to advance in current careers, establish new career paths, or embark on entrepreneurial pursuits that transform business. Carey offers a variety of formats and locations, and electives can be focused on a number of disciplines, including Enterprise Risk Management, Finance, Information Systems, Health Care Management, Marketing, and Real Estate and Infrastructure.
All MS students take Business Communication, and Business Leadership and Human Values. Remaining business foundation, functional core, and elective courses are specific to the type of MS program; however, all programs address broadly defined relevant skill and knowledge content areas.

BACHELOR OF BUSINESS ADMINISTRATION

The School has decided to phase out the existing BBA program. The program was designed with the expectation of attracting 200 students per year. When those enrollees did not emerge, Carey explored how to improve the program. The investment required to improve the program would have been large, and the School decided that there were more productive uses of the resources. Carey remains committed to providing quality education to students currently in the program. The School will admit the last cohort of BBA students in fall 2016 with degree completion by spring 2018.

This two-year program provides students the skills and resources necessary to succeed in the corporate, public, or nonprofit sectors with an emphasis on international and global business. BBA students complete advanced accounting and business statistics courses and seminar courses, focusing on financial theory and practice, project management, real estate investment and analysis, and professional development. The program concludes with capstone courses that students take in both the fall and spring terms, requiring students to integrate and apply previous coursework through a process of critical thinking, writing, research, and presentation skills developed throughout their undergraduate program to strategic management problems. The capstone courses serve to further develop students’ interpersonal and interview skills, networking, time management, leadership, professional imaging and branding, conflict resolution, and professional etiquette.

ACTIONS TO BE IMPLEMENTED

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<tr>
<td>Analyze feedback from the 2015–16 Student Experience Survey regarding student perception of “Business with Humanity in Mind” in the classroom and compare to similar feedback gained from faculty in summer 2015. Create a plan to address any gap between the two perspectives.</td>
<td>Vice Dean for Education, APDs</td>
<td>N/A</td>
<td>End of FY 17</td>
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STANDARD 10: STUDENT–FACULTY INTERACTIONS

The prevailing culture at Carey encourages faculty to make themselves available to students through office hours, support of student organizations, mentoring, and other opportunities beyond the classroom. Over the past academic year, scores from both online and face-to-face course evaluations for the question, “The instructor was accessible and willing to discuss course content and problems,” were above 4.0 on a 5.0 scale. Within each program, faculty create connections for students. Most of these opportunities directly align with Carey’s mission to create and share knowledge that shapes business practices, as well as to grow economies and to enhance communities. Other opportunities highlight Carey’s commitment to providing the resources necessary to ensure student success.
OPPORTUNITIES FOR STUDENT–FACULTY AND STUDENT–STUDENT INTERACTIONS

Carey provides program-specific and general opportunities for every student to interact with faculty and with other students, including:

- **Summer Intensive.** This program is described in detail in Background Information.
- **New Student Orientation.** New students attend sessions during orientation with faculty panels and student panels (current students as well as alumni), to prepare for advanced coursework and understand program-specific methods for achieving academic goals. Workshops in Excel, statistics, and library resources promote student success in the classroom.
- **Leadership, Engagement, Action & Development (LEAD).** LEAD chooses to develop and harness potential leaders to transform the city and communities around them. This year’s program had 19 student participants and six staff advisers from both the Baltimore, MD, and Washington, DC, campuses, and included six skill-building workshops that focused on personal growth, leading teams, community involvement, and social responsibility. As part of the program, students formed into teams and developed a Community Impact Project where they built a relationship with a community partner and hosted a volunteer event for Carey students to support the partner. The Community partners were: A Wider Circle (furniture drive for the poor), Montgomery County Public Schools (Chinese culture education for K–5), and Baltimore Polytechnical Institute (career and professional development workshop for high school students). More than 55 students volunteered through these three Community Impact Projects.
- **Experiential Learning.** A variety of experiential learning activities are embedded within courses. Students interact with industry partners around the world, collaborate with local stakeholders, analyze real-world business problems and develop solutions, and bring solutions to businesses. Standard 12 describes these opportunities in more detail.
- **Courses Built on Faculty Interests.** Some elective courses have been developed to expose students to faculty and content, emphasizing Carey’s focus on cross-disciplinary knowledge. For example, the Field Experiments: Innovation and Evidence for Business and Policy course, taught by Bloomberg Distinguished Professor Paul Ferraro, teaches students to develop empirical evidence about the best ways to achieve their aims. Students gain a deeper understanding of an important approach to answering causal questions and of the nature of evidence itself.
- **Online MBA Residencies.** A structured opportunity for online MBA students to connect with faculty in both formal and informal settings.
- **Student Clubs and Organizations.** With over 40 registered student clubs and organizations, opportunities for student–student and student–faculty interactions are plentiful. Some faculty serve as advisers, while others speak at events/activities organized by the students. In AY 2015–16, 10 faculty served as formal student club advisers, and over 30 faculty reported serving as an informal adviser or mentor to a student club.
- **Student Case Competitions.** During AY 2015–16, 24 case competitions were championed by faculty or selectively chosen by students. Carey also hosted four competitions: Pfizer Case Competition, Toyota Mobility Challenge, Venture Capital Investment Competition and the Inaugural Stroup for Kids Competition. Highlights of student performances include 1st Place at the Pfizer Competition and Best Presenter Award at KeyBank Minority MBA Case Competition. These additional opportunities for personal intellectual and professional enrichment allow students to interact with other students, as well as faculty.
- **Professional Conferences.** The Student Services Office supported and partially funded 17 students who travelled to eight professional conferences and networking events to support their personal and professional development. Additionally, this office supported and guided the Healthcare Business Association in hosting Carey’s 3rd annual Healthcare Business Conference.
where 130 students and healthcare professionals attended workshops focusing on “Perspectives on the Industrialization of Healthcare.”

- **Advising and Coaching.** Carey staff perform formal academic advising; however, students consult with faculty individually for advice regarding academic planning, careers, and personal growth opportunities. Faculty coach students one-on-one for placement interviews and case analyses and help them interpret key business events and trends in faculty areas of expertise.

- **Mentoring/Exam Prep.** Faculty members mentor students and help them prepare for professional exams. Faculty also encourage application to post-graduate and doctoral degree programs and write recommendation letters for students demonstrating exceptional intellectual or leadership skills.

- **Informal Interactions.** Informal, out-of-classroom opportunities to interact with faculty and industry experts (i.e., MSERM organizes corporate speakers twice per semester to engage in risk management discussions; MSM brings industry experts, students, and faculty to discuss special topics with an interdisciplinary focus and connects students with the AMA to learn about membership benefits; BBA offers Friday seminars related to a course students are taking that term; and MSF offers a Friday Discussion Group where students select a topic, conduct research, form an opinion, and present finding to peers for discussion). Faculty provide guidance.

- **English for Speakers of Other Languages (ESOL) Courses.** Carey offers ESOL courses to both undergraduate and graduate students.

- **Student Success Center.** Through one-on-one and group tutor sessions, students have the opportunity to interact with other students to gain valuable skills in critical thinking, writing, presentation skills, and qualitative subjects.

- **Global Guide Program.** First-year GMBA students connect with second-year students who serve as guides to help them settle into Baltimore and Carey.

- **Cultural Connections.** This program connects newly enrolled students with an assigned host (faculty or staff) after their arrival at Carey. Hosts meet with the student at least once per semester, depending on mutual availability.

- **CDO Opportunities.** Group Coaching (meeting on consecutive weeks in three to five sessions, groups explore topics such as informational interviews, women as leaders, women in business, managing career change and transition, career assessment, and facilitating high performance teams); Career Madness/Motivate U (weeklong event series with programs that engage students with faculty and each other as they explore topics such as speaking with confidence, employment market insights, thriving through change, and leadership); Career Fair Blitz (weeklong series of programs leading up to the Career Fair for students to focus together on resume reviews, elevator pitches, image and attire guidance); GMBA Professional Development Course (faculty volunteer to assist with speed interviewing); EMBA Coaching (CDO staff work with EMBA faculty to coach first-year EMBA cohort students); and Carey the Torch blog (opportunities for faculty and students to share content).

- **School-Sponsored Events and Lectures.** The School encourages opportunities for students to interact with other students, faculty, and community leaders through events and lectures including: Leaders & Legends (since 2008, this lecture series brings top leaders to Carey to address topics of global interest and importance), Allan L. Berman Lecture (a distinguished event of the REI program, open to the public), In Person at Carey: Conversations with Business Leaders (informal conversations with business leaders and policy makers, hosted by the Dean), William M. and Katherine B. Ginder Lecture (brings prominent speakers to Carey to discuss timely issues relevant to business), and Music on the Mezzanine (a partnership with the Peabody Conservatory to have student musicians play at Carey’s Baltimore location). See Appendix MM for listing of key leaders that have been engaged with the School.
• **Carey Communities.** The Student Development Office (SDO) created Carey Communities to launch in AY 2016–17. Carey Communities provides additional programming from the different units within the SDO, tailored for each academic program, providing full-time, part-time, and online students with further opportunities to network.

### SUPPORT AND ASSESSMENT

Every functional unit, whether academic or non-academic, systematically creates interactive programming for students and assesses, at minimum, the attendance and satisfaction of the program or event. How each program is implemented and assessed can vary according to each functional unit.

Examples within the programs include:

- The MS in Marketing APD holds informal student “meet-ups” outside of class each term to discuss the students’ view of the curriculum.
- The MS in Finance APD holds feedback sessions with faculty who teach in the program to solicit feedback on the quality and the flow of the courses in the curriculum. Thirty-two faculty attended the last session that was held in March 2016.
- The APD for the MS in Health Care Management program conducted a survey of students to gain feedback on interactions with faculty and students, as well as experiential learning opportunities.

Examples within the staff offices include:

- The Student Services office collects data on attendance at the Summer Intensive program. Afterwards, students are asked to complete a survey to collect data on their experience and areas for improvement. These data are used to improve the program from year to year.
- The CDO collects attendance information at all events, and surveys students on satisfaction, which is used to improve programming.
- Academic Advising, in collaboration with APDs and other faculty, initiated a MSF Elective Course Panel in March 2016 to provide leadership and guidance to MSF students on elective course selection in the upcoming terms.

On a broader level, the School administers the Student Experience Survey annually to assess students’ engagement and satisfaction with both academic and non-academic programming at the School. Overall student satisfaction has held steady at 65% (very satisfied/satisfied) in AY 2015–16 as compared to AY 2014–15. Overall satisfaction with student life has decreased to 52% compared to 59% in AY 2014–15, yet remains improved as compared to 48% in AY 2012–13. Students expressed a desire for more events and programming for part-time students taking night/weekend classes, additional community space for students to gather, and more social events, including events with leadership. One way in which the School plans to address these needs is with the new space that has been leased at the Baltimore, MD location, much of which will be student-centered. In addition, new questions regarding student life and experience opportunities were added to the survey in AY 2015–16 to identify specific areas in which the students feel the School is doing well, and where further improvements could be made.

Additionally, the Dean invites open feedback from students through the following forums:

- **Dean’s Student Office Hours.** Approximately four times per year, the Dean hosts student office hours at each of the Baltimore, MD, and Washington, DC, locations. Fifteen minute appointments provide opportunities for discussion of issues, ideas, and potential initiatives.
• **Student Coffee with the Dean.** Launched in early 2016, this open forum is held once per semester at each campus. The Dean meets informally with 10 to 15 students for a free-flowing group discussion on any topics the students wish to discuss.

## ACTIONS TO BE IMPLEMENTED

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<tbody>
<tr>
<td>Explore and encourage the formation of a student organization for online students to facilitate opportunities for collaboration and connecting with one another.</td>
<td>Associate Director, Student Affairs</td>
<td>Dependent on club goals and activities (not likely to exceed $1K)</td>
<td>August–November, 2016: Assess needs/interests of Online Student Population.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>November 2016–January, 2017: Recruit and build relationships with engaged online students.</td>
</tr>
<tr>
<td>Expand student space at the Baltimore, MD, facility, focusing on additional classrooms and spaces for study and collaboration.</td>
<td>Sr. Associate Dean for Finance and Administration (Space Build-out/Design)</td>
<td>$4M (some coming from the School and some coming from tenant improvement allowance in the lease)</td>
<td>June 2017</td>
</tr>
<tr>
<td>Discuss and identify additional opportunities (events/programs) for students to interact with faculty and each other in the new student space.</td>
<td>Vice Dean for Education (additional opportunities for collaboration)</td>
<td>N/A</td>
<td>December 2017</td>
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## STANDARD 11: DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE

### DEGREE PROGRAM STRUCTURE AND DESIGN

The School offers the MBA in a variety of formats and locations. The number of credits is the same across all offerings of the MBA (54 credits), however the curriculum varies and is tailored to the type of student entering the program.

- **Full-Time (Global, GMBA).** The GMBA program is designed to expose students from diverse academic and professional backgrounds to core business concepts and principles. The GMBA program is intended to provide generalist breadth and quantitative depth in business education. Learning in the program is assessed through the application of principles in the Innovation for Humanity project and Discovery to Market courses in particular, as discussed in **Standard 9**. The average age of students enrolling in the GMBA program is 26. Carey maintains a self-imposed limit of no more than 20% of students to be accepted straight from undergraduate programs. The two-year, full-time cohort-based program focuses on problem solving and hands-on experiences to expand students’ understanding. Students typically secure internships during
the summer between the first and second years to strengthen their learning and readiness for employment. Students take classes at the Baltimore, MD, location and are required to complete an international consulting project consisting of a three-week onsite residency in a country designated by the program (i.e., India, Peru, Ethiopia, or Rwanda).

GMBA students may select at least one concentration (12 credits) from the following areas: Financial Businesses, Enterprise Risk Management, Health Care Management, Entrepreneurship, Marketing, and Real Estate and Infrastructure.

- **Part-Time MBA (Flex).** Students in the Flex MBA are primarily part-time working adults, who come into the program with experience and typically continue to work while they pursue their degree. The average age of students in the Flex MBA program is 32. Students take a common set of core MBA courses (30 credits) and then take concentrations that include electives that satisfy their educational interests. Flex MBA students may select at least one concentration (12 credits) from the following areas: Enterprise Risk Management, Entrepreneurship, Financial Businesses, Health Care Management, Information Systems, Interdisciplinary Business, Leading Organizations (formerly known as Management), Marketing, or Real Estate and Infrastructure. Students can take classes at both the Baltimore, MD, and Washington, DC, locations and have the option to take the program (in part or in whole) in an online setting. For those taking the program online, three courses are designed to include a long weekend residential experience. The Flex MBA is designed to be completed over three academic years. However, students have the flexibility to take up to six years to finish the program and may complete the program in as little as two and a half years. The average time to completion for the Flex MBA is three years.

- **Executive MBA (EMBA).** EMBA students focusing on leadership skills and ethical management enter the 20-month program with an executive background. The average age of students in this program is 41, with the large majority being domestic. The current and planned curricula are designed to augment skills and knowledge that the students already possess. The students take the entire set of courses as a lock-step program and there are no concentrations offered. The program consists of nine weeklong residencies, one every two to three months including eight weeklong residencies in Baltimore, MD, and a weeklong international residency. Each course includes additional distance learning components before and after the onsite residencies.

The MBA has three basic academic formats (GMBA, Flex MBA, and EMBA) with identical learning objectives. All formats have courses with a course lead and a standard syllabus that ensures delivery of the same content, following a specific sequence regardless of the location or delivery mode. To ensure quality, program plans act as flowcharts mapping out the sequence of courses based on prerequisites. For example, while the Business Foundations courses for the GMBA and the Flex MBA differ, the students have the necessary prerequisite knowledge before taking shared higher-level elective courses.

For each MBA program, all learning happens at Carey. While both the GMBA and Flex MBA curriculums are independent as well as part of dual degree relationships, the Business Foundations courses are consistent across dual programs ensuring academic continuity and consistent learning outcomes.

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**MASTER OF SCIENCE**

The School offers the MS in a variety of formats and locations. The faculty for business foundations and the number of credits (36) are the same across all MS programs offered at the School. Students may earn their degree in different time frames (full-time vs. part-time), but the expectations are equivalent.
The full-time MS programs (MS in Real Estate and Infrastructure (REI), MS in Marketing, MS in Health Care Management (HCM), MS in Enterprise Risk Management (ERM), and MS in Finance) are offered at either the Baltimore, MD, campus or the Washington, DC, campus, or both. The full-time programs take 12 months to complete (August to August) and aim towards students who are new to the industry or have less than two years of work experience.

The part-time MS programs (MS in Real Estate and Infrastructure (REI), MS in Marketing, MS in Health Care Management (HCM), MS in Enterprise Risk Management (ERM), MS in Finance, and MS in Information Systems) are offered at either the Baltimore, MD, campus or the Washington, DC, campus, or both. The part-time programs aim towards working professionals with a preferred minimum of at least two years of work experience. Part-time programs can be completed in a little as two years but must be completed within six years.

Carey plans to launch online courses for the MS in Finance and MS in Health Care Management in fall 2016 in a hybrid/online format. The School has structured and designed these and other new offerings to ensure that students will have a similar experience in terms of content, rigor, and engagement as they would at other locations and/or via other delivery modes to achieve the same learning objectives.

Each MS program has a specific number of courses that count towards that degree. This program follows the same structure as the GMBA, consisting of courses with a course lead and a standard syllabus that ensures delivery of the same content, following a specific sequence regardless of the location or delivery mode. To ensure quality, program plans act as flowcharts mapping out the sequence of courses based on prerequisites.

For each MS program, all learning happens at Carey. In addition to the classes, value addition activities such as workshops, field trips, and speaker series are designed and customized to enhance student learning based on their program of study. For example, MS in Finance students travel to Wall Street and MS in Marketing students travel to Hershey Park to see the company’s approach to branding.

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**BACHELOR OF BUSINESS ADMINISTRATION**

The phase-out of this program is described in Standard 9. Carey remains committed to teaching the students in the program and providing a quality education. The same instructors are teaching and the number of credits (60) has remained consistent.

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**DUAL DEGREE PROGRAMS**

Carey has standardized its dual degree programs by ensuring that the MBA offered through any dual program requires at least 42 credits. The MBA/MA in Design Leadership requires 44 credits, offering students the opportunity to gain additional business knowledge. All dual degrees follow the Flex MBA curriculum, with the exception of the MBA/JD, which follows the GMBA curriculum. A signed Memorandum of Understanding (MOU) with each partner school details the collaboration.

- **MBA/MS in Applied Economics.** The dual program between the MBA provided by Carey, and Applied Economics offered in the Krieger School of Arts & Sciences was added to the existing MOU in 2012. Students in the program learn both economic theory and business application models. The integration of both degree programs provide students with a solid quantitative framework in which to work through vexing business problems.
• **MBA/MS in Biotechnology.** One of the first programs of its kind in the nation, the MBA/MS in Biotechnology program, offered in conjunction with the School of Arts & Sciences, exposes students to a truly interdisciplinary approach to learning. The fundamental and advanced principles of both business and biotechnology converge to provide a greater understanding of the economics driving this emerging technology.

• **MBA/MA in Communication.** The MBA/MA in Communication helps students develop managerial acumen and expertise as communicators. Administered with the School of Arts & Sciences, this dual degree program prepares students to take a leadership role in a range of areas including public and media relations, advertising, crisis communication, risk communication, and organizational development.

• **MBA/MA Design Leadership.** This innovative dual degree program with the Maryland Institute College of Art (MICA) is the only program of its kind in the country, teaching students how to bring together the power of business in the context of a design mindset to improve systems and processes. Students can take their MICA and MBA classes in Baltimore, MD, with the additional option of taking MBA classes at the Washington, DC, location. This is a full-time program that follows the Flex MBA curriculum.

• **MBA/MS in Environmental Engineering.** This program is offered through the Whiting School of Engineering’s Engineering for Professionals program and Carey. It provides professionals with the skills needed to address a broad array of modern environmental issues.

• **MBA/MS in Environmental Engineering and Science.** This program is offered through the School of Engineering’s Engineering for Professionals program and Carey. It focuses on how physics, chemistry, biology, and geology play a role in today's environmental challenges.

• **MBA/MS in Environmental Planning and Management.** This program is offered through the School of Engineering’s Engineering for Professionals program and Carey. It prepares students for leadership roles in a world undergoing rapid ecological transformation.

• **MBA/MA in Government.** Offered in conjunction with the School of Arts & Sciences, the MBA/MA in Government program responds to the needs of students who envision careers blending business and public sector expertise. Dual degree students in the MBA/MA in Government are trained to analyze and manage the costs and benefits of government programs as well as strategies developed to improve government organizations.

• **MBA/JD.** The MBA/JD program was designed for students who want to pursue a leadership position in the legal field. Offered in conjunction with the nationally ranked University of Maryland Francis King Carey School of Law, the MBA/JD provides students with the foundation to pursue careers that encompass the practice of business and law in corporate, nonprofit, and government settings including managing a legal practice, financing and delivering existing and new legal services, and establishing law practices. Students follow the GMBA curriculum.

• **MBA/Master of Public Health.** Administered in conjunction with the world-renowned Bloomberg School of Public Health, this 21-month accelerated program teaches managerial skills and business practices that will help students lead—and make a positive impact—in a variety of health-related organizations. This is a full-time program that follows the Flex MBA curriculum.

• **MBA/MD.** The MBA/MD program leverages the multidisciplinary knowledge, research, and values that are signatures of both the internationally respected School of Medicine and the learning approach of Carey. Students follow the GMBA curriculum.

• **3 + 2 Program.** As described in Standard 9, this program is for students with diverse academic backgrounds, but it is particularly suited for engineering students majoring in applied mathematics and statistics, computer science, and general engineering.
SECOND DEGREE OPTION

The School offers MS students in good academic standing (3.0 cumulative GPA or better) the opportunity to earn a second MS degree in nine months, or an MBA degree in 12 months. The benefits of the Second Degree for students is that it builds their expertise and expands their business knowledge in a complementary new area, it strengthens and improves academic credentials, differentiates them from other highly qualified candidates in a competitive marketplace, creates a larger network within JHU, and expands their time to build their network within the U.S.

Students wishing to obtain a second MS degree must complete a minimum of 24 credits over two semesters. Current MS students who wish to obtain the Second Degree as an MBA degree must complete a minimum of 36 credits over three semesters. Current MBA students who wish to obtain a second graduate degree must complete a minimum of 18 credits over two semesters.

The Second Degree is offered in a full-time format only in order to complete it in the condensed time frame. Students work in cohorts and must take the courses as outlined in the program curriculum. The School offers programs in either the Baltimore, MD, or Washington, DC, campus, or both.

SCHEDULING PROCESS

Standard 8 focuses on the curriculum management process at Carey and how changes to program design take place. Staff Program Managers communicate regularly with Academic Program Directors (APDs) and advisers. The focus of these meetings is on the correct sequencing and structure to ensure students have optimal opportunities to fulfill their degree requirements. Meetings also focus on students who may have failed to keep up with the course sequencing to explore strategies to keep them engaged and continuing along the path to completion.

The Registrar builds the schedule of course offerings based on the information provided by APDs and program managers. The schedule of course offerings for an academic year is reviewed by APDs, program managers, academic advisers, the Curriculum Committee, and the Office of Faculty & Research before it is released to all faculty. Faculty sign up for the courses they would like to teach for the upcoming academic year, with first choice given to full-time research-track faculty, followed by Senior Professional Instructors (a group of part-time faculty who are actively engaged in the life of the School), and then part-time faculty. The Office of Faculty & Research sends a weekly report to APDs, program managers, the Registrar, and advisers that shows faculty coverage and enrollment numbers for all sections to be offered. This assists the School in making necessary adjustments to the schedule.

Most courses have a standard syllabus that faculty must follow. Course leads are responsible for ensuring faculty consistently teach the materials (though how they teach the concepts is not controlled, giving faculty freedom to create the learning environment most conducive to their teaching style). Deviating from the standard syllabus is discouraged. The School has a Grade Distribution report at the end of each semester to ensure fair grading policies are adhered to (the School has set a median grade of “B+”, reserving a grade of “A” for exceptional work). See Appendix NN for the full Grading Policy.

EXPECTATIONS ACROSS EDUCATIONAL PROGRAMS

The School has detailed program plans for each of its degree programs that all students follow regardless of delivery mode, location, or time to completion. Full-time students take their courses in a
set sequence as part of a cohort. Part-time students can take their courses out of sequence as long as they meet the required prerequisites. Variances from the program plan are handled on a case-by-case basis and require approval of the faculty APD.

If a current student applies to a different program (either within the same degree or to a different Carey degree), courses the student has taken are mapped against the new program plan to determine the courses the student should take under the new program. Carey manages this on a case-by-case basis.

As discussed in Standard 8, students within the same degree program share the same program-level learning goals and objectives regardless of whether they are full-time or part-time, or taking their classes onsite versus online. The assessment strategies are also the same. Learning assessments are designed around the program-level learning goals and objectives, though the teaching technology and environment may yield slight variations in the assessments. Course lead faculty play a role in ensuring consistency of assessments across all offerings of the same course.

For admission to Carey’s BBA program, students must complete 60 transferable college-level semester credits (or 90 quarter hours) from a regionally accredited college or university. The School’s full undergraduate transfer credit policy details the acceptable courses within the general education and business preparation areas, and students must earn a grade of “C” or better in each course.

The School’s catalog details the transfer credit policy for non-dual graduate degree programs. Carey accepts a maximum of four credits or two classes earned at another school within JHU. Transfer credits earned at another regionally accredited college or university are accepted, but are treated as a waiver with replacement. Students do not have to take the specified waived course(s); however, they are still required to complete the full number of credits for their degree program at Carey. The School’s full undergraduate and graduate transfer credit policy can be found in Appendix OO.

### ACTIONS TO BE IMPLEMENTED

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
<th>Person(s) Responsible</th>
<th>Financial Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restructure EMBA Residencies. Offer 1 residency per month over a term of 17 months. This will put the School in closer alignment with other EMBAs offered at other schools.</td>
<td>Vice Dean for Education</td>
<td>N/A</td>
<td>Fall 2017</td>
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</table>

### STANDARD 12: TEACHING EFFECTIVENESS

#### TEACHING/LEARNING MODELS

The programmatic success of a business school is dependent upon the quality of instruction and the establishment of a culture of learning, which is cultivated not only in the classroom, but also in field projects, study groups, case competitions, and club events. Carey faculty are dedicated to their educational mission as well as to bringing their research and work experience into the classroom. Carey faculty teach using a variety of pedagogies, as appropriate for the subject matter and student audience. These include lecture, case discussions, simulations, experiential learning, and flipped classroom.

In fall 2015, the new Vice Dean for Faculty & Research initiated a new Teaching Pedagogy Workshop in collaboration with Teaching & Learning@Carey (T&L@C). Workshops offered in AY 2015–16 included...
Engaged Learning, Case Method Teaching, and the Multicultural Classroom. Second-year assistant professors held a separate session in March 2016, and one with first-year assistant professors will be held in summer 2016. As discussed below, Carey has invested significantly in online instruction, in terms of both production capabilities and support for faculty. Carey invested in a professional recording studio on campus. The studio allows faculty to generate high-end multimedia content to students.

TEACHING PERFORMANCE EVALUATION

Carey has a well-defined annual performance evaluation process that includes course evaluation data. The School continues to use EvaluationKit to collect these data. The Office of Institutional Data and Analytics analyzes the data from EvaluationKit to produce a course evaluation summary report, by term and academic year. The report presents data both by course and by instructor, highlighting the top and bottom 10%, and is reviewed by the Vice Dean for Faculty & Research and the Vice Dean for Education. The Vice Dean for Faculty & Research contacts faculty who need assistance in the classroom to arrange for a class observation and feedback debrief. Academic Program Directors (APDs) assist in this effort in particular with part-time faculty, by observing them in the classroom during their first course at Carey.

Carey also conducts mid-course evaluations for all new faculty, both full-time and part-time, in their first year of teaching. The Vice Dean for Faculty & Research reviews the evaluations to address any major issues of concern. All faculty are able to use this same mid-course evaluation tool for any of their courses, or they may use their own customized evaluation.

FACULTY DEVELOPMENT

The School has hired an Associate Director of Teaching Development (starting August 2016) to enhance teaching effectiveness of full-time and part-time faculty, and teaching associates at Carey through the design and implementation of pedagogical programs, consultations, and resources for teaching. Duties include exploring faculty needs through assessment, identifying and providing resources for support, and delivery of teaching programs and training opportunities to facilitate faculty professional growth.

Numerous mechanisms exist for support and resources to enable faculty to succeed in educating students and facilitate student learning in the classroom and beyond. The emphasis and support begins with Carey’s Teaching Academy, introduced in August 2015 by the Vice Dean for Faculty & Research as part of New Faculty Orientation. Along with the support offered by T&L@C during the orientation process, the Teaching Academy helps new faculty transition into their teaching responsibilities at Carey.

To support teaching, T&L@C conducts workshops, deploys diagnostics and individual coaching, and develops web-based learning tools for faculty. The workshops cover technology and presentation tools, learning objectives, copyright and fair use, case method teaching, and rubrics.

Semiannual faculty retreats (referred to as “Faculty Summits”) are required for all full-time and part-time faculty. The subject matter of these retreats often includes a focus on teaching and learning. For example, the fall 2015 Faculty Summit had breakout sessions (with assigned groups mixing full-time and part-time faculty) focusing on trends in business education and themes from student course evaluation feedback. These meetings facilitate interaction among faculty and allow them to exchange ideas about pedagogical methods, as well as provide input on policies affecting teaching and learning.
A new Peer Class Observation initiative started this year, where faculty sit in on each other’s classes and provide feedback. This voluntary effort began with 10 observations in fall 2015, which has grown to 17 in spring 2016. Faculty who wish to be observed can either ask a colleague to observe them or ask the Office of Faculty & Research to find a match from a list of faculty who have volunteered to observe. Faculty are provided a template feedback form which asks them to record ways in which the instructor was effective, what the instructor might have done differently to improve student learning, and how the process of observing this class made the observer think about their own teaching differently.

T&L@C WORKSHOPS

T&L@C currently offers Teaching with Technology (TWT) Workshops as general training for faculty development and as preparation for teaching online courses. TWT workshops are open to all full- and part-time faculty, as well as interested staff members. These sessions are also open to student teaching assistants to better assist faculty during both online and onsite courses.

TWT workshop topics are chosen based on various factors: faculty feedback (Qualtrics survey), common helpdesk issues, and a desire to take advantage of common product licenses shared across all schools in the university. Workshops are offered on a weekly basis in September through early December, March through mid-May, intermittently during the summer and winter months, and on an as-needed basis. Workshops are typically offered in a live webinar format via Adobe Connect (which are often recorded and made available online), although occasional in-person trainings are also offered.

Within a month, each week is dedicated to a specific topic: (1) a new tool or technology-based time-saving method (faculty co-presenters in these sessions help champion new tools and innovations); (2) a sub-tool within Blackboard, based on seasonal relevance or due to an increased number of Helpdesk tickets; (3) Adobe Connect, a tool used to deliver make-up classes, record supplemental lectures and hold virtual office hours; and (4) demonstrating and gauging faculty interest in trying a new product selected through T&L@C’s research, by faculty request, or via feedback from other schools.

T&L@C typically pilots new tools by negotiating a free trial from a vendor and recruiting several professors for whom T&L@C has the bandwidth to provide training and support to during the semester. T&L@C evaluates each tool by collecting data from instructors, students, IT, and instructional designers. The Instructional Technology Advisory Council reports findings and recommendations to all JHU Schools.

AWARDS AND RECOGNITIONS

Over the last five academic years, Carey faculty have earned 28 teaching-related awards and honors (Appendix M). These awards recognize excellence in teaching, innovation, and the development of teaching or teaching case materials. Recent examples include:

- **Faculty Excellence in Teaching Award.** For 24 consecutive years, the Johns Hopkins Alumni Association’s Excellence in Teaching Award has honored faculty members who have consistently demonstrated outstanding teaching skills, including preparation, organization, rigor, knowledge, creativity, and inspiration. Ricard Gil and Federico Bandi were 2016 recipients.

- **Outstanding Educator of the Year.** This statewide award recognizes academic leadership and innovative curriculum development. Winners are further recognized for significant contributions to accounting education and the CPA profession. Dalton Tong received this award in 2015.
• **MBA/MPH Excellence in Teaching/Faculty Recognition Award.** Students in the MBA/Master of Public Health dual degree program offered by Carey and the Bloomberg School of Public Health recognized Associate Professor Toby Gordon in 2015 and Assistant Professors Colleen Stuart and Brian Gunia in 2016 for outstanding teaching and mentorship.

**INNOVATIVE AND/OR EFFECTIVE TEACHING PRACTICES**

Carey faculty utilize numerous innovative and effective teaching practices that have a positive impact on student learning, including the following examples:

• **Online Simulations.** In the core Operations Management course, Carey students participate in the “Littlefield Simulation” to conduct a bottleneck analysis in a simulated environment.

• **The Wire—A Case Study.** This course provides the opportunity to study “business with humanity in mind” using HBO’s Baltimore-based The Wire as a case study of the effect of economic decline on the health of a community and the people who live and work in it.

• **Case Instruction.** In the Marketing Strategy course, students receive pre-recorded case videos (situation briefings) from executives at leading companies. Financial Times featured this approach of case instruction as “an example of best practice in business school teaching” (2/28/2016).

• **Group Projects.** In the Behavioral Analysis for Marketing Decisions course, students complete a semester-long group project consisting of formulating, analyzing, and solving a market problem facing a company from a consumer behavior perspective.

• **Blogs.** In the Management of Technology course, students participate in a semester-long assignment writing a blog using analytical techniques to pitch their ideas to a group of senior decision makers. The charter GMBA class (2010) voted this as the best course and it received the Alumni Teaching Award in 2012. The course was nominated for the Goody Awards for social consciousness enhancing teaching methods and the instructor received the award in 2012.

**ONLINE TEACHING PRACTICES**

In the online environment, Carey faculty utilize innovative and effective teaching practices that have a positive impact on student learning, including:

• **Synchronous Activities.** Carey’s online programs offer courses that have components of both asynchronous and synchronous activities. These sessions are essential to building a learning community, reducing online students’ sense of isolation, and increasing instructor presence. The student course evaluation results indicate a desire for additional synchronous online sessions. In response, the School will accommodate and support this innovation.

• **Asynchronous Activities.** Discussion boards cultivate student involvement and create communities of learning, beyond the occasional post and response through student-led discussions, peer discussion reviews, and assignments. The faculty play a vital role by initiating discussions, moderating, and offering regular feedback.

• **Extend the Textbook.** The School has leveraged the resources and tools that accompany various textbooks. This implementation gives students with limited business background an opportunity to practice and review remedial content with faculty guidance.

• **Use of Media.** Courses in the online programs incorporate various types of videos such as simulations, feedback, and systematic problem solving. The video types currently in place include faculty introductions, lectures, expert interviews, and lightboard problem solving.
(solving problems on a glass chalkboard for video lectures). The faculty, instructional designers, and the media team collaborate to determine appropriate types of media, including course video, graphics, simulations, and animations. A goal for the T&L@C team is to develop a fully functional video repository available to all faculty as a marketplace for reviewing lecture videos and acquiring videos for repurposing in other courses across the curriculum.

**FACULTY DEVELOPMENT FOR ONLINE TEACHING**

The Dean has communicated that being capable in the studio is going to be a necessity in the future. Therefore, after their first contractual period at Carey, faculty are encouraged to develop at least one online course to gain this experience. To facilitate faculty success, the Faculty Online Teaching Strategies Workshop provides just-in-time knowledge and skills for the online teaching experience. The workshops take place just after the course design and development work has been completed, and just prior to the beginning of the semester. The goal of this workshop is to introduce faculty to online teaching strategies to help them effectively teach their online classes and facilitate their students’ success. The workshops assist faculty to differentiate between online and classroom teaching, explain the importance of connecting with their students, describe ways to motivate their students, facilitate effective discussions, manage their time, and assist students to do the same. Additionally, faculty learn strategies to establish their presence as online instructors, provide effective feedback, understand what influences learning, adapt when student interactions do not go as planned, and set up reasonable student expectations.

Carey has hired several Instructional Teaching Associates (ITAs) to professionalize the Teaching Assistant position. ITAs typically have advanced degrees; online teaching and course development experience; and expertise in online pedagogy and adult learning. ITAs assist faculty in onsite and online sections, improving teaching and pedagogical approaches in all settings. For course design and development, the ITAs assist faculty, T&L@C, and the online design and development partner with improving the content and setup of online classes throughout the course development and delivery. During the course, ITAs monitor student participation, encourage active participation to facilitate student success, and lead online asynchronous discussions with groups of students as directed by the instructor. ITAs attend synchronous sessions to monitor student questions and bring questions to the instructor’s attention. ITAs respond to individual student queries about course material and hold regular office hours either online or in person. ITAs also assist faculty in grading, assess student class participation using instructor-developed rubrics, and assist the instructor in assessing academic integrity on remote exams.

**CHALLENGES AND OPPORTUNITIES**

The School has developed a student engagement calculator to help set student hour expectations. The School is addressing challenges regarding student experiences in online courses. There is variation in students’ reported engagement hours, ranging from as low as 3 hours/course/week to as high as 30 hours/course/week, with a mean of 9–10 hours/course/week. To help minimize the variation, the School developed a New Student Orientation non-credit course for all newly admitted online students that is a required component of the New Online Student Orientation Program. The course covers the following topics: The Flexible MBA Program Overview, Learning Online and Strategies for Success, The Carey Business School Resources for Success, and Technology Tools and Preparing for Your Course.

The New Online Student Orientation Program includes a synchronous tour of Carey online programs and JHU resources and services. This live walk-through by Carey’s Student Services is open to Carey's faculty and staff as well as new students, providing a more personalized and complete understanding of Carey's online programming and services.
plans for continued growth in innovative classroom pedagogy

As Carey faculty become exposed to the concepts and processes of instructional design and instructional technology through the online course development process, new opportunities to improve their classroom teaching are evident. They now have the knowledge and experience to consider how they might design their course content, which instructional strategies and media they can use, and which of a variety of delivery methods they might wish to employ.

As faculty become more knowledgeable about and skilled in facilitating their classes and using instructional media while teaching online, they also have more opportunities to effectively engage their students in the classroom. Several faculty have begun incorporating some of the media from their online courses into their onsite classes. The intent for the future is to provide more opportunities for faculty to become exposed to the online development process and to learn about best practices in teaching/facilitating with technologies so this can also be brought into the classroom.

To meet this growing need, the School has hired additional instructional designers and instructional technologists to support faculty as the School transitions over time to a more flipped classroom approach and generative, active learning pedagogy. Carey will continue to focus on faculty professional development to improve teaching practices in both onsite and online environments.

actions to be implemented

<table>
<thead>
<tr>
<th>Actions to be Implemented</th>
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<tbody>
<tr>
<td>Strengthen support for faculty excellence in teaching via the new Associate Director of Teaching Development</td>
<td>Vice Dean for Faculty and Research; Director of T&amp;L@C</td>
<td>Minimal, e.g., outside speaker</td>
<td>June 2017</td>
</tr>
</tbody>
</table>

standard 13: student academic and professional engagement

At Carey, a variety of teaching and learning models engage students in both academic and professional situations. Students are engaged through experiential course work, projects, simulations, capstone seminars, case competitions, leadership coaching expeditions, and exposure to industry professionals through speaker series, Executives in Residence, and student clubs and organizations. Students in all programs have access to a variety of immersive experiences upholding Carey’s mission in supporting business knowledge development and education. In addition, many of the opportunities support business with humanity in mind and the School’s commitment to corporate and social responsibility.

Curriculum-based opportunities

Carey provides opportunities within the curriculum for students to integrate and apply the knowledge they have gained in meaningful ways to enhance their learning. Programs receive feedback on effectiveness through course evaluations, surveys, and/or anecdotal feedback from the organizations in which Carey students have served. Some of the more notable opportunities to learn to function effectively in diverse business contexts and communicate effectively in business settings include:

- **Innovation for Humanity (I4H).** This experience for GMBA students is described in detail in the Teaching/Learning Models section of Standard 1.
• **Discovery to Market (D2M).** D2M is a required course in the Global MBA and Executive MBA programs, and an elective course for other programs. Students work in teams to conduct a feasibility analysis of inventions originating largely from JHU, the National Institutes of Health, and government-funded small businesses. Students are evaluated based on the strength of the analysis and recommendations. Teams are graded on interim work products, presentation to the class and the inventor, and a final paper.

• **CityLab.** Through two back-to-back practicum courses, students immerse themselves in real-world street-level social entrepreneurship. Working with area residents, stakeholders, and institutions, they identify and develop strategies for neighborhood strengths and weaknesses.

• **Capstone Courses:**
  - **Executive MBA.** Executive MBA students apply knowledge gained from their course work to real-world business problems. Project teams develop solutions with actionable results related to strategic issues faced by business clients. At the end of the experience, the clients are invited to student presentations and they provide feedback to students.
  - **BBA.** The BBA program concludes with capstone courses that students take in both fall and spring. The courses require students to integrate and apply previous coursework through a process of critical thinking, writing, research, and presentation skills developed throughout their undergraduate program to strategic management problems. Students work in teams and produce multiple deliverables including a presentation for their clients and classmates.

• **The Wire—A Case Study.** This course uses the critically acclaimed TV show, *The Wire*, to help students identify problems, conduct community-based fieldwork, and develop solutions. Students create videos of their final projects and post them on a private YouTube channel.

• **Solving Organizational Problems.** Students work in teams to solve organization problems while building and sustaining trust outside their teams to gain experience managing the interpersonal dimensions of the problem-solving process. First-year Global MBA students perform several in-class exercises in their I4H groups, while the second-year students work with randomly assigned I4H teams as “senior advisers” to promote student–student interaction.

• **Real Estate Workshops.** MS in Real Estate students participate in 18 half- and full-day workshops on topics such as Monte Carlo simulation, real estate capitalization rates, and Leadership in Energy and Environmental Design (LEED) certification.

Numerous courses throughout Carey’s curriculum give students the opportunity to demonstrate their comprehensive learning through group projects, field research, case studies, simulations, and hands-on experiences. Courses include Consumer Behavior, Operations Management, Organizational Behavior, Digital Marketing & Social Media, Leading Entrepreneurship and Innovation, Leading Technology Commercialization, Advanced Portfolio Management, Advanced Corporate Finance, Applied IS Architecture, Data Analytics, Strategic Management, Sales Force and Channels of Distribution, Business Negotiations in and Between Cultures, Managing Conflict: A Problem-Solving Approach, Improving Processes in Health Care, Entrepreneurial Ventures, Real Estate Entrepreneurship, Mergers and Acquisitions, Entrepreneurial Finance, Global Perspectives in Real Estate, and Business Intelligence.

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**EXTRACURRICULAR OPPORTUNITIES**

Students looking for additional challenges and opportunities to both apply and expand upon their learning can engage in the following extracurricular opportunities:
- **Case Competitions.** Students in all programs are eligible to participate in case competitions. For AY 2015–16, Carey students travelled across the country to compete in 24 competitions, providing students professional development and engagement opportunities.

- **Experiential Education.** The Career Development Office (CDO) offers various action-oriented learning opportunities for student to develop and apply core competencies in real-life, team-oriented situations. Examples include weekend team-building leadership retreats, and two-week adventure leadership treks in Belize and Italy.

- **LEAD Program.** This program is discussed in detail in *Standard 10.*

- **Student Clubs and Organizations.** A vibrant component of student experience at Carey relates to the over 40 registered student clubs and organizations, some of which have faculty advisers.
  - **Healthcare Business Association (HBA).** This association offers an annual conference with over 100 participants, the Pfizer Case Competition, career treks, and meetings and speakers. Activities are open to students across Carey programs.
  - **Carey Net Impact.** The student-led Carey chapter mobilizes students to drive transformational change in their careers. The club provides volunteer and pro bono consulting opportunities, coordinates a social enterprise trek, and facilitates networking events and speaker presentations.
  - **Ascend JHU Chapter.** This promotes the development of, and fosters leadership skills and professionalism among Pan-Asian and all other interested students. Students can attend conferences, mock interview events with executives and industry professionals, and networking events with other Ascend Chapters.

- **Internships.** The CDO and faculty assist students in securing internships aligned with their career interests. For example, in the MSM program, internships through the Johns Hopkins Program for International Education in Gynecology and Obstetrics (Jhpiego) enable students to use their business frameworks to focus on women’s health issues in third world countries. In the HCM program, placements include the JHH, the JHU Technology Transfer office, The JHU SOM Technology Innovation Center, and the Anne Arundel Medical Center.

- **Field Trips and Student Treks.** Students often request an opportunity to visit companies to interact with business leaders and gain an understanding of how different organizations function. These visits are arranged by student groups and clubs, in conjunction with the CDO, as well as by individual programs. Five treks were organized for 2015–16, including treks to Los Angeles, CA; San Francisco, CA; Houston, TX; and two to New York.

- **Speakers and Lectures:**
  - **Leaders & Legends.** Since 2008, this lecture series has brought important leaders to the School to address topics of global interest and importance.
  - **In Person at Carey: Conversations with Business Leaders.** This includes informal conversations with business leaders and policy makers, hosted by the Dean.
  - **Executives in Residence (EIR).** Launched in 2014, more than 30 top-level executives from influential and successful corporations have come to Carey’s campus. The list includes CNN Worldwide President Jeff Zucker, General Electric Senior Vice President and CFO Jeff Bornstein, former CEO of GE Capital Mike Neal, former Excellus BlueCross BlueShield CEO David Klein, and Citibank California President Rebecca Macieira-Kaufmann. During the daylong residency, executives participate in classrooms on topics pertinent to the courses. Further, select students attend a roundtable lunch with the executive, allowing for candid interaction and exposing students to invaluable insights.
  - **Program-Based Speakers.** As an example, the MSF program offers a speaker series in which outstanding business leaders in the finance or banking sector come to Carey to give a one-hour lecture on current topics. Carey holds these events a minimum of eight
times each academic year with strong attendance. Speakers have included Legg Mason, The World Bank, Financial Industry Regulatory Authority, and Under Armour.

- **Career Development Programming.** Alumni, recruiting professionals, industry experts, and business thought leaders have addressed students through CDO programming.

- **Alumni Networks.** Carey’s four alumni clubs in Beijing, Shanghai, New York, and the San Francisco Bay area host networking events and work with the School to strengthen connections between alumni and students. The Beijing and Shanghai clubs liaise with the School to provide career advice to students seeking internships and jobs in China. Alumni from the academic programs regularly return to campus to participate in new student orientation activities, and to serve as panelists and guest speakers at various CDO events. New alumni clubs for Baltimore and District of Columbia are being evaluated.

- **Research Assistant (RA) Opportunities.** Faculty needing assistance in their research may hire students to support their efforts. Students who take advantage of these opportunities can both apply and augment their learning through research and intellectual mentoring.

- **Tutoring.** Through the Student Success Center, students with expertise in writing, presentation, or quantitative subjects can serve as a tutor to other students in one-on-one or group settings. Quantitative tutors also lead group cram sessions to help students prepare for final exams.

### ACTIONS TO BE IMPLEMENTED

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mechanism to systematically capture the effectiveness of student work in the field (ex: Capstone work).</td>
<td>Faculty responsible for student work in the field</td>
<td>Minimal</td>
<td>June 30, 2017</td>
</tr>
<tr>
<td>Improved documentation of involvement in extracurricular opportunities</td>
<td>Associate Director, Student Affairs</td>
<td>N/A (other than fee to CollegiateLink)</td>
<td>Ongoing</td>
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</tbody>
</table>

### STANDARD 14: EXECUTIVE EDUCATION

Executive education at Carey supports its mission by providing innovative and impactful business training and knowledge to enhance individual careers and business success. At this time, the School has minimal revenues from executive education; therefore, Standard 14 is excluded from the accreditation review. However, Carey is continuing to assess the demand for non-credit educational opportunities for current and aspiring executives, position itself as a service to JHU, build a comprehensive course catalog, and assemble a team of faculty to deliver content. Carey has also implemented Salesforce to track opportunities and activities.

The School offered three executive education seminars in fall 2015, each taught by the School’s business faculty. Seminars included:

- **Integrated Marketing in the Digital Age.** In this three-day course, participants gain an understanding of the structure and functioning of the digital and social media marketing environment.

- **Design Thinking for Innovative Problem Solving.** In this two-day course, participants examine the central role of creativity in organizational strategies and successes, including those approaches used by today’s competitive and progressive organizations.

- **Strategic Negotiation.** In this three-day course, participants learn the foundational skills and knowledge needed to negotiate effectively. Participants take part in interactive negotiation
exercises, develop a systematic approach for a variety of negotiation situations, and learn to transform win–lose situations into win–win opportunities.

The courses were approved as professional development courses for JHU employees, increasing Carey’s exposure within the JHU community, as well as tying into the JHU “One University” mission by educating functional managers across JHU in business acumen skills. Carey sought a minimum of 15 enrollees in each seminar, a number that both ensured an environment conducive to collaboration, as well as drew enough revenue to cover expenses. The well-attended seminars averaged 30 enrollees per course, exceeding Carey’s enrollment goals and improving the experience for both faculty and students by creating a greater sense of community and engagement. At the conclusion of the courses, participants completed a survey to gather feedback on course quality, instructor quality, and logistics. The results were extremely favorable. On a 5.0 scale, overall quality of the course and instructor for all three courses had means equal to or higher than 4.63. Questions pertaining to usefulness of the course material in professional life and to current positions also rated favorably, with means of 4.38 or higher.

Carey expanded its executive offerings in spring 2016, adding the following courses in addition to the courses held in fall 2015 (listed above):

- **CyberSecurity: What Every Manager Needs to Know.** In this two-day course, participants gain understanding of cyber security and explore impact on their organization and/or unit.
- **Persuasive Communication.** In this three-day course, participants explore theories and techniques in the art of persuasive communication. Through experiential activities and exercises, participants learn how to analyze and respond to audience concerns, use different types of appeals to their advantage, and develop an effective pitch for a product or proposal.
- **Managing Risk, Accountability, and Effective Leadership.** This unique two-day seminar connects several key concepts: risk management, decision making, and leadership. Students utilize activities and case studies to ground the content in real-world situations.
- **Financial Decision Making for Medical Professionals.** This half-day seminar provides medical professionals with basic financial management tools applied in both the workplace and home.
- **Social Media Marketing.** This one-day course highlights new social media tools, vendors, strategies, and best practices for social media marketing practitioners.
- **Strategic Conflict Management.** This two-day course focuses on understanding the roots of disagreement between individuals. Participants sharpen their skills for handling a variety of conflicts (including those between coworkers, managers and employees, and organizations and stakeholders). Lessons learned were “scaled up” to inform students’ understanding of conflicts at the broadest institutional level.
- **Effective Workplace Presentations.** This three-day program provides participants with research-based strategies and tools to forge connections with listeners and speak with confidence.

Carey has started developing the following courses for future offerings: Mobile Apps, Marketing Analytics, Building Teams, and Video Marketing in the Digital Age. A feature of Carey’s executive education program is its response to demand. The School has allocated resources towards identifying and building innovative and highly sought content, as well as fostering connections with its practice-track, part-time faculty, and top-notch consultants who are willing to design and teach the courses.

Currently, the School’s executive education offerings target the JHU and local community and are in classroom-based settings. The School has begun to explore the possibility of bringing its executive education offerings into an online modality and will explore a blended delivery approach allowing
greater community reach while facilitating active engagement. Depending on client interest and market demand, the program may expand to offer some fully online courses and content.

**STANDARD 15: FACULTY QUALIFICATIONS AND ENGAGEMENT**

**FACULTY QUALIFICATIONS**

In 2014, faculty qualifications were transitioned from the 2003 to 2013 AACSB standards. These were assigned based on a review of faculty academic preparation, intellectual contributions (ICs), and professional and academic engagement for each faculty member and represented the minimum requirements to teach at Carey. The School informed faculty of their qualification and the relevant criteria. Faculty responded to the Office of Faculty & Research if they felt their qualification was incorrect and subsequent discussions occurred to clarify and/or correct the assigned qualification.

The School’s Vice Dean for Faculty & Research formed a Faculty Qualifications Committee in fall 2015. This Committee, chaired by the Vice Dean for Faculty & Research and consisting of two tenured faculty and two practice-track faculty, works to clarify matters of faculty classification. The Committee reviewed and refined the School’s criteria for faculty qualification (Appendix PP) to ensure that faculty standards for ICs, research productivity, and impact are consistent with the mission of Carey and JHU.

According to Carey’s Faculty Qualifications and Engagement Criteria, initial academic and professional preparation for Scholarly Academics (SA) includes a research-based terminal degree in their primary teaching field, or if not, then in their primary teaching field or in business, must demonstrate evidence of active involvement in teaching, authorship, or related activities. To sustain engagement, SA faculty must have a minimum of two peer-reviewed research articles in widely recognized academic journals relevant to the mission of Carey, as well as a minimum of two ICs including publications, presentations, service activities, and grants or research awards in the most recent five-year period.

Practice Academics (PA) follow the same guidelines as SA faculty regarding initial academic and professional preparation. In order to sustain their qualification, PA faculty must engage in a minimum of three relevant activities during the most recent five-year period. Activities include consulting, service, professional development, certifications or licenses, invited public speaking, and publications and conference presentations with a practitioner orientation.

For initial academic and professional preparation, Scholarly Practitioners (SP) are required to have a non-terminal graduate degree in business or their primary field of teaching, as well as demonstrate significant professional achievements including full-time employment at the expected level of responsibility and duration appropriate for the course(s) assigned to teach. Sustained engagement includes a minimum of three academic contributions during the most recent five-year period including publications, presentations, service activities, and grants or research awards.

Instructional Practitioners (IP) are required to initially have a non-terminal graduate degree in business or their primary field of teaching, and demonstrate significant professional achievements including full-time employment at the expected level of responsibility and duration appropriate for the course(s) assigned to teach and/or attainment of significant professional certifications or licenses that demonstrate relevant skills. To sustain engagement, a minimum of three engagement activities during
the most recent five-year period is required and can include continued professional employment, consulting, service, professional development, certifications or licenses, and invited public speaking.

Faculty who qualify as Other do not meet the School’s qualification criteria, and are encouraged to engage in the necessary activities in order to be reclassified.

Each year (as detailed in Standard 2), all full-time faculty go through an annual evaluation process. This year, senior faculty (tenured full professors) and full professors of practice discussed faculty qualifications during the annual review. The School reminded faculty of their qualification status in a communication prior to these meetings, along with the school’s revised criteria for faculty qualification. The School provided senior faculty with explicit guidelines for conducting this part of the review. In this way, every full-time faculty member is aware of their qualification and the criteria necessary to maintain that qualification. Special attention was paid to those faculty who are currently on the margin for qualifying or who are not qualified based on their past five-year record. For part-time faculty, as in the past, the Office of Faculty & Research (OFR) communicated to each faculty member, informing them of their faculty qualification along with the revised criteria. Follow-up conversations were held with part-time faculty who are at the margin or currently not qualified based on their past five-year record.

**ENGAGEMENT**

As a relatively new research-oriented business school, Carey has focused on recruiting both promising and accomplished SAs and PAs. The trajectory of the faculty’s ICs is positive, and expectations continue to rise. The core faculty recruiting strategy is to attract top junior and senior faculty who engage in research pertaining to both theory and practice in their chosen field. For new PhDs, recruiting and hiring decisions are based on an assessment that the candidate will be able to perform research activities at a high level, based upon the quality of their dissertation, publications (if any), job market presentation, and letters of recommendation. Seasoned tenure-track faculty hires require demonstrated success in publications in top journals in their field. Finally, for tenure-track hires, the School seeks those who can contribute to an interdisciplinary research cluster (e.g., Enterprise Risk Management). Carey is building an interdisciplinary faculty from the ground up, and avoiding creating narrow silos of research expertise in the early years of the School, as these would likely become more hardened as the School grows.

The School also has an obligation to bring business experience into the classroom. One way to achieve this goal is by hiring scholars who have been business professionals. Carey’s recruiting focus in this area has historically been PAs and IPs. Faculty in both categories fit well at Carey. PAs bring professional engagement and experience into the classroom, while also being able to participate in the research life of the School (e.g., seminars and recruiting activities). IPs have significant professional experience, which benefits students and provides business connections to young research faculty in the early stages of building their connections with companies, government agencies, and non-profit organizations.

As a business school in a top research university, Carey’s long-term goal is to have approximately 60% of faculty be tenured/tenure-track (SA). Other SA faculty are academically oriented practice-track faculty. The percentage of SA + PA + IP in the long-term would be near 100%, with SPs hired opportunistically. Given Carey’s geographic location, it has access to numerous highly qualified practitioners (employed in Maryland; Washington, DC; or Virginia in either business or government) who fit within the IP category. These practitioners teach for Carey on a part-time basis, and are the reason why a long-term goal of PA + IP at approximately 40% is reasonable and fitting with the mission of the School.
Faculty hiring for AY 2015–16 included 10 SA faculty. Five of these faculty were full-time, tenure-track faculty, three of which were in Real Estate, one in Finance, and one in Management. The remaining four SA faculty were part-time, non-tenure track faculty, including two in Real Estate, one in Finance, and one in Management. The School also hired four new Practice Academic (PA) faculty for AY 2015–16 (two in Real Estate, one in Accounting, and one in Finance).

The versions of Table 15-1 for AY 2015–16 (Appendix DD) and Table 15-2 for AY 2015–16 (Appendix QQ) reflect those changes in the faculty. Comparing Table 15-1 for AY 2014–15 and AY 2015–16 shows that in AY 2014–15, the percentage of SA faculty resources was 16% in the Real Estate discipline. For AY 2015–16, it increased to 36% in Real Estate, representing a significant increase of 20 percentage points. In Real Estate, a higher percentage of PA and IP faculty is required to meet student demands for classroom content and project work. While the School planned to hire an SA faculty in AY 2015–16 to strengthen the Accounting discipline, this was not possible to do. The Accounting faculty hired was a PA, and therefore the percentage of total SA faculty resources in that particular discipline has dropped from 40% to 39%. The School has a relatively small group of Accounting faculty, and by definition within that small group, the School cannot have the same proportions of different faculty types as in other larger disciplines. The practice-track faculty in Accounting are predominantly SA, and the School has hired a new practice-track SA Accounting assistant professor who will be starting August 2016 that is anticipated to improve the percentage of total SA faculty resources in the Accounting discipline.

In addition, the School deliberately shifted focus from non-tenure-track to tenure-track and tenured faculty, to better align with its research focus. Overall SA faculty resources have grown from 53% in AY 2013–14 to 63% in AY 2015–16. SA faculty deployed at the degree program level exceed AACSB’s requirement of 40% for all Carey programs. The MS in Information Systems program has the highest percentage of courses taught by SA faculty (94%), followed by the MS in Enterprise Risk Management (88%), MS in Health Care Management (82%), EMBA (74%), MS in Marketing (73%), GMBA (70%), Flex MBA (65%), MS in Real Estate and Infrastructure (54%), undergraduate (53%) and MS in Finance (52%).

Producing Table 15-1 by both degree program and location shows that most programs have little variance between the Baltimore, MD and Washington, DC campuses. The Flex MBA program deploys comparable resources for SA faculty in Baltimore, MD (66%) and Washington, DC (68%). SA faculty deployment is similar across campuses for the MS in Finance, as well, with 53% of SA resources deployed in both Baltimore, MD and Washington, DC. While above the AACSB requirement of 40% for SA faculty deployment, there is a larger gap for the MS in Real Estate and Infrastructure than for other Carey programs, with 70% in Baltimore, MD and 46% in Washington, DC. For all other programs offered in both locations, the SA faculty deployment varies by less than five percentage points. Note that there are two instances where the minimum SA requirement was less than 40% when looking at both degree program and location. A single course was offered in Washington, DC within the MS Health Care Management program that was taught by a PA faculty; and a single course was offered offsite within the MS in Real Estate and Infrastructure program that was taught by an IP faculty. In these cases, the percentage by program by location naturally falls below the threshold.

Table 15-2 for AY 2014–15 and AY 2015–16 shows a steady increase in the percentage of courses taught by SA faculty at the specialized master’s program level from 47% to 52%. This increase reflects the School’s effort to make SA resources more comparable between the MBA (currently at 57%) and specialized master’s levels. As discussed in the March 2015 Annual Progress Report, the Bachelor of Business Administration (BBA) program will be phased out. While the percentage of courses taught by
SA faculty in the BBA program is lower (36%) than it is in the graduate programs, the School carefully allocates resources to ensure that BBA students receive a high quality educational experience. For example, SA faculty are deployed to teach advanced electives in the BBA curriculum.

When producing Table 15-2 by location and delivery mode, 63% of SA faculty teaching at the Baltimore, MD, campus were deployed at the MBA level and 56% were deployed at the specialized master’s level. The percentage of SA, PA, and SP faculty teaching at the Baltimore, MD, campus for AY 2015–16 was 86% for MBA programs and 81% for specialized master’s. The percentage of SA faculty teaching at the Washington, DC, campus is similar for both MBA (47%) and specialized master’s (45%) programs. SA, PA, and SP faculty at the Washington, DC, campus account for 50% of bachelor’s, 82% of MBA and 74% of specialized master’s programs. 87% of online courses taught at the MBA level are by SA and PA faculty.

Carey continues to invest in hiring faculty with a record of scholarship who will enhance research and teaching. As of June 9, 2016, the School hired 13 new faculty for AY 2016–17 including one tenured faculty and seven tenure-track faculty. Ten of the faculty are SAs (three in Management, two in Economics, and one each in Accounting, Finance, Marketing, Operations, and Real Estate). These faculty received PhDs from Michigan State University, Northwestern University, Stanford University, University of California, The Wharton School, Carnegie Mellon University, University of Michigan Ross School of Business, University of Maryland, and George Washington University. The remaining three hires include two senior lecturers in Finance (one with an MBA from The Wharton School, and one with a D.Sc. from George Washington University) and one lecturer in Management (PhD from the Johns Hopkins Bloomberg School of Public Health). Other faculty changes include six promotions, one to full professor (practice-track), and five to associate professor (four research-track and one practice-track).

While the School has worked to achieve and maintain appropriate levels of faculty at the school level, by program, and by location, three risks present challenges. Through the process of identifying the risks, anticipating the magnitude of the risks, and appropriately planning to deal with risks, the School minimizes its exposure to being unable to maintain appropriate faculty levels. First, the School’s growth trajectory requires significant growth in faculty. The School is fortunate to be in two geographic locations that make it feasible to attract many full-time practice-track and part-time faculty to facilitate this expansion, but the School must be proactive in anticipating the need and undertaking hiring activities. Second, key faculty, particularly practice track, leaving the school for any reason can create critical gaps for small programs. As a result, the School actively develops a line of succession and involves multiple faculty in teaching courses where possible. Finally, to enable part-time faculty to be participating, the School provides multiple opportunities for engagement in the life of the school.

Standardized faculty CVs for all 2015–16 Carey faculty are in the supplemental Faculty Curricula Vitae document. It should be noted that the School transitioned to the AACSB 2013 Standards during AY 2014–15, therefore courses taught from this point forward are reported within the Teaching Experience section of the CVs within the bachelor’s, MBA, and specialized master’s categories. All courses faculty taught prior to AY 2014–15 are categorized generically within the Johns Hopkins University category.

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<tbody>
<tr>
<td>Improve and refine the process to evaluate faculty qualifications.</td>
<td>Faculty Qualifications Committee</td>
<td>N/A</td>
<td>AY 2016–17</td>
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