

Annual Report 2021-22

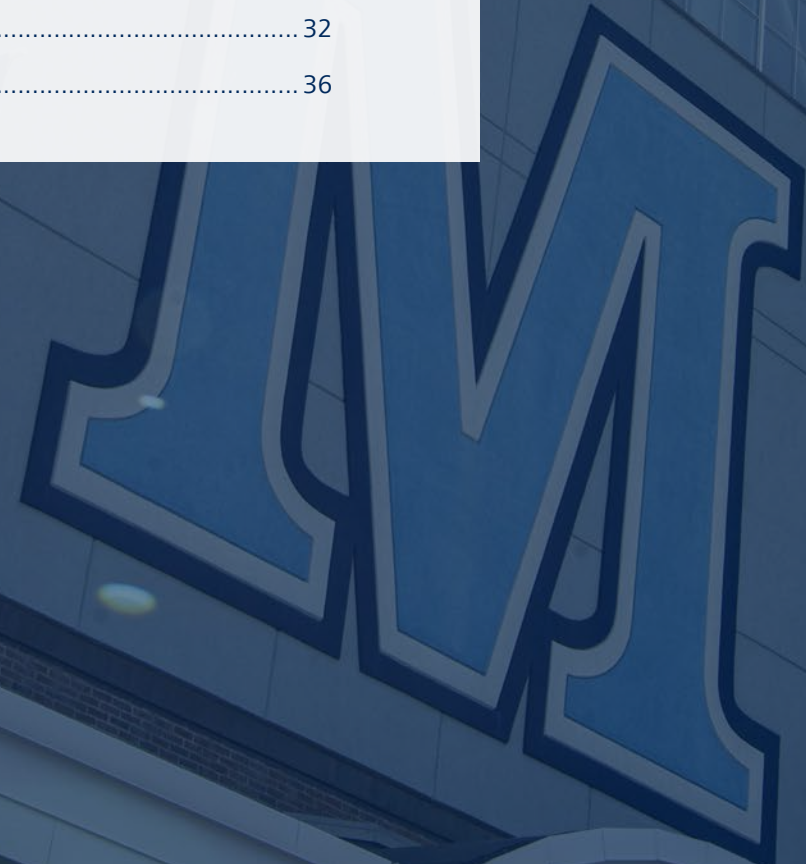
**Maine Business School**





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# Executive Summary



**Faye W. Gilbert, Ph.D.**  
Executive Dean  
Maine Business School

The **Annual Report for the Maine Business School (MBS) and its Graduate School of Business (GSB) for 2021–22** offers evidence of how we provided enriched experiences for our learners and continued our activities to foster inclusion, belonging, and impact on society. This report highlights initiatives of the MBS and the GSB that align with our vision, mission, and AACSB-accreditation reporting expectations.

**Engagement, innovation, and impact** are hallmarks of an AACSB-accredited business program and this past year provided many opportunities to enhance outcomes in these areas. We focused on marketing efforts, invested time in mentoring, infused analytics further into the curriculum, and connected with our communities. Diversity, equity, and inclusion events included faculty, staff, students, and employees from firms across Maine. Members of the Advisory Board leaned in to assist in completing a risk assessment plan, offered insights to VisionPoint Marketing, met with faculty and students, and funded special initiatives.



**Norm O'Reilly, Ph.D.**  
Dean  
Graduate School of Business

**Innovative steps** included developing and implementing a new BSBA degree (Sport Management) and MBA concentrations (engineering management, geospatial technologies, public and nonprofit management, and outdoor industry management). We worked with a member of the Advisory Board to design an approach to pilot test internships in businesses similar to clinical rotations in medicine. Faculty continued to use real projects to guide learners in applying their skills and continued to infuse analytics in programs. 788 MBS and GSB learners achieved Excel certifications. More than 300 MBA students worked with dyplr, Python, and "R." We also received unit accreditation from AACSB and had the MBA designated a STEM degree.

**In scholarship**, faculty members published 11 books and 42 peer-reviewed journal articles in addition to conference proceedings, book chapters, and presentations in 2021-2022. Three of those journal articles were categorized at the A+ level, the highest level of impact in their respective disciplines. The William Procter Scientific Fund donation and work with the Darling Marine Center show the impact on society that speaks to the vision of serving as a catalyst for positive changes in our approaches, processes, and communities (our vision statement).



**Jason Harkins, Ph.D.**  
Associate Dean  
Maine Business School and  
Graduate School of Business

**The purpose** of this annual report is to offer evidence of our progress. We provide a business education that is **robust** in perspective, **rigorous** in practice, and **relevant** to the needs of our ever-changing world. Change and transitions are inevitable. The MBS and its GSB embody a culture where faculty and staff work with our learners and communities to continuously improve our efforts over time. We are UMaine and enjoy providing excellent experiences for our learners, faculty, staff, and communities. Please contact U.S. if you would like to know more about business programs at Maine's premier business program at the state's flagship university.



**Jamie Ballinger**  
Assistant Dean  
Graduate School of Business

**Go Big! Go Blue! Go Business!**

# Engagement, Innovation, and Impact, 2021–22



**Engagement, innovation, and impact** are core expectations for AACSB-accredited business programs. Thus, each formal accreditation report begins with a summary of how these concepts have been implemented. For this past year, even with COVID-19 still influencing the world as we know it, the MBS and GSB engaged with learners and communities, continued working with innovations that make a difference and began to assess the impact of our efforts.

## Engagement:

- **Telling the Story Well:** We worked with the University of Maine System (UMS) provider, VisionPoint Marketing, to fine-tune our messaging through focus groups with faculty, staff, students, alumni, and members of the Advisory Board. This resulted in the following statement: At the Maine Business School and Graduate School of Business, we believe in an education that is **robust** in perspective, **rigorous** in practice, and **relevant** to the needs of our ever-changing business world. Our undergraduate, graduate, and professional learners join U.S. to master the core business principles and explore the unique courses and concentrations that will shape them into passionate strategic thinkers able to adapt to any field as the business world evolves around them. Available in Orono, Portland, and online, our comprehensive education is made exceptional by the applied experience, great professors, and incredible value many have come to expect from Maine’s flagship university. (03/2022)
- **Adventures/Enriched learning:** We launched a lunch and learn series, Explore Careers Casually, which attracted 107 students. Additionally, we

engaged students in sessions about networking and provided professional headshots and customized networking cards for more than 110 MBS students. The creation of the Career Ready Games event was new this year and attracted students across campus. The event was sponsored by Enterprise. These are just a few examples of the MBS focus on enriched learning experiences to assist our learners with career steps. Our new Living Learning Community began in 2021 with 72 first-year students and will host 72 more first-year students in the fall 2022. We offered two Research Learning Experiences (RLEs) in the fall 2021: one focusing on the outdoors with Maine Bound and the other focusing on marketing research. We will offer two RLEs to our first-year students in fall 2022 with a course about the outdoor recreation economy, which includes an off-site introduction to some of Maine’s outdoor rec opportunities, and a course on blockchain that features research into the phenomena and student creation of a discrete blockchain. The tradition of academic adventures grows and continues to infuse the MBS with opportunities to interact and learn from the first year to the acceptance of a career position and then to lifelong learning opportunities.

- **Faculty and Learners:** Examples of faculty-to-learner interactions include many best practices. Faculty attend and participate in Open Houses and Accepted Student events to meet prospective students early in the process. Career events and discussions with students and executives, such as Accounting Firm Night and Career Ready Games, enhance the sense of belonging by repeating interactions and visibility. Honors and Awards ceremonies with students and families offer a culmination of interactions over time. Faculty schedule meetings for teams of learners for project discussions. On average, our faculty has 20 students assigned to them for advice on career options. Faculty advise students for “Top Scholar” activities, Honors thesis work, conference publications, and dissertations. Faculty and staff with the GSB incorporated synchronous activities for the MaineMBA, including the inaugural MaineMBA Awards (January 2022), monthly Dean’s Huddle webinars, and some synchronous content or meetings in MBA courses. The MBS and its GSB provide a rich environment where faculty meet students where they are and connect with them.
- **Analytics/Technological Agility:** The MBS hosted



the first Certiport Certification Center in the state of Maine in 2019, created a 1 credit course for Excel by 2020, and benefits from the 76% average pass rate on the certification exam by 2021. A donor allowed U.S. to offer the course to MBA students and BSBA learners seeking advanced certification. Our focus on infusing relevant software into the curriculum has led to several innovations in the curriculum including, salesforce.org trails to build effective virtual collaboration and presentation skills, Grammarly to enhance writing effectiveness, Kahoots to engage students in reviewing course material, and SAP certificates for SAP content in three courses, to name a few. For the BSBA, Business Analytics (BIS 345) now includes assignments in Python for data analysis with regression, multiple regression, and cluster analysis. Courses in accounting require Excel, and faculty continue to infuse analytics throughout the curriculum. Marketing Research (MKT 378) includes assignments in “R” and certifications in “R” and Python for data analysis with regression, multiple regression, and ANOVAs. The course also requires Excel for assignments, including data visualization and pivot tables, as well as running simple and multiple regressions in Excel. For the MBA, Foundations of Business Intelligence and Analytics (BUA 680) encourages certifications in Python, “R”, and dplyr, with more than 300 MBA students completing this work.

- **Community:** In partnership with BerryDunn, MMG Insurance, Unum, and MEMIC, the MBS provided an Inspired Innovator session on well-being with implications across Maine for students and employees in organizations. Two faculty members received a \$292,000 federal earmark to train students and work with small-scale agricultural producers in Maine to develop/enhance value-added production. Over 30% of students completed a project for community organizations and firms in 2020-2021, and the MBS and GSB continued that tradition this past year. Faculty members served on boards in the community, engaged student organizations in work for nonprofits, and supervised the completion of projects that make a difference in Maine and beyond. A community of employees from large employers in Maine also joined faculty, staff, and students to view and discuss the film, *Trace the Line* about race relations.

## Innovation:

- **MBA/Concentrations:** MBA students can choose from 13 different concentrations, with some provided by the GSB (e.g., accounting, business analytics, finance, and outdoor industry management), others provided by other universities in the University of Maine system (e.g., sustainability,



healthcare systems, or public and nonprofit management from the Muskie School of Public Policy at USM), or provided by other departments at UMaine (e.g., global affairs from SPIA in CLAS; geospatial technologies, food technology industry management, and human nutrition from NSFA; engineering management from Engineering).

- **MBA Courses and Terms:** MBA courses are now offered in eight-week terms, mainly asynchronously online, and faculty continue to innovate with this format and timing. Some courses continue to be offered in-person to meet the needs of specific student groups such as international learners and veterans.
- **Planning The MaineMBA Academy:** The MaineMBA Academy will partner the capstone course with executives to challenge students to apply the program to relevant issues. Made possible by a donation from Mark and Evan Skinner, the MaineMBA Academy is set to run from March to May, 2023.
- **BSBA Online Management degree:** Approved in 2020, the BSBA online degree in management has 30 students who are enrolled fully in the online program. For working professionals, it is a path to degree completion. U.S. News & World Report ranked this program for the first time in 2021 at #40 in the nation.
- **BSBA Sport Management degree:** Led by Susan Myrden, Associate Professor of Marketing; Muralee Das, Assistant Professor of Management; Faye Gilbert, Dean; Jason Harkins, Associate Dean; and Provost John Volin, the BSBA degree was approved in 2021. The BSBA in Sport Management has 60 declared majors for FY '23, 17 of which are double majors within the MBS. The degree is a partnership with UMaine’s Division I Athletics program, which recently received a \$90 million Alford gift over the

next 10 years for facilities and diversity initiatives.

- **Clinical Business Internships:** Led by Taylor Ashley, MBS Internship Coordinator, Buffie McCue-Quinn, Lecturer in Management and Marketing, and Jason Harkins, Associate Dean, in partnership with Northern Light Health (influenced by a member of the Advisory Board), MBS students will pilot test treating business internships like clinical placements in the field of medicine. MBS is offering a course and rotating the areas of work so that students experience different aspects of the business of healthcare.
- **Webinars and Workshops:** The MBS and GSB held webinars and workshops that combined learners with employees throughout Maine. From films fostering discussion of diversity, equity, inclusion, and belonging to informal discussions, the connections between industry partners and learners is an innovative step with promise. Bangor Savings Bank, Edward Jones, Cross Insurance, Cintas, Vigilant Capital, and Charles Schwab provided luncheon sessions to help our BSBA learners envision what different positions would involve in a career.

## Gauging Impact:

The impact we have on society is a difficult concept to assess, and we are in the early stages of focusing our efforts and measuring the results. As we progress in capturing our efforts to engage, innovate, and enhance our impact on communities, we also refine our message and clarify our distinctive programs and opportunities for learners. As examples of outcomes from 2021–22, consider:

- At least 30% of MBS learners (BSBA) completed a project in 2020-2021, with a similar outcome expected for 2021-2022. (relevance)
- On average, 76% of students in BIS 105 pass the Excel Certification Exam on the first attempt. (analytics and rigor)
- Approximately 25 MBA students each year complete an internship with a local organization. (community)
- About 10% of MBS learners (BSBA) take classes online full-time. (access, robust)
- A \$50,000 grant from the William Procter Scientific Fund fostered interdisciplinary work between the MBS, GSB, and the Darling Marine Center, funding an externship for Angie Zheng, Associate Professor of Business Analytics, three internships, and work for graduate assistants.
- 36% of BSBA learners and 44% of MBA learners are active users of Grammarly, the software most



often used in corporate America to enhance writing effectiveness. (relevance, community)

- 94% of MBS students are admitted to graduate school or employed by commencement (as of 2019 data provided by UMaine). (quality)
- The online Management BSBA degree was ranked #40 by U.S. News and World Report in 2022, the first year of eligibility for this ranking. (quality)
- In 2022, the MBA degree was ranked #46 By CEO Magazine, #35 by Fortune Magazine, and #84 by U.S. News and World Report for 2022. (quality)
- Over 250 employees of companies in Maine and learners at UMaine responded to a survey on well-being in 2022 and 100+ attended each workshop on topics to empower women (2021) or recognize implicit bias and harassment. (community)
- **Impact of Partnerships:**
  - Walgreens partnership with one webinar session for all staff, one interactive professional development seminar offered to a select group of Walgreens associates by Dean Norm O'Reilly, and plans for faculty to provide other topics in the future.
  - Becker partnership, led by Henri Akono, Associate Professor of Accounting, to offer review sessions for students as well as certification in data analytics for students and external professionals.
  - UMaine Graduate and Professional Center (Maine Law, Muskie, GSB) partnership with programming and a team-taught course adding business aspects (Startups and Entrepreneurship Law and Acquisition Transactions) to the Law School, concentrations in the MBA provided by the Muskie

School of Public Policy, and grants awarded for interdisciplinary scholarship through the Center.

- o \$292,000 earmark for the BARD Institute (Erin Carter, Assistant Professor of Marketing, and Stephanie Welcomer, Professor of Management) with the goal to bridge the gap between business, agriculture, and ecology in Maine. This project also represents continuing development of work from an internal MBS grant provided to these researchers in 2019-2020 to involve students with consulting work. Their impact grows with each supported step.

- **Impact of Statewide Leadership Efforts:**

- o The Inspired Innovators webinar focusing on well-being began as a partnership between the MBS, led by Jason Harkins, Associate Dean, and BerryDunn, MMG Insurance, MEMIC, and Unum. This work continues with a comparison of ideas of how to enhance well-being obtained from views submitted by UMaine students and employees from these organizations. The Inspired Innovators event connected organizations with UMaine to emphasize the importance of well-being in the current context of the talent pipeline of learners and employees in large firms. Results of the survey suggest value in focusing on financial and mental well-being for both groups.
- o Outdoor Recreation Economy (ORE) efforts include a new micro-credential, two major grant submissions, and efforts led by Dean Norm O'Reilly that includes 34 researchers from across the University of Maine System, including representation from all eight campuses.

- **Impact of Diversity, Equity, and Inclusion Efforts:**

- o The Maine Business School's Commitment to Diversity: The Maine Business School and the Graduate School of Business believe that supporting, respecting, and appreciating diverse perspectives and experiences strengthens our community, challenges our assumptions, and yields better decision-making in business and in life. We are committed to ensuring that all members of the MBS community feel welcomed, heard, and engaged. (adopted by the MBS faculty fall 2020; GSB faculty fall 2021)
- o *Trace the Line*, produced by Alexandro and Noel Miranda Cruz, is a movie that depicts two artists, one black and one white, and their experiences during 2020. This film was shown to students and employees of the members of the Executive Round Table with a discussion with producers. While the discussion offered no answers, the event provided



hope for the future for healing.

- o Billy Obenauer, Assistant Professor of Management, took the lead in improving our use of the membership with the Ph.D. Project to forge relationships with candidates at earlier stages of their programs. He traveled a day early for the Academy of Management conference to participate in Ph.D. Project events. Learners in his Principles of Management class also influenced the authors of their textbook to improve the use of inclusive language and examples in the text. The students interacted with the publisher and author to provide suggestions for DEI examples in every chapter of the text resulting in some immediate changes and a commitment for still more in the future.
- o David Patrick, an MBS alum, from The Racial Justice and Equity firm in Bangor, Maine, provided a workshop for faculty and staff (April 2022) that covered implicit bias and other topics to foster interactions that enhance belonging and inclusion.
- o Erin Carter, Assistant Professor of Marketing, served as Chair of the Survey Development and Methodology sub-committee for the Town of Orono, ME DEI Committee. (2021)
- o The DEI task force with Matt Graham, Associate Professor of Business Information Systems, as chair, created a new DE&I webpage on the MBS site (2021 and 2022) and coordinated efforts for the *Trace the Line* event and engagement ideas.
- o Melanie Brooks, marketing and communications manager, took the lead to pitch the DEI journey by the MBS to AACSB and ended with a feature story on the AACSB website! Check out the story at [www.aacsb.edu/insights/articles/2022/07/tackling-diversity-along-many-dimensions](http://www.aacsb.edu/insights/articles/2022/07/tackling-diversity-along-many-dimensions).



# Marketing Impact

With strategic thinking, perseverance, and creativity, **Melanie Brooks**, marketing and communications manager, led the charge for improvements in marketing, social media, and Google ads this past year.

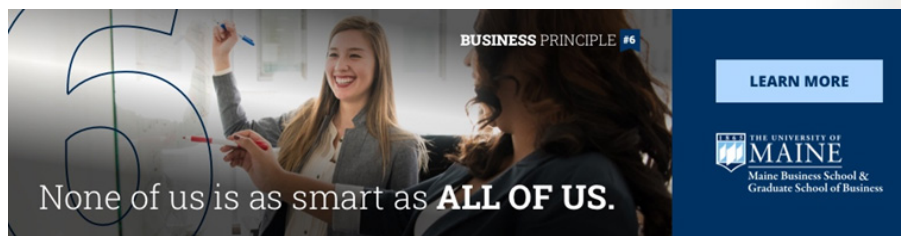
Our work with VisionPoint Marketing resulted in a positioning statement for the MBS and GSB. Through listening sessions with our Advisory Board, current students, and alumni, we identified key messaging points:

- Value and Flagship
- Core Principles + Relevant + Ever-Changing Business World
- Applied Experience + Faculty Excellence

We created short and long messages for different audiences using these messaging points. Our identified audiences include:

- Undergraduate Prospective Students
- Graduate Prospective Students
- Umbrella (prospective students, alumni, donors, etc. for both programs)

**VisionPoint** worked with U.S. to create MBS and GSB guidelines for a “Business Principles” campaign. VisionPoint created headlines, scripts for video/radio spots, and visuals for digital/print ads. A sampling of those visuals are below:



Google Analytics		
Pageviews	262,559	+50%
Average time on page	1:51	+16%

<b>LinkedIn</b>	347 followers	started with 0	1,020 page views	532 unique visitors (+3,225%)	MaineMBA group has 728 members; BSBA group has 1,763 members
<b>Facebook</b>	969 followers	+30%	2,175 page/profile visits (+18.5%)		
<b>Instagram</b>	903 followers	+39%	5,446 profile visits (+233%)		





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# Strategic Plans and Progress, 2021–22

(AACSB Standards 1, 2, and 3)

The MBS vision and mission have long emphasized student learning, faculty scholar page viewership, and service to the community. These themes align with the University of Maine’s Strategic Vision and Values (SVV), adopted in 2018. The separate book on Strategic Focus and Plans provides insights into finances, goals, objectives, and tactics.

## Our values drive U.S. to CARE:

**C**onnect

**A**dapt

**R**espect

**E**ngage

- **Connect** through collaborations and teamwork.
- **Adapt** through innovative steps for our curriculum and outreach.
- **Respect** people as we expect professional interactions and integrity in ourselves and others.
- **Engage** with current thought leadership about business practices and data driven decisions.

*We CARE about our students, colleagues, communities, and the world beyond.*

## Our vision emphasizes change

We are catalysts for sustainable change in our approaches, processes, and communities.

## Our mission is about engagement

Our mission is to engage students and professionals in academic adventures focused on evolving business practices and to advance knowledge through scholarship as we connect with our communities. (Adopted by the faculty December 6, 2019)





### **Our strategic initiatives, 2020–25:**

1. Enrich Learning Experiences
2. Connect with our Communities
3. Adapt Approaches to Foster Excellence
4. Invest in our Sustainable Progress

### **Strategic Planning Summary: Progress with Strategic Initiatives 2020–21**

For 2021-2022, the MBS continued to enrich learning with applied projects, a research learning experience for first-year students, a living learning community, and analytical experiences in many courses in the curriculum. We connected with our communities through those student projects and the efforts of Jason Harkins, Associate Dean. He collaborated with leaders throughout the state to invite employees to attend DEI functions and the well-being webinar with student learners. We adapted our approaches to offer a new degree in Sport Management as we slowly enhanced the online BSBA degree in management and increased the options for concentrations in the MBA program. We also invested in our sustainable progress by partnering with VisionPoint Marketing on messaging and contracting with UMaine Facilities to add offices to the Advising Center and convert two rooms into a larger classroom.

AACSB is a mission-driven accreditation concept where it is up to the MBS and GSB to define the path and provide evidence of progress on that path.

# Assurance of Learning (AoL) and Curriculum Management 2021–22

(Standards 4,5,6,7)

Faculty and staff worked in 2021-2022 to collect data, provide summary tables of results, and enhance aspects of the curriculum to improve learning continuously. In addition to assessments, faculty in the MBS also completed a curriculum map pairing the seven assurance of learning outcomes (ALOs) with the courses in the core curriculum of the BSBA degree to discuss and explore where each ALO is introduced, built, and mastered over the core required courses. This exercise provided a great view of the curriculum. It ensured that the ALOs occurred within courses across the BSBA curriculum and that the management of curriculum is in the hands of faculty and emphasized as important. Artifacts of the assessment process are documented in a book for the MBS and one for the GSB. For the annual report, a few highlights emphasize the importance of tracking progress on a few learning outcomes fundamental to learning core skills in the business disciplines, as defined by the faculty.

## BSBA AoL Highlights

The BSBA AoL Committee shepherded the AoL process for 2021-2022 and kept things on track and progressing. The committee then brought items to each meeting for the faculty to consider and review. This section simply provides a few highlights of the process. Complete details are in the AoL book for 2021-2022 with tables, faculty responses, and suggested curriculum changes. These efforts result in a maturing AoL process that supports growth through reflection and closing the loop activities.

### ASSURANCE OF LEARNING OUTCOME 1: KNOWLEDGE

- **ALO 1a. Knowledge:** Our students will graduate knowing core concepts in the major business disciplines.
- Assessment: ETS, exam administered every other year
- Target Achievement: Students will score at or above the ETS-average on all subject areas
- Results: spring 2022, comparison of online and in-person courses

ETS: Percent correct by topic area for in-person and online sections spring 2022	UMaine in person, % correct	UMaine Online, % correct	EST National, % correct
Accounting	40.6	36.6	43.6
Economics	52.4	47.1	52.6
Finance	42.3	38.9	43.1
Legal and Social Environment	51.1	47.7	52.0
Management	56.3	54.1	58.5
Marketing	52.5	52.8	54.5
Quantitative Business Analysis	38.6	26.4	36.8
Grand Average	47.7	44.0	48.6

There were 116 learners who completed the ETS exam for spring 2022, a marked increase in the number of seniors taking the exam from the 35 who participated in the prior administration (2020). As shown, BSBA students did not reach ETS national levels in several areas but were very close to that 'national' or ETS average. Further, the difference between in-person and online sections of the capstone course is small enough to be reassuring for the quality of outcomes in the core business disciplines.

### ASSURANCE OF LEARNING OUTCOME 1C: KNOWLEDGE, FINANCIAL STATEMENT ANALYSIS

With ETS results from 2020, we explored the most missed items on the ETS and selected financial statement analysis to augment the previous work done in 2020 and 2021 to assess students understanding of time value of money (ALO 1b). A pilot



test was conducted to assess financial statements that included two versions: one with formulas and one with no formulas.

- **ALO 1c. Knowledge, Financial Statement Analysis:** Students will be able to analyze aspects of financial statements
- Assessment: Mini-Problem(s) Pilot Test, Spring 2022
- Target Achievement: At least 70% of students will correctly solve financial analysis problems
- Results: The scoring was based on 10 pts for each case (Income Statement, Balance Sheet)

	Average, All Questions	Average, Balance Sheet Questions	Average, Income Statement Questions	N
<b>First-Second Year</b>	<b>11.66</b>	<b>6.34</b>	<b>5.31</b>	<b>32</b>
NO Formulas		5.08	3.15	13
WITH Formulas		7.21	6.79	19
<b>Third-Fourth Year</b>	<b>14.49</b>	<b>7.61</b>	<b>6.88</b>	<b>57</b>
NO Formulas		6.29	4.61	28
WITH Formulas		8.89	9.07	29
<b>MBAs</b>	<b>19.46</b>	<b>5.54</b>	<b>9.92</b>	<b>13</b>
NO Formulas		10.0	9.0	1
WITH Formulas		9.73	10.0	12
<b>Grand Total, Average</b>	<b>14.24</b>	<b>7.46</b>	<b>6.78</b>	<b>102</b>

*Scoring Note: Each case had 4 questions, A, B, C, and D. Question A was a simple, straight-forward question and was 1 pt (either correct or incorrect). Question B & C needed a simple calculation (i.e., calculate earnings per share). Question D was an interpretation question. Questions B, C, and D were scored as follows: 0 - blank, or now answer 1 - if some attempt was made 2 - if the answer was close, but not quite right 3 - correct answer So the scores reported were averages of the raw scores, with a total possible points of 20 across both cases.*

While there are some differences in scores based on providing formulas or not, it's an impressive first showing for the pilot test of assessing learner understanding. Further, third-fourth year learners show improvement over first-second year learners, thus demonstrating learning through the curriculum. Faculty members will review the results and decide how to strengthen learners' financial statement analysis skills going forward. This entire process of developing the mini-case, pilot testing results, and discussing outcomes increases awareness of this critical skill for the learners who participate in the assurance of learning exercise and for the faculty who create, implement, and review results.

## **ASSURANCE OF LEARNING OUTCOME 2B. WRITTEN COMMUNICATION**

- **ALO 2b. Written Communication:** Our graduates will be effective communicators (e.g., will demonstrate effective written communication skills).
- Assessment: Written research papers or cases graded by several faculty with a rubric
- Target Achievement: At least 60% of students will perform at a satisfactory level or above on each element of the rubric for effective writing

The key change in the curriculum for writing in 2020-2021 was encouraging all students to use Grammarly. This AI-cloud-based writing assistant has been a way to enhance the attention on writing for improvement. While prior AoL measures show writing as acceptable, faculty members wanted to further enhance learner skills. The MBS adopted Grammarly in 2020 and provided it to all BSBA and MBA students.

Grammarly Usage (Closing the loop on writing, ALO2b)	Total Students (2021)	Percentage of students who are active users of Grammarly, 2020-21	Total Students (2022)	Percentage of students who are active users of Grammarly, 2021-22
<b>MBS/BSBA Students</b>	1,218	<b>29.9%</b>	1,1614	<b>33.6%</b>
<b>GSB/MBA Students</b>	349	<b>44.4%</b>	390	<b>40.7%</b>

The MBS and GSB faculty will continue to encourage students to use Grammarly for papers, e-mails, and other writing assignments and work. Writing skills will then be re-assessed.

### ASSURANCE OF LEARNING OUTCOME 5B. GLOBAL PERSPECTIVES — INTERCULTURAL SENSITIVITY

- **ALO 5b. Global Perspective – Intercultural Sensitivity:** Our learners will develop intercultural sensitivity as a capacity to recognize the worth of other cultures and as a means of understanding the world.
- Measure: 24-item scale for Intercultural sensitivity scale (Chen and Starosta 2000)
- Target Achievement: An average score of at least 4 on a 1–5 survey measure
- Results

Intercultural Sensitivity, Pilot Test	Interaction Engagement	Respect Cultural Differences	Interaction Confidence	Enjoyment of Interaction	Interaction Attentiveness	n
Overall average	4.1	4.4	3.7	4.3	3.8	134
In-person class	4.0	4.4	3.7	4.3	3.8	52
Online class	4.1	4.4	3.7	4.3	3.8	61
Hybrid class	4.2	4.5	3.8	4.2	4.0	21
MBA students	4.4	4.6	4.1	4.6	3.99	8

Measure used a scale developed by Chen and Starosta (2000) where people respond to 20 items on a 5-point scale with some items reverse scored. The higher the score the more positive or stronger the outcome for the respondent.

Of the five constructs on the intercultural sensitivity scale (Chen and Starosta 2000), only two resulted in average scores below the pre-set goal of four. Faculty then will look at steps that could be taken in the curriculum to strengthen interaction confidence and interaction attentiveness. Intercultural sensitivity is a concept of preparing learners for intercultural interactions. It is of great interest to employers who must manage diverse teams who interact with a diverse customer base; thus, an important concept for the UMaine faculty to continue to explore.

### ASSURANCE OF LEARNING OUTCOME 6B. TECHNOLOGICAL AGILITY, EXCEL

- **ALO 6b. Excel.** Our students will be able to use Excel at a professional level and 60% or more will pass the Excel Certification Exam.
- Assessment: Direct, GMetrix Exams and Excel Certification(s)
- Target Achievement: At least 60% of students will pass each aspect of the Rubric for GMetrix exams and at least 60% of students will pass the Excel certification exam.

#### BSBA Excel Certification Exam Passing Rates, by Session

Session	Pre-Test Percentage Passing	Certification Exam, Percentage Passing	Number Taking Exam
Spring 2020, Pilot*	0%	62%	52
Fall 2020, 1st Session	4%	72%	85
Fall 2020, 2nd Session	1%	61%	75
Winter Term, 2021	3%	84%	37
Spring 2021, 1st Session	4%	86%	89
Spring 2021, 2nd Session	5%	82%	66
May Term, 2021	6%	74%	46
Spring 2022, 1st Session	1%	79%	136
Spring 2022, 2nd Session	0%	68%	40
"Rough" average pass rates, 2021–22	3%	76%	778



*\*Due to COVID-19 students were not able to take the Microsoft Certification exam, and instead took an alternate final exam simulating the certification exam.*

The journey to Excel certification began in 2019 and has now reached 778 students who showcase their skills as they note the certification on their resumes and seek career positions. With the focus on analytics throughout the curriculum, faculty members have added SAP certificates, with three more students achieving that honor this past year.

# MBA AoL Highlights

The MBA program assessed several AoL learning outcomes in 2020-2021: Knowledge (ETS exam), Writing (research paper), Technological Agility (Excel voluntary pilot test), Global (indirect measure of perceptions), and Teamwork (CATME). As a few highlights to review:

**ALO 2. Knowledge, Financial Statement Analysis:** MBA students participated in the pilot test for the financial statement analysis in spring 2022. MBA learners scored above their BSBA counterparts in all aspects of financial statement analysis. On average, MBA students scored 19.46 out of 20 possible points on the overall financial statement analysis pilot test, whereas third-fourth year BSBA students scored 14.49. If repeated with more significant numbers of MBA students, it would reinforce the worth of the foundation courses creating a level playing field of knowledge in the program.

**ALO 4. Global, Intercultural Sensitivity:** MBA students participated in the intercultural sensitivity pilot test in spring 2022. Although only 8 completed the survey, they scored at or above the target achievement level. The scale by Chen and Starosta 2020 measures five aspects of intercultural sensitivity to assess readiness to engage in intercultural interactions. It is reassuring that these MBA learners met the stated target achievement levels across all aspects (if you round 3.95 to 4), suggesting faculty members may need to revise the assessment of global issues for MBA learners.

Intercultural Sensitivity Pilot Test	Interaction Engagement	Respect Cultural Differences	Interaction Confidence	Enjoyment of Interaction	Interaction Attentiveness	n
MBA Students	4.4	4.6	4.1	4.6	3.95	8

In addition to the checks for MBA learning for intercultural sensitivity and financial statement analysis, there are additional highlights of AoL for the MBA program summarized in the “book” of artifacts for 2021-2022.





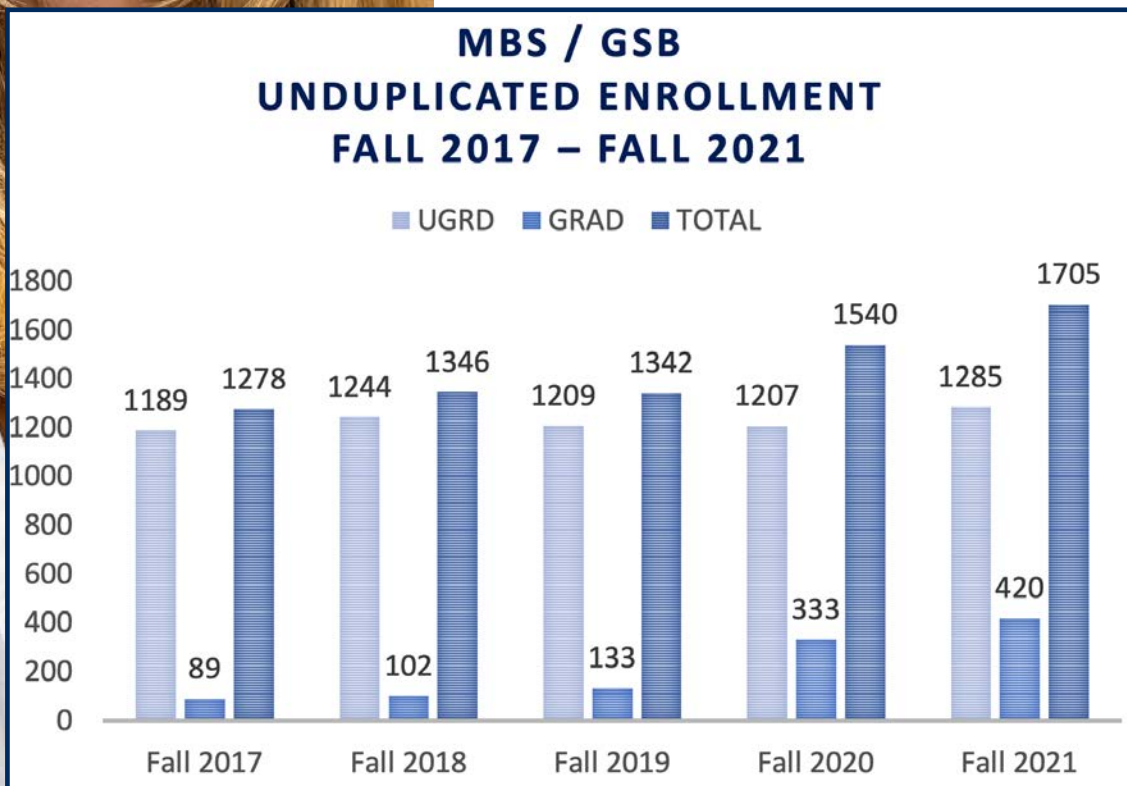
# Enrollment, Retention, and Progress After the Degree

(See Appendix for tables of enrollment trends, career survey outcomes, and indirect measures)

Our Advising Staff, led by **Cynthia D'Angelo**, includes talented professionals who meet students in person, on Zoom, by e-mail, or by phone and develop guidelines to assist students in finding their way through the academic journey to degree completion. Cindy works with advisors **Joanne "Jody" Loper**, **Jennifer Scott**, and **Meghan Gardner (GSB)** to keep students on track.

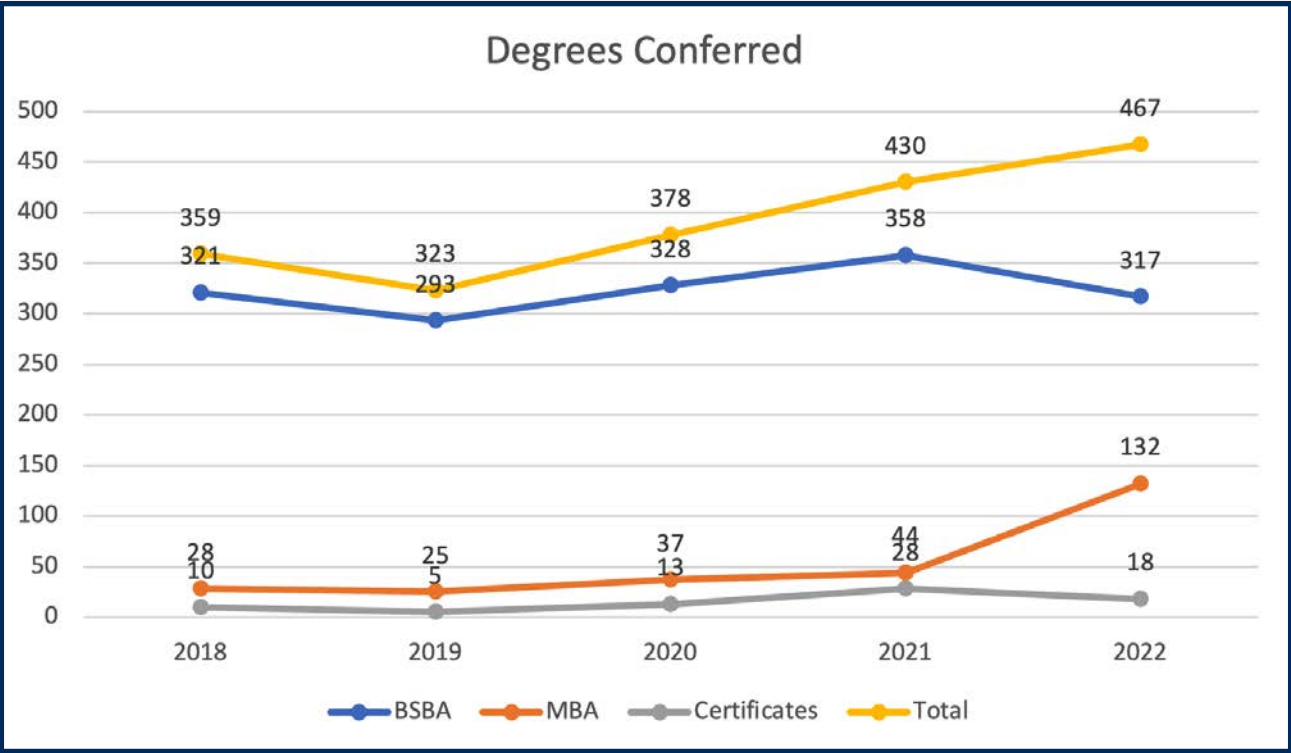
**Enrollment** in the MBS and the GSB has steadily increased over time, with dramatic increases in the MBA program.

The steady increase in enrollment in the BSBA degree programs emphasizes interest in finance, marketing, and management. The new BSBA in sport management has 37 first-year students declaring it as their major for FY '23.





**Degree** completion increased year over year to reflect the increases in enrollment. The MBA, in particular, showed an increase in degrees granted in 2022 after the dramatic rise in enrollment in 2020 and 2021.





# Internships, Careers, and Progress to Placements

## INTERNSHIPS

With efforts by **Taylor Ashley**, Internship Coordinator, services and ideas took on a different approach in 2021-2022.

**Explore Careers Casually** paired MBS learners with employers in several industries to enhance awareness and understanding of career options. Cross Insurance, Bangor Savings Bank, Cintas, Charles Schwab, and Vigilant Capital all worked with students over lunch to discuss what life is like in different aspects of these industries and firms.

**Career Ready Games** offered a series of career-related challenges administered through Brightspace in partnership with the UMaine Career Center. The games attracted over 100 students from across the university in 15 teams. While all participants received a Career Essential Kit, the top three teams were able to designate a local charity to receive funds donated for the purpose, with SPIFFY and Beta Gamma Sigma taking top place in the games.

**Last year:** A Student Engagement Survey was conducted to gain insight into MBS and MBA students' involvement in internships, work, and volunteering with 322 students responding to the survey, 191 BSBA and 121 MBA students. The data suggests that:

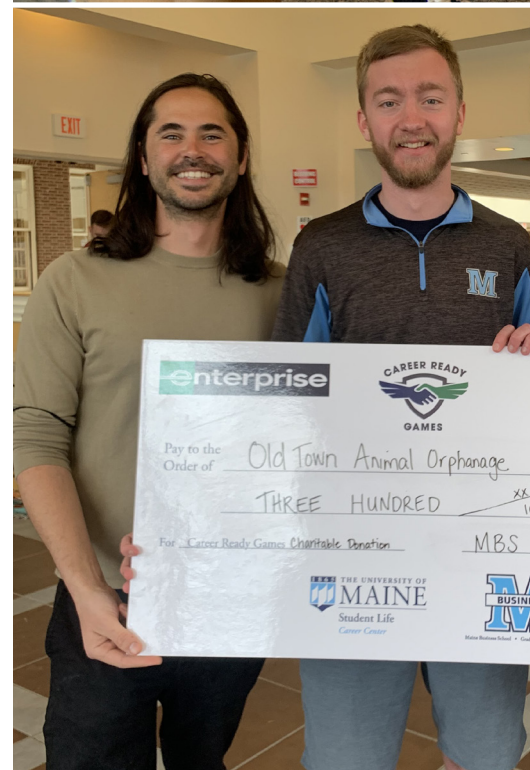
- 13% of MBS and 8% of MBA students participated in an internship within the last year
- 84% of MBS students had worked within the last year
- 66.5% of students reported working during the time of taking the survey
- 93% of MBA respondents reported that they worked
- 78.8% of MBA respondents stated they were currently working full-time
- 52% of MBS and 40% of MBA students engaged in volunteer work

**Success in Internships – One-credit pilot course** introduced students to internships and the steps they can take to secure them and gain professional experience while pursuing their business degree. Three employers facilitated topics about professional communication in the workplace.

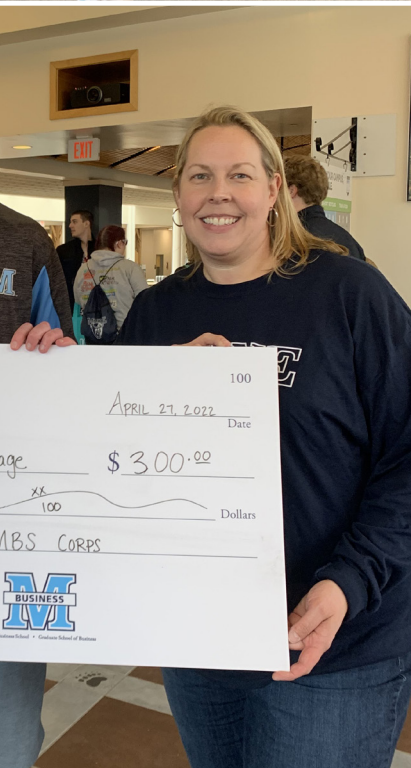
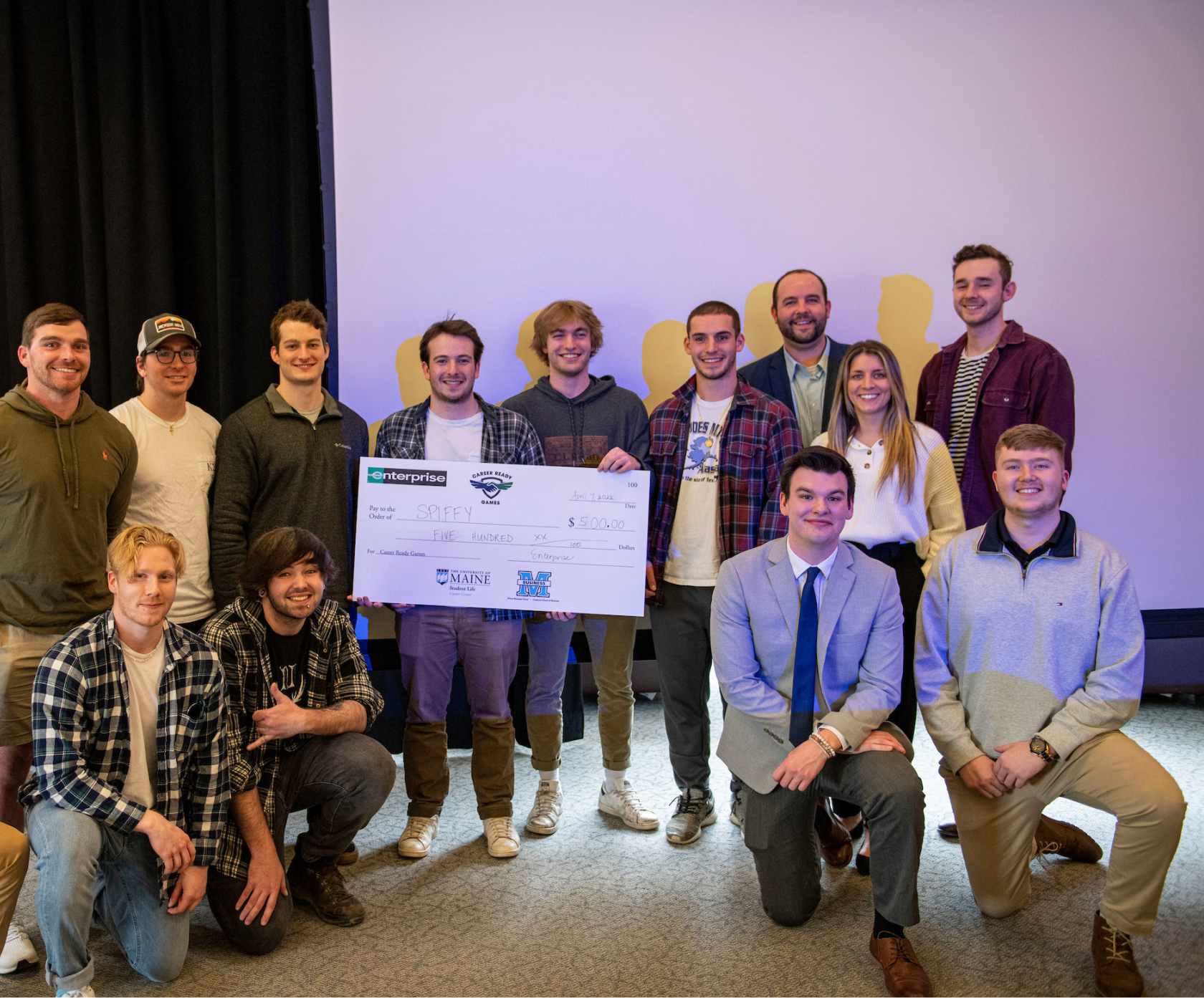
**Professional development workshops** attracted over 168 learners to gather and explore aspects of career searches and the world of work. Topics included networking, resumes, and a resume session for our international learners.

**The Internship website** serves as a comprehensive resource for learners and visitors. Taylor Ashley's student-led team of Angelina Buzzelli (MBS) and Nick Poulin (BSBA) produced five original educational videos to present best practices for seeking and securing internships.

**Life After UMaine** data from the sample of graduates from 2020 shows 84% of business graduates were employed full-time by commencement, just below engineering graduates at 88%. Of those graduates, 54% found employment in Maine, and 46% found employment outside of Maine, at a median starting salary of about \$55,000 per year. About 10% of those who responded to the Life After UMaine survey were attending graduate school with about 7% full-time and 3% part-time learners.









# Student Organizations and Learner-Faculty-Learner Interactions

## MBS American Marketing Association (AMA)

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(**Rusty Stough**, advisor): Throughout the year, AMA met weekly and worked with various organizations and clubs within and outside of the University of Maine on a variety of activities. They helped with fundraising activities for a few different clubs on campus, including running two different raffles. They also worked with Inclusive Ski Touring of Maine to develop a marketing plan and apply for state and federal grants. They partnered with the Penobscot Theatre Company to create an online marketing plan for two theater productions: Hockey Mom and Becoming Dr. Ruth. Finally, the club worked on their own branding and marketing efforts to recruit and attract new members with membership increasing by 80% from the pre-pandemic levels of attendance.



## Institute of Management Accountants (IMA)

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(**Dave Barrett**, Advisor) IMA is part of the Association of Accountants and Financial Professionals in Business. The UMaine IMA chapter met regularly and invited professionals to attend those weekly meetings. A goal is to reinforce the principles of IMA, including honesty, fairness, objectivity, and responsibility.



## MBS Ambassadors

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(**Melanie Brooks**, advisor): MBS Ambassadors hosted students and families for accepted student days, orientations, and tours. They met with the Dean and Associate Dean to provide feedback and insights from the students' point of view as they served as professional ambassadors for visitors. Ambassadors assisted with professional development videos for Taylor Ashley and helped create flyers for our Living Learning Community. Many also participated in a listening session with VisionPoint Marketing to help create our positioning statement and took part in our StrengthsFinders webinar with MBS Advisory Board member Kathleen Murphy.



## MBS Corps

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(**Nory Jones**, Advisor) The MBS Corps is a philanthropic student organization. They completed several fundraising campaigns this year resulting in a holiday drive for The Salvation Army (\$2,250 in funds and gifts) and Hopes and Heroes benefiting the Maine Veterans Project (\$2,500). The MBS Corps has a new Advisory/Alumni Board of Directors with: CJ Bowen, Class of 2020: management/marketing double major; Gabby Chartier, Class of 2020: management/marketing double major; Luke Guibord, Class of 2020: mechanical engineering/military science major and leadership minor; and Kaleigh Haroldsen, Class of 2019: marketing/psychology double major.



## Student-Managed Investment Group (SPIFFY)

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(**Sebastian Lobe**, Advisor) SPIFFY has built its portfolio to over \$4 million with gratitude to the teams of students and faculty over time who have worked on these investments. SPIFFY also met with external visitors from the MBS Advisory Board and alumni of SPIFFY to prepare their spring presentation for Quinnipiac. SPIFFY members enjoyed a mid-June webinar, "In Search of a Steady State: Inflation, Interest Rates, and Value, The (Inflation) Genie Escapes the Bottle!" Aswath Damodaran from the New York University Stern School of Business led the webinar.



## Undiscovered Maine

(**Nory Jones**, Advisor) Students toured and experienced rural parts of Maine, including The Nordic Heritage Center in Preque Isle; Maine Back Country Adventures, Standing Seam Roofing (a business run by Amish brothers without using electricity), and Miller’s Metal Sales in Fort Fairfield; Mt. Blue State Park in Weld; MaineStone Jewelry and Ambition Brewery in Wilton; and Abraham’s Goat Farm and Creamery in Newport. This group then worked with faculty advisor Nory Jones to consult with the Maine Mountain Children’s House (MMCH) and its director, Bethany Mahar, to offer suggestions to attract families, refresh social media, upgrade software, and collaborate with the public school system. The impact? Help for a small rural school, energized marketing ideas, and reinforcement of the relevance and rigor of learning at the MBS!



## Beta Gamma Sigma (BGS)

(**Grant Miles, Faye Gilbert, Jen Larlee**, Advisors) BGS was chosen as a “high honors” chapter by the national office. The Officers of Beta Gamma Sigma selected Stefano Tijerina as the faculty inductee this year. They also honored MBS Advisory Board members Dianne Watters and Larry Blaisdell with memberships to BGS. Nick Poulin and Mikayla Reynolds led the efforts in 2021-2022, ensured officer elections were held before the end of the spring term, celebrating Founders Week, and organized two induction ceremonies – incredible progress for BGS and its members.



## Women in the Maine Business School

(**Erin Carter & Nory Jones**, Advisors) Women in Business, with Maggie Fahey as president, engaged with the General Student Senate at UMaine and was formally recognized as a student organization. They connected with leaders throughout the year with guest speakers such as Faye Gilbert, Executive Dean, and Bristyn Leasure, Industry Marketing Lead, Oracle NetSuite, offering insights and opportunities for discussions and engagement.



## Student Honors

We added a Winter Recognition Ceremony in the fall 2021 to celebrate our December graduates and induct students into Beta Gamma Sigma, the international honor society for AACSB-accredited programs. Beta Gamma Sigma honored a faculty member, Stefano Tijerina, Lecturer in Management, and two business professionals, Dianne Watters from Tyler Technologies and Larry Blaisdell from Vigilant Capital, with membership in BGS this year. Students received honors from their faculty as well as academic honors for the highest grade-point average within their disciplines. Pictures and stories appear on our website, and the congratulations imprint our hearts with these incredible students completing degrees.

We retain the tradition of giving each graduate a woodallion (wooden medallion with the M imprint and ribbon for wearing it at graduation), an alumni pin, cords for key achievements, and receptions to foster interactions with faculty and families.





# Thought Leadership – The Impact of Scholarship

(AACSB Standard 8)

Faculty members contributed to knowledge in their disciplines as they explored a rich field of topics for business. Convertible debt, fantasy sports, internships as clinical rotations, bitcoin, social media advertising, off-exchange trading, digital platforms, demand intermittency, mindfulness in Navy Seal training, cyber-vetting, digital health experience, Maine’s economy, and food recalls are just a few of the topics of interest to this faculty. Their academic scholarship then appeared in quality outlets with the work of Yonggang “Tim” Lu, Associate Professor of Business Analytics in the *European Journal of Operational Research*, Nadège Levallet, Assistant Professor of Management and Information Systems in the *European Journal of Information Systems*, and Billy Obenauer, Assistant Professor of Management in *The Leadership Quarterly* classified as A\* outlets — the highest quality for journal articles on the ABDC list.

## Tracking Quality of Peer-Reviewed Journals Over Time

Quality Indicator	2019-20	2020-21	2021–22
Average % Acceptance Rate (n=of those with an acceptance rate reported; midpoint used for ranges)	18%	23%	23%
% A/B journals by ABDC (of all publications)	48%	41%	30%
Average H-Index (n=/of those with H-index)	61	48	54.2
Average Impact Factor (n=of those with an Impact factor)	3.3	2.3	3.6
Number of peer reviewed journal articles (n=)	19	17	42

Of the 42 journal publications, about 57% were listed in Cabell’s and 37% were listed in the Australian Business Deans’ Council (ABDC) list. We had three publications (Levallet, Lu, Obenauer) with A\* publications for the ABDC list. About 35% of the journal publications have impact factors (citation rates) above 4 (Beaulieu, Bolton, Carter, Jurich, Levallet (2), Lu, Myrden (2), Obenauer (2), Wörsdörfer, Zheng (2)) this past year. MBS faculty were active in their scholarship and provided a quality impact on knowledge in their disciplines.



# Thought Leadership – Engagement and Societal Impact

(AACSB standard 9)

The societal impact of UMaine’s MBS and GSB manifests in several different ways. Work with large employers who are part of the informal roundtable led to an initiative to assess well-being for the workforce pipeline with comparisons from students to full-time employees. Applied projects included work in the capstone management course for the MBA, where learners tested their acumen with five different organizations to offer informed advice.

Pankaj Agrawal, Professor of Finance, and Jason Harkins, Associate Dean, spent a day with Junior Achievement to discuss financial literacy. Students and employees tasted the bittersweet lessons of Trace the Line by viewing the past couple of years of race relations from the view of artists. The impact of open discussions of race relations after George Floyd and the responses to the trials of COVID-19 are ephemeral but felt with longer-term resonance.

Sustainability remains a part of research and outreach for several faculty members with publications on the topic, a federal earmark that will affect the agricultural industry in Maine next year, and consulting work completed for the Darling Marine Center based on a grant from the William Procter Scientific fund.

The MBS and GSB are still wrestling with how to gauge the impact, e.g. dollars spent on projects, number of organizations, satisfaction surveys of clients, or level of accomplishment felt by participants in delivering the service.





# In Memoriam

## **Cynthia Tollerson, Ph.D., Harold Alfond Assistant Professor of Accounting**

Our hearts go out to Cynthia Tollerson’s family as we continue to hold her memory close to our hearts. The tragic news of her passing on June 27, 2022 is difficult to share. The University of Maine community joins the Maine Business School and Graduate School of Business students, faculty, and staff in mourning the death of Dr. Cynthia Tollerson.

Cynthia, the Harold Alfond Assistant Professor of Accounting, joined the UMaine community in 2019. She mainly taught MBA students and also had a distinct role in reaching undergraduates — in essence, impacting those in the Maine Business School at the beginning of their college careers as well as working professionals in the Graduate School of Business. Students appreciated Cynthia’s focus on relevant course content and mentoring that made a difference in starting or advancing their careers. As part of the Graduate School of Business, Cynthia attended research presentations with the business faculty at the University of Southern Maine. She was an honored colleague in the MBS and GSB and will be missed.



# Summary and Conclusions, 2020-2021

Engaged describes the faculty and staff in the MBS and GSB quite well, with active initiatives for analytics, applied projects, speakers in classrooms, and interactions between faculty and learners as a norm. Innovation permeates efforts to offer new degree programs, enrich online learning, and reach first-year students with a living learning community and research learning experiences. Impact occurs in scholarship and collaborations with partners and communities in Maine that make a difference.

Faculty and staff invest their time in working as advisors to student organizations that manage over \$4 million in funds for SPIFFY, explore the roads less traveled in Maine with Undiscovered Maine, and honor our academic stars in Beta Gamma Sigma. Women in Business connects students to leaders who paint a picture of career paths and strategies that work. The MBS Corps focuses on veterans and helps the Salvation Army with their Adopt-a-Family during the holidays every year. MBS Ambassadors represent U.S. to visitors, prospective students, and the community. The American Marketing Association raises funds for nonprofits and enhances the culture of caring. The Institute of Management Accountants offers connections to professionals that shape careers. It is an enriched culture that serves as an impetus for change in our approaches, processes, and communities (MBS vision statement).

Members of the MBS Advisory Board participate in VisionPoint Marketing interviews; make donations that foster analytics and outreach for financial literacy, among other initiatives; and partner with U.S. to pilot test clinical rotations for business internships. We offer webinars on key topics for Walgreens and offer courses with Becker to enhance analytics and accounting CPA exam preparations for learners and our community. We engage with employers in Maine for webinars and understand well-being from the pathway of student learners to employees in the state.

We are accredited by AACSB, and faculty publish and engage in the learning enterprise to maintain that credential that places our programs among the best in the world for quality.

We are UMaine, and we thank you for believing in our excellence, partnering with our people and programs, and helping U.S. continue to make a difference in this world. Please contact U.S. if you would like to know more about business programs at the Flagship Institution in Maine.



Go **Big!**

Go **Blue!**

Go **Business!**



# Appendix

## Peer-Reviewed Journal Publications, July 2020–June 2021

- Akono, H., Choi, H., and Karim, K. (2021). Convertible debt and the pricing of audit services. *Accounting Horizons*, 18(119).
- Berdnikov, M., O'Reilly, N., & Abeza, G. (2021). Exploring the involvement of athletes in influencing a host country's image via social media: the case of the Rio 2016 Olympic Games. *International Journal of Sport Management and Marketing*, 21(3/4), 209-225.
- Bolton, J., & (2021). Doing well by creating economic value through social values among craft beer breweries: A case study in responsible innovation and growth. *Sustainability*.
- Carter, E. & Welcomer, S. (2021). Designing and Distinguishing Meaningful Artisan Food Experiences. *Sustainability*.
- Das, M. (2021). Fantasy sports and gambling regulation in the Asia Pacific. *International Sports Law Journal*, 21, 166-179.
- Das, M. & Myrden, S. (2022). America's Major League Soccer: Artificial Intelligence & the Quest to Become a World Class League. *The Case Journal* (forthcoming).
- Dumas, J. & Stough, R. (2022). When influencers are not very influential: The negative effects of social media verification. *Journal of Consumer Behavior*, 21(3), 614-624.
- Finch, D., Abeza, G., O'Reilly, N., & Mikkelson, A. (2022). Esport Sponsorship: Practitioners' Perspectives on Emerging Trends. *Journal of Brand Strategy*.
- Finch, D., O'Reilly, N., Levallet, N., and Mikkelson, A. (forthcoming). A dynamic capabilities view of the NBA and esports. *International Journal of Sport Management and Marketing*.
- Finch, D.J., O'Reilly, N., Legg, D., Levallet, N. & Fody, E. (2022). So you want to work in sports? An exploratory study of sport business employability. *Sport, Business and Management: An International Journal*, 12(2), 117-134.
- Finch, D., Abeza, G., O'Reilly, N., Nadeau, J., Levallet, N. Legg, D. & Foster W.M. (2022). Season ticket holder segmentation in professional sports: An application of the sport relationship marketing model. *International Journal of Sport Marketing and Sponsorship*, 23(1), 110-131.
- Finch, D., Levallet, N., McIntyre, S., and Pyde, K. (forthcoming). What makes a product manager? A dynamic capabilities view of product management. *International Journal of Product Development*.
- Foster, G., O'Reilly, N., & Naidu, Z. (2021). Playing-Side Analytics in Team Sports: Multiple Directions, Opportunities, and Challenges. *Frontiers in Sports and Active Living*.
- Gilbert, F.W., Harkins, J., Agrawal, P., and Ashley, T. (2021). Internships as clinical rotations in business: Enhancing access and options. *International Journal for Business Education*. 162(1), Article 7.
- Hedman J., Beaulieu, T., & Karlström, M. (2021) The tales of alphanumeric symbols in media: The case of Bitcoin. *Journal of Theoretical and Applied Electronic Commerce Research*, 16, 2768-2792.
- Hong, Z., Tian, R., Yang, Q., Yao, W., Ye, T., Zhang, L. (2021). Asset allocation via machine learning. *Accounting and Finance Research*, 10(4), 3449.
- Humaid, S., Nayyar, D., Bolton, J., Bayer, R., & Skonberg, D.I. (2022). Physicochemical Properties and Consumer Acceptance of Sous Vide Cooked Lobster Tails, *Journal of Culinary Science & Technology*. DOI: 10.1080/15428052.2021.2024474
- Jones, N.B., Miles, P., and Beaulieu, T. (2021). The value of social media advertising strategies on tourist behavior: A game-changer for small rural businesses. *Journal of Small Business Strategy*, 31(4), 64-75.
- Jurich S. (2021). Does off-exchange trading decrease in the presence of uncertainty? *The Quarterly Review of Economics and Finance*.
- Jurich, S., & Walker, M.M. (2022). Initiating contact in merger negotiations: Who leads and who follows? *Journal of Economics and Business*, 119.

- Levallet, N., Finch, D., McCaffery T., Espinoza, A., & Raby, S. (2022). A dynamic management capabilities view of small to medium-sized enterprise export readiness. *International Journal of Entrepreneurship and Small Business*.
- Levallet, N., & Chan, Y.E. (2022). Uncovering a new form of digitally-enabled agility: An improvisational perspective. *European Journal of Information Systems*.
- Li, T., Chan, Y.E., & Levallet, N. (2022). Leveraging digital platforms for strategic advantage: Lessons learned from Instacart. *MIS Quarterly Executive*.
- Lu, Y.T. (2022). An empirical Bayes approach to incorporating demand intermittency and irregularity into inventory control. *European Journal of Operational Research*.
- McIntyre, F.S. & Gilbert, F.W. (2021). Maintaining AACSB International accreditation: From basics to best practices. *Organization Management Journal*, 18(1), 199-209.
- Miles, P., & Angelis, J.N. (2021). Untangling innovation: an examination of compensation, corporate social responsibility, and corporate financial performance. *Social Responsibility Journal*; (27 October).
- Miles, P. & (2022). The role of mindfulness and resilience in Navy SEAL training. *Military Psychology*.
- Peterson, M., Sanderson, W., Kussainov, N., Hobbs, S.J., Miles, P., Scollay, M.C., & Clayton, H.M. (2021). Effects of racing surface and turn radius on fatal limb fractures in thoroughbred racehorses. *Sustainability in the Equine Industry*, 13(2), 539.
- Obenauer, W. (2022). The price of technology is responsibility: A discussion of threats created by cybervetting that employers must address to ensure equal employment opportunity. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, (forthcoming).
- Obenauer, W. Kalsher, M. (2022). Is White Always the Standard? Using Replication to Revisit and Extend. *What We Know About the Leadership Prototype. The Leadership Quarterly*, (forthcoming).
- O'Connor, G., Myrden, S., Alkire, L., Lee, K., Kocher, S., Kandampully, J., and Williams, J. (2021). Digital Health Experience: A regulatory focus perspective. *Journal of Interactive Marketing*, (forthcoming).
- O'Reilly, N., Finch, D., Abeza, G., Levallet, N., Nadeau, J., Legg, D., Foster, W.M., & Blake, C. (2022). Segmentation of season ticket holders in minor league North American professional sport. *Sport Innovation Journal*, 3(1), 16-29.
- O'Reilly, N., Nadeau, J., & Warwick, L., (2022). "Adventure Tourism and the Place Brand of Argentina", *Journal of Sport & Tourism*, in press.
- Tijerina, S. (2021). Imagining Maine's economy in a postpandemic world. *Maine Policy Review*, 30(2).
- Warmath, D., Winterstein, A., & Myrden, S. (2022). Parents and coaches as transformational leaders motivating high school athletes' intentions to report concussion symptoms across socioeconomic statuses. *Social Science & Medicine* (forthcoming).
- Wörsdörfer, M. (2021). Digital platforms and competition policy: A business-ethical assessment. *Journal for Markets and Ethics*.
- Wörsdörfer, M. (2022). What happened to 'Big Tech' and antitrust? And how to fix them!. *Philosophy of Management*. (Online First).
- Wörsdörfer, M. (2022). Big Tech and Antitrust: An Ordoliberal Analysis. *Philosophy & Technology, Springer*. (accepted).
- Yue, W., Liu, N., Zheng, Q., and Wang, H.H. (2021). Does the COVID-19 pandemic change consumers' food consumption and willingness-to-pay? The case of China. *Foods*, 10, 2156.
- Zheng, Q. (2022). Spillover effects of food recalls: A mild recall scenario experiment in China. *Science of Food*, 6(1), 1-8.
- Zhang, Y.Y., Zheng, Q., & Wang, H. (2021). Challenges and opportunities facing the Chinese economy in the new decade: Epidemics, food, labor, e-commerce, and trade. *The Chinese Economy*, 1-3.
- Zheng, Q., & Wang, H.H. (2021). Do consumers view the genetically modified food labeling systems differently? Contains GMA vs non-GMO labels. *The Chinese Economy*, 2-13.



## Books and Book Chapters

O'Reilly, N., Seguin, B., Abeza, G., & Narraine, M. (2022). "Sport Marketing: A Canadian Perspective: 3rd Edition," Human Kinetics Books, Canada.

O'Reilly, N., Abeza, G., & Harrison, M. (2021). "Sport Sponsorship Insights," Routledge.

O'Reilly, N. & Burton, R. (2022). "Business the NHL Way: A Business Playbook from the Fastest Game on Ice," University of Toronto Press, Canada.

Burton, R., O'Reilly, N., Hirsham, J, Dolich, A., & Lawrence, H. (2021). "The 20 Secrets of Success for a Student-Athlete," 2nd Edition, Ohio University Press, Athens, USA.

Abeza, G., O'Reilly, N., Sanderson, J. & Fredrick, E. (2021). "Contemporary Issues in Social Media in Sport," World Science Publishing, Singapore.

O'Reilly, N. (2021). "Sponsorship Evaluation," in Encyclopedia of Sport Management on Elgaronline, Pederson, P., Editor.

Savage, N. & O'Reilly, N. (2021). "Converting Traditional Cycling to a Virtual Platform," in Handbook of Research on Pathways and Opportunities Into the Business of Esports, IGI Publishing.

O'Reilly, N. (2021). "Sponsorship Evaluation," Sage Encyclopedia of Sport Management, Paul Pedersen, Editor.

Tijerina, S. (2021). Opportunism and Goodwill: Canadian Business Expansion in Colombia, 1867-1979. Toronto: University of Toronto Press.

Wörsdörfer, M. (2022). Climate Finance – A business-ethical analysis, in Business Policy Solutions to Climate Change: From Mitigation to Adaptation.

Wörsdörfer, M. (2022). Walter Eucken – Foundations of Economics in the Oxford Handbook of Ordoliberalism by the Oxford University Press

## Conferences & Media Mentions of Note

Agrawal, P. (2021). Cryptocurrencies, NFT, and New Asset Classes. Invited speaker for NYU and Columbia alumni led tech company

Akono, H., Karim, K., and Tao, A. (2021). Auditor gender and conditional conservatism. Annual Conference (AAA) presentation for the AAA Diversity Section Meeting. Bethesda, MD, 10/2021.

Beaulieu, T. (2021). From Favorited to Fear: An empirical investigation of customer emotions and behavior of online customers after data breaches, INFORMS annual meeting

Carter, E. (2021). A call for social action education models: Re-Imagining university curricula to benefit student learning and society. International Vincentian Business Ethics Conference.

Gilbert, F. (2021 – 2022). AACSB Continuous Improvement Review Sessions at the Dean's Conference, Accreditation Conference.

Myrden, S. (2022). Health engagement: An examination into cultural drivers, for the AMA SERVSIG conference in Glasgow, Scotland.

Obenauer, W. (2022). Motivating racial diversity efforts through executive compensation, "best paper in the HR track" for Southwestern Academy of Management conference.

O'Reilly, N. (2021). Adult Report Card, by ParticipACTION, Canada.

Stough, R. (2021). You get more than you bargained for: Contagion effects in access-based consumption. Association of Consumer Research conference.

Strong, Robert, (2021) (emeritus faculty in finance), Technical Analysis will be included in the 2023 CFA Exam Curriculum.

Tijerina, S. & Kobrak, C. (2021). Border Barometer, report from the Border Policy Research Institute at Western Washington University.



Wörzdörfer, M. (2022). Big Tech and Antitrust: An Ordoliberal Analysis. Society of Business Ethics; Annual Meeting 2022 (Seattle/USA, August 5-7, 2022).

Wörzdörfer, M. (2022). Big Tech and Antitrust: An Ordoliberal Analysis. Philosophy of Management; Annual Conference 2022; Oxford University (Oxford/UK, July 1-4, 2022).

Zhang, Lizao (2022). The more store-brand in stock, the better managing inventory for homogeneous drugs, for POMS 32nd annual conference.

Zheng, Qiujiie "Angie" (2021). Economics of face masks through the lens of Chinese consumers during COVID-19: Demand, supply, price, and willingness to pay; and, Eat safe, but no waste: Chinese households' meat storage, consumption, and waste, both papers presented at the Chinese Economists Society annual conference.

## Grants, Earmarks, and Awards

- Carter, E. & Welcomer, S. BARD technical assistance training program, \$290,000 awarded
- Zheng, A., O'Reilly, N. William Procter Scientific Innovation Fund for interdisciplinary work with the Darling Marine Center, \$50,000
- Ashley, T., Award from Enterprise to sponsor the Career Ready Games, \$10,000

## MBS Research Grants awarded for 2021–22

- Carter, Erin: Consumer psychology and the fibershed movement
- Graham, Matt and Rusty Stough: The wavering digital comic consumer: Is consumer need for uniqueness and perceived ownership diminishing digital comic downloads?
- Levallet, Nadège and Qiujiie "Angie" Zheng: Technologically-enabled innovation in aquaculture: An organizational and consumer perspective on Maine's oyster sector
- Li, Jie: Followers' leader-associated relational identification as contingent factor for the effects of leader-member exchange social comparison
- Ndu, Ikechukwu "Ike": Predicting fraudulent financial reporting in listed emerging market companies using discretionary accrual-based models
- Zheng, Qiujiie "Angie": Consumers' valuation for lobster harvested using ropeless technology to reduce right whales entanglement and extinction





## MBS Speakers and Guests, 2021–22

Rawan AlButairi, Communication and Information Technology Commission of Saudi Arabia

Anastasia Amoroso, Managing Director, iCapital Network

Heather Lawrence-Benedict, Director of Sport Operations, CrossFit

Larry Blaisdell, CFP, Managing Director & Wealth Advisor, Vigilant Capital Management

Nicole Bradick, Founder/CEO, Theory and Principle

Corey N. Bronner, CFA and Partner, Champlain Investment Partner

Amber Chadrawl, Customer Optimization & Enablement, Amazon Web Services

Amber Crosby, Senior Vice President, Bangor Savings Bank

Matt Cross, Learning Manager, Manchester United

Kayla Dunn, Mortgage Loan Officer, Bangor Savings Bank

Pavel Ezekiev, NEO Ventures

Michael Eason-Garcia, Analytics Manager, Movers+Shakers

Joel French, Sales Manager, Cintas

Stephen Gaspirini, Commonfund Asset Management Investment

Faye Gilbert, Executive Dean, Maine Business School

Ara Ginlyson, Brand Director, Vermont SportsCar (part of Subaru)

Tim Graciano, Head of Data Science, Convoy

Annie Grégoire, General Manager, L'Oréal International Distribution, North America

Joel Guerrero, NEVEQ

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Michelle Ibarguen, Director of Corporate Relations, Cross Insurance

Tom Konieczko, Commodity Hedger, Dead River Company

Bristyn Leasure, Industry Marketing Lead, Oracle NetSuite

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J.P. Lee, Associate Product Manager, VanEck Vectors ETFs

Tom Marchese, Executive in Residence, Ohio University

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Norm O'Reilly, Dean, Graduate School of Business, University of Maine

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David Pease, Senior Vice President/Director Talent, Diversity, & Inclusion, Bangor Savings Bank

Stephannie Peters, former president of Southwest Vermont Education Association

Tate Porter, Payroll Development Officer, Bangor Savings Bank

George Pullen, Senior Economist, U.S. Commodity Futures Trading Commission

Brian Rahill, CourseStorm

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John Russo, Northwestern Mutual

Nicholas Sarette, Area Manager, Enterprise Holdings

Nicholas Scavuzzo, Project Manager, DEXIBLE

Lisa Sturgeon, The Maine Highlands

Elizabeth Sutherland, CEO & Brand Strategy Director, Sutherland Weston

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Randy Wadleigh, CEO, Governor's Restaurants

Jonathan Weindel, Head of Analytics, Envoy

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Jeffery N. Mills, Ph.D. '82 and Tammy M. Mills, Ph.D. '04G

Taishi Miura '00G and Shizuka Miura

Jed N. Miyashiro

William G. Morris '79 and Deborah R. Morris

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## MBS Leadership, Faculty, and Staff 2021–22

### Administration

#### **Faye W. Gilbert, Ph.D.**

Executive Dean, Maine Business School and Professor of Marketing

#### **Norm O'Reilly, Ph.D.**

Dean, Graduate School of Business and Professor of Marketing and Sport Management

#### **Jason Harkins, Ph.D.**

Associate Dean and Associate Professor of Management

#### **Jamie Ballinger**

Assistant Dean, Graduate School of Business (through March 25, 2022)

### Faculty

#### **Pankaj Agrawal, Ph.D.**

Professor of Finance and Nicolas M. Salgo Professor

#### **Henri Akono, Ph.D.**

Associate Professor of Accounting

#### **David Barrett, CPA**

Lecturer in Accounting

#### **Tanya Beaulieu, Ph.D.**

Assistant Professor of Management Information Systems

#### **Jason Bolton, Ph.D.**

#### **Jason Harkins, Ph.D.**

Associate Dean & Associate Professor of Management

#### **Jennifer Healy, MBA, M.Ed**

Lecturer in Management and Marketing

#### **Matthew Hodgkin**

Lecturer in Innovation and Entrepreneurship

#### **Nory Jones, Ph.D.**

John M. Murphy Professor of Business Information Systems

#### **Stephen Jurich, Ph.D.**

Assistant Professor of Finance

#### **Nadège Levallet, Ph.D.**

Assistant Professor of Management and Information Systems

#### **Sebastian Lobe, Ph.D.**

Associate Professor of Finance

#### **Jun Lou, Ph.D.**

Lecturer in Finance

#### **Yonggang "Tim" Lu, Ph.D.**

Harold Alford Associate Professor of Business Analytics

#### **Ivan Manev, Ph.D.**

Professor of Management

#### **Dmitri Markovitch, Ph.D.**

Associate Professor of Marketing

#### **Buffie McCue-Quinn**

Lecturer in Management and Marketing

#### **Grant Miles, Ph.D.**

Associate Professor of Management

#### **Patti Miles, Ph.D.**

Associate Professor of Management and HAF Graduate Faculty Fellow

#### **Richard Mullins**

Lecturer in Accounting

#### **Susan Myrden, Ph.D.**

Associate Professor of Marketing and Dennis McConnell Professor of Business

#### **Billy Obenauer, Ph.D.**

Assistant Professor of Management

#### **Norm O'Reilly, Ph.D.**

Dean, Graduate School of Business & Professor of Marketing & Sport Management

#### **Rusty Stough, Ph.D.**

Libra Assistant Professor of Marketing

**Stefano Tijerina, Ph.D.**

Lecturer in Management

**Cynthia D. Tollerson, Ph.D.**

Harold Alfond Assistant Professor of Accounting

**Stephanie Welcomer, Ph.D.**

Professor of Management

**Manuel Wörsdörfer, Ph.D.**

Assistant Professor of Management and Computing Ethics

**Tingting Ye, Ph.D.**

Assistant Professor of Accounting

**Lizao Zhang, Ph.D.**

Assistant Professor of Operations Management

**Qiujie "Angie" Zheng, Ph.D.**

Associate Professor of Business Analytics

USM, UMM & Maine Law Faculty  
teaching in the MaineMBA

**Richard Arend, Ph.D.**

Professor of Strategic Management

**Richard Bilodeau, MBA**

Lecturer of Entrepreneurship

**Jeffrey DiBartolomeo, Ph.D.**

Assistant Professor of Finance

**Robert Heiser, Ph.D.**

Business Administration Associate Professor of Marketing

**Andrew Kaufman, J.D.**

Professor of Practice, Maine Law

**Jie Li, Ph.D.**

Associate Professor of Organizational Behavior

**Ikechukwu Ndu, Ph.D.**

Assistant Professor of Accounting

**Heidi Parker, Ph.D.**

Associate Professor of Sport Management

**Hirotooshi Takeda, Ph.D.**

Associate Professor of Business Analytics and Information Systems

**Robert Tropea, MBA**

Assistant Professor of Management & Entrepreneurial Studies, UMM

**Rozhin Yousefvand-Mansouri, Ph.D.**

Assistant Professor of Accounting



Staff

**Taylor Ashley**

Internship Coordinator

**Taylor Boucher**

Administrative Coordinator to the Graduate Dean

**Melanie Brooks**

Marketing and Communications Manager

**Wanda Crosby**

Administrative Specialist to the Executive Dean

**Cindy D'Angelo**

Director of Undergraduate Academic Advising Center

**Meghan Gardner**

Professional Academic Advisor, Graduate



**Jen Larlee**

Administrative Specialist, Faculty Support

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## Students

### 1.1 ENROLLMENT

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	Fall 2021
<b>Major - BSBA / Degrees</b>					
Accounting	136	130	127	126	128
Business Administration	173	236	255	289	279
Finance	238	240	264	255	265
Management	370	375	340	332	361
Marketing	292	266	258	267	303
Pre-Business	101	101	75	47	68
Undeclared Business	0	0	0	1	0
Visiting Student	2	6	1	0	0
Total, Undergraduate Enrollment (Duplicated)	1,312	1,354	1,320	1,317	1,404
<b>Graduate Enrollment</b>					
Master of Business Administration	67	82	106	300	391
<b>Certificate Programs Enrollment</b>					
Graduate Certificate — Business Administration	19	15	28	43	35
Graduate Certificate — Business Analytics	0	0	0	1	0
<b>Grand Total Enrollment (Duplicated)</b>	<b>1,398</b>	<b>1,451</b>	<b>1,454</b>	<b>1,662</b>	<b>1,830</b>
<b>Double Majors</b>	<b>124</b>	<b>110</b>	<b>114</b>	<b>122</b>	<b>125</b>
<b>Grand Total Enrollment (Unduplicated)</b>	<b>1,274</b>	<b>1,341</b>	<b>1,340</b>	<b>1,540</b>	<b>1,705</b>

## 1.2 DEGREES CONFERRED

AY	2016	2017	2018	2019	2020	2021	2022
<b>COLLEGE TOTALS</b>							
<b>Major - BSBA</b>							
Accounting	32	32	32	25	22	36	
Finance	69	76	80	72	77	99	
Management	93	107	117	112	133	139	
Marketing	67	68	90	84	95	84	
<b>Total Undergraduate Degrees</b>	<b>261</b>	<b>283</b>	<b>319</b>	<b>293</b>	<b>327</b>	<b>358</b>	
<b>Graduate Degrees</b>							
MBA (Business Administration)	22	25	28	25	37	44	
<b>Total Graduate Degrees Conferred</b>	<b>22</b>	<b>25</b>	<b>28</b>	<b>25</b>	<b>37</b>	<b>44</b>	
<b>Certificate</b>							
B.A. Post-Bacc Certificate	4	7	9	4	10	27	
Innovation Post-Bacc Certificate	0	6	1	1	3	1	
<b>Total Certificates Awarded</b>	<b>4</b>	<b>13</b>	<b>10</b>	<b>5</b>	<b>13</b>	<b>28</b>	
<b>Total Undergraduate Degrees</b>	261	283	319	293	327	358	257
<b>Total Certificates Awarded</b>	4	7	9	4	10	28	9
<b>Total Graduate Degrees Conferred</b>	22	25	28	25	37	44	104
<b>Total Degrees</b>	287	315	356	322	374	430	370

## 1.3 STUDENT CREDIT HOURS

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate (BSBA)	16,773	18,564	19,664	19,445	19,344	19,466	20,466
Graduate (MBA)	739	818	801	930	1,428	3,948	4,694
College Total Combined	17,512	19,382	20,465	20,375	20,772	23,414	25,160
DLL Online Total	637	939	1,020	1,707	2,681	9,053	12,210
College Total Combined + DLL Online Total	18,149	20,321	21,485	22,082	23,453	32,467	37,370



## 1.4 SCHOLARSHIPS

<b>BUSINESS STUDENT SCHOLARSHIPS</b>						
	2019–20		2020–21		Student Count	Total Offered
	Student Count	Total Offered	Student Count	Total Offered		
<b>MBA: Graduate</b>	<b>31</b>	<b>\$ 90,883.56</b>	<b>34</b>	<b>\$ 118,920.00</b>	<b>20</b>	<b>\$101,575.00</b>
Restricted	31	88,296	5	4,974	15	84,055
Merit	0	–	0	–	0	–
Private/Outside	2	2,588	29	113,946	5	\$17,520
<b>BSBA: Undergraduate</b>	<b>1052</b>	<b>\$ 6,416,879.74</b>	<b>1633</b>	<b>\$ 7,202,664.81</b>	<b>1,587</b>	<b>\$7,531,892.71</b>
Restricted	489	1,092,808	138	\$ 373,603	305	\$1,021,069
Merit	847	4,924,973	1019	\$ 5,709,133	1,104	\$5,888,704
Private/Outside	139	399,099	476	\$ 1,119,929	178	\$622,120
<b>Grand Total</b>	<b>1083</b>	<b>\$ 6,507,763.30</b>	<b>1667</b>	<b>\$ 7,321,584.81</b>	<b>1,607</b>	<b>\$7,633,467.71</b>

## 1.5 INTERNSHIPS

<b>INTERNSHIPS FOR CREDIT</b>						
	2016–17	2017–18	2018–9	2019–20	2020–21	2021–22
Number of Internships	43	46	36	40	60	62

## 1.6 RETENTION

<b>TRACKING RETENTION AND GRADUATION</b>		
First-Year Retention Rate	Maine Business School	UMaine
Fall 2014	80% (164)	76% (2,021)
Fall 2015	76% (169)	76% (2,012)
Fall 2016	78% (214)	75% (2,192)
Fall 2017	78% (268)	78% (2,254)
Fall 2018	68% (260)	74% (2,226)
Fall 2019	80% (252)	78% (2,104)
Fall 2020	72%(178)	
<i>(Cohort Size)</i>		
Four-Year Graduation Rate	Maine Business School	UMaine
Fall 2011	59% (101)	38% (1,735)
Fall 2012	45% (153)	40% (1,919)
Fall 2013	44% (192)	38% (2,120)
Fall 2014	51% (164)	40% (2,021)
Fall 2015	41% (169)	41% (2,012)
Fall 2016	46% (214)	42% (2,192)
Fall 2017	37%	

## 1.7 LIFE AFTER UMAINE

Life after UMaine: Maine Business School

EMPLOYED OR GRADUATE SCHOOL			
Graduating Year	Responses (n=)	Employed FT	Grad School FT
2013–14	62	90%	0%
2014–15	63	91%	7%
2015–16	57	95%	2%
2016–17	34	85%	12%
2017–18	66	85%	9%
2018–19			
2019-20	32	84.4%	10.0%

## Accreditation Standards for Faculty

### 2.1 OVERALL AACSB QUALIFIED FACULTY

Combined qualified Faculty by discipline\*

	2018–19	2019–20	2020–21	2021–22
Accounting	71%	100%	100%	100%
Finance	78%	90%	88%	100%
Management	90%	91%	96%	76%
Marketing	100%	100%	100%	90%
Business Law				100%
Sport Management				100%
MBA	83%	99%	96%	97%

\*AACSB Standard is 90% Qualified for each discipline (SA+PA+SP+IP)

### 2.2 SCHOLARLY ACADEMIC(S) BY DISCIPLINE

Scholarly Academic (SA) Faculty by discipline\*

	2018–19	2019–20	2020–21	2021–22
Accounting	38%	60%	55%	60%
Business Information Systems				100%
Finance	54%	85%	74%	76%
Management	68%	74%	81%	78%
Marketing	74%	83%	70%	64%
Business Law				0%
Sport Management				100%
MBA	78%	84%	70%	75%

\*AACSB Standard is 40% SA for each discipline and overall for the college; Business Law has 1 IP faculty member and used to be combined with management but recent AACSB protocols call for it being a separate discipline



## 2.3 PARTICIPATING FACULTY BY DISCIPLINE

### Participating Faculty by Discipline and Overall

	2018–19	2019–20	2020–21	2021–22
Accounting	67%	86%	90%	95%
Business Information Systems				100%
Finance	98%	95%	79%	96%
Management	71%	80%	84%	93%
Marketing	72%	94%	66%	99%
Sport Management				100%
MBA/GSB Overall	74%	85%	82%	94%

\*AACSB standard is 60% participating in each discipline and 75% overall

## Faculty Research

### 3.1 FACULTY INTELLECTUAL CONTRIBUTIONS

#### Faculty Intellectual Contributions

	Basic or Discovery	Applied or Integration/Application	Teaching and Learning	Total
PERCENTAGE 2018-2019, n= 192	54%	32%	14%	100%
PERCENTAGE 2019-2020, n=152	60%	28%	12%	100%
PERCENTAGE 2020-2021, n=102	50%	38%	12%	100%
**PERCENTAGE 2021-2022, n=70	31%	64%	4%	99%

\*AACSB standard is for the portfolio of scholarship to be consistent with the mission; With transitions in budget and administration, information was not collected on all publications for 2021-2022; thus, the percentages by category are for peer-reviewed journal articles only. \*\*Probably incomplete for 2021-2022 but includes journal articles, books, book chapters, and some conference proceedings.

#### Faculty Intellectual Contributions\* by Unit and Publication Area, 2021–22

Accounting	3			3
Business Information Systems	4	1		5
Finance	1	1		2
Management	12	19		31
Marketing	2	6	2	10
Sport Management		18	1	19
Total	22	45	3	70
Percentage	31%	64%	4%	99%

\*AACSB standard is for the portfolio of scholarship to be consistent with the mission; With transitions in budget and administration, information was not collected on all publications for 2021-2022; thus, the percentages by category are for peer-reviewed journal articles only. \*\*Probably incomplete for 2021-2022 but includes journal articles, books, book chapters, and some conference proceedings.

### 3.2 QUALITY OF PEER-REVIEWED JOURNAL ARTICLES

Tracking Quality of Peer-Reviewed Journals Over Time			
QUALITY INDICATOR	2019-20	2020-21	2021-22
Average % Acceptance Rate (n=of those with an acceptance rate reported; midpoint used for ranges)	18%	23%	23%
% A/B journals by ABDC (of all publications)	48%	41%	30%
Average H-Index (n=/of those with H-index)	61	48	54.2
Average Impact Factor (n=of those with an Impact factor)	3.3	2.3	3.6
Number of peer reviewed journal articles (n= )	19	17	42





# Maine Business School *and the* Graduate School of Business

5723 Donald P. Corbett Business Building  
Orono, ME 04469  
207.581.1968  
mbs@maine.edu

[umaine.edu/business](https://umaine.edu/business)

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