

Coles College of Business
2014 AACSB Fifth Year Continuous Improvement Review (CIR) Report
Section VII – Academic and Professional Engagement

A. Student Academic and Professional Engagement

CCB has traditionally emphasized experiential education, particularly in co-ops and internships. However, over the five-year period of this review, KSU and CCB have significantly increased efforts in this area. KSU now provides a dedicated experiential education coordinator for each of its colleges. In the first year of this review (AY 2009-2010), CCB student participation in experiential education rose to 469 (from under 300 in the previous year) and continued to grow steadily to 641 students in the most recent academic year. Such growth is consistent with our mission and strategic emphasis on career development and business engagement. Experiential education participation for the five-year period of this review is summarized in the table below.

	2009-2010			2010-2011			2011-2012		
	Co-op	Internship	Total	Co-op	Internship	Total	Co-op	Internship	Total
Econ/Finance	49	45	94	8	54	62	32	66	98
MGT/IB	61	125	186	69	138	207	69	120	189
Accounting	32	55	87	28	94	122	31	110	141
IS/ISA	10	19	29	11	23	34	5	17	22
Marketing	37	36	73	52	30	82	47	51	98
Totals	189	280	469	168	339	537	184	364	548

	2012-2013			2013-2014			Percent Change
	Co-op	Internship	Total	Co-op	Internship	Total	
Econ/Finance	40	76	116	48	84	132	40.4%
MGT/IB	91	118	209	91	103	194	4.3%
Accounting	32	93	125	42	94	136	56.3%
IS/ISA	10	16	26	20	38	58	100.0%
Marketing	56	60	116	62	59	121	65.8%
Totals	229	363	592	263	378	641	36.6%

Much of this growth can be attributed to our increased emphasis on experiential education and CCB’s dedicated coordinator. Among the many initiatives initiated by our coordinator include class visits and presentations, an experiential education student organization (Iota Chi Epsilon), an employer and intern speaker series, a weekly newsletter (Coles Chronicle), and extensive use of social media (Facebook, LinkedIn).

Active learning is not limited to co-ops and internships. We are determined to provide opportunities for student career development and business engagement through

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class projects and directed studies. A sampling of such recent opportunities is follows:

- Undergraduate students teamed with management consultant to help develop the CCB Strategic Plan (directed study);
- Undergraduate student team conducted a strategic analysis and plan for a local country club (directed study);
- Undergraduate team in capstone course (MGT 4199) conducted strategic analyses and plans for a local national park;
- Project Management students (both in MGT 4003 and in directed studies) assisted local firms with managing projects and developing case studies;
- Part-time MBA consulting class conducted strategic analyses and plans for a local symphony and for a local family business resulting in a donation to CCB;
- Executive MBA teams participated in consulting projects with firms in Brazil;
- Maymester undergraduate consulting course in which students visited and consulted with local companies; and
- Part-time MBA students assisted rural entrepreneurs in Guatemala in a program offered by the Social Entrepreneurship Corps.

As we continue to implement our new strategic plan, our foci of career development and business engagement require more active learning opportunities. We plan to use the Scholars program as a launching point and test bed for some of these opportunities.

B. Executive Education

Executive Education (ExecEd) at CCB was initiated in 2009. Three key elements led to the establishment and growth of ExecEd. First and foremost, CCB saw ExecEd as a prime venue for engaging the business community, reinforcing our image as the “most relevant” business school. Second, market analysis indicated a strong need for the development of the mid-career workforce, but not necessarily in the form of degree programs. Finally, ExecEd provides an opportunity to replace reduced revenues from the EMBA program.

An analysis of the ExecEd market in Metro Atlanta indicated it was crowded in terms of local and distant institutions with strong brands. Therefore, differentiation of CCB ExecEd was established in two ways:

- Customized Programs for Individual Businesses; and
- Open Enrollment Programs in Areas of CCB Uniqueness and Distinction

Customized Programs Portfolio

- ***WellStar Health System*** (Largest Healthcare Delivery Organization in the Atlanta Area) – Designed and delivered a Leadership Academy for its cadre of physician executives (100+ physicians). Business acumen and leadership skills topics covered in the 10-day program were uniquely tied to the organization’s strategic plan.

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- ***FeComercio MG*** (Brazilian Consultancy Federation) – Delivered specialized educational program – with topical focus in marketing and innovation management – to 40 executives from the Federation’s multiple locations in Brazil.
 - ***CIGNA*** (Major U.S.-Based Health Insurance Services Company) – Adapted a portion of our Certified Managerial Coach program (see below) for delivery virtually to employee-managers on four continents.
 - ***GE Capital*** (Financial Services Subsidiary of a Fortune-10 Multi-National Company) – Designed a program for credit analysts to supplement their financial analysis skillset. Incorporated proprietary case studies from the company’s portfolio and was delivered on-site to the company’s Atlanta-based staff, with simultaneous, interactive connectivity to employees based in other U.S. states and Bangalore, India.
 - ***University System of Georgia*** – Designed and delivered the coaching sessions for participants in the System’s Accelerated Leadership Academy, a specialized program for senior administration from the System’s 30+ member academic institutions.
 - ***KSU Foundation*** – Designed and conducted a leadership development program for the trustees based on a unique design linked to the Atlanta Campaign of the U.S. Civil War. The program was modeled after a similar one operated for many years by the U.S. Army War College focused on the Battle of Gettysburg and attended by senior executive teams from prominent multi-national corporations.
 - ***NationsBuilders Insurance Services*** (Construction Industry Risk Management Services Company) – Designed and delivered an innovation and teaming curriculum for insurance underwriters who process insurance contracts for customers.
 - ***GA Foods*** (Food Processing Company) – Delivered a customized introduction to the Clients-for-Life® process developed by partner firm Tenacity, Inc. The program was uniquely designed to initiate client retention practices and processes.

Open Enrollment Portfolio

- ***Certified Managerial Coach Program*** – Certification program delivered by a combination of experienced university professors and professional coaches; specifically designed to equip managers/leaders with the skills needed to effectively optimize workforce development and individual performance.
- ***Executive Leadership for Women*** – A certificate program designed to enhance the leadership capabilities and performance of high-potential professional women, i.e., those transitioning from management to leadership in their organizations.
- ***Certified M&A Professional (CCB M&A Academy)*** – As an integral component of the exclusive CCB Mergers & Acquisitions Academy (a collection of activities dedicated to serving the M&A community of corporate specialists and service professionals), the program provides participants with the analytical and business tools needed to successfully execute business combinations from strategy assessment to valuation, diligence, tax planning, and post-deal integration.
- ***Fade-In Screenwriting*** – Designed for persons working as professional writers in film and/or television seeking to expand their expertise, as well as those currently working in other professions who have a desire to pursue a screenwriting career.
- ***Family Business Success*** – Offered with the Cox Family Enterprise Center at CCB; designed to provide managers and owners of privately-held businesses with the skills needed to assure harmony, synergy, success, and prosperity.

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- ***Business of Medicine*** – Offered in collaboration with a large local health system and medical profession membership association, to equip practicing healthcare professionals with the knowledge and skills necessary to help them make informed, value-based decisions regarding the future management, growth, and sustenance of their businesses and professional careers.

ExecEd Program Staffing

CCB ExecEd has a vast collection of resources to call upon in developing and implementing both customized and open enrollment programs. This includes all members of the CCB faculty whose research, teaching, and expertise may uniquely qualify them for a particular ExecEd activity. More than 20 full-time CCB faculty have participated in presenting ExecEd programs. These faculty often come from CCB's "Centers of Excellence" which are specifically constituted to provide research and advisory services to the business community.

We combine the above with our extensive connections to other resources from the at-large business community (e.g., executives from companies and professional services firms, governmental and regulatory officials, and general subject-matter-experts) which are uniquely qualified to staff ExecEd activities and client engagements. Also, at times, CCB faculty will team with the client (e.g., WellStar) to jointly teach the program.

Mission and Quality

Executive Education is a critical component of CCB's mission and strategy. ExecEd provides CCB with a primary mechanism for business engagement in multiple ways. First, our customized programs are jointly developed with the client, insuring a deep level of engagement between CCB and the firm. Second, both our customized and open enrollment programs utilize business executives to help deliver the program. Therefore, much cross-learning is going on between CCB faculty and the businesses, much of which can be brought back to our degree programs.

Our ExecEd program quality assessment is done primarily through client interaction. In customized programs, the company client is consulted throughout the program for feedback. In open enrollment programs, feedback is solicited directly from the enrollees. These feedback mechanisms allowed for continuous improvement of our programs. For instance, the WellStar Leadership Academy took place over four cohorts. After each cohort, changes were made based on client feedback. One important metric of success is repeat business. One shining example is GE Capital, for whom we have now done multiple ExecEd programs and based on the success of those programs, requested an on-site MBA program.

C. Faculty Qualifications and Engagement

As AACSB's 2013 standards appeared to be headed toward approval during Academic Year 2012-2013, CCB used those new standards to update our *Statement of Philosophy and Guidelines for Faculty, Performance, and Evaluation* (hereafter called "workload document"). Therefore, by May 2013, the faculty had approved the update that captured the Faculty Qualification categories prescribed by the standards.

Consistent with AACSB standards, in CCB, at least 90% of faculty members are expected to possess the academic preparations, intellectual contributions, and professional experiences to be considered qualified in one of the four faculty qualification categories

CCB maintains a faculty that is appropriate for achieving its mission. For Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP), performance standards which individual faculty are expected to meet to be considered “qualified” and a process for re-establishing lost qualification are described below.

AACSB International accreditation standards specifically require a business school to recruit and maintain a roster of qualified faculty. AACSB generally defines “qualified” as a combination of *appropriate initial academic preparation and professional experience plus evidence of sustained engagement to maintain currency in the field*. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below. The below descriptions are substantively taken from our workload document and the AACSB standards. More complete descriptions can be found in the workload document provided under a separate cover.

Criteria - Scholarly Academics (SA)

Being a SA requires a combination of initial academic preparation (degree completion) augmented by ensuing activities that maintain or establish preparation for current teaching responsibilities. A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA status. Subsequent ongoing academic and/or professional engagement activities are required to preserve SA status, as outlined below. A faculty member of this status must possess a doctoral degree in (or related to) the field in which he/she teaches and have 2 PRJ publications¹ and one other intellectual contribution² (OIC) within the most recent 5-year period. Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevancy for the mission, desired objectives, and strategies of the college. Such activities include (but are not limited to):

- activities leading to the production of scholarship as detailed in Chapter 2 of the CCB workload document (provided under separate cover)
- relevant editorial or referee service to academic journals or other business publications
- active leadership duties in recognized academic societies and associations
- recognitions and distinctions, such as research awards or fellow status
- invitations to present research, organize a conference (or conference session), or serve as the editor of a special issue of a journal

¹ A single “A+” PRJ publication is sufficient to satisfy this component of the research requirements for maintaining SA status.

² An “other intellectual contribution” includes (but is not limited to) research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses.

While the current “bar” for SA qualification is two PRJs and one OIC, our workload document requires a higher level of research output for all but one of our tracks (Balanced-Teaching) available to terminally-degreed faculty. Since very few faculty members are in that track, implicitly, our SA bar is higher. Starting with our Balanced Track, at least three PRJs are required and as we move toward more research intensity in terms of tracks, the quality and quantity of PRJs increase. When we revisit our workload document in Academic Year 2014-15, the SA bar will likely move to three PRJs, with a quality component.

Criteria - Practice Academics (PA)

Being a PA requires a combination of initial academic preparation (degree completion) augmented by ensuing activities that maintain or establish preparation for current teaching responsibilities. A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for PA status. Subsequent ongoing academic and/or professional engagement activities are required to preserve PA status, as outlined below. A faculty member of this status augments his/her initial preparation as an academic scholar with development and engagement activities that involve substantive linkages to practice, consulting, or other forms of professional engagement. Such activities include (but are not limited to):

- consulting activities that are material in terms of time and substance
- development or presentation of continuing professional or executive education programs
- sustained professional work supporting PA status
- participation in professional business associations
- practice (applied) oriented intellectual contributions
- pertinent, active service on boards of directors
- completion of legitimate and rigorous continuing of professional education endeavors
- participation in professional events that focus on the practice of business
- activities which facilitate direct contact with business leaders (or other organizational leaders) in the community

Criteria - Scholarly Practitioners (SP)

Being an SP requires an initial combination of relevant academic preparation and professional experience that maintain or establish preparation for current teaching responsibilities. A Master’s degree is appropriate initial academic preparation for SP status. When initially hired, a SP faculty member should have recent professional experience that is substantial in terms of duration and level of responsibility and is clearly linked to the field in which he/she will teach. Additionally, such faculty should either: (i) be currently working full-time in a business with job responsibilities related to the field in which he/she is teaching or (ii) have compiled a portfolio of professional development activities during the most recent 5-year period that is sufficient to maintain currency within the relevant teaching field. A faculty member of SP status augments his/her initial preparation with development and engagement activities that involve substantive scholarly activities within the relevant field of teaching. Such activities include but are not limited to:

- activities leading to the production of scholarship
- relevant editorial or referee service to academic journals or other business publications

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- active leadership duties in recognized academic societies and associations
 - recognitions and distinctions, such as research awards or academic fellow status
 - invitations to present research, organize a conference (or conference session), or serve as the editor of a special issue of a journal
 - development or presentation of continuing professional or executive education programs
 - substantial leadership responsibilities in renowned professional business associations
 - significant activities which facilitate visible, direct contact with business leaders (or other organizational leaders) in the community

Criteria - Instructional Practitioners (IP)

Being IP requires an initial combination of relevant academic preparation and professional experience that maintain or establish preparation for current teaching responsibilities. A Master's degree is appropriate initial academic preparation for IP status. When initially hired, a IP faculty member should have recent professional experience that is substantial in terms of duration and level of responsibility and is clearly linked to the field in which he/she will teach. Additionally, such faculty should either: (i) be currently working full-time in a business with job responsibilities related to the field in which he/she is teaching or (ii) have compiled a portfolio of professional development activities during the most recent 5-year period that is sufficient to maintain currency within the relevant teaching field. In addition, IP faculty may meet this expectation through outlets not available to faculty classified as SA, PA, or SP. A faculty member of IP status augments his/her initial preparation with development and engagement activities that involve substantive scholarly activities within the relevant teaching field. Such activities include but are not limited to:

- consulting activities that are material in terms of time and substance
- sustained professional work supporting IP status
- significant participation in professional business associations
- pertinent, active service on boards of directors
- completion of legitimate and rigorous continuing of professional education endeavors
- participation in professional events that focus on the practice of business
- activities which facilitate direct contact with business leaders (or other organizational leaders) in the community

College/University Administration

A faculty member currently serving in college or university academic administration who had SA (AQ) or PA status at the time of administrative appointment (using the definition in place at that time), will be deemed to maintain his/her status throughout the administrative appointment as long as periodic development activities related to either the discipline (active scholarship) or the appointment (i.e., related to leadership role and responsibilities) are undertaken. An administrator who returns to the faculty with SA or PA status will be guaranteed maintenance of status for the lesser of two years or the number of years served in the position. After this period of guaranteed maintenance, the performance expectations to maintain the initial status are as follows. By the end of one full year after such consideration expires, the former administrator must have at least one PRJ publication in either the relevant

primary teaching discipline or a related discipline. By the end of two full years after such consideration expires, the former administrator must meet all current criteria.

Exception for newly hired faculty

Faculty members who have received a terminal degree in the discipline in which they teach within the last five years are considered to satisfy all requirements for SA status. In addition, faculty members hired as ABD are considered to satisfy all requirements for SA status for any time within three years of the most recently completed graduate comprehensive examination (or other milestone) which places the student in the dissertation stage.

Faculty Deployment

Tables 15-1 and 15-2 present the sufficiency, qualification, and deployment of the CCB faculty. Table 15-1 addresses the issue of sufficiency (participating versus supporting) and qualification (SA, PA, SP, IP) of our faculty by academic department. The following summaries provide the key findings of Table 15-1 for Academic Year 2013-2014.

Summary of Faculty Sufficiency Using Student Credit Hours

The following provides a summary of the percent of student credit hours taught by participating faculty in the Coles College and across various departments.

- In the **Coles College**, **80.9%** of all student credit hours were delivered by **participating** faculty members.
- In the **School of Accountancy**, **76.2%** of all student credit hours were delivered by **participating** faculty members.
- In the **Department of Economics, Finance, and Quantitative Analysis**, **89.8%** of all student credit hours were delivered by **participating** faculty members.
- In the **Department of Information Systems**, **76.5%** of all student credit hours were delivered by **participating** faculty members.
- In the **Department of Management and Entrepreneurship**, **71.4%** of all student credit hours were delivered by **participating** faculty members.
- In the **Department of Marketing and Professional Sales**, **88.5%** of all student credit hours were delivered by **participating** faculty members.

Therefore, each CCB academic department exceeds the threshold of at least 60% participating and CCB as a whole exceeds the threshold of at least 75% participating.

Summary of Faculty Qualifications by Time Devoted to Mission

- Across the **Coles College of Business**, **65.1%** of the faculty is categorized as SA, **69.3%** is categorized as either SA, PA, or SP, and **100%** are categorized as either SA, PA, SP, or IP

- In the **School of Accountancy** (Accounting and Business Law), **54.0%** of the faculty is categorized as SA, **63.3%** is categorized either as SA, PA, or SP, and **100%** are categorized either as SA, PA, SP, or IP.
- In the **Department of Economics, Finance, and Quantitative Analysis**, **73.8%** of the faculty is categorized as SA, **76.2%** is categorized either as SA, PA, or SP, and **100%** are categorized either as SA, PA, SP, or IP.
- In the **Department of Information Systems**, **67.0%** of the faculty is categorized as SA, **67.0%** is categorized either as SA, PA, or SP, and **100%** are categorized either as SA, PA, SP, or IP.
- In the **Department of Management and Entrepreneurship**, **62.5%** of the faculty is categorized as SA, **67.2%** is categorized either as SA, PA, or SP, and **100%** are categorized either as SA, PA, SP, or IP.
- In the **Department of Marketing and Professional Sales**, **66.7%** of the faculty is categorized as SA, **71.5%** is categorized either as SA, PA, or SP, and **100%** are categorized either as SA, PA, SP, or IP.

Therefore each CCB academic department and CCB as a whole exceed the AACSB thresholds of 40% SA, 60% SA, PA, or SP, and 90% SA, PA, SP, or IP.

Please note that the following assumptions were made when calculating the “percentage of time devoted to mission” for Table 15-1:

1. Non-teaching administrators whose duties are primarily in CCB were assigned a percentage of 25%.
2. Department Chairs who teach are assigned a percentage of 100%.
3. Administrators whose duties are exclusively with KSU are assigned a percentage of 0%. However, if they teach a class in CCB, they are assigned a percentage of 10% per class.
4. Faculty suspended by KSU are assigned a percentage of 0%.
5. In accordance with our workload guidelines, administrators who entered their position qualified as SA (or AQ), remain classified as SA as long as they have maintained some level of intellectual contribution as an administrator.

Summary of Faculty Qualification by Program

Table 15-2 provides Faculty Qualification Status in Support of our various degree programs. Three versions of Table 15-2 are presented in the appendix of this report. The versions depict the data in the following ways:

1. The first version was calculated by using the “percent of time devoted to mission” for each faculty member who taught in that program during AY 2013-14.
2. The second version was calculated by the number of courses (sections) taught in that program by each type of faculty member.
3. The third version was calculated using the number of student credit hours taught in that program by each type of faculty member.

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4. The EMBA is a *modular* program taught by a mix of faculty dedicated to the program and other CCB faculty who teach modules in their specialty. Therefore, traditional measures (i.e., student credit hours, courses taught) provide little insight into faculty deployment to the program. Therefore, the EMBA percentages in the second and third versions are calculated by faculty contact hours.

The following provides a summary of the findings from the three versions of Table 15-2:

- All three methods of calculating Faculty Deployment to our various programs show that our graduate programs, with the exception of FEMBA and EMBA, are taught predominantly by SA faculty.
 - The **DBA** is taught exclusively (**100%**) by SA faculty. The first version of 15-2 shows 97.1% SA because a PA faculty teaches one small module.
 - Our **MSIS** program is taught exclusively (**100%**) by SA faculty.
 - Our **MAcc** program has **over 60% SA** and **over 80% SA or PA** in all calculations.
 - **Over 80%** of all of our **MBA** courses and credit hours are taught by SA faculty and over **90% are taught by SA or PA faculty**.
 - Our primary part-time MBA (Galleria, Main Campus, & KSU Center), our MBA in Dalton, and the WebMBA are each individually taught by over 80% SA faculty and over 90% SA or PA faculty.
- Due to its unique nature, the **FEMBA** program was taught predominantly by two faculty members, one who is SA and the other who is PA, hence the 50% in each of those two categories.
- The **EMBA** program is over **50% SA**, but also almost **45% IP**. The reasons and implications of these findings are presented below.
- Our **BBA** programs are our most **IP-intensive**. Due to our large portfolio of graduate programs and courses that require SA faculty, our undergraduate programs are skewed toward IP faculty. However, we try to insure that our undergraduates receive appropriate exposure to our SA faculty. As can be seen in our first version of 15-2, we do assign a large percentage of SA faculty to undergraduate programs based on time devoted to mission. However, due to the larger teaching loads of our IP faculty, SAs teach only 46.4% percent of all BBA sections and only 41.0% of all BBA student credit hours and IPs teach approximately 50% of the BBA sections and 55% of the student credit hours. Implications of these findings are provided below.

Faculty Deployment Implications

For the most part, CCB faculty deployment correlates with our mission. We insure that our most scholarly faculty are teaching our most advanced courses. It is an absolute imperative that our DBA program is staffed by our most accomplished scholars. Our MBA and Specialty Master programs are also predominantly staffed with SA faculty. However, in the future, we hope to include more PA faculty in these programs to inject more real-time business experience into them. However, we will need to transition more of our current SA faculty with less research capability into a PA orientation.

Our two programs that have challenges are our EMBA program and our BBA programs. In both cases, we believe our deployment is adequate, but there is room for improvement. In the EMBA program, we are over 50% staffed by SAs, but almost 45% staffed by IPs. While

this may seem somewhat concerning for a graduate program, there are reasons for this. The primary reason is that unlike a traditional MBA program in which students are still building their skill sets, the typical EMBA student is more accomplished and while he or she is continuing to hone his or her skills, this student is more focused on improving the soft skills necessary to continue to climb to the upper echelons of his or her organization, and therefore, values such an orientation in this program. Therefore, many of our full-time faculty in the EMBA specialize in these areas such as leadership, teaming, communications, and coaching and are practice experts in these areas. While much of the “hard skills” in the EMBA are taught by SA faculty, the program has a deep soft skills emphasis. We think we can make a few adjustments in the program to reduce the IP staffing to 40% or below and we can also encourage some of the IP faculty dedicated to the EMBA to follow a SP track.

In our BBA programs, we consciously attempt to put an appropriate mix of faculty types in the classroom. As indicated in our Table 15-2 that is calculated by time devoted to mission, we are insuring that a good portion of our SA faculty are teaching in our BBA programs. The challenge becomes evident when we calculate deployment using sections taught and student credit hours generated. There are a couple of reasons for the IP intensity reflected by those calculations. First, the typical full-time IP faculty member teaches eight sections per year, while our SA faculty teach four to six sections per year. The problem becomes exasperated as we recruit more capable SA researchers who are more likely to teach four sections per year. Second, our IP faculty tend to teach more of our lower level courses that have higher enrollments which drive up our IP student credit hour percentages. Despite those issues, we have still been able to maintain a SA percentage of over 40% each way the percentages are calculated. However, we would like to get our IP percentage from over 50% to under 40%. Our plan to remedy that is multi-fold. First, we would like to get some of our full-time lecturers on track to meet SP qualification. While it may not be practical for a large number of them to produce scholarship, we feel we have enough viable candidates among our lecturers to significantly move the needle. Second, we also can no longer hire any more full-time lecturers (unless they can be classified as SP) until this issue is resolved. Finally, we may need to consider redeploying more of our SA (and in the future, PA) faculty to the larger lower division core courses.

While we would prefer that both BBA and EMBA have higher non-IP percentages and we will move in that direction in the immediate future, we are deploying our faculty appropriately. Our mission highlights our affordability and in order to provide our degrees, particular undergraduate, cost effectively, we must utilize more of the less expensive, but highly qualified IP faculty. Also, the use of IP faculty is synchronized with our mission of being engaged with business as our IP faculty are actively engaged in business.