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Strategic Planning Committee

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Dr. Shelby Henning, Assistant Professor of Agriculture

Mr. Andre Duplessis, Instructor of Management

Dr. Anna Valeva, Associate Professor of Decision Sciences



Vision

We will foster excellence through innovative, technology focused programs offering an array of learning opportunities for students that will directly enhance their social and economic mobility. We are committed to an inclusive and innovative learning environment that equips our diverse student body with the skills and knowledge necessary to excel in the evolving fields of business and technology. Through our collaborative partnerships, applied research initiatives, and community engagement, we will strive to enhance the lives of our students and foster a brighter future for them and their communities.

Mission

The College of Business & Technology prepares students for professional careers and life-long learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity and ethics among our constituents.

Purpose

To prepare the next generation of business and technology innovators to thrive in an evolving, interconnected global economic environment.

About the CBT

For over 50 years, the College of Business and Technology has prepared students to make meaningful contributions in business, commerce, and technology. Organized around five schools including Agriculture; Accounting, Finance; Economics and Decision Sciences; Computer Science; Engineering and Technology; and Management and Marketing, the college delivers innovative, integrative, technology focused programs providing immersive, experience-based learning to over 2,000 undergraduate and graduate students. Collaborative relationships with industry through joint technology development and deployment are the cornerstone of our educational offerings.

The College of Business and Technology is among an elite group of fewer than 5 percent of business schools worldwide that are accredited at both the undergraduate and graduate levels by the AACSB International— It is among a select number of business schools worldwide that hold additional specialized AACSB accreditation for their accountancy programs.

The College of Business and Technology also maintains accreditation of its Civil, Electrical, Mechanical, and General Engineering programs through the Accreditation Board for Engineering and Technology (ABET). Globally, ABET accredits over 4,500 programs at 895 colleges and universities in 40 countries.

The college was recently notified that the multi-year review of the School of Computer Sciences' Cybersecurity program has been recognized as a Center of Academic Excellence in Cyberdefense (CAE-CD) by the National Security Agency and the National Cryptologic College.

The CBT as a Thought Leader

At the core of our vision and mission is a commitment to advancing social mobility by championing development-oriented curricula that foster inclusive opportunities for all. Collectively, the college seeks to empower individuals and communities. By supporting value-added educational opportunities, facilitating career preparation, promoting personal development, and nurturing creativity and innovation, we enhance our student's individual potential and create opportunity for broader social mobility.

We recognize that an affordable, accessible high-quality education is the cornerstone for our students to thrive and achieve productive employment and decent work resulting in societal growth. We strive to enable individuals from all walks of life to achieve upward social mobility, thereby creating a more equitable and prosperous future for all. We believe the success of our students directly influences the communities and regions in which they will work and live.

Realizing our vision requires dedicated faculty who are excellent teachers and recognized professionally for their work, collaborative relationships with industry to facilitate student opportunity, and a focus on applied research relevant to our region and communities.

CBT Students and Programs

The College of Business and Technology offers nineteen majors, thirty-four minors, and two pre-professional programs for undergraduate students. The demographic profile of our undergraduate population is 61% male, 39% female, with approximately one third of our students representing underserved populations.

At the graduate level, the CBT provides specialized programming across eight post-baccalaureate certificates and seven masters degrees, five of which are STEM designated. Given the high demand for business and technical skills, particularly in the areas of computer science and analytics, in conjunction with international recruitment in STEM recognized disciplines, the College of Business and Technology continues to experience exponential growth in graduate enrollment. Increased international enrollments provide opportunities for a rich and diverse



	2019	2020	2021	2022	2023
CBT Total Major Count	1860	1830	2114	2387	2072
CBT Undergrad	1498	1414	1429	1434	1389
CBT Grad	362	416	685	953	683
CBT Credit Hours	49,535	42,852	40,211	43,082	44,911

student experience, yet generate challenges for addressing the variation in academic preparedness of incoming students, as well as maintaining appropriate staffing levels to ensure a quality, personalized experience.

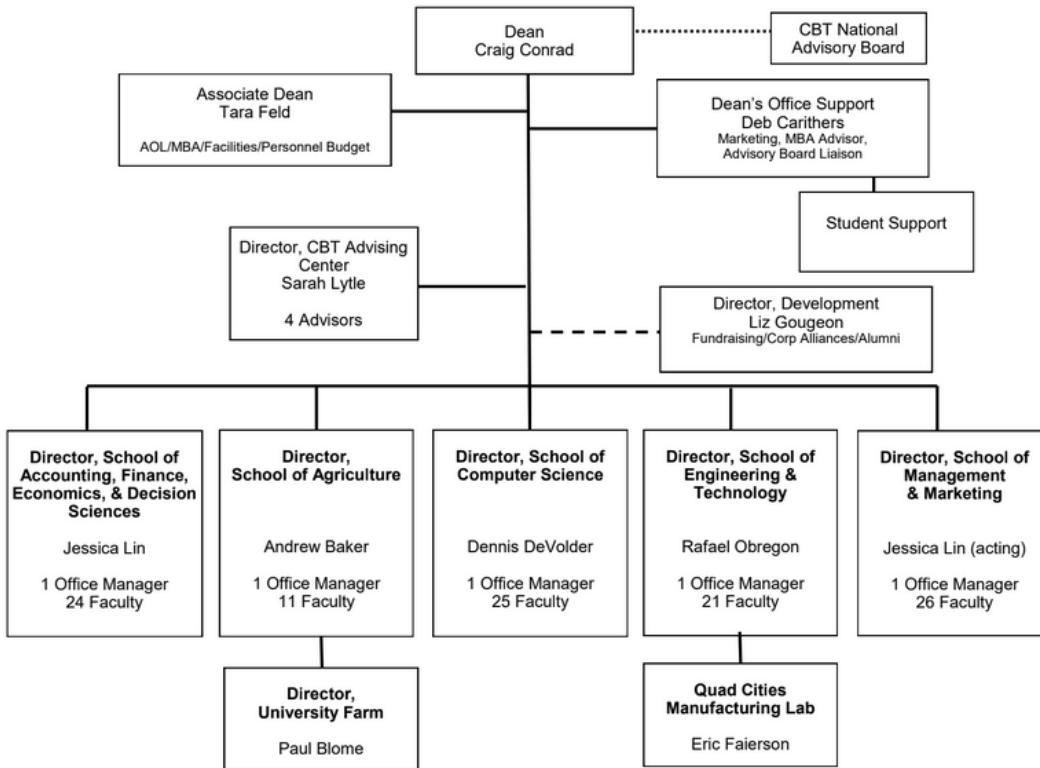
CBT Structure and Governance

At the heart of the College of Business and Technology's administrative framework are various committees that serve as vital forums for discussion, planning, and implementation. These committees are often comprised of faculty members, administrative staff, and sometimes students, each contributing their expertise and diverse perspectives to ensure a comprehensive approach to the college's governance.

The committee structure within this college is an essential component of its governance, facilitating effective decision-making, policy development, and the overall advancement of academic programs. Key committees within the college are responsible for reviewing and approving new programs and courses, ensuring they align with industry standards and meet the evolving needs of students, evaluating the effectiveness of educational outcomes, using data-driven approaches to enhance the quality of education provided, and developing and overseeing long-term vision and goals of the college, and steering the college towards innovation and excellence.

The collaborative efforts of these committees foster a vibrant academic environment, encouraging interdisciplinary collaboration, promoting academic excellence, and ensuring that the College of Business and Technology at WIU remains at the forefront of business and technological education. College Committees and their associated charges may be viewed in Appendix

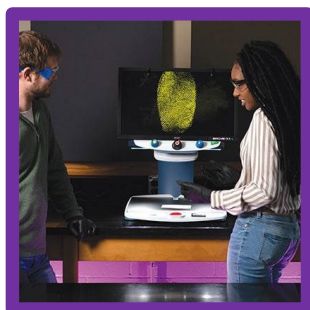
Western Illinois University—College of Business and Technology



About University Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.



Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

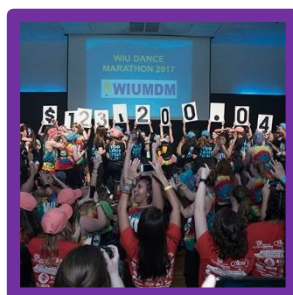
Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.



Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



CBT SWOT Analysis

The SWOT analysis process for the College of Business and Technology (CBT) involved a collaborative effort between the CBT leadership team and faculty members. Initially, input from both groups through structured interviews, surveys, and focus group discussions created the base model for generating individual feedback items in the analysis. This ensured a comprehensive understanding of internal strengths and weaknesses, as perceived by those directly involved in the day-to-day operations and decision-making processes within the college. Following this, the collected data was subjected to thematic analysis to identify recurring patterns, key themes, and emergent issues. The CBT leadership team then integrated this qualitative feedback with quantitative metrics to develop a holistic SWOT analysis. The final step involved a review by the National Advisory Board for review, incorporating external perspectives and industry insights to validate the findings. This collaborative approach ensured a well-rounded and insightful assessment that guides strategic planning and decision-making for the College of Business and Technology.

Strengths

- **Theme 1: Academic Quality and Engagement** - The most frequently mentioned strengths highlight academic excellence, with a focus on personalized instruction, low student-to-faculty ratios, and small class sizes. This theme emphasizes the institution's commitment to providing a quality education, fostering strong faculty-student interactions, and engaging students in various professional activities and experiential learning opportunities.
- **Theme 2: Industry Connections and Relevance** - Strengths related to faculty with industry experience, strong collaborations with industry, and the synthesis between teaching and learning showcase a commitment to real-world applicability. The emphasis on industry engagement, internships, and the competitive advantage of adapting to changing global conditions highlights a strong alignment with industry needs and trends.
- **Theme 3: Student Support and Development** - The strength of one-on-one academic advising, college-wide tutoring programs, and a focus on individual attention underscores the institution's commitment to student success. The theme also includes the development of analytical skills, professional certifications, and engagement opportunities for both personal and professional growth.
- **Theme 4: Affordability and Value** - Affordability, low tuition costs, and the provision of a "best value education" are recurrent strengths. The emphasis on delivering quality business education at an affordable price, offering diverse programs, and recruiting high-quality students with a strong work ethic highlights the institution's commitment to accessible and valuable education.
- **Theme 5: Technological Orientation and Flexibility** - Strengths related to a tech-oriented curriculum, online course delivery, and flexibility for students showcase the institution's adaptability to evolving educational landscapes. The theme also includes micro-credentialing, remote learning opportunities, and a focus on innovation in the classroom environment to meet changing global conditions.
- **Theme 6: Diversity and Inclusivity** - The strength of diverse student groups and the emphasis on recruiting students from various backgrounds contribute to a theme of diversity and inclusivity. This reflects the institution's commitment to providing an inclusive and enriching educational environment.
- **Theme 7: Accreditation and Academic Reputation** - The mention of AACSB and ABET accreditation, world-class faculty, and a private university education at a low public university tuition contributes to a theme centered on academic reputation and accreditation. This theme highlights the institution's commitment to maintaining high academic standards and a strong reputation.
- **Theme 8: Regional Focus and Partnerships** - The strengths related to serving regional needs, strong collaborative relationships with regional industries, and partnerships with high school organizations

emphasize a regional focus. This theme underscores the institution's dedication to meeting the demands of local companies and building connections within the community.

- **Theme 9: Interdisciplinary Collaboration Strengths** - related to cross-discipline collaboration, focused certifications, and balancing research-focused and practice-oriented approaches underscore the institution's commitment to interdisciplinary education. This theme reflects a holistic approach to student development, preparing them for well-rounded careers.
- **Theme 10: Environmental and Community Engagement** - The strengths related to attention to environmental sustainability, community service engagement, and involvement in regional development contribute to a theme focused on environmental and community responsibility. This reflects the institution's commitment to social and environmental consciousness.

Weaknesses

- **Theme 1: Marketing and Promotion** - The frequent mention of "marketing our strengths," "telling our story," and the call to "sell ourselves better" underscores the importance of effective promotion. Strengthening advertising, engaging in active promotion, and leveraging recruitment strengths in urban settings are key strategies within this theme.
- **Theme 2: Technology and Infrastructure Improvement** - A prevalent theme revolves around the need for technology updates and better infrastructure. This includes improving technology resources for instructors and students, addressing the scarcity of classroom technology and software, updating outdated environments, and adopting new curricula swiftly.
- **Theme 3: Faculty Development and Engagement** - The theme of faculty excellence, the call for more faculty, and faculty specialization in high-demand areas highlight the significance of investing in faculty development. Engaging faculty in relevant industry trends, updating their skills, and building expertise in areas of high demand contribute are necessary.
- **Theme 4: Student Recruitment and Engagement** - Recruiting from non-tuition-capped states, international students, and working professionals, along with maintaining consistency and engagement in online courses, form a theme focused on student recruitment and satisfaction. Flexible scheduling and corporate engagement for employee enrollment are needed to strengthen our position.
- **Theme 5: Research Support and Funding** - The emphasis on research support, fundraising, and securing funding for research initiatives constitutes a theme related to academic research. Strengthening alumni/donor engagement and accountability in managing split degree programs are integral to continued success.
- **Theme 6: Community and Industry Partnerships** - Establishing better industry partnerships, utilizing recruitment strengths in urban settings, and fostering connections with community colleges reflect the importance of external collaborations. This theme emphasizes the institution's commitment to broader community and industry engagement and more resources should be dedicated to this endeavor.
- **Theme 7: Data-Driven Decision-Making** - Actively curating data for making informed decisions is a recurring need for enhancement. This theme signifies the need for an institutional commitment to evidence-based practices, highlighting the importance of data in guiding strategic initiatives.
- **Theme 8: AI and Technology Integration** - The need for AI-based training for students and integrating relevant technology in various aspects of the institution, including business as usual (BAU), classrooms, and research, highlights a theme focused on embracing advancements in technology for educational enhancement

Opportunities

- **Theme 1: Professional Development and Industry Engagement** - Opportunities abound in serving adult non-degree-seeking professionals, recruiting working professionals, and establishing corporate partnerships for employee cohorts. Enhanced graduate certificates, executive education, and cross-functional case competitions offer avenues for professional growth. Connecting with adult learners, emphasizing soft skills, and adapting to fast-changing industries like tech and AI are crucial for staying relevant.
- **Theme 2: Educational Quality and Industry Alignment** - Focusing on majors in high-demand fields, improving admission standards, and aligning education with industry demand contribute to this theme. Strengthening partnerships with industry groups, offering STEM programs, and providing relevant online courses are opportunities to enhance educational quality and meet market needs.
- **Theme 3: Marketing and Outreach** - Advertising, multimedia recruitment nationwide, and showcasing how the institution prepares students for industry changes constitute opportunities in marketing and outreach. Collaborating with businesses and the community, engaging with K-12 education, and articulating a clear brand identity enhance visibility and reputation.
- **Theme 4: Student Support and Engagement** - Creating more opportunities for work experience, offering online courses for older professionals, and developing a career-focused perspective contribute to this theme. Utilizing the alumni base for guidance, enhancing 360-degree value, and addressing the needs of underprivileged students present opportunities for comprehensive student support.
- **Theme 5: Research and Resources** - Securing more grants for research and teaching agendas, retaining and attracting educators, and utilizing faculty expertise wisely form opportunities in this theme. Recognizing the potential impact on underprivileged students and leveraging recent initiatives highlight the importance of resource allocation.
- **Theme 6: Internationalization** - Increasing online offerings for international students, recruiting globally, and engaging Quad Cities with businesses internationally present opportunities for expanding the institution's reach and influence.
- **Theme 7: Community Engagement and Social Impact** - Opportunities arise in engaging with the Quad Cities population, fostering connections with alumni and industry, and contributing to community needs. Outreach educational interactions with K-12 and making a real difference in the lives of underprivileged students reflect the institution's potential social impact.
- **Theme 8: Self-awareness and Faculty Management** - Understanding the value proposition and strengths of the institution, retaining high-performing students, and strategically using faculty expertise are opportunities under this theme. Managing faculty workload and focusing on a faculty-student-centered perspective contribute to organizational improvement.

Threats

- **Theme 1: Enrollment Challenges and Financial Strain** The most prominent theme revolves around declining enrollment, low retention rates, and budget shrinkage due to fewer students. Financial strain is exacerbated by low overall enrollment, reduced traditional student populations, and the potential loss of students to other colleges offering better programs. The challenge is further compounded by a lack of financial resources, faculty turnover, and the need for increased revenue generation.
- **Theme 2: Faculty-related Concerns** Faculty-related threats include low morale, burnout, recruitment difficulties, and turnover. Faculty turnover, workload imbalance, and challenges in recruiting new faculty due to salary and location issues contribute to this theme. The need for faculty to adapt to AI and online platforms adds to the strain, with concerns about retaining expertise through retirements.

- **Theme 3: Technological and Curriculum Adaptation** The institution faces threats related to not keeping up with technological advancements, particularly in AI and online education. Inconsistent appearances in the online learning environment, difficulties in adapting to AI, and the absence of industry input in curriculum choices are notable challenges. The need to prepare students for future careers and aligning with AACSB benchmarks for financial support further underscore this theme.
- **Theme 4: External Competition and Reputation Management** External threats include competition from online giants like YouTube, Amazon, and Google, leading to increased aggression to attract available students. The institution faces challenges in maintaining a positive reputation, combating bad PR, and addressing the lack of connection/tracking with graduates. Open-mindedness within the administration is crucial to navigating external pressures effectively.
- **Theme 5: Student Preparation and Engagement** The focus on preparing students for future careers, providing sufficient resources for student assistantships, and addressing issues related to students not being ready for college forms a theme centered on student success and engagement. The institution needs to adapt to the changing landscape of education and compete with various learning and credential-granting providers.
- **Theme 6: Infrastructure and Resource Deficiency** - Lack of funding for critical infrastructure, insufficient resources, and a struggle to secure financial support from different areas represent a theme emphasizing the importance of investing in the institution's foundational elements. The need to put cash where necessary and address budget constraints is crucial for sustained growth and competitiveness.

Operational Risk Factors

Assessing operational risk factors is crucial to the formulation of strategy as it provides a comprehensive understanding of the challenges and vulnerabilities the WIU College of Business and Technology may face in its day-to-day operations. Operational risks encompass a wide range of potential disruptions, including technological failures, funding issues, regulatory changes, and broader environmental factors that may only be partially mitigated. By systematically evaluating these factors, the College of Business and Technology can identify potential threats that may impede the execution of its strategic objectives. It is hoped that this proactive approach allows for the development of contingency plans, risk mitigation strategies, and a more resilient operational framework. Effectively addressing operational risks not only safeguards the organization against unforeseen challenges but also enhances its ability to adapt and innovate in a dynamic educational environment, thereby contributing to the development and execution of a more robust and successful long-term strategy.

Multiple constituencies were asked to provide input. Similar to the procedure applied in SWOT analysis summary, individual feedback items were submitted to a thematic analysis for the purpose of summarizing broad risk categories to be considered when formulating broader strategies. Individual risk items, likelihood of occurrence, and impact on operations, and associated mitigating responses are mapped as part of comprehensive contingency guideline.

- **Theme 1: Automation and Changing Business Landscape** - The risk of many business fields becoming automated and the need to prepare students for AI in business highlight a theme of adapting to the evolving job market. Concerns about jobs connecting to degree programs being eliminated by AI and lower starting salaries due to job market changes underscore the importance of aligning education with industry needs.

- **Theme 2: Disruptions in Higher Education** - Challenges to the value of higher education, increasing for-profit educators, and the risk of students no longer wanting to attend on-campus programs constitute a theme related to the evolving landscape of education. This includes the competition for international students, changes in visa policies, and the potential impact of online education becoming more convenient.
- **Theme 3: Financial and Enrollment Stability** - Financial stability, budget constraints, and risks related to enrollment and retention form a theme centered on the economic aspects of educational institutions. Concerns about state funding, bankruptcy, and the potential shift towards more online and asynchronous learning contribute to this theme.
- **Theme 4: Recruitment and Industry Engagement** - Issues surrounding timely faculty recruitment, strong student recruitment strategies, and the importance of listening to industry needs form a theme emphasizing the significance of effective recruitment and industry collaboration. This includes concerns about the urban-rural divide, employer preferences for specific job training programs, and the risk of not addressing sustainability skills.
- **Theme 5: Technological and Educational Changes** - The risks associated with online programs not fostering strong student-school connections, the potential impact of AI on job markets, and the integration of AI in learning underscore a theme focused on technological and educational transformations. This includes concerns about standards-based grading, instructional modes, and the impact of big-name schools on education delivery.
- **Theme 6: External Factors and Globalization** - External factors such as another pandemic, natural disasters, and the urban-rural divide contribute to a theme highlighting the vulnerability of educational institutions to unforeseen events. The risk of losing Amtrak service, the potential consolidation of public universities, and the impact of free tuition for community college programs underscore the need for adaptability in the face of external changes.
- **Theme 7: Sustainability and Industry Trends** - The theme of addressing sustainability skills, the demand for such skills in the business sector, and the risk of falling behind in addressing growing demands on a global scale highlight the importance of aligning educational offerings with current industry trends. This includes concerns about the explosion of business demand for sustainability skills and the potential disadvantage for graduates employed by smaller companies

CBT Strategic Planning Framework

1 – Strategic Theme (1 digit code)

- Formulated in the spirit of the Presidential Priorities.
- Set by the Dean in consultation with Dean’s Leadership Team and CBT Strategic Planning Committee.
- Reviewed with input provided by the CBT National Advisory Board.
- With the purpose of categorizing broader strategic focus areas.

2 – Strategic Priorities (2 digit code)

- Formulated in the spirit of the Presidential Priorities.
- Set by the Dean in consultation with Dean’s Leadership Team and CBT Strategic Planning Committee.
- Reviewed with input provided by the CBT National Advisory Board.
- Aligned at the Goal level of the of the University Higher Values in Higher Education Strategic Planning document.
- With the purpose of categorizing broader strategic goals/objectives.

3 – Strategic Initiatives Goal (3 digit code)

- Formulated in the spirit of the Presidential Priorities
- Set by the Dean in consultation with Dean’s Leadership Team and CBT Strategic Planning Committee.
- Reviewed with input provided by the CBT National Advisory Board.
- Mapped at the *Action* level of the of the University Higher Values in Higher Education Strategic Planning document.
- With the purpose of ensuring alignment with university level strategic priorities and actions and communicating estimated completion time frames.

4 - Implementation Tasks (4 digit code)

- Formulated in the spirit of the Presidential Priorities.
- Set by the Dean in consultation with Dean’s Leadership Team.
- Mapped at the *Action & Commitment* level of the of the University Higher Values in Higher Education Strategic Planning document.
- With the purpose of tracking alignment to stated university strategic commitments and communicating estimated completion dates.

5 – Ideation Supporting Activities (5 Digit code)

- Identified and implemented by the unit, committee, group, or individual level.
- Mapped within the context of CBT Themes, Priorities, Initiatives, and Implementation Tasks.
- With the purpose of sourcing the creativity of the collective organization and individuals therein in the context of individual skills, interests, and resources and communicating estimated completion dates.

Objective & Key Results (OKR)

- Set by the Dean in consultation with Dean’s Leadership Team in the context of Presidential Priorities.
- Represent a short-term duration Implementation Task priority overlay that supports elements of the broader college strategic plan.



Student Success

Strategic Theme 1

Key Performance Metrics: Student Success

- In-Discipline persistence in terms of the percentage of students retained or continuing from one year to the next.
- In-discipline four, five, and six-year graduation (degree completion) rates.
- Employment Rate Post-Graduation: Percentage of graduates employed within a specific time frame after graduation.

**Academic
Experience**

**Personal
Growth &
Professional
Ethics**

**Professional
and Career
Readiness**

1. Student Success

1.1. Academic Experience

1.1.1. Foster a supportive learning environment throughout the students' academic life-cycle critical to retention and graduation. (G1.A1.a) | (G1.A1.b)

1.1.1.1. Implement faculty and staff supported first year advising model within CBT structure. (G1.A1.b) (G1.A2.a)

1.1.1.2. Improve accessibility and participation in mentoring and tutoring programs. (G1.A1.g)

1.1.1.3. Expand Living and Learning communities to reflect student needs. (G1.A1.h)

1.1.2. Provide and maintain facilities and infrastructure that enhance and support learning. (G1.A1.b)

1.1.2.1. Facilitate access to hardware and software appropriate for technology enhanced program learning objectives.

1.2. Personal Growth & Professional Ethics

1.2.1. Enhance teamwork, leadership, communication, and ethical decision-making skills.

1.2.2. Engage students in collaborative opportunities with peers, faculty, community, and industry partners. (G2.A4.b)

1.2.2.1. Launch tracking mechanism for student activity engagement using metrics relevant to university retention strategies and goals. (G2.A5.c)

1.2.3. Promote intellectual curiosity & commitment to lifelong learning.

1.3. Professional and Career Readiness

1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.

1.3.1.1. Expand and document guest speaking engagements in classroom engagements. (G3.A2.a)

1.3.1.2. Engage expertise of business and industry leaders in the conveyance of knowledge based skills.

1.3.1.3. Engage student competitions as a means to facilitate discipline-based skill acquisition.

1.3.2. Expand "competency based" educational opportunities to ensure curriculum relevancy and by incorporate practical business and technology knowledge into course content. (G1.A1.c)

1.3.2.1. Prepare students for high level, discipline based and professional certifications. (G3.A2.d)

1.3.2.1.1. Provide financial support for study materials leading to certification in Accounting vis-à-vis the CPA Evolution. (G1.A1.c) | (G1.A1.d)

1.3.2.1.2. Secure Center of Academic Excellence – CyberDefense certification (G2.A2.b)

1.3.2.2. Embed industry relevant microcredentials within course content to enhance career launch opportunities for students. (G3.A2.d)

1.3.2.3. Create funding mechanism for CAPM certification through partnerships. (G2.A3.d)

1.3.2.4. Increase opportunities for students to engage in meaningful immersive learning experiences such as internships, cooperatives, clinicals, and field work. (G1.A1.c)

1.3.2.5. Maintain connections with professional and trade associations to support student preparation and curriculum development. (G2.A2.b) | (G3.A2.d) | (G2.A6.a)

1.3.2.5.1. SHRM Alignment

1.3.2.5.2. IDT Alignment

1.3.2.5.3. Informs Approved Curriculum

1.3.2.5.4. Curriculum review for relevancy and differentiation.

Supporting Performance Metrics: Student Success

Academic Experience

- Retention & Persistence: The percentage of students retained or continuing from one year to the next.
- Leadership Development Participation: Number of students engaged in leadership development programs or roles.

Personal Growth & Ethics

- Ethics Assessment: Surveys or evaluations measuring ethical decision-making and adherence to ethical standards.
- First Generation Student Engagement Activities: Monitor participation and engagement in of First Generation Student initiatives, clubs, and events.
- Internship Engagement: Percentage of students engaged in internships or practical work experiences.

Professional and Career Readiness

- Networking Event Attendance: Measure students' attendance at career fairs, networking events, and professional workshops.
- Professional Development Training Completion: Number of students completing training in resume building, interview skills, etc.
- Industry Certifications and Licensures: Track the number of students acquiring industry-related certifications or licenses.



Innovation & Institutional Distinctiveness

Strategic Theme 2

Key Performance Metrics: INNOVATION & INSTITUTIONAL DISTINCTIVENESS

- Citations, References and Impact: Track the average Source Normalized Impact per Paper (SNIP) score by discipline.
- Partnerships and Collaborations: Track the number of industry partnerships, joint research projects, or collaborations established.

Intellectual & Professional Contribution

Industry Engagement

Accreditation & Program Uniqueness

2. Innovation and Institutional Distinctiveness

2.1. Intellectual and Professional Contributions

2.1.1. Enhance quality and impact of discipline based scholarly activities. (G1.A2.b)

2.1.1.1. Initiate and maintain college level incentive programs promoting quality scholarly activity. (G1.A4.c) | (G1.A4.f)

2.1.1.2. Cultivate multi-disciplinary collaborations with consideration of practical applications and societal impact. (G1.A4.a) | (G1.A4.b) | (G1.A4.c) | (G1.A5.a)

2.1.1.3. Revise *Faculty Qualifications* in the context of stakeholder needs including the university accrediting bodies and industry partners. (G1.A2.b)

2.1.2. Promote multi-disciplinary grant preparation with impact for the institution, region, and society at large. (G1.A4.a)

2.1.2.1. Increase average grant submissions to 20 per year. (G1.A4.a)

2.1.2.2. Achieve average grant award amount to \$200,000. (G1.A4.a)

2.1.3. Increase faculty participation in professional engagement. (G1.A2.b)

2.1.3.1. Increase the percentage of faculty holding current discipline recognized credentials (G1.A4.d)

2.1.3.1.1. Create funding opportunities for faculty credentialing training. (G1.A4.c) | (G1.A4.d) | (G1.A4.f)

2.1.3.1.2. Create non-funding based incentives for faculty credentialing and training. (G1.A4.c)

2.1.3.2. Extend faculty contacts and participation among professional and trade groups. (G1.A5.a)

2.2. Industry Engagement

2.2.1. Increase the CBT relevancy to regional constituents as an innovative 'education solutions partner'. (G1.A5.a)

2.2.1.1. Prepare and deploy regional, industry relevant special interest seminars and 'summits' throughout the academic year. (G1.A5.a) | (G2.A3.a) | (G3.A2.h)

2.2.1.2. Develop professional partnerships to provide customized training and educational experiences. (G1.A5.a) | (G2.A3.a) | (G3.A2.h)

2.2.1.3. Expand positive, targeted media communications regarding CBT related accomplishments and engagement activities. (G3.A2.h)

2.2.2. Leverage and engage alumni, advisory boards, professional affiliations, and corporate connections to ensure curricular alignment with leading industry best practices. (G1.A4.g) | (G3.A2.a) | (G3.A2.d) | (G3.A2.h)

2.2.2.1. Bi-Annualize Ferguson Lecture delivery.

2.2.2.2. Annualize Executive-In-Residence program.

2.2.2.3. Bi-Annualize Distinguished Alumni awards.

2.2.2.4. Deploy innovative business and technology guidance in curricular content.

2.2.2.5. Expand curricular endorsements and external validations from professional and trade organizations to increase program distinctiveness. (G2.A2.b)

2.2.2.6. Form collaborative relationships with industry partners to develop new and innovative products and business solutions. (G4.A2.a)

2.3. Accreditation and Program Uniqueness

2.3.1. Expand connections and engagement with accrediting bodies leading to a market recognized competitive advantage. (G2.A2.b)

2.3.1.1. AACSB continuing engagement in Business disciplines. (G2.A2.b)

2.3.1.2. ABET Continuing engagement in Engineering disciplines. (G2.A2.b)

2.3.2. Evaluate and encourage additional program-based accreditations relevant to program distinctiveness. (G2.A2.b)

2.3.2.1. ABET exploratory expansion in Computer Science fields. (G2.A2.b)

2.3.2.2. ACCE exploratory expansion in Construction and Facilities Management. (G2.A2.b)

Supporting Performance Metrics: Innovation and Institutional Distinctiveness

Intellectual & Professional Contributions

- Publications and Research Output: Measure the quantity and quality of academic publications, research papers, and articles produced by faculty and students.
- Conference Presentations: Measure the frequency of presentations at academic or professional conferences.
- Professional Development Activities: Track participation in seminars, workshops, and continuing education programs by faculty and staff.

Industry Engagement

- Industry Advisory Board Involvement: Track the engagement of industry professionals in advising or contributing to the curriculum.
- Internship/Placement Feedback: Assess feedback from industry partners regarding the preparedness of students in internships or placements.
- Industry Sponsorships and Funding: Measure the amount of funding or sponsorships obtained from industry sources for research or program development.

Accreditation and Program Uniqueness

- Accreditation Status and Compliance: Continuous tracking of accreditation status and compliance with specific standards set by accrediting bodies.
- Unique Program Features: Identify and assess unique elements or features that differentiate the program from others.
- Student Outcome Achievement: Measure and assess how well the program achieves its intended student learning outcomes.
- Alumni Success and Feedback: Gather feedback and track success stories from program alumni in various industries or professions.



Financial Sustainability & Legacy

Strategic Theme 3

Key Performance Metrics: Financial Sustainability & Legacy

- Enrollment Counts: Incoming and transfer student enrollment in college programs.
- Retention and Persistence Rate: Track the percentage of students retained or continuing their education from one academic year to the next
- Fundraising Targets and Achievements: Measure the progress toward fundraising goals or targets.

**Student
Affordability**

**Development
&
Stewardship**

**Alumni &
partnerships**

3. Financial Sustainability & Legacy

3.1. Student Enrollment & Affordability

3.1.1. Support and engage university-wide recruiting and admissions activities

3.1.1.1. Continually revise messaging to prospective students attending campus open events.

3.1.1.2. Increase engagement with appropriate special interest organizations serving prospective students. (G1.A1.g) | (G2.A3.a)

3.1.1.3. Increase on-campus exposure to discipline-based special events with embedded recruiting initiatives. (G1.A1.g) | (G2.A3.a)

3.1.2. Update and expand transfer pathways and articulation agreements. (G2.A3.c)

3.1.2.1. Develop and deploy Transfer Guides to facilitate recruitment of qualified students.

3.1.2.2. Participate in Annual Transfer Articulation Conference. (G2.A3.c)

3.1.2.3. Attend and participate in IAI Panels. (G2.A3.c)

3.1.3. Increase the availability and accessibility of student scholarships and tuition assistance. (G1.A2.a) | (G2.A4.c)

3.1.3.1. Update scholarship award criteria as needed.

3.1.3.2. Adopt Scholarship Portal to effect 95% award rate throughout college.

3.1.4. Reduce ancillary costs and expenses incurred throughout the academic lifecycle. (G2.A4.c)

3.1.4.1. Provide financial support for review materials and costs associated with professional certification and licensure.

3.1.5. Develop financial literacy skills among students. (G3.A1.a)

3.2. Development & Stewardship

3.2.1. To encourage the cultivation of strong support from college advisory board members.

3.2.1.1. Reorganize and task CBT National Advisory Board. (G1.A1.d) | (G3.A2.h)

3.2.1.1.1. Create CBT National Advisory Board Prospectus to be used in recruiting addition/replacement members.

3.2.1.1.2. Identify and Distribute Prospectus to potential alumni and industry partners to better represent CBT disciplines on the CBT National Advisory Board

3.2.1.1.3. Install and Activate CBT National Advisory Board to create student opportunities

3.2.1.1.4. Identify and leverage curricular input points

3.2.1.1.5. Facilitate deeper connections for internships

3.2.1.1.6. Support student financial needs

3.2.1.2. Facilitate the organization, coordination, and deployment of Discipline Based Advisory Boards. (G3.A2.h)

3.2.2. Capital campaign

3.2.2.1. Support \$100 million university-wide capital campaign through alumni and partner engagement. (G1.A1.d) | (G2.A4.c) | (G2.A5.a)

3.2.2.1.1. Develop college wide case statement.

3.2.2.1.2. Identify, engage, and activate alumni as advocates for fundraising initiatives.

3.2.2.1.3. Expand positive, targeted media communications regarding CBT related accomplishments and engagement activities.

3.3. Alumni & partnerships

3.3.1. Utilize effective communications with alumni to facilitate broader advocacy opportunities. (G2.A4.c)

3.3.1.1. Acquire additional supporting staff to facilitate and implement communications strategy.

3.3.1.2. Explore expansion of college-based Newsletter

- 3.3.1.3. Initiate Outcomes Assessment to replace CBT Annual Alumni Survey.
- 3.3.2. Utilize effective communications with industry partners to facilitate broader advocacy opportunities. (G1.A1.d) | (G2.A4.c) | (G2.A5.a)

Supporting Performance Metrics: Financial Sustainability & Legacy

Student Enrollment and Affordability

- Enrollment Yield Rate: Assess the percentage of admitted students who choose to enroll.
- Financial Aid Distribution: Track the amount and distribution of scholarships awarded to students.
- Student Diversity Metrics: Monitor diversity in student enrollment based on various demographics.
- Student-Teacher Ratio: At the discipline level, monitor the average Student Credit Hour Production/ faculty count as indicator of deployment efficiency.

Development and Stewardship

- Endowment Growth: Track the growth in the College's endowment or invested funds.
- Development of Infrastructure: Monitor the expansion or improvement of college related facilities and resources.

Alumni & Partnerships:

- Alumni Giving Rate: Track the percentage of alumni who contribute financially to the institution.
- Partnership Growth: Monitor the growth in partnerships with other educational institutions, industries, or community organizations.
- Alumni Success Indicators: Track the success of alumni in their professional careers, positions, and achievements.



Societal and Global Impact

Strategic Theme 4

Key Performance Metrics: Societal and Global Impact Strategic

- Social Impact Initiatives: Assess the impact of projects, research, and other activities designed to address societal or community issues related to the college theme of Social and Economic Mobility.
- International Student Exchange Programs: Track participation in and success of international exchange programs.
- Participation by Diverse Populations: Assess the involvement/participation of student-facing events across relevant demographics.

Inclusivity

**Shared Civic
Responsibility**

**Educational
Outreach**

4. Societal and Global Impact

4.1. Inclusivity

4.1.1. Promote diversity and equity across the college leading to greater inclusion, belonging, and opportunity. (G4.A1.b) | (G4.A2.a) | (G4.A3.a)

4.1.1.1. Promote & support student chapter National Association of Black Accountants.

4.1.1.2. Promote & support Women in Business organization.

4.1.1.3. Establish chapter of Women in Engineering and Data Science and engage networking.

4.1.2. Recruit and retain a diverse and qualified faculty to support existing and facilitate new accreditation opportunities. (G1.A2.c) | (G2.A2.b) | (G1.A7.c)

4.1.2.1. Create & deploy standardized efficient and inclusive search protocols.

4.1.2.2. Explore and engage CT Vivian Scholar program.

4.1.3. Propagate a well-developed sense of justice, citizenship, and social responsibility among campus community. (G1.A1.c) | (G4.A1.b)

4.1.3.1. Ensure programmatic curriculum engaging modern ethical standards.

4.1.3.2. Enhance focus on sustainability relevancy in CBT curriculum.

4.1.3.3. Activate student organization participation in community and regional service activities.

4.2. Shared (civic) Responsibility & Global Awareness

4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact. (G1.A2.b) | (G1.A5.a) | (G3.A2.d) | (G3.A2.h)

4.2.1.1. Increase grant funding opportunities supporting core societal foci.

4.2.1.2. Dissemination and sharing of pedagogical and research opportunities.

4.2.1.3. Engagement in seminars and workshop to increase civic awareness.

4.2.1.4. Increase participation among faculty in professional service opportunities that contribute positively to regional, national, or global needs.

4.2.1.5. Cultivate, develop, and deploy service learning experiences that yield benefits for the broader community.

4.2.2. Convey an understanding of global issues and an appreciation for the interconnected nature of the world economic environment. (G1.A1.d) | (G4.A2.a)

4.2.2.1. Facilitate both short term Travel Study programs and longer-term study abroad experiences.

4.2.2.2. Increase partnership opportunities to promote and expand Atlantis program.

4.2.2.3. Identify curricular opportunities to expand integration of global connectedness.

4.3. Educational outreach & Support

4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility. (G2.A3.c) | (G2.A3.e) | (G3.A2.h) (G4.A1.b) | (G4.A1.c)

4.3.1.1. Increase “career readiness” focus in discipline-based k-12 engagements.

4.3.1.1.1. Accounting Challenge

4.3.1.1.2. FLA

4.3.1.1.3. CS Cyber Challenges

4.3.1.1.4. CEO Project engagement

4.3.1.1.5. AG Vocators

4.3.1.1.6. Data Analytics Awareness Program

4.3.2. Serve as a forum for regional programs that educate the broader community regarding critical social and global issues. (G2.A3.c) | (G2.A3.e) | (G3.A2.h) (G4.A1.b) | (G4.A1.c)

Supporting Performance Metrics: Societal and Global Impact

Inclusivity

- Diversity Metrics: Measure the representation of diverse demographics among students, faculty, and staff.
- Inclusive Outcomes: Track the degree completion rates of students exhibiting the greatest financial need.
- Climate Surveys: Assess the perception of inclusivity and the college climate among students and staff.
- Retention and Success of Diverse Populations: Track the retention and success rates of students by relevant demographics.

Shared Civic Responsibility

- Community Engagement Hours: Track the number of hours students, faculty, and staff dedicate to community service or volunteer work.
- Service-Learning Metrics: Assess the integration and success of service-learning programs in the curriculum.
- Partnerships with Community Organizations: Track the number and effectiveness of partnerships with local community organizations to address social issues.

Educational Outreach, Global Awareness, and Citizenship:

- Educational Outreach Program Impact: Assess the impact and reach of educational outreach programs on local schools or communities.
- International Student Exchange Programs: Track participation in and success of international exchange programs.
- Global Citizenship Education Metrics: Measure the integration and effectiveness of global citizenship education into the curriculum.
- Cultural Competency Development: Track efforts to develop cultural competence among students and staff.
- Partnerships with Global Organizations: Measure the partnerships with global organizations for cultural exchange and international collaboration.

List of Appendices

Appendix A: Strategic Map to HVHE

Appendix B: Financial Contingency Plan

Appendix C: Societal Impact Supplemental Initiatives

Appendix D: CBT Committees Structure

Appendix A: Strategic Mapping to HVHE

G1.A1.a Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . a) Invest time, talent, and resources toward the university's teaching priorities.

G1.A1.b Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . b) Enhance efforts that promote attention to and focus on the individual learner.

G1.A1.c Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . c) Develop practices that will increase opportunities for collaborative learning.

G1.A1.d Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . d) Increase support for student success.

G1.A1.e Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . e) Support contractual agreements that place instruction as the highest priority of faculty, while including successful research and committed service as also being a significant part of a faculty member's portfolio.

G1.A1.f Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . f) Use Annual Reports and the Integrated Parallel Plans as a way to evaluate and subsequently enhance academic and support structures for students on all campuses.

G1.A1.g Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . g) Engage in planning and implementing priorities to increase student engagement in educational activities highly correlated with persistence and completion.

G1.A1.h Goal 1: Enrich Academic Excellence. Action 1: Focus on the individual learner, prioritize collaborative and peer learning, and increase support for student success and achievement. . h) Engage in planning and implementing initiatives to increase individual mentorship.

G1.A2.a Goal 1: Enrich Academic Excellence. Action 2: Recruit, support, and retain high-potential and diverse students, faculty, and staff. . a) Enhance university-wide support and retention for students, faculty, and staff.

G1.A2.b Goal 1: Enrich Academic Excellence. Action 2: Recruit, support, and retain high-potential and diverse students, faculty, and staff. . b) Increase accountability for all colleges, departments, programs, and units per HLC and other accrediting bodies.

G1.A2.c Goal 1: Enrich Academic Excellence. Action 2: Recruit, support, and retain high-potential and diverse students, faculty, and staff. . c) Provide competitive starting salaries that enable the University to recruit high-achieving, diverse faculty and staff.

G1.A2.d Goal 1: Enrich Academic Excellence. Action 2: Recruit, support, and retain high-potential and diverse students, faculty, and staff. . d) Work with bargaining units to develop agreements that allocate available resources to support salaries that meet or exceed the mean of peer institutions.

G1.A3.a Goal 1: Enrich Academic Excellence. Action 3: Maintain high standards of excellence in instruction and in the assessment of student learning. . a) Follow the University's Assessment Plan to use results from assessment of student learning in general education, undergraduate majors, and graduate programs to inform curricular revision and development.

G1.A3.b Goal 1: Enrich Academic Excellence. Action 3: Maintain high standards of excellence in instruction and in the assessment of student learning. . b) Support multidisciplinary program development and sustainability.

G1.A3.c Goal 1: Enrich Academic Excellence. Action 3: Maintain high standards of excellence in instruction and in the assessment of student learning. . c) Demonstrate institutional commitments to instruction by maintaining the highest percentage of institutional expenditures in support of instruction and the academic mission of the University.

G1.A3.d Goal 1: Enrich Academic Excellence. Action 3: Maintain high standards of excellence in instruction and in the assessment of student learning. . d) Better integrate Western Online into the daily operation and delivery of academic curriculum.

G1.A4.a Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . a) Allocate institutional resources and assistance to support faculty and staff in research, scholarly/creative activities, and grant-generating activities.

G1.A4.b Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . b) Evaluate the effectiveness of programs, services and events designed to support scholarship and creative activities.

G1.A4.c Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . c) Use available resources to support student, faculty, and staff travel to professional associations, conferences and workshops, which is a necessary component of tenure and professional currency.

G1.A4.d Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . d) Support faculty sabbaticals as a means for faculty members to advance their research and scholarly agendas.

G1.A4.e Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . e) Provide educational leave opportunities for staff members where such opportunities are used for study, research, and/or professional growth.

G1.A4.f Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . f) Augment institutional resources to encourage and promote research, creative, and scholarly activities with special emphasis on supporting new and junior faculty members.

G1.A4.g Goal 1: Enrich Academic Excellence. Action 4: Provide strong commitments to research, scholarly, and creative activities. . g) Host domestic and international visiting scholars, executives, and artists in residence programs.

G1.A5.a Goal 1: Enrich Academic Excellence. Action 5: Promote civic engagement, service learning, experiential learning, applied projects, and volunteerism. . a) Support student, faculty, and staff public service actions that are consistent with the University's Community Engagement classification.

G1.A5.b Goal 1: Enrich Academic Excellence. Action 5: Promote civic engagement, service learning, experiential learning, applied projects, and volunteerism. . b) Use university public service centers, the Auxiliary Facilities System (UHDH, University Union, and Campus Recreation), University Libraries, institutes, and broadcasting services to support community engagement.

G1.A6.a Goal 1: Enrich Academic Excellence. Action 6: Upgrade and deliver user-centered, accessible information technology, and implement a university-wide commitment to the use of Western Online and other course delivery technologies. . a) Continue to engage in IT Shared Governance and other means to increase communication, collaborative planning, and better use of technologies on our campuses.

G1.A6.b Goal 1: Enrich Academic Excellence. Action 6: Upgrade and deliver user-centered, accessible information technology, and implement a university-wide commitment to the use of Western Online and other course delivery technologies. . b) Provide user-centered library services and resources to support and meet the needs of students, faculty, staff, and community patrons.

G1.A6.c Goal 1: Enrich Academic Excellence. Action 6: Upgrade and deliver user-centered, accessible information technology, and implement a university-wide commitment to the use of Western Online and other course delivery technologies. . c) Develop accountability and more intentional practices in the use of Western Online and the services of the Office of Distance Education and Support.

G1.A7.a Goal 1: Enrich Academic Excellence. Action 7: Enhance and deliver accessible academic programming within and across disciplines. . a) Continue to apply, at every level, heavy scrutiny to all new academic course or program proposals.

G1.A7.b Goal 1: Enrich Academic Excellence. Action 7: Enhance and deliver accessible academic programming within and across disciplines. . b) Promote innovation and creativity in developing new programs.

G1.A7.c Goal 1: Enrich Academic Excellence. Action 7: Enhance and deliver accessible academic programming within and across disciplines. . c) Align all new programming with high standards of accessibility and community needs by identifying audience, market dynamics, and the potential contribution of the program to the larger economic and civic viability of the region.

G2.A1.a Goal 2: Advance Educational Opportunity . Action 1: Establish and implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps. . a) Align our planning with both the Illinois Board of Higher Education (IBHE) strategic plan, A Thriving Illinois, and the Higher Learning Commission (HLC) strategic plan, EVOLVE. .

G2.A1.b Goal 2: Advance Educational Opportunity . Action 1: Establish and implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps. . b) Participate in the second cohort of the American Council of Education (ACE) project, The Learner Success Lab (LSL), which will allow us to develop specific, granular-level initiatives that will increase retention rates for those students in historically underrepresented groups .

G2.A1.c Goal 2: Advance Educational Opportunity . Action 1: Establish and implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps. . c) Foster widespread university and community investment in these and other initiatives.

G2.A2.a Goal 2: Advance Educational Opportunity . Action 2: Focus on quality and accessibility in every aspect of the institution, including the student's campus experience, classroom experience, and residential life experience. . a) Emphasize and focus on the quality, outcomes, and personal attention associated with Western in marketing and public relations materials.

G2.A2.b Goal 2: Advance Educational Opportunity . Action 2: Focus on quality and accessibility in every aspect of the institution, including the student's campus experience, classroom experience, and residential life experience. . b) Use program review and discipline-specific accreditation processes to assure and advance programmatic quality and viability.

G2.A2.c Goal 2: Advance Educational Opportunity . Action 2: Focus on quality and accessibility in every aspect of the institution, including the student's campus experience, classroom experience, and residential life experience., c) Use co-curricular assessment and other annual reporting to focus on quality in residential life experiences.

G2.A3.a Goal 2: Advance Educational Opportunity . Action 3: Engage in educational outreach and recruitment activities targeted to populations historically underrepresented in higher education., a) Increase year-round educational outreach activities that bring prospective applicants to Western Illinois University and engage faculty and staff who want to participate in these actions.

G2.A3.b Goal 2: Advance Educational Opportunity . Action 3: Engage in educational outreach and recruitment activities targeted to populations historically underrepresented in higher education., b) Bring more applicants and students who have been accepted to campus prior to initial registration and enrollment.

G2.A3.c Goal 2: Advance Educational Opportunity . Action 3: Engage in educational outreach and recruitment activities targeted to populations historically underrepresented in higher education., c) Increase recruitment partnerships that will lead to increased accessibility and more diversity in each new cohort of students.

G2.A3.d Goal 2: Advance Educational Opportunity . Action 3: Engage in educational outreach and recruitment activities targeted to populations historically underrepresented in higher education., d) Provide new educational opportunities by developing the new programs and reinvesting in existing programs that have a clear, high demand in our diverse communities.

G2.A3.e Goal 2: Advance Educational Opportunity . Action 3: Engage in educational outreach and recruitment activities targeted to populations historically underrepresented in higher education., e) Advance opportunities by focusing recruitment initiatives on underrepresented learner groups in our immediate communities, the state of Illinois, and neighboring states.

G2.A4.a Goal 2: Advance Educational Opportunity . Action 4: Advance affordability and decrease time-to-degree rates., a) Continue to engage in fiscally conservative, mission-driven spending that limits cost increases to new students. .

G2.A4.b Goal 2: Advance Educational Opportunity . Action 4: Advance affordability and decrease time-to-degree rates., b) Maintain competitive values for Western Commitment Scholarship and other financial aid programs.

G2.A4.c Goal 2: Advance Educational Opportunity . Action 4: Advance affordability and decrease time-to-degree rates., c) Implement and evaluate new strategies designed to decrease or eliminate the difference between student costs and financial aid.

G2.A4.d Goal 2: Advance Educational Opportunity . Action 4: Advance affordability and decrease time-to-degree rates., d) Work with Financial Aid Office, Budget Office, and others to improve the student experience when receiving financial assistance.

G2.A5.a Goal 2: Advance Educational Opportunity . Action 5: Increase retention and graduation rates, with special focus on opportunity gaps. , a) Address costs and relevance of programs.

G2.A5.b Goal 2: Advance Educational Opportunity . Action 5: Increase retention and graduation rates, with special focus on opportunity gaps. , b) Enhance the institution's student-readiness through comprehensive annual assessment.

G2.A5.c Goal 2: Advance Educational Opportunity . Action 5: Increase retention and graduation rates, with special focus on opportunity gaps. , c) Improve college transitions and the sense of belonging in our community.

G2.A5.d Goal 2: Advance Educational Opportunity . Action 5: Increase retention and graduation rates, with special focus on opportunity gaps. , d) Increase responsiveness to learner needs by expanding delivery modalities that promote increased graduation and decreased time-to-degree rates.

G2.A5.e Goal 2: Advance Educational Opportunity . Action 5: Increase retention and graduation rates, with special focus on opportunity gaps. , e) Participate in statewide and national initiatives designed to decrease time-to-degree.

G2.A6.a Goal 2: Advance Educational Opportunity . Action 6: Align academic programming with potential economic growth in our communities., a) Pay close attention to the feasibility of and market need for all new academic programs.

G2.A6.b Goal 2: Advance Educational Opportunity . Action 6: Align academic programming with potential economic growth in our communities., b) Conduct annual analyses of market, economic, and intellectual needs in the region.

G2.A6.c Goal 2: Advance Educational Opportunity . Action 6: Align academic programming with potential economic growth in our communities., c) Continue our long commitment to educating students who will become teachers, professionals in legal and justice administration, professionals in public health and social work, professionals in business and technology, and professionals in the traditional STEM disciplines, the Fine Arts, the Humanities, and the Social Sciences.

G3.A1.a Goal 3: Support Personal Growth. Action 1: Promote physical health, mental health, and wellness in our students, faculty, and staff. , a) Increase health, wellness, and recreational programs, services, and activities provided by the University.

G3.A1.b Goal 3: Support Personal Growth. Action 1: Promote physical health, mental health, and wellness in our students, faculty, and staff.
b) Expand health, wellness, and recreational partnerships with local/regional providers to address needs and services for students, faculty, and staff.

G3.A1.c Goal 3: Support Personal Growth. Action 1: Promote physical health, mental health, and wellness in our students, faculty, and staff.
c) Evaluate the feasibility of establishing new sports clubs and other areas of campus recreation.

G3.A2.a Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
a) Engage high-profile university speakers and performers on all campuses to increase campus and community engagement.

G3.A2.b Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
b) Use artist/scholar/expert-in-residence programs to enable visiting professional(s) to be actively engaged with students, faculty staff, and community members on topics of interdisciplinary interest (e.g., tax preparation, religious understanding, aspects of citizenships, etc) during their stay at the University.

G3.A2.c Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
c) Provide the university and surrounding communities with a diverse season of quality cultural entertainment opportunities.

G3.A2.d Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
d) Offer professional development opportunities in academic disciplines to members of our host and external communities.

G3.A2.e Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
e) Enhance opportunities for lifelong learning on all three campuses.

G3.A2.f Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
f) Support a broad-based National Collegiate Athletic Association (NCAA) Division I and Football Championship Series varsity intercollegiate athletics program. This includes funding commitments to support our athletic program at a level that allows student-athletes to be competitive within our respective conferences and nationally.

G3.A2.g Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
g) Demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare.

G3.A2.h Goal 3: Support Personal Growth. Action 2: Enhance student and community engagement.
h) Foster a culture that integrates Western with its surrounding communities at every level.

G3.A3.a Goal 3: Support Personal Growth. Action 3: Create a safe, accessible, and attractive campus in Macomb, the Quad Cities, and Online.
a) Support educational programs, services, and partnerships committed to the prevention of crime; protection of life and property; preservation of peace, order, and safety; and enforcement of laws and University policies.

G3.A3.b Goal 3: Support Personal Growth. Action 3: Create a safe, accessible, and attractive campus in Macomb, the Quad Cities, and Online.
b) Enhance university facilities by exploring every option for enhancement, support, and development.

G3.A3.c Goal 3: Support Personal Growth. Action 3: Create a safe, accessible, and attractive campus in Macomb, the Quad Cities, and Online.
c) Demonstrate accountability in environmental sustainability on our campuses.

G3.A4.a Goal 3: Support Personal Growth. Action 4: Educate students on the processes, procedures, and support services at Western.
a) Review polices and create easy to access and understand steps or guides through the student perspective.

G3.A4.b Goal 3: Support Personal Growth. Action 4: Educate students on the processes, procedures, and support services at Western.
b) Offer outreach related to specific university procedures and polices at key times throughout the academic year.

G3.A4.c Goal 3: Support Personal Growth. Action 4: Educate students on the processes, procedures, and support services at Western.
c) Review student use of campus resources and target populations who may be unaware of services and support resources on campus.

G3.A4.d Goal 3: Support Personal Growth. Action 4: Educate students on the processes, procedures, and support services at Western.
d) Invite critical review of polices and procedures from outside entities to provide insight on updates needed to ensure student success.

G3.A5.a Goal 3: Support Personal Growth. Action 5: Clearly commit to supportive and shared governance of the university.
a) Work with Faculty Senate to identify those areas of institutional practice in which shared governance policies, processes, and committees can be enhanced.

G3.A5.b Goal 3: Support Personal Growth. Action 5: Clearly commit to supportive and shared governance of the university.
b) Recognize the collective bargaining agreements entered into with labor unions at the institution as forms of shared governance of the labor exerted by all university employees.

G3.A5.c Goal 3: Support Personal Growth. Action 5: Clearly commit to supportive and shared governance of the university.
c) Abstain for organizational practices that could result in the filling of charges of unfair labor practices.

G3.A5.d *Goal 3: Support Personal Growth.* Action 5: Clearly commit to supportive and shared governance of the university, d) Adhere to the terms and conditions of the collective bargaining agreements, so as to limit grievances, and when grievances do arise, seek to resolve them at the lowest level possible.

G3.A5.e *Goal 3: Support Personal Growth.* Action 5: Clearly commit to supportive and shared governance of the university, e) Abide by arbitration decisions, when all other efforts to resolve grievances have been unsuccessful.

G4.A1.a *Goal 4: Promote Social Responsibility.* Action 1: Promote civic engagement, sustainability, and service learning. a) Form a Task Force of students, faculty, and staff to focus on communication, collaboration and increasing and supporting student civic engagement on the three campuses.

G4.A1.b *Goal 4: Promote Social Responsibility.* Action 1: Promote civic engagement, sustainability, and service learning. b) Prepare students for civic engagement and the global workforce by emphasizing diversity and inclusivity in race, culture, socioeconomic status, religion, and other dimensions of personal and community identity in the curriculum, programs, services, and events.

G4.A1.c *Goal 4: Promote Social Responsibility.* Action 1: Promote civic engagement, sustainability, and service learning. c) Increase student participation in service learning, internships, student teaching, simulations, and other forms of experiential learning.

G4.A2.a *Goal 4: Promote Social Responsibility.* Action 2: Use state, local, and other partnerships to advance university, community and economic development, and equity, a) Enhance all current University partnerships.

G4.A2.b *Goal 4: Promote Social Responsibility.* Action 2: Use state, local, and other partnerships to advance university, community and economic development, and equity, b) Expand community and economic development partnerships by using the Illinois Institute for Rural Affairs (IIRA), the Illinois Innovation Network, and other similar structures at the institution and in the state.

G4.A3.a *Goal 4: Promote Social Responsibility.* Action 3: Celebrate diversity, a) General Support.

G4.A4.a *Goal 4: Promote Social Responsibility.* Action 4: Create anti-racism actions, protocols, and policies., a) General Support.

Appendix B: Financial Contingency Plan

College of Business and Technology Financial Contingency Plan

Prepared by: CBT Dean & CBT Strategic Planning Committee
Updates Presented to:
CBT Directors-Summer 2023
CBT Advisory Board Fall 2023

Western Illinois University, like many other regional institutions, faces continual financial pressures created by 1) Local/State funding, 2) increase costs, 3) potential declining enrollments due to domestic demographic trends, 4) increased competition from larger institutions, and 5) general societal discussion of the value of a comprehensive 4-year degree. Given the financial constraints facing Western Illinois University, the College of Business and Technology requested input from the Strategic Planning Committee to create a set of priorities for allocation of resources within the college. Additionally, the committee was tasked with thinking creatively about ways to increase efficiency given our limited faculty resources.

Priorities:

1. Maintain faculty lines across CBT (Macomb and QC campus)
 - Appropriately prioritize tenure-track lines to maintain accreditation and operational continuity.
 - Appropriately prioritize associate faculty lines to maintain accreditation and operational continuity
 - If there are layoffs on one campus, then identify appropriate transfer of Unit A faculty to the other campus.
 - In disciplines where starting salaries have increased dramatically and approved salary lines at WIU are below market level (making it very difficult to recruit), we are “growing our own” Unit A faculty. Two business faculty have successfully completed terminal degrees as a result and as examples and one additional faculty member is in process. Each started as a Unit B instructor. In conjunction with input from school directors, support is provided in the form of reduced teaching loads, professional development leaves, and/or reduced course preparations for faculty to attain relevant terminal qualification and convert to tenure-track status.
 - Several position searches have been approved by upper administration for the CBT beginning Fall 2023 to replace those who have retired or otherwise left the university. Authorization for searches is a centralized process and the CBT will carefully present request through the President’s Cabinet on an as-needed basis.
2. Maintenance of Computer Labs/Software
 - Prioritize maintenance and replacement of computers in instructional labs that are mission focused and enhance student experiences.

- Provide and build upon technology that supports remote learning (online and livestream delivery).
 - Continue to employ educational software licenses where appropriate (examples: Tableau and PowerBI for data visualization are both “free” for education and considered industry standards).
 - Support for continued technology improvements will, by necessity, require increased support from both the CBT Development Officer and the University Corporate Relations Officer. “Gifts-in-kind” and direct financial contributions are key in supporting the \$100 million comprehensive campaign and easing burdens of operational funding deficiencies.
3. Maintenance/Enhancement of Graduate Assistantships
- Increased hourly wages and proposed operating shortfalls at the university level has required the streamlining of graduate student support positions. Schools are adapting by sharing partially funded positions.
 - Previously assigned tutoring duties in multiple areas have been reallocated to faculty support with the addition of an outsourced peer-to-peer solution that creates efficiencies, reduces costs, and reduces impact on appropriated funds. In addition, the deployed solution seeks to increase retention through increased student engagement.
 - The college continually seeks external donations for graduate assistantships and/or external opportunities for students to perform essentially GA responsibilities for other corporate entities.
 - External grants as a funding source for research assistance will be reprioritized
4. Maintenance of Faculty Travel Support
- The CBT Dean’s Office, via the Targeted Research Impact Award (formerly the Dean’s Travel Award, continues to provide financial support for faculty presenting at conferences that meet AACSB standards for intellectual contributions.
 - The Provost’s Travel Award remains limited in overall funding, and the college will rely on multiple foundation based funding sources to supplement required execution of scholarly activity.

Activities to Increase Efficiency:

1. Office Manager positions and responsibilities
 - An effort to cross-train support staff for optimization of operational efficiency has been initiated as the college continues to lack depth of knowledge with the acquisition of multiple new support staff.
 - Workload redistribution and the integration of technology to automate previously manual functions has been initiated as a stop-gap measure to ensure functions of lost positions is completed.
2. Adaptive Course Delivery - Multiple years of at least partial remote delivery have increased faculty familiarity with technology allowing for novel methods of course delivery. Increasing demand for online/remote course delivery is indicative of the paradigm shift in higher education. The CBT, in conjunction with the Registrar’s Office and within the boundaries of the Higher Learning Commission regional accreditors, has

engaged in significant use Livestream, Hybrid, and Hi-flex course delivery to optimize course scheduling in our multi-location programs.

3. Efficiency in Scholarship Application/Awards - CBT scholarships and some of the department level scholarships are housed on the WIU Scholarship Portal. We are moving all scholarships to the portal to provide a “one stop shop” for students requiring a single application. To ensure efficient tracking of awarded scholarships for greatest positive impact on students, additional tracking associated with donations and payments to accounts (particularly general accounts wherein multiple scholarships are awarded annually) will be an area of focus and supported by the implementation of an internal accounting system.

Appendix C: Societal Impact Supplemental Initiatives

At the core of our mission is a commitment to advancing social and economic mobility by championing development-oriented policies that foster inclusive opportunities for all. We believe that sustainable progress is not just about economic growth but also about empowering individuals and communities. By supporting productive activities, facilitating decent job creation, promoting entrepreneurship, and nurturing creativity and innovation, we pave the way for broader social mobility. Our dedication to realizing the UN sustainability goal goes beyond mere compliance; it's a dedication to fostering an environment where micro-, small-, and medium-sized enterprises flourish. We recognize that access to financial services is a cornerstone for these businesses to thrive and contribute to societal growth. Through our initiatives, we aim to create a ripple effect, enabling individuals from all walks of life to achieve upward social mobility, thereby creating a more equitable and prosperous future for all.

Societal Impact Identification Process

The process of identifying, cultivating, and deploying a college-wide focus on meaningful activities that "move the needle" with respect to societal impact involved a multi-year, multi-step internal reflection examination. The ultimate goal was to create a mission-driven, faculty-supported effort to strategically align with the United Nations Sustainable Development Goals (UNSDGs). The logical progression from "no formal focus" to "strategic implementation" began with subject matter expert consultation regarding the feedback process. The outcome of these discussions was the design and implementation of a comprehensive survey aimed at understanding faculty priorities and areas of interest concerning the 17 UNSDGs.

The initial survey consultation asked business faculty to evaluate each of the UNSDGs on three core factors including 1) Mission Relevance, 2) Impact Potential, and 3) Resource Availability. Each area was carefully operationalized to ensure that a common understanding existed prior to evaluation. Once the survey results were collected, a series of facilitated discussions were organized to delve deeper into the faculty's insights and preferences. These discussions provided a platform for faculty members to debate, refine, and reach a consensus on which goals to prioritize. The process was iterative, involving several rounds of feedback to ensure broad agreement and buy-in from the faculty body selecting primary areas of focus:

SDG4-Quality Education, Target 4.4 - substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

SDG8-Decent Work and Economic Growth, Target 8.5 - achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

The final stage involved translating the prioritized goals into actionable strategic initiatives. The CBT Strategic Planning Committee is charged with updating, maintaining, and operationalizing college level strategic initiatives. These set initiatives are communicated through the document and strategic planning monitoring platform, and faculty, directly engaged in the platform, may add other implementation tasks to stated initiatives thereby creating a bottom-up approach to achieving our mission ensuring a living, dynamic plan. Throughout the CBT Strategic Plan, the Thought Leadership Area associated with “upward social mobility” as well as the societal impact themes identified above are pervasive at multiple levels including” Strategic Priorities, Strategic Initiatives, and Implementation Tasks.

Appendix D: CBT Committee Descriptions

Standing Committees

CBT Faculty Council Board of Directors—MEETS MONTHLY - *The College of Business and Technology (CBT) Faculty Council (FC) is an advisory group that provides a continuing forum to raise, discuss and make recommendations on any issue of concern to the faculty of the College of Business and Technology. The Board of Directors (BOD) shall be selected to facilitate the functions of the Faculty Council between meetings and to provide continuity of faculty governance, involvement, and leadership.*

AACSB Committee—MEETS BIWEEKLY - *This committee shall be responsible for all activities and support functions related to maintaining AACSB accreditation including: the review of standards, guidelines, procedures, and best practices related the AACSB accreditation process; facilitating the annual collection and review of information relevant to the AACSB accreditation process; set/review criteria for classification of faculty standing as related to AACSB accreditation standards and report status on an annual basis; maintain liaison with the agencies or departments they represent, and perform such other duties specifically related to the creation of final reporting documentation and site visit.*

Assessment Committee—MEETS MONTHLY - *This committee oversees various aspects related to annual program and general education assessment as well as the assessment of the business core. The “business core” is assessed in the same annual review process as programs (through a zero-credit hour course: BAT 490) and is critical to maintenance of AACSB accreditation.*

College Personnel Committee—MEETS AS NEEDED - *The CPC is comprised of the DPC Chairs within the College of Business and Technology in accordance with the UPI contract - The CPC will evaluate portfolios for all employees receiving a negative recommendation by the DPC and/or department chair. The CPC will also be responsible for reviewing the Department Criteria and Merit Form and documents submitted by the departments in the college and for making recommendations with regard to those documents, with primary emphasis on consistency of expectations across departments. Specific to the CBT, the CPC will also review and select the McDonough Professorship Award each year.*

Curriculum Committee—MEETS BIWEEKLY - *Serves as the college level review of all curricular items generated at the school/department level including, but not limited to, new/changes in courses, new/changes in majors, minors, options. This committee makes recommendations to the Dean on curricular matters.*

Diversity, Equity, Inclusion, and Belonging Committee (new 2023)—MEETS MONTHLY - *The DEIB Committee will be a self-governing committee that addresses JIDE guidelines, including (but not restricted to) proposed evolutions in the cause. (i). Assure that the committee purpose aligns with the university-level mission of Justice, Inclusion, Diversity, and Equity. (ii). Assure that the committee purpose aligns with the CBT program accreditation requirements. (iii). Communicate and align with other College JIDE-related committees on campus. (iv.) Provide an annual report to the CBT to outline progress and activities.*

MBA Advisory Committee—MEETS BIWEEKLY - *To review and evaluate admissions standards, requests for graduate curriculum changes, graduate assistantship applications; assessment reports, recruitment practices, and other issues deemed appropriate by the Director of the MBA program. Representatives from MBA core disciplines/preferably professors teaching the core courses.*

Online Education Best Practices Committee—MEETS MONTHLY - *Continuously review industry best practices in remote delivery of business and technology related fields. Design, implement, and maintain an audit process with the purpose of providing faculty a suggested benchmark against which they can measure their course design. Disseminate best practice information to CBT faculty on a continuous basis. Coordinate the review process for online course certification related to initial course design. Provide insight and serve in an advisory role to the Dean's Office in matters related to distance education.*

Scholarship Committee—MEETS MONTHLY - *To review and award CBT scholarships (College level, CBT General Fund and Endowed Scholarships), the annual faculty excellence awards, the review and selection of the CBT College Scholar, and other related activities.*

Strategic Planning Committee—MEETS BIWEEKLY - *To revise and update the strategic plan; to gather information from faculty about proposed changes; to keep faculty informed of progress; to establish sustaining and development objectives and specific strategies; to review departmental plans for consistency; to put in place a process for annual review and revisions.*

Need-Based Committees (designated representatives are needed and convened throughout the year as needed to conduct hearings). Representation is for a one-year term.

Academic Integrity Hearings— (1-year term) - *In accordance with the University Academic Integrity Policy, the College level committee will schedule and conduct academic integrity appeals emerging from the department level academic integrity hearing wherein one party has requested an appeal to the next level. The committee must follow the guidelines set forth by the university policy in conducting the hearing, voting, and reporting outcomes.*

Grade Appeal Hearings— (1-year term) - *In accordance with the University Grade Appeal Policy, the College level committee will schedule and conduct grade appeals emerging from the department level grade appeal hearing wherein one party has requested an appeal to the next level. The committee must follow the guidelines set forth by the university policy in conducting the hearing, voting, and reporting outcomes.*

Sanctions/Terminations Hearings— (1-year term) - *The representatives must be full professors and have been employed at WIU for at least five years.*