

## EXECUTIVE SUMMARY

Western Illinois University was founded in 1899 as the Western Illinois Normal School to address teacher shortages in grammar schools occurring across the state. Over time, the institution broadened its mission to academic majors that prepared future educators with the knowledge and skillset to work within the K-12 educational system and further expanded into a regional, public institution of higher learning aimed at providing affordable, high-quality education to students in Illinois, in the nation, and around the world. Today, WIU boasts four academic colleges: the College of Arts and Sciences, the College of Business and Technology, the College of Education and Human Services, and the College of Fine Arts and Communications. The organizational structure also includes the Centennial Honors College and the College of Innovation and Economic Development.

Western Illinois University, as a prominent directional institution in Illinois, emphasizes accessible, high-quality education tailored to the needs of diverse and underserved populations. With a strong focus on social mobility, WIU provides robust support systems, affordable tuition, and targeted initiatives to empower first-generation and minority students to achieve academic and professional success. Academic programs and support services are offered across two campuses: the Macomb campus, and the Quad Cities campus located approximately 1.5 hour north of the main campus. Additionally, a portfolio of fully online undergraduate and graduate programs is offered for non-traditional students requiring a flexible learning environment.

In Fall 2023, total enrollment at WIU was 7,073 with approximately 5,000 undergraduate students and 2,000 graduate students served by 519 faculty and 794 staff members. Across the institution, approximately 31.6% of students self-identified as belonging to one of more race categories of American Indian, Asian, Black, Hispanic, Pacific Islander, or two or more races, and approximately one-third of our students self-identify as first-generation. In light of the demographic profile of our students, WIU is committed to providing an inclusive academic environment that cultivates generational success through targeted professional and personal support over the academic lifecycle of our students.

As the only four-year public institution located in west central Illinois, Western Illinois University plays a critical role as a regional economic driver by attracting talent, fostering innovation, and supporting workforce development in surrounding communities. Through partnerships with local businesses, research initiatives, and the preparation of career-ready graduates, WIU contributes significantly to the economic growth and sustainability of the region. Our institutional history and diverse student profile drive the thought leadership of the College of Business and Technology in social mobility and economic prosperity by inspiring initiatives that empower underrepresented students and fuel economic growth through education and innovation.

**College of Business and Technology (CBT)** - For over 50 years, the College of Business and Technology (CBT) 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 CBT Organizational Chart and Committee Structure may be found in Addendums 3-4.

The College of Business and Technology received business accreditation from AACSB International in 1978, and specialized (supplemental) accounting accreditation in 1998. The CBT also maintains accreditation of its engineering programs through the Accreditation Board of Engineering and Technology (ABET) and is recognized as a Center of Academic Excellence in CyberDefense (CAE-CD) by the National Security Agency and the National Cryptologic College. The CBT values these recognitions and views them as an indication of the high quality of its programs.

In Fall 2023, the CBT accounted for approximately 1400 undergraduate students (28% of the WIU population), and 700 graduate students (35% of the WIU population) and conferred 288 undergraduate degrees (26.1 % of total degrees) and 428 graduate degrees (51.8% of total degrees). The business disciplines within the college account for approximately half of all CBT enrollments. In Fall 2023, business enrollments were 954 students, 690 undergraduate business students and 264 graduate students with 129 degrees conferred for undergraduate programs in business and 165 graduate degrees conferred. Detailed information on enrollments may be found in Addendum 5.

The College of Business and Technology serves as a vital driver of enrollment for the university, attracting a diverse population of students through its innovative programs and career-focused opportunities. Accreditation is a critical part of our continued success signaling our commitment to continuous improvement, strong faculty qualifications, a current and relevant curriculum, and impactful scholarship that benefits the region and beyond.

**Guiding Principles** – The College of Business and Technology adheres to AACSB’s guiding principles as follows:

- **Strategic Management and Innovation:** Mission-driven focus regularly reviewing and enhancing curricula, policies, and student engagement opportunities to reflect the college’s commitment to academic excellence and career readiness in a dynamic business environment.
- **Industry Engagement:** Active collaboration with industry partners, alumni, advisory boards (CBT National Advisory Board, Accounting & Finance Advisory Board, SCM Advisory Board), and other stakeholders to ensure programs are aligned with changing market needs. Examples include discipline-specific annual events such as Meet the Firms, Analytics Day, Economics Day, SCM Day, Real Estate and Appraisal Learning Summit (REALS), and Finance Forward.
- **Continuous Improvement:** CBT policies and processes in curriculum management, teaching excellence, and scholarly productivity demonstrate a commitment to continuous assessment and innovation. Examples include the Targeted Impact Research Program (TRIP) developed to incentivize publications in high impact journals, enhanced online teaching training and resources, and curricula designed to meet industry standards, such as the Society for Human Resource Management (SHRM) aligned curriculum.
- **Cultivating a Global Mindset:** The CBT equips students with cross-cultural competencies, international exploration opportunities, and the ability to navigate diverse markets and global challenges. For example, inclusion of ECON 351: Global Poverty as a graduation requirement for all business majors, opportunities to travel in faculty-led study abroad programs related to business (2019: Microfinance Peru; 2022: Ireland Business; 2024 Marketing & Agriculture in Costa Rica), and participation in the Atlantis Program providing one year abroad to France, and Sweden and completion of an International Baccalaureate Business degree in addition to their WIU undergraduate degree.
- **Thought Leadership:** Our focus on social mobility centers around empowering first-generation and minority students. The CBT contributes through innovative and inclusive curriculum, providing robust support services, and faculty participation in grants/scholarly activity that impact our regional economy. Examples include implementation of Knack Peer Tutoring platform, providing no cost, peer-led academic support for students, and the “Broadband Regional Engagement for Adoption and Digital Equity (READY)” Grant.
- **Commitment to Diversity and Inclusion:** The CBT promotes a culture of inclusivity embracing diversity in thought, background, and experience. Examples in support of this guiding principle include formation of the CBT Committee on Diversity, Equity, Inclusion, and Belonging (DEIB) supporting faculty, staff, and students through collaboration with specialized student organizations such as Women in Business (WIB) and the National Association of Black Accountants (NABA), providing professional and personal mentorship.
- **Ethics and Responsibility:** Integration of ethical behavior and responsible leadership in the curriculum and institutional culture support our mission. Examples include ethics integration into undergraduate (ACCT 477: Professional Ethics; MGT 481: Management and Society: Ethics and Social Responsibility) and graduate curriculum and assessment activities, and creation of the new Sustainability Management Minor to prepare socially responsible business leaders.

- **Innovation:** The CBT continues to incorporate emerging technologies, and experiential learning tools into business coursework to ensure career readiness of students. Examples include embedding micro-credentials in courses such as the Certified Associate in Project Management (CAPM) in the Project Management course, incorporation of simulations, and inclusion of AI, data integration and analytics tools across the curriculum.

## **Vision, Mission, Purpose, and Core Values**

**CBT 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.

**CBT Mission** - The College of Business and 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.

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

**Institutional Core Values** – Our commitment to our students, region, and the broader global community center on four pillars: Academic Excellence, Educational Opportunity, Personal Growth, and Social Responsibility. The CBT Strategic Plan is predicated on these values and sets forth four strategic themes: Student Success, Innovation & Institutional Distinctiveness, Financial Sustainability & Legacy, and Societal and Global Impact. Some of the major strategic priorities for the college include:

- Fostering a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation
- Provide and maintain facilities and infrastructure to enhance student learning.
- Expand competency based educational opportunities to ensure curriculum relevancy
- Enhance quality and impact of discipline based scholarly activity and promote multi - disciplinary grant preparation with impact for the institution, region, and society at large.
- Increase the CBT relevancy to regional constituents as an innovative "education solutions partner" by hosting relevant special interest summits, and providing training and educational experiences.
- Expand connections and engagement with accrediting bodies leading to a market recognized competitive advantage
- Utilize effective communications with alumni and industry partners to facilitate broader advocacy opportunities.
- Promote diversity and equity across the college leading to greater inclusion, belonging, and opportunity.
- Encourage scholarly activities among the faculty and students that yield positive societal impact.
- Support the mission of regional K-12 schools with programing that fills curricular gaps and encourages social mobility.
- Serve as a forum for regional programs that educate the broader community regarding critical social and global issues.

### **Accreditation Timeline**

During the last review cycle, WIU was initially scheduled for a Peer Review Team (PRT) visit in early 2020, but due to the global pandemic operations were temporarily shut down and the visit postponed. The virtual PRT visit commenced in the Fall of 2020, approximately 6 months after the initial scheduled date, and in January 2021 the business and accounting accreditations were reaffirmed. It is important to note that the CBT was already 1.5 years into the current review cycle by the time we received our final reports and recommendations. As documented throughout this report, the CBT worked very quickly to address any concerns immediately upon receipt of our evaluation in Spring 2021, and has made significant progress across all areas of evaluation despite the shortened timeline.

### **Summary of Strategic Management and Innovation**

The College of Business and Technology operates under the direction of a comprehensive Strategic Plan (Addendum 6) that closely aligns with the broader university plan and institutional values with strategic initiatives designed to fulfill our mission. These initiatives focus on market-driven innovations in academic programs, recruiting and retaining a diverse and qualified faculty and student population, and enhancing institutional distinctiveness through strong industry collaborations and student engagement opportunities that prepare students for career readiness. By emphasizing affordability and access, the plan aims to empower students with opportunities for social mobility, ensuring long-term success and community impact.

**Technology Innovation** - During the review cycle, innovation through technology implementation has improved our ability to better gauge progress towards fulfilling our mission in several areas:

1. Elate Platform – Effective monitoring of progress on strategic initiatives using the Elate platform provides a meaningful way for all stakeholders to observe how their actions directly contribute to the college's mission and provides actionable insights through dashboards.
2. Leatherneck Link – a Modern Campus platform used to track student participation in professional and personal development opportunities across campus providing a measure of engagement and impact of activities and events
3. Upgrades to technology infrastructure, for example motion-tracking cameras for livestream classes, and support for faculty to enhance course delivery by facilitating adaptive learning, virtual engagement, and improved access to resources
4. SteppingBlocks –a data-driven platform for career insights and alumni outcomes providing additional indirect measures of student success (collection beginning Fall 2024).

Although adoption of each of these platforms is relatively recent, and we are still exploring the full capabilities of the various systems, implementation provides a solid foundation for future enhancements in our strategic management process. Additionally, the CBT Strategic Plan and complementary analyses including a Risk Analysis, Financial Contingency Plan, and CBT Retention Plan provide a strong framework for making decisions related to resource allocation in a dynamic environment.

**Faculty Productivity Enhancements** - Since our last AACSB visit, the CBT AACSB Committee initiated several revisions to the faculty qualifications document and implemented new programs to increase the overall quality of our portfolio of scholarly activity including:

1. Strengthening the criteria for Scholarly Practitioners, and initiating an incremental process of improvements to increase quality of peer reviewed journals for Scholarly Academics. As a result, we have observed an increase in the overall quality of our portfolio of publications. In 2019, 38.1% of publications were indexed in SCOPUS, which increased to 56.2% in 2024.



2. Launch of the Targeted Research Incentive Program (TRIP) providing monetary incentives for reaching pre-established quality benchmarks encouraging high-quality, in-discipline publications. One measure of impact is the CITE score in SCOPUS. The CITE score represents the average number of citations over the past three years. In 2019, the overall portfolio of publications by business faculty had a CITE score of 2.35 which increased substantially to 3.9 in 2024.
3. Alignment of the Department Criteria, which sets expectations for teaching, research, and service throughout the promotion, retention, and tenure process (and post-tenure reviews for merit-based pay), with our faculty qualifications document and requirements for classification as scholarly academic strengthens faculty expectations.

### **Summary of Learner Success**

Central to our mission as a regional public university, Western Illinois University seeks to offer a high-quality education at an affordable cost to promote social mobility by removing financial barriers for students, engaging an innovative curriculum that attracts and diverse learners, and providing support services to enhance academic success.

**Innovation in Curriculum** – Since the last AACSB review, the college has initiated numerous enhancements to the curriculum at both the undergraduate and graduate level.

Undergraduate curriculum updates include:

1. Creation of new Minor in Sustainable Management
2. Restructuring of the economics degree for a STEM designation to meet industry needs
3. Creation of a new freshman retention course in the business core, BAT 190: Professional Skills Development, to enhance career exploration and progression
4. Creation of a general education course in financial health (FIN 101) to increase financial literacy of our students across campus
5. Establishment of a new graduation requirement for business majors, ECON 351: Global Poverty, supporting our thought leadership.

Enhancements in the graduate programs seek to attract and retain a diverse student population by providing educational opportunities aligned with industry needs and expectations include:

1. Addition of three new concentration areas within the MBA program including AgriBusiness, Marketing, and Health Services Administration (with a stackable certificate)
2. Significant updates to the analytics and information systems courses within the MBA core to address emerging technologies
3. New corporate alliances supporting enrollment in the MBA program.
4. Master of Accountancy implemented a two-path curriculum to support students interested in management accounting as well as public accounting.

**Enhanced Student Success Support** – As part of the university’s commitment to student success, a new platform, Connections Mapping, was adopted to assist with retention efforts. The program tracks student engagement (connections) to campus resources, events, and activities, and identifies potential at-risk students for early intervention. These efforts complement an existing portfolio of university services and activities available to students including: University Writing Center, Tutoring Labs, Health and Wellness services, the Multicultural Center, First Year Advising Center, and the REACH program-an alternative admission programs offering individualized support and oversight to closely monitor academic progress and integration into the campus community. Early intervention is critical for retention and academic success, particularly for first generation students navigating the complexities of the college experience often with less built-in support. At the college level, notable enhancements include:

1. Adoption of the Knack Peer Tutoring platform: a peer-led academic support service providing on demand tutoring services at no cost to the student (funded by CBT).

2. Creation of the Diversity, Equity, Inclusion, and Belonging (DEIB) college committee to advise on meaningful engagement opportunities with students, faculty, alumni, and corporate partners to support retention and recruitment of diverse learners.
3. Scholarship migration to the WIU Scholarship Portal increasing accessibility to scholarship opportunities and increasing award rates.
4. Increased faculty engagement with the business living and learning community with monthly programming.
5. Engagement of the National Association of Black Accountants (NABA) student organization.
6. Expansion of Women in Business (WIB) activities to include active participation at regional and national conferences in addition to weekly on campus speakers.

### **Summary of Thought Leadership, Engagement, and Societal Impact**

At the core of the college's mission and purpose is a commitment to advancing social mobility through access to high-quality education, impactful curriculum aligned with industry expectations, and engagement activities that enhance personal and professional development. Hence, the college prioritizes its strategic efforts focusing on two primary areas of impact related to quality education (SDG4) and Decent Work and Economic Growth (SDG8). Numerous programs, events, and partnerships serve to promote social mobility by providing students with skill-building resources, experiences and services related to career exploration, and initiatives providing a positive economic impact on the region. Initiatives focus on three primary areas: outreach to high school students, development of current business students, and community engagement.

**High School Outreach** - Numerous programs and activities are in place to increase career awareness and professional development opportunities for high school students including:

1. Creating Entrepreneurial Opportunities (CEO) Leadership Summit hosting interactive sessions between high school students and industry leaders on critical aspects of starting a business. This supports nine CEO Chapters across the region.
2. Career exploration engagements through discipline-specific panel discussions including events such as Economics Day, Analytics is Everywhere, Finance Forward, Accounting Challenge, and SCM ConNEXT for regional high school students to engage with industry experts and network with peers.
3. Professional networking opportunities such as the SCM: Night of Networking hosted on the Quad Cities campus and the regional Midwest conference for the Future Business Leaders of America hosted annually on the Macomb campus.

**Business Student Engagements** - To enhance career readiness of our business students, the College of Business and Technology offers numerous outlets for professional development including:

- Student participation in national conferences such as the National Retail Federation conference, MODEX and ProMAT industry trade shows, and the National Millennial and Gen Z Community (NMGZ) Community Emerging Leaders Summit. Each year business students are selected provided funding for attendance.
- Professional development opportunities through field trips, classroom speakers, seminar series such as the ProCHAT eight-part series devoted to career fair preparation, and internships for credit.
- Short term study abroad experiences with faculty-led business programs, and semester and year-long exchange programs.
- Large-scale events hosted by the college sponsored by donors and corporate partners including the Executive in Residence series, and Ferguson Lecture. These high-profile events connect students and community members with the expertise of premier, high-profile business executives and thought leaders.

**Community Impact** - Business faculty provide expertise to regional businesses and agencies to affect a positive impact on the region. This includes leadership positions on community boards, engagement on Board of Directors for not-for-profit agencies, participating in grants that serve as economic drivers for the region, and providing consulting services to assist in strategic planning. Examples include:

- Dr. Zimmerman, Supply Chain Management, is a co-principal investigator in a National Science Foundation grant collaboration titled “*NSF Engines: Type-1: Advancing Smart Logistics (ASL)*”. ASL's primary goal is to encourage collaboration between academic researchers and private enterprises in order to encourage companies to expand or establish a presence in Illinois. The work spurs the economic growth of regional industries, its workers, and communities around the state.
- Broadband Regional Engagement for Adoption and Digital Equity (READY) grant establishing a Chromebook lending program for four regional libraries in west central Illinois. Additional services included delivering virtual and in-person workshops on cybersecurity fundamentals and data management. These educational workshops provide critical information to community members and businesses about the potential threat of cybersecurity attacks and preventive measures available to avoid disruption.
- The Volunteer Income Tax Assistance (VITA) program offers free tax preparation services to low- and moderate-income individuals, providing valuable support to the regional community during tax season.
- Strategic planning consulting services to Mercado on 5<sup>th</sup>, a vibrant community initiative that supports local minority-owned businesses, fosters cultural celebration, and promotes economic development in the Quad Cities region

All of these college support the broader university’s commitment to economic mobility. Success in this domain is evidenced by Western Illinois University’s designation as a Tier I institution (top 20%) as ranked by the Economic Mobility Index (EMI). The EMI index is a rating system for higher education institutions that considers student outcome, the cost of attendance, post-college earnings, and percentage of students receiving Pell grants. The EMI highlights institutions providing economic opportunities for students, especially from disadvantaged economic backgrounds.

### **Forward Facing Challenges and Plans**

As our AACSB review cycle was coming to a conclusion at the end of June 2024, university leadership informed Deans of significant impending changes aimed at addressing financial challenges associated with declining enrollments and the need to align resources with institutional priorities. With personnel costs accounting for approximately 85% of university budgets, staff reductions would be a primary mechanism to achieve financial sustainability. Over the next two months, CBT Leadership dedicated significant resources to formulating a detailed response to the staff reduction plan prioritizing operational continuity and enacting the financial contingency plan to maintain stability. Efforts focused on ensuring the college mission could still be effectively delivered through strategic resource allocation and streamlined operations. The following provides an overview of the scope of impact on the business programs and the formulated response and action plans moving forward.

**Staff Reduction Impact** -In the summer of 2024, Western Illinois University administration, with Board of Trustees approval, implemented a university-wide staff reduction to enhance the financial stability of the institution. On the academic side of the house, reductions in Unit B faculty (non-tenure track Instructors) were the primary source of staff reductions, but tenure/tenure-track faculty were also affected. In total, 17 business faculty (13 Unit B; 4 Unit A) were non-retained with contract end dates spread across the 2024-2025 academic year. This action prompted an immediate reevaluation of (1) the college's organizational structure related to the business units and (2) modifications to programmatic offerings to streamline operations, ensure compliance with AACSB accreditation standards, and deliver on our mission.

**Business Unit Merger** – In response to the staff reductions, CBT Leadership put forth a proposed merger of the two distinct business units: the School of Accounting, Finance, Economics, and Decision Sciences (AFED) and the School of Management and Marketing to streamline operations and provide consistent, stable leadership to a new combined business school. The proposed combination of the units and their complimentary disciplines is strongly supported by elements of the university’s strategic planning process. The direct tie of this proposed combination of academic units is predicated on three connections between the disciplines represented by the units:

- 1) AFED and Management and Marketing both represent disciplines that utilize organization efficiency to effect positive outcomes in the operations of organization and business entities, and induce innovation and efficiencies into the applied creation of value-added products and related processes.
- 2) As applied, professional fields, disciplines in AFED and Management and Marketing maintain close ties to industry partners and provide graduates with a knowledge base valued by those partners.
- 3) The complimentary nature of AFED and Management and Marketing through the common Business Core curriculum, and alignment of our contractual documents (the Department Criteria and Department Workload Equivalent) with AACSB standards will allow the combined unit to represent a spectrum of business applications that serves as a direct connection to the related post-graduation employment opportunities for students.

Based on a comprehensive review of business operations, CBT Leadership in consultation with the Provost’s Office, determined that a single, unified unit was the best option for assuring operational continuity and advancing our business programs. In October 2024, the proposed merger was presented to business faculty for discussion and input. A formal vote was cast providing almost unanimous support of the merger, with only a single vote of dissension. The merger was subsequently presented to Faculty Senate for review and consideration. In November 2024, Faculty Senate approved the merger and formal approval from the Provost and President were granted in December 2024. Effective immediately, all business faculty will be housed within the newly formed “School of Accounting and Business Administration.” A listing of business faculty is contained in Addendum 7.

**Undergraduate and Graduate Program Restructuring.** In light of staff reductions, conversations about a restructuring of our undergraduate and graduate programs were initiated in an effort to streamline programmatic offerings aligning resources with strategic priorities and maintaining academic excellence.

To ensure faculty sufficiency for our business programs, a review of our undergraduate and graduate offerings commenced with input from multiple stakeholders including faculty, administration, as well as members of the CBT National Advisory Board, our discipline-based boards such as the Supply Chain Management Advisory Board, and the Accounting and Finance Advisory Board, our alumni and community partners. The proposed business model will collapse eight majors (Accounting, Business Analytics, Economics, Finance, Human Resource Management, Management, Marketing, and Supply Chain Management) into two undergraduate degrees: a Bachelor of Business in Accounting (for compliance with AACSB supplemental accreditation in accountancy and licensing requirements), and a Bachelor of Business in Business Administration with transcripted options in the remaining seven areas. The proposed changes will reduce the total number of hours of instruction in a specific discipline, but provides an opportunity to introduce interdisciplinary coursework that strengthens the core knowledge and skill set of our students to prepare them for professional careers in business. Conversations about proposed curricular changes are ongoing to ensure that our new business model will provide our students

with the essential skills necessary to meet industry demand. We anticipate finalizing the details of our undergraduate curriculum in the spring of 2025 and begin offering the new programs in Fall 2025. Consultative guidance on the implications of this structural change is requested.

Graduate offerings will also be modified to increase operational efficiency. The proposed plan is to maintain the fully online MBA program targeting a diverse range of professionals seeking career advancement or transition. There are currently about 120 students in the online MBA program. The on-campus program (approximately 25 students) has been suspended effective spring 2025 to new entrants. This provides an opportunity for the college to focus its faculty resources on a targeted audience and reduce faculty loads. Our on-campus integrated students would continue to be served through bridge course credit prior to earning their undergraduate degree. These students will have a path to degree completion through the online MBA program or a new graduate program in business discussed below.

Additionally, CBT Leadership in consultation with the Provost's Office and external stakeholders, made the decision to suspend entry into the Master of Accountancy (within the scope of AACSB), the MS in Quantitative Economics, and the MS in Applied Statistics and Decision Analytics programs effective Spring 2025. Given the anticipated changes centered on the 150-hour rule for the Master of Accountancy program, and the possibility of a work for credit option, the restructuring of this program was forthcoming. Taking stock of our remaining faculty resources, it was determined that a pooling of those resources into a single graduate option would provide a pathway for students interested in an on campus graduate business program that meets market demands and deliverable with our human capital. Conversations regarding the graduate program are still underway; however, the initial proposal outlines the creation of a Business Informatics and Analysis program as a STEM-based graduate degree focused on the integration of business strategy with data-driven decision-making. This on-campus program offers a robust curriculum in informatics, analytics, and business intelligence, with some overlap with the MBA core. The program will foster both technical expertise and strategic business acumen, and allow accounting students to obtain on campus courses needed to satisfy the 150-hour rule and appeal to international students seeking a STEM related degree to be considered for extended OPT. Discussions pertaining to the creation of an accounting graduate certificate are also underway which could stack onto the new STEM degree or the MBA program providing additional pathways for students interested in accountancy.

**Library Staff Reductions** – The university-wide staff reductions initiated to improve the financial stability of the institution also included reductions in academic (faculty) librarians with a planned restructuring of library personnel. The individuals affected by the staff reductions largely support a library science program and have limited impact on operations. Our critical library resources, both digital and print, including research reports, database subscriptions, multimedia materials, books, and academic journals that support faculty scholarship and student learning remain unaffected. Library services, such as research assistance and consultation and interlibrary loan services will continue without disruption. We anticipate minimal impact on delivery of our business programs from these structural changes.

The College of Business and Technology continues to make proactive changes in light of recent structural realignments of faculty resources at the institutional level. Proposed changes to our programs will provide a path forward and an opportunity to introduce interdisciplinary coursework that strengthens the core knowledge and skill set of our students to prepare them for professional careers in business. Student engagement will remain a strong focus, and although some of our traditional events may change, the strong relationships with industry and the focus on career readiness will remain a strategic priority. Change is difficult. But if leveraged properly, change can provide an avenue for meaningful forward progress -- as faculty clearly see the critical need to restructure, redesign, and refocus on our core strengths.

## I. OVERVIEW

### A. Situational Analysis

The SWOT analysis below is a result of a significant time investment with multiple constituent groups to identify our strengths, weaknesses, opportunities, and threats. Although this is largely a faculty-driven process, formal and informal consultation on these matters have been engaged by various advisory boards, students and alumni, industry partners, and community leaders. The CBT analyzed the input from the various stakeholders and engaged in a thematic analysis to provide the following:

#### *i. 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** - 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.

## *ii. 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 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.

## *iii. 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.

#### ***iv. 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.

## **B. Prior Review Team Concerns to Be Addressed**

The prior peer review visit resulted in a recommendation related to the 2013 Standards and cross-referenced with the 2020 standards in universal adoption prior to completion of the current review cycles. It should be noted that given the delays associated with the global pandemic, the review process was significantly delayed, thus reducing response and implementation time of all improvement actions related to recommendations and findings. Regardless, college responsiveness and focus on operational continuity as operations returned to normalcy has strengthened multiple aspects related to the cited references.

### **1. Peer Review Team Observations**

#### **2013 Standards Referenced:**

Standard 15: Faculty Qualifications and Engagement

Standard 2: Intellectual Contributions, Impact, and Alignment with Mission

#### **2020 Standards Referenced:**

Standard 3: Faculty and Professional Staff Resources

Standard 8: Impact of Scholarship

Per Attachment B: "The college's guidelines for maintaining Scholarly Academic (SA) and Scholarly Practitioner (SP) status do not adequately support the stated, second sustaining goal of the college to foster intellectual contribution and to *"emphasize the impact of their research on the CBT's stakeholders"*. The college should review these standards and, within them, articulate expectations for impact. In particular, the college should provide evidence that the breadth of research quality across the college is more clearly articulated. Considering that the college will undergo its next review under the 2020 standards, the school should also look to Standard 8: Impact of Scholarship to consider ways beyond faculty qualifications that they might encourage high-quality, impactful intellectual contributions. (2013 Standard 15: Faculty Qualifications and Engagement; 2020 Standard 3: Faculty and Professional Staff Resources and 2013 Standard 2: Intellectual Contributions, Impact, and Alignment with Mission; 2020 Standard 8: Impact of Scholarship)

### **2. Institutional Progress & Redress**

The College has introduced a multi-faceted implementation whereby faculty qualification for both Scholarly Academic (SA) and Scholarly Practitioner (SP) will be incrementally strengthened over time. The initial phases of this process have been implemented and the college leadership believes that the combined effect increases faculty resources while simultaneously increasing the impact of scholarship in the college's portfolio of scholarship-based activities.

The first component focuses on incrementally increasing the requirements of the Sustained Professional Engagement Activities specified within the Faculty Qualifications Document.

Incremental increases over time are necessary to allow sufficient time for faculty to adjust to increased thresholds and adapt to new norms. Effective April 12, 2021, the college's AACSB Committee proposed changes to the Faculty Qualification criteria. The proposed changes were reviewed and adopted by faculty vote.

- Scholarly Academic (SA) – Introduction of language referencing increased expectations of future quality standards.
- Scholarly Practitioner (SP) - Introduction of the hard requirement of at least one peer reviewed journal article.

This language replaces a multi-choice path to SP qualification, yet still recognizes additional contributions of non-terminally qualified faculty. Future changes to the Sustained Professional Engagement Activities criteria contained within the Faculty Qualification Document will additionally codify increased expectations of higher scholarly impact.

The second component that strategically addresses the need to “encourage high-quality, impactful intellectual contributions” consistent with the mission of the college involves a two-part incentivization process available to full-time business faculty of all contractual distinctions. First, the Targeted Research Impact Program (TRIP), launched in January of 2021, seeks to increase the quality and participation levels of “in-discipline” Peer Review Journal (PRJ) related scholarly activity. A metric based, two tier incentivization program was identified as most appropriate to our college’s mission and includes both Aspirational Impact Journals and Basic Impact Journals categories. Faculty feedback, provided through the college’s AACSB Committee, determined the most relevant parameter to enhancing “in-discipline” scholarly activity quality is the requirement that the scholarly activity in question be from an approved discipline-based category.

Initial results indicate that in a single year of deployment, TRIP has resulted in a greater percentage of scholarly activities indexed by SCOPUS. In 2020, 41.7% of the scholarly activity portfolio was actually indexed as compared to 53.6% of the 2021 portfolio. The average CITESCORE and SNIP of those indexed by SCOPUS also increased from 2.3 and 1.0 to 4.2 and 1.3 respectively indicating real quality increases in the scholarly activity portfolio. Over the course of the entire review cycle, the percent of indexed journals increased from 38.1% to 56.2% with average CITE scores increasing from 2.35 to 3.98. The TRIP policy is located in Addendum 8.

The second component of the incentivization to seek a broader portfolio of high impact scholarly contribution is centered around the Peer Reviewed Research Enhancement Program (PRREP). PRREP seeks to increase incentivize scholarly activity increases in both quantity and quality through adjustments to course load assignments or overload compensation. Through mechanisms available in the negotiated agreement between the faculty union and the university, faculty maintaining a Scholarly Academic and Scholarly Practitioner qualification by virtue of scholarly activity (as opposed to degree recency), are eligible to receive a College Workload Equivalency (CWE). The CWE is the equivalent of a single 3 s.h. assignment which may be used as a course reduction or progress towards overload compensation. Again, faculty feedback through the college’s AACSB Committee was used to specify metric based, minimum quality thresholds within approved discipline specific categories. Provost approval was granted for launch with the 2022-2023 academic year, but has subsequently been postponed due to university leadership changes and financial concerns.

The third component of ensuring mission consistent scholarly activity relies on a long-term approach related to structural requirements associated with tenure and promotion criteria in business disciplines. As the university operates within the constraints of a unionized environment, additional remediation has focused ensuring contractual alignment among all business disciplines. Prior to the most recent round of contract negotiations, multiple business disciplines were able to

operate with different tenure and promotion criteria. Thus, complexities were introduced into tenure and promotions decisions unnecessarily. Completion of negotiations allowed for the standardization of those criteria to ensure consistency of expectations among faculty. In addition, the negotiation resulted in a merit system for full professors. Again, the criteria for merit considerations for full professors were designed to be consistent with the college's Faculty Qualifications criteria ensuring that faculty will maintain scholarly academic (SA) status in order to qualify for merit increases. The final component of alignment of contract requirements leading to increasingly consistent, mission appropriate scholarly activities and expectation clarification is the alignment of department workload equivalencies (DWEs) among disciplines. Combined, aligning all contractual review elements with criteria specified in the Faculty Qualification document represents a significant step toward enhancing mission consistent scholarly activities throughout business disciplines.

### **C. Substantive Changes**

N/A – The College of Business and Technology has not filed a substantive change request.

### **D. Consultative Guidance**

We seek consultative guidance on the implications of restructuring our business programs into two degrees: (1) BB in Accounting and (2) BB in Business Administration with options in the remaining business disciplines. Specifically, the implications for assessment practices and reporting, determination of faculty sufficiency ratios, and reporting of discipline-based scholarly activities for the new BB in Business Administration is requested.

### **E. New Degree Programs**

The College of Business and Technology has not introduced new programs since the previous accreditation review.

## **II. BUSINESS ACCREDITATION STANDARDS – PAST AND FUTURE LOOK**

### **A. Strategic Management and Innovation**

#### ***i. Strategic Management Planning Process***

Western Illinois University maintains an aggressive Strategic Plan, "Higher Values in Higher Education." based on four pillars: Enriching Academic Excellence, Advancing Educational Opportunity, Supporting Personal and Professional Growth, and Promoting Social Responsibility. This document guides College of Business and Technology's planning activities in an effort to align the College goals with the over-arching goals of the University. This ensures our initiatives directly support the institution's goals, driving innovation, collaboration, and student success across all levels.

**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 and 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.

### **Annual Academic Reporting and Planning Process**

An annual planning process, through which the Consolidated Annual Report and Budget Request is produced by the CBT, requires the College to identify its accomplishments and to develop and align its goals with the University Strategic Plan ([wiu.edu/university\\_planning](http://wiu.edu/university_planning)), as well as align initiatives and outcomes with the College and University budgets. The CBT Leadership Team works collaboratively to revisit its Strategic Plan on an annual basis and identify strategic initiatives and set funding priorities for the budget request. This process establishes direct accountability at the institutional level.

### **CBT Strategic Planning Committee**

The Strategic Planning Committee (SPC), with a faculty representative from each school, meets monthly throughout the academic year to revise and update the Strategic Plan and gather information from faculty about proposed changes. The SPC keeps faculty informed of progress, establishes sustaining and developmental objectives and specific strategies, and monitors the process for annual review and revisions. The SPC also communicates with key stakeholders (i.e., students, National Advisory Board, and alumni) to coordinate feedback. In the last two years, the committee, with input from multiple constituencies, has created a comprehensive updated version of the CBT strategic plan. The plan was based on the outcome of a SWOT Analysis and an intention to explicitly map our college plan with the broader university plan using a tagging system to directly connect the two documents. Recently, the SPC reviewed the Values for Distinction to reflect innovation, impact, and engagement in the Strategic Plan. These processes have added an additional layer of accountability into the planning process whereby the CBT Strategic Plan continues to be a “living document” that permeates and evolves with the College.

### **Dialogue and Feedback from the CBT National Advisory Board**

The CBT National Advisory Board provides meaningful input into the Strategic Plan. The College holds multiple Advisory Board meetings per year to discuss SWOT Analysis, strategic goals, and any recommended modifications to the overall plan including strategic initiatives and implementation tasks. The depth and breadth of expertise on our national advisory board allows for robust conversations related to strategic priorities, potential funding sources, and enhanced partnerships with industry and community organizations to execute the plan. Similarly, the strategic plan is shared with discipline-level advisory boards such as the Accounting and Finance Advisory Board and the Supply Chain Management Advisory Board on the business side of the college for their review and feedback.

### **Technology Supported Monitoring**

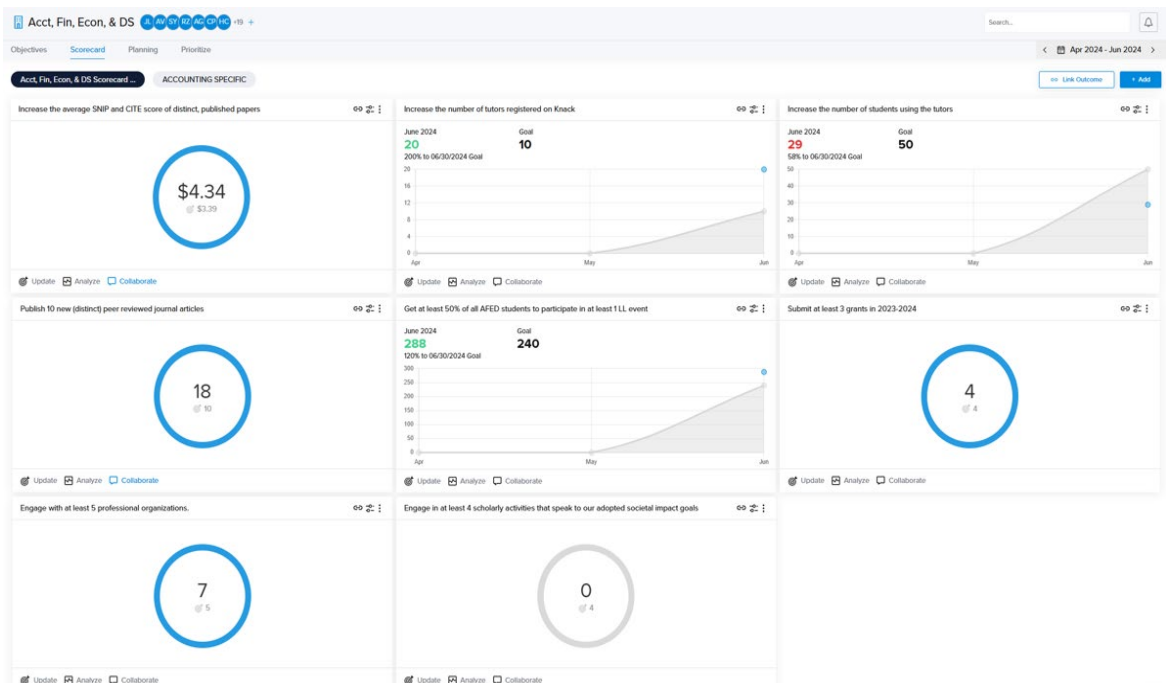
Execution of the Strategic Plan requires systematic review and monitoring of our initiatives. While the feedback and control mechanisms associated with the college’s annual reporting process to the university through the Consolidated Annual Report and Budgeting Process are robust (as described above), the college has implemented a multi-faceted approach to monitoring planned initiatives that relies on both university reporting structures and technology driven tracking at the college level. The use of technology supported monitoring is new to the CBT, and significantly improves not only the ability for CBT Leadership to monitor progress but provides a direct mechanism for our faculty and staff to see firsthand how their actions are supporting the strategic plan. This additional connection point provides a greater understanding of how their engagement activities are meaningfully moving the college forward.

Specifically, the implementation of an annual Objective and Key Results system has allowed for both the introduction of annual focus areas and a stronger mechanism of tracking process towards strategic initiatives and goals. Starting in 2022, the college initiated the deployment of a cloud-

based tracking system called SugarOKR. The system significantly enhanced the CBT's tracking of strategic initiatives by ensuring clear alignment between strategic initiatives (Student Success, Innovation and Institutional Distinctiveness, Financial Sustainability and Legacy, and Societal and Global Impact) objectives and measurable outcomes. The real-time tracking of key results provided transparency and focus and allowed school directors and college administration to quickly visualize progress towards accomplishing the stated mission via progress towards CBT goals.

Improvements in the college's ability to track progress associated with strategic initiatives were improved during the 2023-2024 planning and execution cycles with the adoption of a slightly more sophisticated tracking system. Facilitated and funded through donations by an alumnus, the Elate Strategic Tracking Software allowed the CBT to expand direct input to an expanded number of constituent groups, thus streamlining the tracking and management of strategic initiatives.

The college now provides a centralized platform to align the college's goals, projects, and objectives with measurable outcomes supported by hierarchical goals and measured by Key Performance Indicators. The CBT can monitor the progress of initiatives in real time, ensuring that school strategies are on track and contributing to the overall mission of the college and university. This software supports collaboration among faculty, administrators, units, and committees enabling more effective communication and decision-making. In short, the deployed solution allows accountability at all levels, as members of each unit department or individual contributor can see how their efforts align with broader CBT strategic goals. The figure below provides a representative scorecard for the School of Accounting, Finance, Economics, and Decision Sciences providing a quick overview of progress of established action items:



### **Structural/Organization Design Support**

While the technology supported backbone described above allows for information flow, the command and coordination structure of the CBT provides the necessary oversight and input into deployment of resources and continual updating of the strategic plan. As described above, the plan is reviewed by multiple constituent groups (students, faculty, alumni, directors, advisory boards, and industry/community partners) resulting in a continuous updating of the document in line with the college's vision, mission, and purpose. Ultimately, the strategic plan provides a roadmap for undertaking activities that yield a positive societal impact. As a public, regional comprehensive institution, Western Illinois University and the College of Business and Technology, is committed to accessibility empowering first-generation students to achieve academic and professional success. Our strategic plan is founded on these principles, and we drive thought leadership and societal impact through innovative programs, applied research, and community engagement, addressing regional and global challenges while empowering future generations to thrive and lead.

### **Thought Leadership**

At the core of the college's 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.

The CBT recognizes that affordable, accessible **high-quality education** is the cornerstone for our students to thrive and **achieve productive employment and decent work** resulting in societal growth. Thus, the college strives to enable individuals from all walks of life to achieve upward social mobility, thereby creating a more equitable and prosperous future for all. The college understands 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.

### **Societal Impact**

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 (Addendum 9) 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 Elate 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. As an example, for Strategic Theme 4: Global and Societal Impact, the strategic plan identifies associated initiatives, and implementation tasks in support of the college’s mission.

<b>Examples of Initiatives and Implementations from Strategic Plan Theme "Societal and Global Impact"</b>	
<b>Theme 4: Societal and Global Impact Strategic Initiatives</b>	<b>Implementation Tasks/Activities</b>
<p><b>4.1.1. Promote diversity and equity across the college leading to greater inclusion, belonging, and opportunity</b></p>	<p>WIU supports a chapter of the National Association of Black Accountants (NABA) with approximately 20 students, that actively hosts bi-weekly professional development sessions. University supports includes dedicated faculty advisor, space allocations, and financial support for travel to national conferences.</p> <p>WIU business faculty formed an active <i>Women in Business</i> organization to support the development of female business students and promote gender equity and issues among the broader student population. WIU supports the organization with a dedicated faculty advisor, space allocations, and financial assistance for field trips and conference travel.</p> <p>The College of Business and Technology established a standing DEIB committee to assess and identify opportunities to increase awareness and improve the overall environment for faculty, students, and staff.</p> <p>The School of Accounting, Finance, Economics, &amp; Decision Sciences hosts an annual "watch party" the St. Louis Federal Reserve Bank's Women in Economics symposium.</p> <p>The Accounting program established a new donor sponsored scholarship that specifically supports accounting students that identify as LGBTQ.</p> <p>CBT coordinates and supports initiatives hosted by WIU's JIDE office. This includes campus wide programming such as presentation on anti-racism by Dr. Kendi.</p> <p>The Accounting program continues to provide support to minority students that wish to pursue their CPA through graduate assistantships and scholarships that cover the costs of the CPA exams and review materials through the <i>CPA Project</i>.</p>
<p><b>4.1.2. Recruit and retain a diverse and qualified faculty to support existing and facilitate new accreditation opportunities</b></p>	<p>Utilized WIU's CT Vivian Scholar program to try and increase the diversity among business faculty in the 2020-2021 search for a finance instructor.</p>

	<p>Supported female faculty in economics in their travel to workshops sponsored by CSWEP (Committee on the Status of Women in the Economics Profession).</p> <p>Supported WIU search protocols in efforts to recruit diverse pools of applicants in faculty searches by advertising in media outlets that specifically reach under-represented audiences.</p>
<p><b>4.1.3 Propagate a well-developed sense of justice, citizenship, and social responsibility among campus community</b></p>	<p>MGT 481G (Management and Society: Ethics and Social Responsibility) serves a wide audience of business students and includes a mandatory community service component to promote service learning.</p> <p>The Accounting program developed ACCT 477G (Professional Ethics &amp; Regulation) to promote ethical behavior among business professionals.</p> <p>The School of Management and Marketing developed a new minor in Sustainable Management that serves a wide array of students.</p>
<p><b>4.1.4. Convey an understanding of global issues and an appreciation for the interconnected nature of the world economic environment</b></p>	<p>Econ 351 (Global Economic Poverty Issues) was incorporated into all business majors to increase awareness and understanding among business students.</p> <p>Business faculty led several different study-abroad trips including Ireland, Costa Rica, and Peru. These experiences highlighted a wide array of global issues and give students an opportunity to experience new cultures first-hand.</p> <p>WIU remains a steadfast partner in the Atlantis program and regularly hosts students in the MBA program from France and Sweden.</p> <p>WIU Economics and Finance students actively participate in the KIVA program and the WIU group consistently ranks among the top microfinance investors.</p>
<p><b>4.2.1. Encourage scholarly/professional activities among the faculty and students that yield positive societal impact</b></p>	<p>Two economics faculty applied for grants to address housing and food insecurity on college campuses.</p> <p>WIU supply chain management faculty were awarded a NSF Type 1 grant advancing smart logistics focusing on Midwest supply chain logistics that facilitates collaborations between private and public sector entities that increase efficiencies and sustainability of the regional supply chain.</p> <p>WIU Economics and Computer Science faculty were awarded a DECO grant, <i>Broadband Ready</i>, to increase access to technology for regional libraries and educational workshops on cybersecurity and analytics for members of the business and broader community.</p> <p>A classification analysis of WIU peer-reviewed publications indicate that of the 164 contributions, 18 contribute to the goal of providing a quality education, 57 promote decent work and economic growth, 10 address issues surrounding gender equality, and 33 encourage improvements in industry, innovation, and infrastructure.</p> <p>Management faculty provided consultative guidance for strategic planning for <i>Mercado on 5th</i> (a consortium of minority owned Quad-Cities businesses).</p> <p>Accounting faculty &amp; students support the VITA in collaboration with United Way.</p>



	<p>Economics professor published several scholarly books that specifically address global challenges such as Pandemic, Energy Solutions, and other international issues.</p>
<p><b>4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility</b></p>	<p>The CBT hosted the inaugural CEO summit for regional high-school students enrolled in the CEO programs to foster collaboration between the students and industry professionals</p> <p>Supply Chain Management faculty hosted an annual ConNext event to promote career opportunities in supply chain management to regional high-school students.</p> <p>The College of Business &amp; Technology sponsored special sessions as part of the West-Central annual conference of the FBLA to promote the diverse array of business disciplines to over 200 regional high-school students.</p> <p>The accounting program hosts an annual Accounting Challenge for area high-school and community college students that promotes the overall accounting profession, provides scholarship awards, and fosters engagement with alumni and industry professionals.</p> <p>The economics faculty host an annual Econ Day that features special sessions and workshops for regional educators and students, along with sessions the highlight alumni and industry connections.</p> <p>Business faculty regularly participate in and present at the annual Illinois Business Educators Association (IBEA) and IACTE conferences. Presentations provide hands-on training and learning opportunities for area educators.</p> <p>Business faculty frequently present at area high schools on topics in supply chain management, economics, professional communication, and financial literacy.</p>
<p><b>4.3.2. Serve as a forum for regional programs that educate the broader community regarding critical social and global issues</b></p>	<p>The School of Accounting, Finance, Economics, &amp; Decision Sciences hosts the annual Real Estate and Appraisal Learning Summit (REALS) that includes a keynote address from a regional real-estate/economic expert for area bankers, real-estate agents, and broader community. The 2023 Summit featured a senior economist from the Federal Reserve Bank of St. Louis.</p> <p>The College of Business &amp; Technology sponsors an Executive in Residence to provide professional insights and guidance to business students and the broader community. Recently, distinguished Accounting alum, Jack Kolosky engaged with over 150 students and community members on his work in accounting and health-care.</p> <p>The College of Business &amp; Technology sponsors the <i>Ferguson Lecture</i> that features a distinguished speaker that engages with students across the campus and regional business professionals. The recent presentation by Amanda Gore included 2 dozen community professionals and over 500 students, faculty, and staff. It was one of the largest campus wide events in recent years.</p> <p>Business faculty regularly present and engage with local businesses through the Macomb Chamber of Commerce, the local Rotary Club, and other organizations on topics such as strategic marketing, financial literacy, fin-tech, AI, and more.</p>

While multiple metrics touch on and are directly related to “upward social mobility,” UNSDG 4.4, and SDG8.5 a “macro-level” set of Key Performance Indicators (KPIs) and associated metrics related to the college’s ability to facilitate each of these areas focuses heavily on the retention and degree completion of those who are seeking to improve their professional stature. The average degree completion time for business students decreased from 4.7 years and 4.6 years during the review cycle, and major retention rates within the business majors increased from 70.7% in 2019 to 78.8% in 2024 providing positive evidence of student success. Annualized data is available in Addendum 10.

As an additional measure of engagement, WIU recently adopted a new platform, Leatherneck Link, powered by Presence, to advertise student activities and track student engagement. The CBT was an early adopter encouraging our business and technology organizations to connect with the platform providing a single point of connection for students interested in exploring upcoming events, and increasing attendance. Capturing data on participation in events offers an opportunity for us to gain insights into student involvement and success, and enhance programming to foster a more engaged and connected academic community. For example, in the 2023-2024 academic year, fifty-three events were hosted by business organizations which engaged 1218 total business participants across all events. Of these, 13.4% identified as black, 11.82% identified as Hispanic, and 15.1% identified as international students. Engagement by first generation students was strong, with 35.6% of participants indicating they are first generation college students. Encouraging first-generation students to participate in business events fosters career readiness and academic success, advancing our mission of social mobility by equipping them with the skills and networks needed to achieve upward economic mobility.

Enhancing diversity and inclusion for business students through creation of supportive academic environments, and engagement opportunities empowers all learners to succeed and contributes to a richer, more innovative educational experience. The CBT houses several student organizations to provide professional and personal development activities tailored to our historically underserved populations including the National Association of Black Accountants (NABA), Women in Business, and Women in Engineering. The Diversity, Equity, Inclusion, and Belonging (DEIB) Committee at the college level provides additional support from faculty and staff to ensure forward progress on our initiatives.

## ***ii. Financial Strategies and Resources***

Over the last eight years, higher education funding in Illinois has seen periods of instability, including a significant budget impasse from 2015 to 2017 that drastically reduced state appropriations to universities. Additionally, declining enrollment in higher education significantly impacts budgets by reducing tuition revenue, straining resources, and challenging institutions to maintain financial stability while meeting operational and academic needs. Given funding and enrollment challenges, the College of Business and Technology continues to streamline operations and employ technology to reduce cost, leverage cross-disciplinary synergies to improve efficiency of course offerings, and enhance partnerships with corporate sponsors and individual donors to maximize operational dollars and support strategic initiatives.

The CBT documents its financial strategies to support stated goals and initiatives in the Strategic Plan in the Consolidated Annual Report and Budget Request. The third strategic theme within the CBT Strategic Plan is Financial Stability and Legacy highlighting strategic initiatives to address financial affordability for students, enhance alumni and corporate partnerships, and monitor the expansion and improvement of college facilities and resources. As a public institution, WIU receives funds from two major sources: (1) state appropriation and (2) tuition. These allocations provide basic funding for the College Personnel Budget (faculty and staff salaries) and the College and School operating budgets summarized below. The CBT Financial Contingency Plan (Addendum 11) provides prioritization of resource allocation.

<b>CBT Operating &amp; Personnel Budgets FY20-FY24</b>					
<b>Operating Budgets</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Dean's Office, 114500	\$17,906	\$17,906	\$15,221	\$15,221	\$11,415
General Instructional, 114510	\$54,022	\$54,022	\$54,022	\$54,022	\$115,482
CBT Advising, 128300	\$5,423	\$6,314	\$3,629	\$3,629	\$2,721
Accounting and Finance	\$13,462	--	---	---	---
Economics and Decision Sciences	\$14,081	---	---	---	---
AFED	---	\$27,543	\$23,232	\$21,130	\$15,847
Management and Marketing	\$27,412	\$27,412	\$19,293	\$19,293	\$14,469
<b>TOTAL</b>	<b>\$132,306</b>	<b>\$133,197</b>	<b>\$115,397</b>	<b>\$113,295</b>	<b>\$159,934</b>
<b>Personnel Budgets</b>					
Dean's Office, 114500	\$364,929	\$688,971	\$413,643	\$436,703	\$398,654
General Instructional, 114510	\$21,500	\$21,500	\$21,500	\$21,500	\$21,500.00
CBT Advising	\$329,603	\$347,625	\$337,588	\$342,189	\$341,097
Accounting and Finance	\$1,148,746	---	---	---	---
Economics and Decision Sciences	\$840,442	---	---	---	---
AFED	---	\$2,705,073	\$2,474,031	\$2,646,022	\$2,575,141
Management and Marketing	\$1,736,891	\$2,292,166	\$2,313,769	\$2,421,361	\$2,337,609
<b>TOTAL</b>	<b>\$4,442,111</b>	<b>\$6,055,335</b>	<b>\$5,560,531</b>	<b>\$5,867,775</b>	<b>\$5,674,001</b>

*note: Accounting & Finance; Economics & Decision were merged into School of AFED FY 21*

Additionally, the CBT seeks external funding through corporate partnerships, sponsorships, and donations, which often support scholarships, faculty research, and program development. Other sources of income are generated through grants from government agencies, and foundations to fund initiatives such as innovative curriculum design, technology enhancement, and student-centered programming. A dedicated CBT Development Officer works closely with CBT Leadership, corporate partners, and alumni/donors to enhance external funding to support programmatic needs. Below is a summary of the foundation balances for restricted endowed accounts for the college, business units, and the accounting program.

	<b>Foundation Balances</b>					
	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
<b>College of Business &amp; Technology</b>	\$6,045,813	\$6,259,283	\$8,474,015	\$8,814,738	\$9,482,912	\$10,699,288
<b>Business Units</b>	\$4,853,802	\$5,056,557	\$6,841,695	\$7,317,138	\$7,825,533	\$8,867,745
<b>Accounting</b>	\$1,563,481	\$1,690,267	\$2,345,327	\$2,247,234	\$2,414,646	\$2,663,758

Table 2-1 provides an overview of our strategic initiatives and anticipated funding sources. These are developed by the CBT Strategic Planning Committee in consultation with faculty, Directors, and advisory boards.

### **iii. Faculty Management, Qualifications, Sufficiency, Deployment, and Relevancy**

**Faculty Management and Evaluation-** Faculty management policies emphasize maintaining a qualified and diverse faculty that meets the standards for scholarly and professional engagement ensuring alignment with the college's mission and strategic goals. As a unionized campus, a collective bargaining agreement between administration and the faculty union, University Professionals of Illinois (UPI), set campus-wide policies and procedures related to overall workloads. The contract provides for unit level determination of Department Criteria for faculty expectations setting requirements for faculty contributions to teaching, research, and service as faculty progress through our promotion, retention, and tenure process. Post-tenure reviews and Full Professor Merit Pay reviews are also part of a contractual process. Non-tenure track faculty (Unit B Instructors) are similarly evaluated in accordance with department criteria designed specifically for instructors. The Department Criteria were revised with the 2017-2021 contract and revised recently under the new 2023-2026 contract to ensure that faculty expectations are consistently updated to reflect AACSB standards for continuous improvement. One notable and substantive change in our most recent Department Criteria is the alignment of post-tenure reviews for merit pay (every five years) with our AACSB requirements for Scholarly Academics. This incentivizes full professors to continue with scholarly pursuits in line with our mission and accreditation requirements. Department Criteria are available for review in Addendum 12.

**Faculty Qualifications –**The Faculty Qualifications guidelines (Addendum 13) are closely related to the faculty expectations as set forth in the department criteria for each unit, as well as the strategic priorities of the college. All faculty members, whether tenured, tenure-track, or non-tenure track are expected to maintain currency and relevancy of their teaching and scholarly activities and demonstrate professional engagements consistent with participating faculty status. In general, participating faculty must actively and deeply engage in the activities of the CBT in matters beyond direct teaching responsibilities including faculty governance and/or other engagement activities which directly support the CBT Strategic Plan. Details regarding the process for determining participating vs. supporting faculty status are discussed in section III.C of this report.

Each year faculty are required to submit their curriculum vitae documenting activities over the rolling five-year period, and document alignment with the faculty qualifications document. The CBT AACSB Committee, consisting of the Directors of the business units, the Associate Dean, Dean, and faculty representation from the business units reviews the submissions to ensure compliance with stated expectations for each category: Scholarly Academic (SA), Practicing Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). In the event a faculty member is categorized as "Additional" upon review, the appropriate Director and Dean schedules a meeting with the faculty member to discuss progress, and offer supportive guidance for redressing concerns.

Revisions to the Faculty Qualifications document were made in 2021 in light of the 2020 AACSB standards and recommendations from the 2020 accreditation visit setting increased expectations of future quality standards for Scholarly Academics and a hard requirement of at least one peer reviewed journal article for Scholarly Practitioners. The language replaced a multi-choice path to SP qualification, yet still recognizes additional contributions of non-terminally qualified faculty. The process for revisions to faculty qualifications is as follows. Modifications are initially crafted by the CBT AACSB Committee and disseminated to all business faculty for review and consideration. At least one meeting of all business faculty is held to provide an opportunity for faculty to seek clarification, express concerns, and/or suggest recommended changes to the document. Once a finalized document is compiled, all Unit A and Unit B (essentially all full-time faculty) engage in a vote for approval.

Additional revisions to the Faculty Qualifications document occurred in 2023, and again in 2024 with further incremental improvements to faculty qualifications proceeding per a planned agenda reflecting the necessity of required improvements. Incremental increases over time are necessary to allow sufficient time for faculty to adjust to increased thresholds and adapt to new norms. A timeline of past and planned enhancements to faculty criteria include:

2023 – An incremental process of improvements to the “quality level” of peer reviewed journals relevant to the Scholarly Academic criteria was introduced as a footnote indicating “faculty are encouraged to publish in journals listed in SCOPUS within their academic disciplines.”

2024 – Introduction of objective criteria related to engagement in activities that support the CBT strategic plan in the areas of Student Success, Institutional Distinctiveness & Innovation, Financial Sustainability & Legacy, and Societal and Global Impact as evidence of *Participating Faculty* status. Objective criteria require a minimum of five (5) items of evidence of material participation each year to be classified as *Participating Faculty*.

2025 – Planned introduction of Scholarly Academic qualification that at least one (1) of the refereed journal articles submitted as evidence be a SCOPUS listed journal within their primary discipline of instruction/assignment.

2026 – Exploration and formulation of the requirement for Scholarly Practitioners and Instructional Practitioners maintain one (1) discipline appropriate license/credential requiring periodic recertification via continuing education credits.

2027-2028 – Introduction of a tangible quality level related to appropriate, readily available metrics reflecting the relative impact of a scholarly activity. Multiple metrics exist and faculty discussion will certainly clarify both the appropriate quality level and metric, however, the Source Normalized Impact per Publication (SNIP) metric allows for easy standardization of quality levels across disciplines and will be strongly encouraged as the adopted metric.

**Faculty Sufficiency** – Table 3-1 shows faculty sufficiency and qualifications summary for the year of record, July 1, 2023 - June 30, 2024. The CBT has eight different business disciplines with degree programs: Accounting, Business Analytics, Economics, Finance, Human Resource Management, Management, Marketing, and Supply Chain Management. Faculty Sufficiency related to Teaching for the overall business faculty meets the standard with 89% of student credit hours generated by participating faculty exceeding the 75% AACSB expectation. After removing the Business Communications discipline from consideration (since there is no major associated with this area), each discipline with a major program also meets the AACSB standards for faculty sufficiency based on student credit hours. The percentage of time devoted to mission 62.8% for SA and 95.9% for SA+PA+SP+IP also meets the AACSB standards of 40% and 90%. Strengths include business analytics and economics where 100% of student credit hours are in the scholarly academic classification.

As mentioned earlier in this report, during the summer of 2024, higher administration initiated a staff reduction process to realign faculty resources university wide with financial and enrollment targets. This resulted in reduction in staff within the business disciplines. With the reduced faculty resources, we made the determination to restructure our business programs into two baccalaureate offerings: BB in Accounting and a BB in Business Administration with options in the various disciplines. This will maximize deployment of our faculty resources and provide students with high quality business degree with depth in a chosen specialization. Faculty are currently in the process of curricular revision with anticipated offering of the new programs in Fall 2025. Based on our remaining faculty resources anticipated in Fall 2025, CBT Leadership has reconstructed Table 3.1 to demonstrate expected faculty sufficiency even in light of recent staffing changes. Those

calculations indicate that 84.6% of faculty will be categorized as Scholarly Academics and 96.2% will be SA+PA+SP+IP with 95% of student credit hours generated by SA qualified faculty. Hence, we are confident we will maintain sufficient faculty to deliver the two baccalaureate degrees and maintain compliance with AACSB standards.

**Faculty Deployment** – Table 3.2 shows deployment of faculty by qualification status in support of degree programs for the most recently completed regular academic year (2023-2024). Overall, the baccalaureate programs maintain 68.7% of student credit hours taught by Scholarly Academics, with 87.5% of SCH production by Scholarly Academics in the MBA program, and 71.4% in the Master of Accountancy. Academic faculty are prioritized in the deployment of graduate level courses, with a high level of instructional practitioners teaching in the various undergraduate programs. The deployment of faculty is aligned with AACSB standards, thus ensuring students across programs have access to instruction from appropriately qualified faculty. Based on Table 3.2, the only area of potential concern is the BB in Management wherein one tenured faculty member is listed as Additional Faculty. In such cases, remediation efforts are introduced to provide consultative guidance to the faculty member. Persistent classification as additional faculty will result in the removal from teaching graduate level courses, and creation of a formal constructive plan by administration to remedy deficiencies.

**Faculty Maintenance of Currency and Relevancy** - Faculty are expected to maintain currency and relevancy in their area of business teaching by engaging in ongoing professional development, such as attending academic and industry conferences, conducting research, and publishing in peer-reviewed journals. During this review period, faculty published 162 peer-reviewed articles, and 31 articles in proceedings and/or trade publications. The business faculty engaged in 299 academic conference presentations and/or invited talks to enhance professional development. One recent enhancement is the creation of “Faculty First Fridays” seminar series. Launched in Fall 2022, “Faculty First Fridays” are monthly events where industry professionals and academics present their research fostering collaboration between academic and practice, and cultivating a research culture to encourage scholarly engagement.

Collaborating with businesses, participating in consulting projects, and acquisition and maintenance of professional certifications ensure their knowledge remains aligned with current industry practices. During the review cycle, fifteen certifications were earned or reaffirmed including licenses and credentials such as Certified Public Accountant, Certified Management Accountant, Certified Internal Auditor, Member Chartered Institute of Procurement and Supply (MCIPS), Certified Professional in Supply Chain Management (CPSM), Certified Associate in Project Management, Disciplined Agile Scrum Master (DASM) and the Professional Certified Resume Writer certification. Additionally, business faculty completed twenty-one unique continuing education certifications maintaining and enhancing skills. These certifications enable faculty to better prepare students for professional careers in a global economy through relevant, innovative, and applied education.

Funding for professional development is available for both Unit A (tenured/tenure-track) and Unit B (non-tenure track instructors) through multiple avenues including the Provost Travel Award, the CBT TRIP Award (for conference related expenses and incentives for publishing in high impact journals), as well as foundation funds at the unit level. Additional details are discussed in section intellectual contributions and support section of this report.

## **B. Learner Success**

### ***i. Curriculum Management***

Curriculum development and management is closely aligned with the College of Business and Technology's strategic plan and student success initiatives focusing on professional preparation and career readiness. This alignment ensures that academic programs are not only relevant, but also responsive to the evolving needs of the workforce. Faculty play a central role in this process, engaging in a collaborative, data-driven approach to curriculum development and assessment with guidance from external constituent groups including industry partners, alumni, and advisory board members to ensure curricular alignment with industry expectations of career readiness. By utilizing quantitative and qualitative data, faculty annually evaluate program effectiveness and identify areas for improvement, ensuring that students are equipped with the skills and knowledge necessary to succeed in their chosen careers.

The College of Business and Technology offers eight baccalaureate degrees in business tied to a common Business Core, a Master of Business Administration (MBA), and a Master of Accountancy (MAcc) with AACSB accreditation. Curricular oversight of undergraduate programs is the responsibility of the faculty and managed through discipline-based curriculum committees embedded in the relevant unit (School of Accounting, Finance, Economics, and Decision Sciences or the School of Management and Marketing). At the undergraduate level, the College of Business and Technology oversees the evaluation and improvement of the common Business Core with faculty representation serving on the CBT Curriculum Committee and the CBT Assessment Committee. Given the interdisciplinary nature of the MBA program, a college-level standing committee, the MBA Advisory Committee, consisting of faculty teaching the required MBA core courses, reports directly to the MBA Director. The Master of Accountancy program holds supplemental accounting accreditation and therefore, has a robust curriculum and assessment strategy and structure. The Accounting Report contains a comprehensive discussion of the Master of Accountancy degree.

**Business Core** - Students pursuing a Bachelor of Business degree have a common body of knowledge contained within the thirty-three (33) hour Business Core including coursework in accounting, finance, business communications, business law, information systems, management and marketing. The only substantive changes to the business core since the last CIR include the introduction of a freshman retention focused course, BAT 190: Professional Skills Development, and the directed classes for accounting majors in the area of ethics and business law. These changes will be detailed in the accounting report. Although the general course requirements within the business core have not been modified for non-accounting, business majors since the last CIR, there is significant updating of content within the courses as dictated by industry practice and expectations regarding skill sets for business students. The process for ensuring curriculum relevancy is multi-faceted and includes curricular discussions with advisory boards, formal and informal engagements with alumni and industry partners, and a curriculum matrix evaluation performed by the CBT Assessment Committee. Additional details of review and assessment will be discussed in the Assurance of Learning section of this report.

In addition to the business core requirements, all business students must satisfy general education requirements for the university. Historically, students were required to complete forty-three (43) hours of general education coursework within the categories of natural sciences/mathematics, social sciences, communications, humanities and fine arts, multicultural studies, and human well-being. As part of these requirements, business students were directed to take specific courses in mathematics (MATH 137: Applied Calculus), statistics (STAT 171: General Elementary Statistics), and economics (ECON 231: Principles of Macroeconomics, ECON 232: Principles of Microeconomics) to provide a solid foundation for future business courses. In Fall 2023, the

College of Business and Technology added a directed requirement of ECON 351: Global Economic Poverty Issues to satisfy the University Multicultural Studies general education category requirement reflecting an intentional conveyance of the CBT's thought leadership directly into the curriculum.

**Bachelor of Business Undergraduate Programs** – Each of the undergraduate business majors leverage the common business core to ensure students have a comprehensive foundation for building the specialized content within the major courses. Curriculum review and management at the program level is a faculty-driven process managed within each of the business units through discipline-level curriculum and assessment committees. In consultation with discipline-based advisory boards and/or industry partners, faculty ensure the currency of the curriculum. Any identified curricular changes move through a School level Curriculum Committee, the CBT Curriculum Committee, and the Dean. Once approved at the college level, changes are formally reviewed at the university level by the Council on Curricular Programming and Instruction (CCPI), and Faculty Senate before seeking final approval which resides with the Office of the Provost.

**Graduate Programs** – The College offers two business degrees at the graduate level within the scope of AACSB accreditation: Master of Business Administration (MBA) and Master of Accountancy (MAcc). Additionally, the College offers a Master of Science in Quantitative Economics (MS QECON), Master of Science in Applied Statistics and Decision Analytics (MS ASDA), and two post-baccalaureate certificates in Business Analytics and Supply Chain Management. These programs are outside of the scope of AACSB and are not reviewed within this report. The MBA is discussed below, and a full discussion of the Master of Accountancy degree is contained within the Accounting Report.

**Master of Business Administration (MBA)** – The MBA Advisory Committee oversees the curriculum and assessment activities of the MBA program. The committee consists of the faculty teaching the core courses as the content-experts delivering the curriculum. The committee meets bi-weekly to discuss program requirements, curricular modifications, best practices, and learner success to continually review and modify the programmatic content. Formal curricular changes are faculty-driven and once approved by the MBA Advisory Committee are reviewed by the Dean and the Graduate Council prior to final approval by the Office of the Provost.

Graduate students pursuing a Master of Business Administration complete a core consisting of twenty-one (21) hours including comprehensive coverage of accounting, economics, finance, research methods/analytics, information systems, marketing, and strategic management (integrative course). In fulfilling the thirty-three (33) hours of the degree, students select a nine-hour (9) concentration area, and a graduate business elective. Concentration areas are available in the various business disciplines including accounting, business analytics, economics, finance, human resource management, management, and supply chain management. During the review cycle, new concentration areas were added to reflect current industry trends in Agri-Business (added in 2019), Health Services Administration (added in 2022), and Marketing (added in 2023). Stackable graduate certificates in Business Analytics, Supply Chain Management, and Health Services Administration are available for students pursuing an MBA.

A comprehensive review of the MBA core requirements occurred between Fall 2021 and Spring 2023. The MBA Advisory Committee spent eighteen months reviewing the core curriculum of the program in light of several factors: (1) 2020 AACSB accreditation standards, (2) feedback from industry partners, advisory boards, and others related to skill-based needs; and (3) a review of peer and aspirant MBA programs. After considerable evaluation and discussion, the committee recommended modifications to the core including the removal of MGT 540: Applied Business Research Methods as an option for completing the “Decision Tools” requirements for the MBA, and unanimously voted to require DS 533: Applied Business Forecasting and Planning. This change



involves significant updates to content within the DS 533 course and the required IS 524: Corporate Information Systems course to ensure robust coverage of analytics topics as required by industry. The changes were approved through the governance process and effective Fall 2024.

## ***ii. Current and Emerging Technologies***

The CBT Strategic Plan sets forth several strategic initiatives related to curricular relevancy and currency including 1.3.1.2 “engage expertise of business and industry leaders in the conveyance of knowledge-based skills” and associated implementation tasks such as “maintain connections with professional and trade associations to support student preparation and curriculum development”. Based on feedback from industry leaders, the business curricula increasingly incorporate current technologies such as data analytics, AI, and discipline-specific micro credentials to equip students with essential skills for modern business environments.

**Undergraduate Programs** -Several examples within the business curriculum include: (1) Google Ads Certifications embedded within the marketing curriculum; (2) the Data Analytics and Visualization Fundamentals Certificate and the Robotic Process Automation tools are embedded in the accounting curriculum; and (3) the Certified Associate in Project Management (CAPM) Certification embedded in the Project Management course (with successful candidates reimbursed the full exam cost by an industry partner); (4) an academic partnership with the Association for Supply Chain Management (ASCM) providing increased opportunities for ASCM certification training, micro-credentialing in the curriculum, and upskilling seminars for working professionals and (5) aligning curriculum with national organizations such as the Society of Human Resource Management (SHRM) thereby designating WIU as an official site for offering HR professionals continuing education. Moving forward, ongoing discussions relating to revisions to the business core to include greater emphasis on essential analytics tools such as data visualization, predictive analytics, and basic programming are underway.

**Graduate Programs** - Within both the Master of Accountancy and the MBA program, there are several notable changes to core curriculum to enhance exposure and utilization of emerging technologies. For example, in the MBA core Information Systems course, there are new modules and assessments related to digital transformation, GenAI tools (Copilot, ChatGPT, Gemini, etc.), and Ethics with AI. The course utilizes various AI technologies including computer vision and natural language processing capabilities applied to business scenarios. Furthermore, the course incorporates an exercise on data integration (extraction, transform, and load) involving cloud tools wherein Amazon AWS is used to integrate data and transform the data for further analysis. Similarly, the MBA economics course embeds the premise of digitization throughout the course with an emphasis on how managers should effectively and ethically incorporate digital tools into the decision- making process. Curricular enhancements are ongoing and documented annually in our assessment reports. Details regarding enhancements to the Master of Accountancy are contained within the accounting report.

## ***iii. Overview of Curricula Revisions***

Curricular revisions are essential to ensure that educational programs remain relevant and aligned with industry trends, technological advancements, and evolving student needs. Regular updates enhance learning outcomes, improve graduate employability, and support continuous improvement in academic quality and program effectiveness.

### **Undergraduate Program Modifications**

The CBT Curriculum Committee provides an annual report summarizing curricular changes occurring across all undergraduate programs throughout the college (including non-business

majors). CBT Faculty remain actively engaged in updating course content and modifying course titles and descriptions to more accurately reflect topic coverage within courses as highlighted in the table below. Substantive changes to business curricula are discussed below.

<b>CBT Curriculum Updates</b>			
<b>Requests</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Prerequisite	4	16	4
Course Title and Description	1	8	1
Course Description	1	12	3
Course Title, Description, and Prerequisite	1	0	0
Change in Credit Hours	1	1	0
Change in Title, credit hours, and course description	1	0	0
Cross-listing	1	3	1
New Major	0	0	0
New Minor	1	1	0
Change in Major	2	6	2
Change in Emphasis	1	0	1
Change in Option	0	0	3
New Courses	0	5	1
Minor change forms	7	1	2
<b>Total requests</b>	<b>26</b>	<b>54</b>	<b>18</b>

**New Freshman Retention Course – BAT 190: Professional Skills Development (0)** This new course was added for all business majors in Fall 2023. The freshman retention course emphasizes professional and personal development skills, career readiness, and academic expectations to help students develop essential skills, set career goals, and successfully transition into college life and business education. This course was specifically created in provide additional support for our incoming business majors, particularly our first-generation students who may need additional guidance and support in their academic pursuits. Initial feedback from the course indicates a solid positive influence on retention.

The course learning objectives all relate to three key areas for student success: academic success, professional preparation, and connecting with the major.

Specifically, after completing this course students will be able to

- CO 1: Describe resources to help students achieve success.
- CO 2: Demonstrate understanding of Western Online.
- CO 3: Demonstrate understanding of academic expectations.
- CO 4: Recognize opportunities for professional development.
- CO 5: Demonstrate professional preparation skills.
- CO 6: Describe Schools of Business' resources.
- CO 7: Identify internship and career opportunities in your major



**New Minor** - A Sustainable Business minor was approved in 2022. The new minor equips students with the knowledge and skills to integrate environmental, social, and economic sustainability into business practices. The curriculum covers topics including corporate social responsibility (CSR), sustainable supply chain management, renewable energy, and ethical business strategies. The minor complements various majors by promoting responsible decision-making and innovation in

an increasingly eco-conscious business world and linked to strategic priority 4.1 Shared Civic Responsibility & Global Awareness in the CBT Strategic Plan.

**Relevant Changes in General Education** - In addition to the business core requirements, all business students must satisfy general education requirements for the university, as well as program major requirements. Historically, students were required to complete forty-three (43) hours of general education coursework within the categories of natural sciences/mathematics, social sciences, communications, humanities and fine arts, multicultural studies, and human well-being. Two significant changes to general education requirements have occurred within this review cycle:

1. Effective Fall 2023, the College of Business and Technology added a directed requirement of *ECON 351: Global Economic Poverty Issues* for all business majors to satisfy the University Multicultural Studies general education category requirement reflecting an intentional conveyance of the CBT's thought leadership into the curriculum. The course explores the root causes of poverty, inequality, and unemployment, and equips students with insights into sustainable economic growth, social equity, and strategies that foster decent work opportunities that enhance social mobility.
2. Effective Fall 2024, the Provost's Office removed the Human and Well-Being category from general education requirements and moved the Multicultural Category to a graduation requirement within majors. This effectively reduced general education by six (6) hours for a total of thirty-seven (37) hours. ECON 351 will remain as a graduation requirement for all business majors since it directly supports our mission and purpose. This administrative change generates an additional three hours available for inclusion either in the business core and/or major requirements. Curriculum revision conversations are in progress.

**Internship Course Enhancements** – All business students are highly encouraged to engage in at least one internship during their undergraduate experience. Supply Chain Management majors must complete an internship to satisfy degree requirements. During the review cycle, significant improvements in the internship process and associated internship class design were implemented. The application process was automated to allow better flow of information between the student, academic advisor, internship coordinator, and Director. Additionally, a comprehensive course was developed for WesternOnline with mandated course engagements for students. This results in significant peer to peer engagement as students must complete various discussion posts throughout the internship experience responding to specific prompts allowing for deep self-reflection on the value of the internship. With employer feedback solicited in the middle of the internship experience, as well as a full performance evaluation at the conclusion of the internship through an automated jotform process, richer feedback from employers is captured.

**Anticipated Business Core Revisions** – Business faculty and leadership are currently discussing changes to the structure of our business programs in light of recent staffing changes. The following is an excerpt from the 2024 CBT Budget and Staff Reduction Impact and Response document included within the CBT Financial Contingency Plan (Addendum 7) that identifies potential changes moving forward:

*Revise undergraduate business major delivery to reflect anticipated human resource availability.*

- CBT faculty have been charged with exploring the creation of new undergraduate major for Fall of 2025 called Business Administration with Options in Business Analytics, Economics, Finance, Human Resource Management, Management, Marketing, and Supply Chain Management. This action will remove all existing (standalone) majors and replaces them with a single major in Business Administration with transcripted options in each of the business

disciplines. CBT Leadership expects that sufficient faculty resources will remain to deliver programs in such a format while mitigating negative perceptions for potential students and maintaining sufficient identity to retain alumni and donor support.

- Accounting remains as a B.B in Accounting and while it will share a Business Core with the newly created major above, the Illinois Accounting Standards Board educational requirements will require a full major to deliver coursework necessary to meet those requirements.

*Revise Business Core Curriculum.* The Business Core will undergo revisions increasing the number of core credit hours to align with the evolving demands of the industry and the skills identified through faculty input and assessment activities. Many of the courses already contained within the current business core curriculum will remain; however, additional courses may be added to provide a larger, common core for the new major. These updates will emphasize core competencies that have been highlighted as essential by employers and industry partners, as well as areas where student outcomes indicated a need for improvement.

Key areas of focus in the revision process will include:

- **Data-Driven Decision Making:** Recognizing the growing importance of data literacy in all business functions, the revised core will place a greater emphasis on data analysis, interpretation, and application in real-world business scenarios. This will include enhanced training in business analytics and informatics.
- **Technology Integration and Digital Skills:** The new curriculum will reflect the increased integration of technology in business operations, with a focus on digital tools, platforms, and processes. Faculty feedback and industry insights have indicated the need for graduates to be proficient in leveraging technology for efficiency, innovation, and communication.
- **Soft Skills and Leadership Development:** Assessment activities have pointed to the need for further development of critical soft skills such as communication, teamwork, and leadership. The revised Business Core will incorporate these competencies through collaborative projects, case studies, and leadership exercises.
- **Ethics and Global Awareness:** As businesses operate in increasingly global and ethically complex environments, the core will integrate content focused on ethical decision-making, corporate social responsibility, and global business challenges to prepare students for the complexities of the modern business world.
- **Agility and Innovation:** Faculty feedback has also highlighted the necessity for students to develop adaptability and innovative thinking. These will be embedded through experiential learning opportunities, problem-solving exercises, and design thinking methodologies.

This revision will ensure that students graduate with not only a strong theoretical foundation in business principles but also the practical skills and competencies that are highly sought after by today's employers. It is our intention to finalize the structure of the new major in the spring semester in order to welcome new majors in Fall 2025.

**Graduate Programs** – Both the Master of Accountancy and the Master of Business Administration programs made changes during the review cycle. One significant change in the Master of Accountancy program is the implementation of a two-path curriculum to support students interested in management accounting as well as public accounting. Details regarding enhancement to the MAcc are provided in the accounting report. Substantive changes in the MBA program centered around revamping of the “tools” courses discussed earlier in this report, as well as the addition of three new concentration areas in line with employment needs of our regional industry partners.

**New Concentrations in the MBA** – Three new concentrations were added to the MBA program providing additional opportunities for specialization.

1. **AgriBusiness (2019)** concentration offers a unique blend of traditional business education with specialized knowledge tailored to the agricultural industry. Students gain insights into the specific challenges and opportunities within agricultural enterprises, including sustainable practices, supply chain management, and agribusiness finance. This concentration equips graduates with skills to navigate the complexities of agricultural markets, governmental policies, and environmental regulations preparing professionals for leadership roles in the dynamic and essential field of agriculture.
2. **Health Services Administration (2022)** concentration offers specialized knowledge essential for navigating the complex landscape of healthcare management. It provides a deep understanding of healthcare policies, the administration and management of health services organizations, legal aspects of health administration, and the unique challenges facing the industry. It opens doors to diverse career paths in hospital administration, healthcare consulting, or pharmaceutical management. With the demand for skilled healthcare administrators on the rise, this concentration enhances career opportunities and fosters impactful leadership in the healthcare sector. *Students pursuing the HSA concentration in the MBA, may also choose to “pair” the MBA with a graduate certificate in Health Services Administration—a standalone credential that may be stacked on the MBA coursework.*
3. **Marketing (2023)** concentration enhances strategic thinking and equips students with advanced skills in consumer behavior, brand management, digital marketing, and market research. This specialization prepares graduates to develop innovative marketing strategies, drive business growth, and adapt to evolving market trends, enhancing career prospects in diverse industries.

#### **iv. Curriculum and Societal Well-Being**

The College of Business and Technology reviews and updates its curricula regularly to ensure compliance with industry expectations regarding career readiness, and actively incorporates elements that support our thought leadership on social mobility and empowering first generation students. We believe that economic development, financial health, and industry partner engagement are vital drivers of social mobility and have incorporated each of these elements into our CBT Strategic Plan and curriculum. By fostering equitable growth, promoting financial literacy, and connecting individuals to professional opportunities, these elements empower people to break barriers and access upward mobility.

**New General Education Requirement: Global Poverty-** In support of strategic initiative 4.2.2 “Convey and understanding of global issues and an appreciation for the interconnected natural of the world economic environment”, the CBT added a directed general education requirement of *ECON 351: Global Poverty* for all business majors in Fall 2023. This course defines, examines, and analyzes the scope and breadth of underlying poverty-related policy issues in developing and developed countries. The intention of the course is to provide a framework for understanding the roots causes of poverty and economic drivers as potential solutions. Economic development activities engage students in identifying and addressing structural inequalities preparing them to craft innovative solutions for local and global challenges.

**New General Education Offering: Financial Health** - As a regional comprehensive institution, we recognize the importance of understanding financial health and literacy for all students, with potentially larger benefits for our first-generation students. Financial literacy empowers individuals

to manage resources effectively, build wealth, and avoid cycles of debt. By understanding budgeting, saving, and investing, students can make informed decisions that lead to economic stability and opportunities for upward social mobility. In support of CBT strategic initiatives relating to financial health and social mobility (3.1.5), the *FIN 101: Financial Health* course was designed to empower students to manage personal finances effectively and in turn, to educate others in their communities driving progress toward a more equitable and sustainable society. Over the review cycle, FIN 101 generated a total enrollment of 1805 students campus-wide.

**New Sustainable Business Minor** - In support of strategic initiative 4.1.3 “Propagate a well-developed sense of justice, citizenship, and social responsibility among the campus community”, the CBT launched a new sustainable business minor. The new minor cultivates an understanding of environmental stewardship and corporate social responsibility, encouraging future leaders to adopt ethical practices that balance profit with social concerns. Innovation in sustainable practices and promotion of ethical decision making ultimately contributes to a more equitable, resilient, and sustainable global economy yielding positive societal and global impact. Coursework includes classes in environmental economics, ethics and social responsibility, and managing organizations for environmental sustainability.

**Community Service Engagement – *MGT 481G: Management and Society: Ethics and Social Responsibility*** includes topics on ethics, social responsibility, regulation, and managing social issues of concern to various stakeholders. The course includes modules on corporate social responsibility efforts including employee volunteerism efforts and requires direct participation in community service as part of the class; thereby, encouraging activities among students that yield positive societal impact in support of strategic initiative 4.2.1.

**Experiential Learning Opportunities** – The CBT business programs provide opportunities for internships, networking, and industry partner engagement understanding these are critical for social mobility. The hands-on experience, professional connections, and access to career opportunities bridges gaps for underrepresented groups, fostering skill development and confidence. By connecting students with industry leaders, whether through in class presentations or interactive projects, activities such as field trips and professional development programs, or through formal internship programs, students gain pathways to high-paying roles and upward economic mobility. Opportunities to engage in meaningful immersive learning experiences (1.3.2.4) provide positive impact for students, and the communities they serve. A few examples include:

- Annual participation in the National Retail Federation Student Program allows students to accompany a faculty member to a national conference to hear from industry experts, gain access to invaluable executive mentoring, and career recruiting opportunities.
- Accounting student participation in the Institute of Management Accountants (IMA) Student Leadership Conference to network with industry professionals, and attend sessions on career development, ethics, technology, and fraud.
- Student members of the National Association of Black Accountants (NABA) participate in the annual national conference for educational sessions, networking, and career preparation.
- Students in the *Services and Product Marketing* class conduct an audit of local businesses’ marketing plans providing meaningful recommendations to improve their competitive advantage.
- Supply chain management students attend the national tradeshow “Promat 2023” in Chicago for an interactive event introducing students to best practices in the supply chain industry through discussions with industry experts, guided tours of the show floor, and networking with professionals to support career growth.
- During the review cycle, 307 internships were completed for course credit.

## **v. Diverse Learner Recruitment and Retention Strategies**

At Western Illinois University, recruitment and retention strategies reflect a partnership approach between the broader institution initiatives, college level strategies, and discipline specific activities. As a public regional institution of higher education, WIU plays a pivotal role in recruiting and retaining diverse learners by aligning initiatives with their strategic plans to promote equity and access. The Higher Values in Higher Education (HVHE) Strategic Plan prioritizes community engagement, targeted outreach, and support programs such as mentorship, scholarships, and academic resources tailored to underrepresented groups. By embedding diversity and inclusion into strategic goals, the college and university create sustainable pathways for diverse learners to thrive academically and contribute to the local and broader communities.

### **University Level Initiatives**

At the university level, WIU has in force a University Retention Plan updated annually. The Office of Outreach and Retention oversees initiatives focused on recruitment and retention of diverse learners. A few examples include: connection mapping, early warning grade reporting, and student support initiatives such as the First Year Experience (FYE) program, and support student services to assist with academic success.

**Connection Mapping** - Meaningful connections to the academic environment are important in developing a foundational sense of belonging for students in both recruiting and retention efforts. The Connections Mapping Program reflects the importance of *sense of belonging* as “a generalized sense of membership that stems from students’ perception of their involvement in a variety of settings and the support they experience from those around them.” At the institutional level, a sense of belonging is important for maintaining student engagement among all students, but especially among first-generation and diverse students. By identifying student connections to campus through attendance in classes, participation in student organizations and campus-wide events, utilization of student services such as advising, tutoring, and wellness/mental health activities, the Connections Mapping initiative identifies potential at-risk students earlier in the semester. Students identified at risk will receive several targeted types of interventions including one-on-one follow up to ensure students are aware and utilizing campus resources.

**Early Warning Grade Reporting** – Early warning grade reporting is a proactive system that identifies students at risk of underperforming based on their grades early in the term allowing for timely interventions by faculty and advisors. By providing actionable feedback, learners are motivated to address weaknesses quickly and maintain focus on their studies. All faculty within the university are asked to provide early warning grade data at prescribed times during the fall and spring semesters. In an effort to ensure our CBT faculty are participating in the university program, the CBT sets one of its objectives and key results each year as 100% participation in the program. Since identifying this activity as a strategic priority, business participation has exceeded 90% each semester. CBT Advising Staff receive notifications alerting them to at-risk students and engage in additional advising sessions outside of regularly scheduled appointments to assist students and connect them to university and college resources as appropriate.

**Writing Center & University Tutoring Labs**- The university provides student support centers such as the Writing Center and Tutoring Labs across campus to provide personalized academic support, helping diverse learners strengthen their writing and subject-specific skills. These centers create an inclusive environment where students from different cultural and linguistic backgrounds can receive tailored assistance enhancing student confidence and academic success by addressing individual learning needs and bridging gaps in understanding.

**WIU Multicultural Center (MCC)** -The Multicultural Center promotes intercultural learning, advocacy for historically marginalized students, and celebrates diversity to foster a welcoming and

culturally inclusive environment". The MCC houses four centers: (1) Casa Latina-providing programming and student organizations highlighting Latin American and Indigenous cultures; (2) Gwendolyn Brooks Cultural Center committed to helping the campus community to understand and support a multicultural and multiracial society regardless of age, race, or economic status; (3) the LGBT\*QA Center providing a space for students to become visible and form connections with the Queer community at WIU and in Macomb; and (4) Women's Center offering a space for students to celebrate, empower, and support students.

**First Year Experience (FYE) program** – The First Year Experience (FYE) program supports recruitment by showcasing a university's dedication to helping students transition smoothly into college life, which appeals to diverse learners seeking a supportive environment. These programs promote retention by offering tailored resources such as mentorship, academic advising, and community-building activities that address the unique challenges faced by underrepresented students. All students enrolled at WIU are required to enroll in FYE courses as a graduation requirement.

**Outreach and Support** – In addition to the measures discussed above, the Office of Outreach and Support, and the Office of Student Success routinely coordinate communication campaigns throughout the year to students to share resources, insights, and support. A team of trained WIU students who have a passion for assisting and supporting fellow students is fully engaged in the process and available for live assistance. Through a foundation gift, WIU also offers immediate mobile access to our "RockyBot" chat tool allowing students to text questions about anything related to their WIU experience and receive instant feedback to assist with their individual concern. The AI enabled RockyBot provides solutions and connections with appropriate resources on campus.

### **CBT Level Initiatives**

College-level initiatives are crucial for recruiting and retaining diverse learners as they provide specialized support tailored to the unique needs of specific disciplines and academic communities. The CBT Retention Plan (Addendum 14) was developed in strategic alignment with the University Retention Plan and sets forth initiatives to complement university-wide programs. The retention plan focuses on fostering deeper engagement, offering discipline-specific opportunities, and creating a sense of belonging within students' chosen areas of study

**Knack Peer Tutoring** – In an effort to complement university tutoring services, the CBT has historically housed its own tutoring labs for the business disciplines. Largely staffed by graduate students pursuing graduate education in business, these tutoring labs provide one on one tutoring or group tutoring services to students actively enrolled in business courses. Unfortunately, given finite labor resources, it is very difficult to provide services that are available to students across multiple modalities (in person and online) across the spectrum of time needed (days, nights, weekends). Therefore, in order to provide a broader range of services, with greater accessibility, the CBT began partnering with Knack Peer Tutoring in Fall 2023 at no cost to the student. This initiative is fully funded by the college as part of our retention efforts and directly relates to our strategic initiative 1.1.1 to foster a supportive learning environment throughout the students' academic life-cycle critical to retention and graduation.

Knack Peer Tutoring is a platform that enhances student retention by providing accessible, peer-led academic support tailored to individual learning needs. It operates by connecting students with (paid) peer tutors who have excelled in the same courses here at WIU, providing personalized academic support. Students can request help through the platform, select a tutor, and schedule one-on-one or group sessions either in-person or online. This flexible approach allows students to receive assistance tailored to their specific needs and learning styles. Based on the engagement in 2023, the CBT continued its partnership with Knack in 2024. Currently, there are 560 Knack



users on campus, and 121 WIU tutors with an average tutoring rating of 4.93/5.0. Metrics show that 60% of sessions occur outside of regular business hours, and 61% of students using Knack had never engaged tutoring services in the past. All indicators suggest that Knack is having a positive impact (Addendum 15) on student success.

**CBT Committee on Diversity, Equity, Inclusion, and Belonging (DEIB)** – The CBT Strategic initiative 4.1.1 promote diversity and equity across the college leading to greater inclusion, belonging, and opportunity is the catalyst for formation of new college level committee in 2023 to address any concerns and enhance DEI efforts. The CBT DEIB Committee advises on meaningful and relevant engagement opportunities with students, faculty, and alumni to support retention and recruitment of diverse learners as well as faculty/staff within the college. The committee fosters continuous improvement by reviewing policies, gathering feedback, and promoting inclusive practices that address the needs of underrepresented groups complementing the work of the Office of Justice, Inclusion, Diversity, and Equity (JIDE) at the university level.

**Student Organizations and Diverse Learners** – In further support of strategic initiative 4.1, the CBT houses many different student organizations that provide professional and personal growth opportunities for students across all disciplines which directly assist with retention efforts. Recognizing that student organizations play a crucial role in retaining diverse students, particularly women and minorities, the CBT houses two specialized groups in business to further support and encourage these students: (1) the WIU Chapter of the National Association of Black Accountants (NABA) is a student organization dedicated to advancing the careers of black professionals in accounting, finance, and related fields by fostering a sense of community and advocating for diversity in the business world. NABA provides members with networking opportunities, mentorship, and professional development resources to support their academic and career goals and is one of our most active student organizations in business and (2) the Women in Business (WIB) student organization seeks to empower and support women pursuing careers in business by providing mentorship, networking opportunities, and leadership development.

**Living, Learning Communities (LLC)** - The purpose of Living Learning Communities (LLC) is to integrate academic and residential life, creating a focused environment where students with shared interests or goals can live and learn together. This is particularly important for first generation students who may need additional support as they transition into college. Currently, the College of Business and Technology hosts three LLCs to support students in business, agriculture, and engineering. Each of these communities promote collaboration and engagement between faculty and students by offering specialized programs, resources, and support tailored to their specific discipline. The business faculty meet regularly with students in the LLC, providing professional and personal development programming, as well as networking opportunities. LLCs are directly listed as an implementation task in support of our strategic plan.

**WIU Scholarship Portal** – The third strategic theme within the CBT's Strategic Plan is Financial Sustainability and Legacy and strategic initiative 3.1.3 "Increase the availability and accessibility of student scholarships and tuition assistance" speaks directly to our commitment to provide affordable access to higher education. As a regional, public institution, WIU is committed to providing greater accessibility to quality education at an affordable price allowing for the social mobility of our students and their families. In an effort to increase efficiency and equity, WIU adopted a centralized scholarship portal that allows students to access a portfolio of funding opportunities by completing a single application. The student's submission collects relevant personal and financial information about the student and matches students to both academic and need-based scholarships that align with their qualifications and needs. The CBT was the leader in migrating scholarships to the portal and actively promoting scholarship opportunities using direct and indirect communications with students. The primary goal was to reduce unawarded scholarship funds by increasing the applicant pool and providing much needed financial relief to students

## **vi. Assurance of Learning Summary**

A faculty-driven assurance of learning (AoL) process is crucial for aligning curriculum with strategic initiatives focused on enhancing student career readiness. Faculty involvement ensures that program objectives reflect current industry standards and practice are integrated into courses to foster relevant skills and competencies. By systematically assessing and refining learning outcomes, this process enables continuous improvement, helping students meet real-world job demands. Aligned with institutional goals, it strengthens graduate employability, enhances educational quality, and ensures students are prepared to thrive in dynamic professional environments.

**Undergraduate Curriculum and Assessment Committee Structure** – The College of Business and Technology utilizes discipline-specific committees for curriculum and assessment housed within the relevant business school (School of Accounting, Finance, Economics, and Decision Sciences and School of Management and Marketing) for review and assessment of individual program goals. In most cases, the curriculum committee and assessment committee are constituted with all faculty within a given discipline. Hence, the marketing curriculum and assessment committees are comprised of all faculty teaching marketing courses, and therefore, there is direct faculty involvement at every level of the process.

To centralize the various assessment activities, the College of Business and Technology has a standing committee, the CBT Assessment Committee, comprised of faculty representation from each unit within the college overseeing general assessment activities for the entire college. The committee meets monthly and is charged with oversight of the business core. Members of the committee act as the direct liaison between the larger college-level committee and the body of faculty teaching business courses. The communication flow moves upward from faculty to the college level committee through elected representatives, and likewise, information is disseminated back down to the individual disciplines through the elected faculty representative. Additionally, regularly scheduled AACSB meetings for all business faculty are held to provide updates on accreditation related activities and provide a venue for larger discussions related to strategic planning, faculty qualifications, curriculum, and assessment.

### **Undergraduate Programs – Bachelor of Business Programs and Business Core**

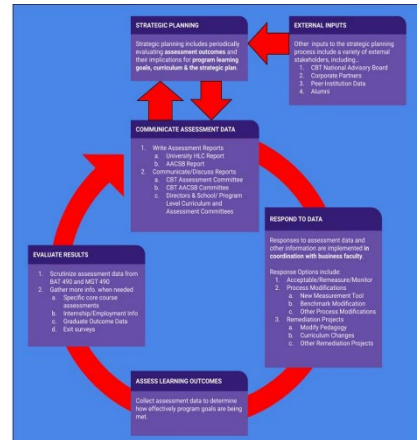
The CBT Assessment Committee has deployed a common format for all AoL models used by the programs in the College. The format involves five steps:

1. Select student learning goals and objectives that describe the desired knowledge, skills, and abilities of CBT graduates.
2. Distribute the goals and objectives throughout the curriculum to ensure sufficient coverage within each program.
3. Develop and administer direct and indirect measures of the goals and objectives.
4. Analyze and report the results of the direct measures and any supporting indirect measures to the faculty.
5. Utilize the results to assist the faculty in curriculum development and management and program improvement.

**Process** – Faculty serving on the various assessment committees are responsible for defining assessment goals, selecting appropriate evaluation methods, and gathering data through various

assessment activities. These may include both direct and indirect measures of learner success. Direct measures are typically embedded in course-based assessment activities such as exams and simulations; whereas, indirect measures may include formal and informal internship evaluations, exit surveys, placements, successes in discipline specific competitions, awards, and feedback from alumni, industry partners, and advisory boards. Indirect measures will vary by program and are used to complement direct measures.

Assessment data for each program, and the business core, is collected each semester, and reviewed on an annual basis. The various committees review findings to identify strengths and areas for improvement, making recommendations to faculty for curriculum adjustments. This process promotes continuous improvement, aligns with institutional goals, and enhances student learning and career readiness. Annual reports are generated for internal documentation of activities, to encourage faculty discussion relating to possible improvements in the student experience and/or curricular modification, and document the impact of recommended improvements over time. The programmatic reports for each discipline, as well as the business core, are processed through the Dean's Office, and further reviewed by the Associate Provost for Undergraduate Programs, Dr. Christopher Pynes. At the university level, the Student Learning Assessment Committee (SLAC) reviews policies and procedures for assessment to ensure sufficiency and compliance with standards set forth by the Higher Learning Commission.



The programmatic reports for each discipline, as well as the business core, are processed through the Dean's Office, and further reviewed by the Associate Provost for Undergraduate Programs, Dr. Christopher Pynes. At the university level, the Student Learning Assessment Committee (SLAC) reviews policies and procedures for assessment to ensure sufficiency and compliance with standards set forth by the Higher Learning Commission.

**Business Core Assessment** - Assessment activities are aligned with the CBT Strategic Plan by directly measuring progress toward the institution's overarching goals such as enhancing student success and preparing students for professional careers in their chosen fields. The Business Core is structured around six broader learning goals relating to application of business knowledge, critical thinking, effective communication, as well as quantitative and computational including:

1. Graduates will possess the common body of foundation knowledge in accounting, behavioral science, economics, mathematics, and statistics expected of a business graduate.
2. Graduates will possess the ability to solve problems using quantitative analysis and computer software applications. Graduates will be able to apply personal financial tools in order to function as good economic citizens.
3. Graduates will understand the implications of ethical and global issues in management decision making.
4. Graduates will be able to effectively communicate in a business environment.
5. Graduates will be able to lead a diversified workforce and perform effectively in teams.
6. Graduates will possess the creative and critical thinking skills needed to solve unstructured real-world problems.

A Curriculum Matrix evaluation ensures the required knowledge and skills outlined in the learning goals are being addressed within the various courses, and effectively distributed across the business core curriculum. Using a Curriculum Matrix, the CBT Assessment Committee maps the learner success goals with the extent of coverage of each objective (0=none; 1=Light Coverage; 2=Moderate Coverage; 3=Extensive Coverage) throughout the various business core courses. Faculty teaching the individual business core courses provide the data for the Curriculum Matrix including course updates to address changes in topic coverage and/or modified course content to address previous assessment results and emerging trends in business education.

Additionally, the CBT Assessment Committee reviews assessment results related to the business core each semester. Every business student is required to complete a zero-credit hour assessment/exit course, BAT 490: Business Core Assessment, in their final semester providing direct measures of learner success through a financial literacy exam, ethics scenario performance, and an internal exam aligned with the Major Field Exam covering all areas of business. These assessment activities complement additional activities in the co-requisite course, MGT 490: Business Strategy, which serves as our capstone experience using the CAPSIM simulation.

**Assessment Based Revision** – Assessment data is reviewed annually to gain insights into student learning and performance. If scores are lower than expected on a given learning objective, the review of the results and likely reasons for underperformance are discussed by the CBT Assessment Committee in partnership with the faculty responsible for teaching those courses. Potential changes may include (1) updating the wording/language within the assessment instrument to increase clarity; (2) removal of outdated questions and the addition of new questions more reflective of current teaching and practice, (3) pedagogical enhancements including greater reinforcement of key content, modifications to in course assessment activities to provide increased practice and application, and/or the additional of new modules to address concerns. Two examples are provided below:

- One example of assessment-based revision is related to Learning Objective 3C: Students will describe the social responsibilities of organizations and individuals to society. The assessment results were consistently at or above expectations (70%) for this learning objective as measured the Major Field Test embedded in the BAT 490, zero credit exit course. With the introduction of an oral presentation related to the students' required community service experience in MGT 481: Management and Society: Ethics and Social Responsibility, we observe scores further improving (80%-85%) as students connect the theory to their individual experiences.
- Another example of assessment-based revision in the business core is the introduction of CAPSIM simulations in the capstone course. Adoption of this tool was in direct response to below average performance in Goal 1: Integration of Business Knowledge in the previous cycle and inconsistent reporting of case analysis results by professors the capstone course. The committee hypothesized that providing students with dynamic decision-making activities would increase engagement, enhance support, and further increase retention of knowledge. The CAPSIM business strategy simulation was implemented in the curriculum in 2020. The simulation provides a hands-on, experiential learning tool that allows students to apply theoretical concepts to real-world scenarios, enhancing their decision-making and strategic thinking skills. These simulations offer a dynamic way to assess student learning by evaluating their ability to analyze data, develop strategies, and adapt to competitive market conditions. Working in teams, CAPSIM fosters collaboration and critical thinking, preparing students for complex challenges in their professional careers. This provides direct measures of business core knowledge and teamwork. In 2020, average scores were reported at 58%, and have increased year by year (69%, 69%, 91%) with the exception of a low score in 2022. This appears to be an anomaly. Accompanying activities such as self-reflection reports provide direct measures of communication skills and indirect measures of integration of business knowledge, problem-solving, and critical thinking skills. This is a great tool for acquiring relevant data in reviewing learner success. We are expanding our use of the various tools provided including the CAPSIMInbox-XM module beginning in Fall 2024.

The Business Core Assessment Results may be found below. The most recent evaluation of the Curriculum Matrix is provided in Addendum 16 with the full business core report. Additional assessment reports for the undergraduate degrees in business may be found in Addendum 17.

**AACSB - Undergraduate Business Core Assessment Report**  
**Western Illinois University**  
**College of Business and Technology**  
**2019 - 2024**

The assessment process for the business core in the Bachelor of Business at Western Illinois University is administered by the College of Business and Technology (CBT) Assessment Committee.

The CBT accomplishes its mission by working to achieve strategic planning goals related to teaching, research, and service. The objective of curriculum and assessment activities is to support the achievement of strategic planning goals by ensuring that graduates meet the following **learning goals**. **Graduates will possess:**

1. Graduates will possess the common body of foundation knowledge in accounting, behavioral science, economics, mathematics, and statistics expected of a business graduate.
2. Graduates will possess the ability to solve problems using quantitative analysis and computer software applications. Graduates will be able to apply personal financial tools in order to function as good economic citizens.
3. Graduates will understand the implications of ethical and global issues in management decision making.
4. Graduates will be able to effectively communicate in a business environment.
5. Graduates will be able to lead a diversified workforce and perform effectively in teams.
6. Graduates will possess the creative and critical thinking skills needed to solve unstructured real-world problems.

**CBT 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.

The Undergraduate Business Core program's core content, learning goals, and assessment plan are evaluated on an annual basis, and a curriculum matrix mapping learning goals into the program's core curriculum is updated periodically. Dissemination of information relating to assessment activities flows through the faculty representatives on the CBT Assessment Committee to the broader faculty, as well as regularly scheduled AACSB meetings with business faculty. External constituent groups including industry partners, discipline-specific advisory boards, and alumni are provided opportunities for review, input, and feedback.

## WIU Undergraduate Business Core Assessment

<p>Knowledge and Application of Business Core</p> <p>Goal 1: Graduates will possess the common body of foundation knowledge in accounting, behavioral science, economics, mathematics, and statistics expected of a business graduate</p>								
<p>Learning Objective 1A: Business students will master the foundation knowledge reflected in the business core.</p>								
<p>Direct Measures: Discipline-specific scores in the Major Field Test (MFT) from BAT 490 Business Core Assessment are used to assess graduates' knowledge of multiple business disciplines.</p> <p>Benchmarks: Average scores exceed the benchmark in accounting, economics, finance, marketing, management, legal environment, and information systems. We used ETS's Major Field Test's national mean % correct scores.</p>								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019 FA	2020 SP: FA:	2021 SP: FA:	2022 SP: FA:	2023 SP: FA:	2024 SP:
Discipline-specific scores MFT from BAT 490 Business Core Assessment	Avg > 41%	1A 1. Accounting	64%	67% 70%	70% 63%	72% 68%	70% 77%	75%
	Avg > 51%	1A 2. Economics	67%	67% 68%	70% 61%	70% 68%	69% 76%	74%
	Avg > 41%	1A 3. Finance	55%	58% 54%	56% 54%	61% 58%	63% 65%	72%
	Avg > 57%	1A 4. Management	76%	79% 76%	80% 74%	80% 82%	85% 87%	89%
	Avg > 52%	1A 5. Marketing	78%	82% 83%	84% 82%	88% 85%	86% 84%	87%
	Avg > 51%	1A 6. Legal Environment	68%	76% 77%	78% 73%	81% 77%	81% 84%	87%
	Avg > 41%	1A 7. Information Systems	74%	76% 73%	73% 73%	79% 78%	80% 83%	84%
<p>Learning Objective 1B: Students will apply the foundation knowledge in business decision situations. The application process will emphasize the integration of business disciplines.</p> <p>Direct/Indirect Measures:</p> <p>1) Individual students self-reported ratings of their application and integration of foundational knowledge in the business simulation performed in the MGT490 course.</p> <p>2) The overall balanced scorecard simulation scores from the business simulation performed by teams in the MGT490 course and their relationship to national benchmarks established by Capsim.</p> <p>Benchmarks:</p> <p>1) Above 5 points on a seven-point scale of students' self-reported application and integration of foundational business knowledge in the simulation.</p> <p>2) 60% of the groups meet or exceed expectations in the business simulation balanced scorecard results.</p>								
Indirect Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Survey of students in MGT490 using a 7-point scale.	Above 5 points	The overall application of foundational business knowledge was assessed through a survey.					6.31	6.64

Direct Measure								
The overall integration of business area knowledge in the Capsim simulation was assessed through the Balanced Score Card (BSC) results.	60% of the groups meet or exceed expectations. We are using the 50th percentile from the national benchmark provided by Capsim to evaluate a group's performance.	The overall application of foundational business knowledge was assessed through a survey.		58.06%	69.57%	28.57%	69.57%	91%
Actions related to goal 1 assessment methods	<p>1. Benchmarks for learning objective 1A was revised to match with the ETS Major Field Test national mean % correct data from 2022</p> <p>2. Changed the assessment method of learning objective 1B from business case (BAT490) to business simulation (MGT490 course) for various reasons such as:</p> <ul style="list-style-type: none"> <li>* Provide realistic business decision-making experience and also allow for application of foundational business knowledge.</li> <li>* Lessened the students' work in the BAT490 course and eliminated the need for another case study analysis.</li> <li>* Business simulation allows us to collect various assessment metrics unobtrusively through the business simulation (Capsim) in MGT 490 in 2020.</li> </ul>							
Curricular changes with regard to goal 1	<p>Learning objective 1A</p> <p>MGT 125 – Added guest speakers who work in each business area covered in the course.</p> <p>MGT 349 – More emphasis on the business environment with a new paper added.</p> <p>IS 340 – Now has standardized the textbook across sections and uses the latest edition to reflect on the recent changes in the IS/IT area.</p> <p>Learning objective 1B</p> <p>MGT 349 - More emphasis on the business environment with a new paper added.</p> <p>MGT 490 – Uses Capsim, dynamic business simulation instead of a static business case.</p>							
Impact	<p>Students performed well in meeting the learning objectives within goal 1. Students consistently performed well in the assessment test covering various foundational business areas. For the subsequent semesters, we plan on evaluating the assessment test for any needed updates. Moreover, starting in Fall 2024, we plan on utilizing Capsim's complementary assessment tool called CapsimInbox -XM, which provides more granular assessment indicators for many of the components of our learning objectives.</p> <p>Students' performance in the business simulation has varied over the years. In one year, their performance is less than the established benchmarks. Instructors in the MGT490 course have made additional efforts to enhance student learning with the business simulation through feedback and additional instructions. Hopefully, these changes will bring greater consistency to students' performance in business simulation.</p>							

<p>Quantitative Analysis and Technology</p> <p>Goal 2: Graduates will possess the ability to solve problems using quantitative analysis and computer software applications. Graduates will be able to apply personal financial tools in order to function as good economic citizens and provide leadership in today's complex consumer finance environment</p>
<p>Learning Objective 2A: Business students will be able to solve business problems using quantitative analysis</p>
<p>Direct Measures:</p> <p>Average scores in the Major Field Test (MFT) from BAT 490 Business Core Assessment are used to assess graduates' ability to solve problems using quantitative analysis.</p>

Benchmarks: Average scores exceeding the benchmark in the ability to solve problems using quantitative analysis.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019 FA	2020 SP: FA:	2021 SP: FA:	2022 SP: FA:	2023 SP: FA:	2024 SP:
MFT scores from BAT 490 Business Core Assessment	Avg > 34%	Quantitative Business Analysis Section	58%	59% 66%	62% 59%	88% 85%	67% 64%	77%
Learning Objective 2B: Business students will solve business problems with the assistance of computer software applications								
Direct Measures: Proficiency exam in the CS101 course Benchmarks: Passing grade in the course								
Use of Technology	Satisfactory	Proficiency exam in CS 101	100% Pass	100% Pass	100% Pass	100% Pass	100% Pass	100% Pass
Learning Objective 2C: Business students will have a working knowledge of consumer tools designed to assist decision making by individuals and families in areas such as banking, insurance and investing								
Direct Measures: Financial literacy assessment exam developed by Jump\$tart Benchmarks: Nationally established passing score of 70%								
BAT 490 Business Core Assessment	Nationally established passing score = 70%.	Financial Literacy Assessment	84%	86% 84%	86% 80%	88% 85%	85% 91%	88%
Learning Objective 2D: Business students will understand business analytics and its potential use in decision-making.								
Direct Measures: Average scores in the Major Field Test (MFT) from BAT 490 Business Core Assessment are used to improve graduates' knowledge of business analytics concepts. Benchmarks: Average scores exceeding the benchmark in the knowledge of business analytics concepts.								
MFT scores from BAT 490 Business Core Assessment	MFT Assessment Test- Business Analytics Avg > 34%	Business Analytics	61%	66% 67%	68% 70%	68% 66%	68% 69%	67%
Actions related to goal 2 assessment methods	1. Benchmark for learning objective 2A was revised to match with the ETS Major Field Test national mean % correct data from 2022 2. Benchmark for learning objective 2D on business analytics was revised to match with the quantitative and business analysis component of ETS Major Field Test national mean % correct data from 2022							



Curricular changes with regard to goal 2	<p>Learning objective 2B CS101 - periodic review of the exam to maintain currency. MGT 349 – Encourages using Google Docs to share documents and collaborate.</p> <p>Learning objective 2C FIN 331 - Now includes personal finance topics to complement corporate finance topics. For example, two important areas deal with saving for retirement and other life goals while teaching the time value of money and keeping your credit score high while studying Dun &amp; Bradstreet to analyze possible credit customers.</p> <p>Learning objective 2D IS 340 – The course now introduces Tableau for data visualizations. Students work on a couple of assignments using Tableau. MGT 349 – Discuss AI more often in the course.</p>
Impact	Students have consistently performed well in meeting the benchmarks in the learning objectives within learning goal 2. We plan to continue monitoring student performance regarding learning objectives in the future. For the subsequent semesters, we plan on evaluating the assessment test for any needed updates.

<p>Global and Ethical Issues Goal 3: Graduates will understand the implications of ethical and global issues in management decision-making</p>								
Learning Objective 3A: Students will be able to apply an ethical framework to business decision making.								
<p>Direct Measures: Scores from the Major Field Test (MFT) pertaining to ethics are used to assess graduates' knowledge in these areas. Benchmark: Benchmarks: Average scores exceeding the 50th percentile in the areas of ethics.</p>								
Direct Measure	Performance Benchmarks	Discipline	Results					
MFT scores from BAT 490 Business Core Assessment	Avg > 61%	Ethics	2019 FA  76%	2020 SP: FA:  82% 82%	2021 SP: FA:  84% 85%	2022 SP: FA:  89% 88%	2023 SP: FA:  90% 83%	2024 SP:  91%
Learning Objective 3B: Students will describe how global issues affect business decisions								
<p>Direct Measures: Scores from the Major Field Test (MFT) pertaining to global issues are used to assess graduates' knowledge in these areas. Benchmark: Benchmarks: Average scores exceeding the 50th percentile in the areas of global issues.</p>								
MFT scores from BAT 490 Business Core Assessment	Avg > 47%	Global Issues	72%	78% 77%	77% 70%	79% 80%	82% 81%	80%

Learning Objective 3C: Students will describe the responsibilities of organizations and individuals to society.								
Direct Measures: Scores from the Major Field Test (MFT) pertaining to social responsibility are used to assess graduates' knowledge in these areas.								
Benchmark: Average scores exceeding the 50th percentile in the areas of social issues.								
MFT scores from BAT 490 Business Core Assessment	Avg > 52%	Social Responsibility	72%	73% 65%	71% 77%	75% 75%	81% 70%	85%
Actions related to goal 3 assessment methods	Benchmarks for learning objectives 3A, B, and C were revised to match with the ETS Major Field Test national mean % correct data from 2022							
Curricular changes with regard to goal 3	<p>Learning Objective 3B FIN 331 - now includes additional emphasis on international topics related to various sections/chapters. ECON 170 incorporated country-case studies where students were asked to collect information on tariffs, quotas, trade policies and estimate the impact of trade barriers on the countries' GDP and consumers' welfare.</p> <p>Learning Objective 3C MGT 481 – Incorporated an oral presentation of community service experience</p>							
Impact	Students have consistently performed well in meeting the benchmarks in the learning objectives within learning goal 3. We plan to continue monitoring student performance regarding learning objectives in the future. For the subsequent semesters, we plan on evaluating the assessment test for any needed updates. Moreover, the business core for accounting students now includes ACCT477 on Professional Ethics and Regulation instead of MGT481, thereby providing deeper insights into ethics.							

Communication Skills Goal 4: Students will be able to write and communicate orally in business environment.								
Learning Objective 4A: Students will write effectively in a business setting.								
Direct Measures: Assessment of students' written communication skills performed on their self-reflection report in the MGT490 course business simulation. Microsoft Copilot assessed this written report (2000 characters). Benchmarks: 80% of the students scoring 3.0 or above in various writing components.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A1. Grammar					80%	98%

MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A2. Mechanics					90%	100%
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A3. Style					96.67%	100%
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A4. Usage					96.67%	100%
Learning Objective 4B: Students will effectively communicate orally in a business setting								
Direct Measures: Students' oral presentations using slides were assessed for oral communication skills. The faculty of the MGT 125 course assessed oral communication through a standard rubric. Benchmarks: 80% of the students scoring 3.0 or above in various oral communication components.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Presentation in business core courses (MGT125)	80% scored 3.0 or above	4B1. Oral presentation					98%	
Presentation in business core courses (MGT125)	80% scored 3.0 or above	4B2. Presentation technology use					100%	
Actions related to goal 4 assessment methods	Assessment methods for learning objective 4A were changed to rely on AI to assess students' writing instead of business faculty. Some of the aspects related to this change are: * Use of Microsoft Copilot has provided consistency in assessment. * Validated with Google Gemini assessment of writing, and that too had a consistent pattern concerning student performance scores							
Curricular changes with regard to goal 4	Learning Objective 4A BCOM 320 - incorporates the ethical usage of ChatGPT to enhance student's writing abilities and save them time in the workplace. MGT 481 - requires students to use Grammarly before turning in written reports.  Learning Objective 4B MGT 481 – Incorporated an oral presentation of community service experience using PowerPoint, including photos and embedded video							
Impact	Students have consistently performed well in meeting the benchmarks in the learning objectives within learning goal 4. We plan to continue monitoring student performance about the learning objectives in the future. However, we plan on making some changes to the assessment methods. For example, written communication is planned to be assessed in BAT490 with suitable written work. Also, the assessment committee is formulating ideas on incorporating a student presentation through videos in the BAT490 course. We hope these changes will allow the BAT490 course to be less reliant on other courses to meet the assessment needs of the business core.							

Leadership Goal 5: Graduates will be able to lead a diversified workforce and perform effectively in teams.								
Learning Objective 5A: Business students will be ready to assume leadership roles								
Direct Measures: Peer evaluation scores of students participating in a group project and rating members' leadership capabilities. Benchmarks: Minimum average score of 3.5 or above on concerned components of the peer evaluation rubric.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Business core course MKTG 327 – Peer evaluations from the group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5A. Leadership					3.22	3.33
Learning Objective 5B: Business students will be effective team members.								
Direct Measures: Peer evaluation scores of students participating in a group project and rating members' teamwork. Benchmarks: Minimum average score of 3.5 or above on concerned components of the peer evaluation rubric.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Business core course MKTG 327 – Group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5B1. Collaborate					3.54	3.65
Business core course MKTG 327 – Group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5B2. Participate					3.29	3.59
Business core course MKTG 327 – Group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5B3. Criticize					3.50	3.62
Actions related to goal 5 assessment methods								
Curricular changes with regard to goal 5	Learning Objectives 5A and 5B MGT 349 course now requires projects or other types of presentations to practice teamwork. MGT 490 faculty now formulates groups for the business simulation with a mix of students from various business majors. Using such a mechanism will allow the groups to mimic more closely the scenarios in businesses where decision-making involves collaboration between members of various functional areas.							
Impact	Students performed well in meeting the learning objectives within goal 5. Students consistently performed very well in meeting the benchmarks. From Fall 2024, we plan on utilizing Capsim's complementary assessment tool called CapsimInbox -XM, which provides avenues for assessing teamwork within the groups participating in the business simulation.							

Problem Solving and critical thinking								
Goal 6: Graduates will possess creative and critical thinking needed to solve unstructured real-world problems.								
Learning Objective 6A: Business students will be able to solve unstructured business problems								
Direct Measures: MGT 490 business simulation scores in financial, internal process & customer quadrants (Capsim BSC scores) for the various groups. We selected those components as Capsim uses them to assess analytical skills as part of their suite of assessment tools. We used final round scores totaling 75 points and averaged them across groups for this assessment. Benchmarks: Average group score of 60% or above to meet or exceed expectations.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
MGT 490 business simulation scores in financial, internal process & and customer quadrants (Capsim BSC scores) for the various groups.	The average group scored 60% or above to meet or exceed expectations.	6A. Solving unstructured problems					64.98%	74.51%
Learning Objective 6B: Business students will apply critical thinking skills to different business settings								
Direct Measures: Capsim business simulation balanced scorecard score differences between rounds that reflect students' performance improvements based on their critical thinking of the simulation. Capsim uses total balance scorecard scores to measure critical thinking evaluation for their student learning assessment reporting purposes. Benchmarks: Average group of score of 60% or above to meet or exceed expectations.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Capsim business simulation balanced scorecard score differences between rounds.	60% of the groups meet or exceed expectations. We are using the 50th percentile scores difference between rounds as a benchmark. Capsim provided the national performance metrics.	6B. Critical thinking skills		74.19%	86.96%	76.19%	78.26%	90.91
Actions related to goal 6 assessment methods	<p>Changed the assessment method of learning objectives 6A and B from business case (BAT490) to business simulation (MGT490 course) for various reasons such as:</p> <ul style="list-style-type: none"> <li>* Problem-solving and critical thinking are integral to the business simulation process, which presents a dynamic business scenario that changes from round to round due to the competitive actions of competing teams.</li> <li>* Allows for objectively measuring problem-solving and critical thinking skills using business simulation data instead of faculty evaluating them based on student performance reports.</li> </ul>							
Curricular changes with regard to goal 6	<p>Learning Objective 6A</p> <p>MKTG 327 - Incorporates business simulation (Marketplace) and also fosters problem-solving.</p> <p>MGT 125 – Added several short problem-solving exercises related to different business areas.</p> <p>FIN 331 - Case problems have been added and revised to reinforce the teaching goals of the chapters.</p> <p>Learning Objective 6B</p> <p>MKTG 327 – Incorporates business simulation (Marketplace) and also fosters critical thinking.</p>							
Impact	Students performed well in meeting the learning objectives within goal 6. Students consistently performed very well. From Fall 2024, we plan on utilizing Capsim's complementary assessment tool called CapsimInbox -XM, which provides more granular assessment indicators for many of the components of our learning objectives.							

**Graduate Assessment Committee Structure** – The CBT offers two graduate programs within the scope of AACSB accreditation. The Master of Accountancy and the Master of Business Administration. The graduate assessment committee structure and process for these two degrees mirrors that of the undergraduate business programs. The Accounting Graduate Assessment Committee has oversight of the MAcc (discussed in the accounting report) and the MBA Advisory Committee is responsible for curriculum management and oversight of the assurance of learning model for the MBA program. The MBA committee is comprised of the graduate faculty teaching the MBA core courses, and therefore, the faculty are directly involved in all aspects of program management.

**Process** - The MBA program utilizes the same five-step process described above for the undergraduate model. The MBA Committee develops the assessment tools and oversees their administration through a zero-credit hour course, BAT 611: MBA Outcomes. This exit course requires students to complete the nationally-benchmarked MBA Major Field Test through Educational Testing Services, an Ethics Scenario Assessment in which students are tested on their ability to identify ethical dilemmas. The Robin and Reidenbach ethics instrument is used to measure ethical reasoning. Students must also complete an MBA Collaboration Survey, an essay for evaluation of communication skills as well as global awareness, and seven individual quizzes covering the core content. Using both internal and external measurements of learner success provide robust data for evaluation and review.

The MBA degree requirements center around three broad categories of learning goals with corresponding objectives to ensure graduates are well-prepared for industry.

1. Technical Business Knowledge (MBA core):
  - Graduates will demonstrate knowledge from multiple business disciplines including accounting, finance, economics, marketing and management.
2. Critical Thinking & Decision Tools (including Business Analytics):
  - Graduates will integrate knowledge from multiple disciplines to solve business problems.
  - Graduates will possess the critical thinking skills needed to analyze and solve business problems.
  - Graduates will demonstrate knowledge of some of the analytical tools commonly used when working with data to solve business problems
  - Graduates will demonstrate a fundamental knowledge of corporate information systems technology.
3. Professionalism (Communication, Collaboration, Diversity, and Ethics)
  - Graduates will possess the communication skills needed to function effectively in a business setting.
  - Graduates will work effectively in team settings.
  - Graduates will identify issues that can arise when conducting business internationally and be prepared to interact in a diverse, multicultural business environment.
  - Graduates will recognize ethical dilemmas in business contexts.
  - Graduates will demonstrate a propensity for ethical reasoning in a business setting.

The MBA Advisory Committee meets bi-weekly to discuss issues related to admissions standards, curriculum management, assessment, and anything else related to the success of the program. The MBA committee is actively engaged in curricular revisions to align program content with evolving industry standards, AACSB accreditation requirements, and best practices for career readiness. The CBT National Advisory Board, as well as our discipline-specific boards, are engaged in broader curricular discussions to ensure the educational content covered in the MBA core matches expectations of our graduates' employers.

**Assessment Based Revision** – Assessment data is reviewed annually by the MBA Committee to gain insights into student learning and to monitor changes in performance based on interventions. Scores will naturally fluctuate as the cohort of students changes each year, but if the committee notes that scores are consistently lower than expected on a given learning objective, the review of the results and likely reasons for underperformance are discussed by the MBA Committee. All professors teaching the MBA core are part of the MBA Committee so direct faculty engagement in assessment results is built in to our structure. If deemed appropriate, potential changes to courses and/or assessment instruments may include (1) updating the wording/language within the assessment instrument to increase clarity; (2) removal of outdated questions and the addition of new questions, (3) pedagogical enhancements including greater reinforcement of key content, modifications to in course assessment activities to provide increased practice and application, or the additional of new modules to address concerns. Two illustrative examples are provided below:

- Finance scores (FIN 565 core) in 2020 were below established benchmarks (36%, 69%). With the potential impact on learning during the pandemic, the initial response was recommended pedagogical changes to the finance core course including creation of additional multimedia content for students to access online, and enhancement of instructor notes for class distribution to address potential gaps in learning. During the next evaluation cycle (Spring 2021), student performance remained below established benchmarks (43%) resulting in a deeper analysis of the assessment instrument, the Major Field Test -MBA Exam. After a comprehensive review of the MFT, it was noted that the finance questions on the standardized exam did not align well with the current topic coverage in FIN 565, and a new (internal) finance quiz was added to BAT 611: MBA Outcomes in 2022. This new assessment instrument was more reflective of the course content covered in the FIN 565 course and performance increased significantly the following year (87%). There are two potential explanations for this increase: (1) the pedagogical enhancements likely positively impacted results as we expect a lagged effect of any intervention given our student populations consists primarily of working professionals completing the degree is 2.5 years, and (2) a realignment of the evaluation instrument with course content provides a more accurate measure of student performance. Based on results, the new assessment tool was adopted for future evaluation and reported in the assessment table.
- After the last PRT visit in Fall of 2020, informal feedback from the team recommended increasing reviewing the analytics and information technology coverage within our tools courses (DS 533 and IS 524) in light of industry expectations of greater knowledge of these topics. As a result, two new quizzes in BAT 611: MBA Outcomes were introduced to better understand our students' exposure and knowledge of data infrastructure and emerging technologies (such as cloud-based ERPs, AI, cloud models and microservices), and broader descriptive analytics and visualization techniques. This provided three data collection points on this topic (DS 533 established quiz, the new analytics quiz, and an accounting analytics quiz used in the Master of Accountancy assessment course). Early assessment results fell short of benchmarks (61%), and identified skill gaps that resulted in creation of an MBA analytics subcommittee to undertake a comprehensive review of our current tools courses and make recommendations for changes. After months of review of internal assessment data, analytics coverage at peer and aspirant institutions, and conversations with industry partners, the final report developed a list of recommendations for inclusion of specific skills into the DS 533 and IS 524 core courses beginning in Fall 2024. These curricular enhancements, as a direct result of assessment activities, will now be assessed by updated quizzes in the assessment course.

A summary of MBA Assessment activities is provided below and available in Addendum 18.

## MBA Assessment Report

The Assurance of Learning (assessment) process for the Master of Business Administration (MBA) degree program is administered by the Program Director in conjunction with the MBA Advisory Committee.

### Summary Impact Statement: Admissions Criteria and the Impact on Assessment & Curriculum Development

Rigorous admissions criteria for the MBA program results in an exceptional student population and near 100% graduation rates. Therefore, it should come as no surprise that student performance is normally well-above the minimum performance benchmarks set by faculty to ensure that program goals are met. Faculty determine the knowledge and skills sought by employers. The curriculum is then designed to ensure that our graduates possess these desirable traits. MBA students are almost universally able to acquire these traits because admissions criteria result in a relatively homogenous collection of the “best and brightest” students from undergraduate programs.

However, when student performances on assessment exercises exceed benchmarks, it does not mean that performances or scores were perfect; it only means that scores were satisfactory. Consequently, despite the normally acceptable assessment results, professors strive to improve learning outcomes by making adjustments to course content, instructional materials, teaching methods, etc.... **on a perpetual basis**. In addition, the program’s core content, learning goals, and assessment plan are evaluated **on an annual basis**, and a curriculum matrix mapping learning goals into the program’s core curriculum is updated **on a periodic basis**.

See Appendices for the Assessment Plan and Assessment Cycle

Goal 1—Technical Knowledge (MBA Core)								
Learning Objectives:								
1) Graduates will demonstrate knowledge from multiple business disciplines.								
Teaching Related Strategic Planning Goals: #1, #5 & #8								
Objectives	Direct Measures	Performance Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Marketing</b> Core Coverage: MKTG 576	Discipline-specific scores from the MBA Major Field Test	Avg > 50th percentile.	SP: 99 FA: 69	SP: 85 FA: 89	SP: 69	FA: 64	SP: 58 FA: 75	SP: 58
<b>Management</b> Core Coverage: MGT 590	Discipline-specific scores from the MBA Major Field Test	Avg > 50th percentile.	SP: 92 FA: 66	SP: 66 FA: 87	SP:89	FA:30	SP: 52 FA: 44	SP: 52
<b>Finance</b> Core Coverage: FIN 565	In 2022, changed from the MFT to an Exit Exam in BAT	Avg >= 70% (was 50th	SP: 99 FA: 88	SP: 36 FA: 69	SP: 43	FA:87	SP: 83 FA: 89	SP: 91



	611.	<i>percentile on MFT)</i>						
<b>Accounting</b> Core Coverage: ACCT 547	In 2021, changed from the MFT to an Exit Exam in BAT 611.	Avg >= 70% (was 50th percentile on MFT)	SP: 74 FA: 80	SP: 74 FA: 69	SP: 63 FA: 84	SP: 90 FA: 84	SP: 83 FA: 87	SP: 87
<b>Economics</b> Core Coverage: ECON 538	Exit Exam in BAT 611.	Avg >= 70%	n/a	n/a	SP: n/a FA: 45	SP: 60 FA: 42	SP: 55 FA: 56	SP: 60
<b>2019 Actions Related to Goal 1:</b> <i>(based on data through 2018)</i>	All results were above benchmarks. A curriculum matrix was completed that shows the extent of coverage of the program's learning goals in the program's core.							
<b>2020 Actions Related to Goal 1:</b> <i>(based on data through 2019)</i>	All results were above benchmarks except in spring for finance. We studied reports from the AACSB's accreditation review team and discussed responses.							
<b>2021 Actions Related to Goal 1:</b> <i>(based on data through 2020)</i>	<p><b>Pedagogical Changes: (Finance)</b> Scores in finance dropped below the benchmark for the second time in three years, which resulted in pedagogical modifications. FIN 565 professor created video lectures and made them available online, and made extensive additions/improvements to lecture notes, which are also available online. <b>(Accounting)</b> In addition, a major analytics assignment that requires the use of accounting data from Tableau dashboards for strategic decision making was added to ACCT 547.</p> <p><b>Assessment Process Changes: (Economics)</b> We added economics to the assessment plan because it is part of the core curriculum but was not previously included in the assessment plan. <b>(Accounting)</b> We determined that the accounting content on the MFT did not align well with the program's core curriculum, so we developed a new exam to test knowledge of financial reports and their usefulness (accounting) in place of the MFT.</p> <p>We also identified and discussed the linkages between the CBT's strategic plan, the MBA curriculum, and assessment.</p>							
<b>2022 Actions Related to Goal 1:</b> <i>(based on data through 2021)</i>	<p><b>Assessment Process Change: (Finance)</b> After reviewing the content outline of the MFT, we discovered that the exam does not adequately equate to the contents of our core course in finance. Therefore, we adopted a new proficiency exam that better reflects the contents of FIN 565.</p> <p><b>Closing the Loop: (Finance)</b> Students did not take the MFT in fall 2021, so no data has been collected since the previous pedagogical changes. <b>(Accounting)</b> Students exceeded expectations on the new accounting assessment exam with an average score of 84%. Of course, students met expectations when we used accounting scores from the MFT as well, but the new exam better reflects the accounting content in the program's core curriculum. In addition, although it is not a formal part of our assessment plan, an <i>accounting</i> analytics exam was given to identify any potential program deficiency in that area. We were</p>							

	<p>very pleased with the average score of 87%. <b>(Economics)</b> Despite the course being part of the MBA core for some time, we first gave the new economics assessment exam in fall 2021. Results were disappointing with an average score of just 45%. We compared results with those of MAcc students who averaged 53% on the same exam despite there being no economics requirement in the MAcc at the time the comparison was made. We will collect more data and analyze the results.</p>
<p><b>2023 Actions Related to Goal 1:</b> <i>(based on data through 2022)</i></p>	<p><b>Closing the Loop: (Finance)</b> Students completed the new finance assessment for the first time in 2022, and performance was well above the benchmark. We attribute this to the fact that the new exam is much better aligned with the contents of FIN 565 than the MFT is. <b>(Economics)</b> Talks with the economics professor who developed the assessment instrument revealed that the economics proficiency exam was not designed with a 70% benchmark in mind because the Committee failed to provide a target benchmark. A 50% benchmark is probably more appropriate given the rigor of the economics exam that we are using. In fact, the same exam is used for assessment in the MAcc Program where students typically average around 52%, which is comparable with the performance of MBA students.</p>
<p><b>2024 Actions Related to Goal 1:</b> <i>(based on data through 2023)</i></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle, the Committee is <b>reviewing the curriculum and evaluating potential modifications to the assessment plan</b> and/or assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p><b>Reminder:</b> After determining that the contents of the MFT did not adequately align with the contents of our core courses in accounting and finance, we developed our own assessment tests in those areas in 2020 and 2021 and began implementing them in 2021 and 2022. Nevertheless, we have continued to track MFT results, and it is noteworthy that <b>percentile ranks on the MFT for accounting and finance respectively were 80 and 97 in spring 2023 and 85 and 70 in the fall 2023</b>, which is back up to 2019 levels (pre-COVID). Note that these are percentile ranks among all the students taking the MBA MFT from hundreds of schools. We are very pleased with this outcome.</p> <p><b>Closing the Loop: (Connecting to Strategic Plan)</b> Beginning in 2020-2021, some of these assessment measures began to dip. We are hopeful that this was caused by temporary disruptions related to Covid. Nevertheless, overall, assessment results from this 5-year AACSB accreditation cycle indicate that the MBA curriculum has been effective in helping students to meet this program goal, which is derived from Goals #1, #5, and <i>especially</i> #8 from our strategic plan (as described on the first page of this report).</p>
<p><b>Goal 2— Critical Thinking &amp; Decision Tools (including Business Analytics)</b> <b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Graduates will integrate knowledge from multiple disciplines to solve business problems.</li> <li>2) Graduates will possess the critical thinking skills needed to analyze and solve business problems.</li> <li>3) Graduates will demonstrate knowledge of some of the analytical tools commonly used when working with data to solve business problems.</li> <li>4) Graduates will demonstrate a fundamental knowledge of corporate information systems technology.</li> </ol> <p><b>Teaching Related Strategic Planning Goals: #1, #5, #7 &amp; #8</b></p>	

Objectives	Direct Measures	Performance Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Strategic Integration of Knowledge</b> Core Coverage: MGT 590	Strategic integration scores from the MBA Major Field Test	Avg > 50th percentile	SP: 94 FA: 73	SP: 85 FA: 85	SP: 70	FA:38	SP: 72 FA: 72	SP: 62
<b>Critical Thinking</b> Core Coverage: Integrated	Overall scaled scores on the MBA Major Field Test	Avg > 50th percentile	SP: 92 FA: 80	SP: 66 FA: 91	SP: 90	FA: 46	SP: 64 FA: 50	SP: 58
<b>Business Analytics</b> Core Coverage: DS 533	An exam in BAT 611.	Avg >= 70%	n/a	n/a	FA: 77	SP: 81 FA: 80	SP: 80 FA: 84	SP: 85
<b>Information Technology</b> Core Coverage: IS 524	An exam in BAT 611.	Avg >= 70%	n/a	n/a	FA: 95	SP: 96 FA: 87	SP: 85 FA: 88	SP: 89
<b>2019 Actions Related to Goal 1: (based on data through 2018)</b>	Note that the analytics and technology portions of this learning goal were not part of the assessment plan in 2019.							
<b>2020 Actions Related to Goal 1: (based on data through 2019)</b>	<b>Assessment Process Changes: (Analytics &amp; IT)</b> After studying reports from the AACSB's accreditation review team and discussing responses. We added the analytics and technology components of this program goal to our assessment plan in fall 2020 and plan to develop instruments to measure learning in these areas.							
<b>2021 Actions Related to Goal 1: (based on data through 2020)</b>	<b>Assessment Process Changes (cont.): (Analytics &amp; IT)</b> After adding this learning goal in 2020, we developed the corresponding assessment instruments in Spring 2021 and first added them to BAT 611 in fall 2021. We developed <i>several</i> assessment exams to measure knowledge in <i>numerous</i> areas within analytics, which will help us identify potential deficiencies in the curriculum that we can then target with remedial measures. We will administer an analytics exam that is closely aligned with topic coverage in <i>DS 533</i> , an analytics exam from the <i>accounting</i> area for comparison with MAcc students, and a <i>broader, business analytics</i> exam. The combination of all <i>three analytics exams</i> will be evaluated to determine whether curriculum changes are needed to further emphasize analytics. We also discussed the linkages between the CBT's strategic plan, the MBA curriculum, and assessment. <b>Pedagogical Changes: (Analytics &amp; IT)</b> A major analytics project that requires the extensive use of data in Tableau dashboards							

	for strategic decision making was added to ACCT 547.
<b>2022 Actions Related to Goal 1: (based on data through 2021)</b>	<p><b>Closing the Loop: (Analytics &amp; IT)</b> We began assessing both analytics and IT using several different assessment exams. The primary instrument reported in the table (avg. 77%) was selected due to its close alignment with the core curriculum (<b>DS 533</b>). However, an analytics exam from <b>accounting</b> was also used, which resulted in an average score of 87%, which is the same as the average score achieved by MAcc students on the identical exam. In addition, a much <b>broader data analytics exam</b> was administered, which resulted in an average score of 61%. For comparison purposes, the same exam was given to MAcc students, who averaged only 53%. Overall, results indicate that graduates are adequately prepared to solve problems using analytics tools. In other words, it is not obvious from preliminary data that curriculum changes are needed to provide additional emphasis on analytics.</p> <p>Lastly, we first assessed IT skills in fall 2021, and students exceeded the performance benchmark.</p>
<b>2023 Actions Related to Goal 1: (based on data through 2022)</b>	<p><b>Closing the Loop: (Analytics &amp; IT)</b> We continued to assess student’s ability to use decision tools from analytics using multiple instruments. Average scores on the primary quiz, which is reported in the table above, was 81% in the spring. In addition, average scores on the analytics exam from <b>accounting</b> was 86%. A much <b>broader data analytics exam</b> was also administered, which resulted in an average score of 60%. For comparison purposes, the same exam was given to MAcc students, who averaged only 53%. Overall, results indicate that graduates are adequately prepared to solve problems using analytics tools. In other words, it is not obvious from preliminary data that curriculum changes are needed to provide additional emphasis on analytics.</p> <p>Although analytics scores in the table slightly improved after the additional Tableau project was added to ACCT 547, it seems unlikely that the improvement is attributable to this pedagogical change.</p> <p>Students also continued to exceed the performance benchmark for IT Skills.</p> <p><b>Curriculum Change:</b> After a months-long, vigorous debate over how to strengthen the presence of business analytics in the MBA Program, the Committee unanimously voted to take an integrated approach by modifying course contents. A subcommittee was formed which studied the issue and recommended changes to IS 524 and DS 533. The recommendation was adopted and we are preparing for implementation.</p>
<b>2024 Actions Related to Goal 1: (based on data through 2023)</b>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle, the Committee is <b>reviewing the curriculum and evaluating potential modifications to the assessment plan</b> and/or assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p><b>Closing the Loop: (Connecting to Strategic Plan)</b> Beginning in 2021-2022, in order to strengthen the link between Goal #7 (technology) from the strategic plan and assessment, we expanded the assessments associated with this program goal to explicitly include business analytics and information systems technology. Assessment results from this 5-year AACSB accreditation cycle indicate that the MBA curriculum has been effective in helping students to meet this program goal, which is derived from Goals #1, #8, and <i>especially</i> Goals #5 and #7 from our strategic plan (as described on the first page of this report).</p>

**Goal 3—Professionalism (*Communication, Collaboration, Diversity & Ethics*)**

**Learning Objectives:**

- 1) Graduates will possess the communication skills needed to function effectively in a business setting.
- 2) Graduates will work effectively in team settings.
- 3) Graduates will identify issues that can arise when conducting business internationally and be prepared to interact in a diverse, multicultural business environment.
- 4) Graduates will recognize ethical dilemmas in business contexts.
- 5) Graduates will demonstrate a propensity for ethical reasoning in a business setting.

**Teaching Related Strategic Planning Goals: #2, #3, #4 & #6**

Objectives	Direct Measures	Performance Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Communication Skills</b> Core Coverage: Integrated	Writing assignment in BAT 611. (sentence, paragraph, document levels)	At least 80% of graduates will score 80% or better.	100% scored 80 or better	n/a	SP: 82% FA: 57%	FA: 44%	n/a	n/a:
<b>Collaboration/Teamwork</b> Core Coverage: Integrated	Peer-evaluation survey in BAT 611. <i>Changed instruments in 2021.</i>	Avg >= 3.5 (5pt scale).	100%	100%	SP: 100% FA: 3.76	SP: 3.53 FA: 4.20	SP: 3.09 FA: 3.86	SP: 3.50
<b>Identify Global/Diversity Issues</b> Core Coverage: Integrated	Writing assignment in BAT 611.	At least 80% of graduates will score 80% or better.	n/a	n/a	SP: n/a FA: 81%	FA: 82%	n/a	n/a
<b>Identify Ethical Dilemmas</b> Core Coverage: Integrated	Reidenbach and Robin ethics assessment instrument (see appendix).	Average scores greater than or equal to 3 (5-point scale) for ethically neutral scenarios.	3.99	3.82	SP: 3.84 FA: 3.96	SP: 3.29 FA: 3.11	SP: 3.01 FA: 3.17	SP: 3.14

<p><b>Ethical Reasoning</b> Core Coverage: Integrated</p>	<p>Reidenbach and Robin ethics assessment instrument (see appendix).</p>	<p>Average scores less than 3 (5-point scale) for ethically questionable behavioral scenarios.</p>	<p>1.52</p>	<p>2.11</p>	<p>SP: 1.77 FA: 1.93</p>	<p>SP: 2.51 FA: 2.44</p>	<p>SP: 2.92 FA: 2.59</p>	<p>SP: 2.91</p>
<p><b>2019 Actions Related to Goal 1:</b> <i>(based on data through 2018)</i></p>	<p>All results were acceptable. Nevertheless, some pedagogical modifications were made in hopes of improvement.  <b>Pedagogical Changes: (Communication)</b> ECON 538 added a virtual presentation, allowing students to choose the technology of delivery (teleconference, video, narrated Powerpoint, etc.). <b>(Diversity)</b> ACCT 547 increased coverage of International Financial Reporting Standards (IFRS) and began developing new content on how differences in reporting jurisdictions across countries can impact the quality of financial reports.  <b>Closing the Loop: (Ethics)</b> After many years of exceptional results using a case to assess ethical reasoning, we adopted a new survey tool for this purpose in the fall of 2018. Results the first year were consistent using the new instrument. Students met all expectations. We will continue to monitor results.  In addition, the Committee discussed the mapping of <b>(Teamwork)</b> into the curriculum matrix of the MBA program as well as the potential benefit of building a how-to guide for working in teams, including virtually, and making it accessible for all the professors.</p>							
<p><b>2020 Actions Related to Goal 1:</b> <i>(based on data through 2019)</i></p>	<p>We studied reports from the AACSB’s accreditation review team and discussed responses.  <b>Closing the Loop: (Ethics)</b> Students continue to be able to identify and properly evaluate ethical dilemmas using the new assessment tool adopted in fall 2018. No usable data related to the pedagogical changes made in 2019 was collected in 2020 due to poorly understood instructions on writing assignments. The instructions will be revised for next year.</p>							
<p><b>2021 Actions Related to Goal 1:</b> <i>(based on data through 2020)</i></p>	<p>We discussed the linkages between the CBT’s strategic plan, the MBA curriculum, and assessment.  <b>Assessment Process Changes: (Teamwork)</b> We adopted a new peer-valuation survey for the teamwork objective and moved the assessment from ACCT 547 to BAT 611 to try and capture information about the aggregate of all collaborative experiences in the program. <b>(Communication)</b> We adopted a revised writing assignment for assessment purposes in fall 2021, and continued to evaluate writing at the sentence, paragraph, and document levels. We then combine those scores into one aggregate score. <b>(Diversity)</b> We adopted a newly revised essay assignment in fall 2021 to assess graduates’ appreciation of diversity issues that might be faced in a multicultural setting.  <b>Pedagogical Changes: (Teamwork)</b> ECON 538 uses shared folders to enhance student-accountability in collaborative work.</p>							
<p><b>2022 Actions Related to Goal 1:</b> <i>(based on data through 2021)</i></p>	<p><b>Closing the Loop: (Teamwork)</b> The new teamwork assessment tool showed in fall 2021 that students are meeting performance expectations for collaboration. <b>(Communication)</b> Only 57% of students met expectations in written communication skills. Results were 62%, 43%, and 67% for writing at the sentence, paragraph, and document levels, respectively. These results are very disappointing and inconsistent with prior years. One possible explanation is that we eliminated the GMAT requirement for</p>							

	<p>admission during COVID for these graduates.</p> <p><b>(Diversity)</b> 81% of students met expectations in their ability to identify and understand issues of diversity. We will continue to monitor all these results for persistence in the case of teamwork &amp; diversity and improvement in the case of communication skills.</p>
<p><b>2023 Actions Related to Goal 1:</b> <i>(based on data through 2022)</i></p>	<p>Students continued to meet expectations in ethical reasoning.</p> <p><b>Closing the Loop: (Teamwork)</b> The new teamwork assessment tool adopted in 2021 showed that students continued to meet performance expectations for collaboration in both the spring and fall of 2022. <b>(Communication)</b> Only 44% of students met expectations in written communication skills. Results were 41%, 55%, and 36% for writing at the sentence, paragraph, and document levels, respectively. Like last year, these results are very disappointing and <i>inconsistent with prior years</i>. One possible explanation is that we admitted a less qualified cohort of students because of eliminating the GMAT requirement for admission during COVID. If so, these students will just about have matriculated out of the program. Another possible explanation is that students do not take the essay seriously because it does not impact grades. We do not believe the decline in writing scores is attributable to the modifications made to the essay assignment in 2021 as those changes only clarified the essay's subject matter. Therefore, the Committee discussed modifying the assessment procedure.</p> <p><b>Assessment Process Changes: (Communication)</b> In hopes of having the writing assessment taken more seriously by students, the Committee voted unanimously to move the assessment to MGT 590. We believe that having grades impacted by assessment outcomes will improve the reliability of our assessment data. <b>(Diversity)</b> After years of consistently positive assessment results, the Committee voted to seek validation of those results by moving the "Global Issues" assessment to the MBA capstone, MGT 590. <i>We may be unable to implement these changes until the new assessment cycle begins in fall 2024.</i></p>
<p><b>2024 Actions Related to Goal 1:</b> <i>(based on data through 2023)</i></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle, the Committee is <b>reviewing the curriculum and evaluating potential modifications to the assessment plan</b> and/or assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p>Although benchmarks were met in spring of 2023, scores on ethical reasoning declined in the last two years to levels that are only marginally acceptable.</p> <p><b>Closing the Loop:(Connecting to Strategic Plan)</b> During this 5-year AACSB accreditation cycle, some of these assessment measures began to decline. We are hopeful that this was caused by temporary disruptions related to Covid, but we also think that there may be a problem with the writing instruments used in a <u>zero-credit</u> course. Therefore, we decided to embed some of these assessments in courses where the effort applied will impact students' grades. Nevertheless, overall, assessment results from this 5-year AACSB accreditation cycle indicate that the MBA curriculum has been effective in helping students to meet this program goal, which is derived from Goals #2, #3, #4, and #6 from our strategic plan (as described on the first page of this report).</p>

## **vii. Dynamic Demographic Shifts**

As WIU and the CBT are experiencing the effects of a national enrollment cliff, driven by declining birth rates and fewer high school graduates, there has been a natural shift towards investment in graduate education and workforce development initiatives. This strategic pivot aims to address market demands, attract non-traditional learners, and create pathways for lifelong learning to sustain enrollment and institutional viability. The CBT has experienced a 25% decline in undergraduate enrollment in our business programs over the last five years mirroring broader trends in higher education. Conversely, graduate business education has shown resilience with a 28% increase in enrollment, and growth particularly in international recruitment, and working professionals seeking additional graduate credentials.

Strategic recruitment and retention efforts for international students focus on global partnerships, tailored support services, and programs like STEM degrees to enhance their career opportunities. For working professionals seeking online degrees, flexible, high-quality programs are designed to accommodate busy schedules while maintaining academic rigor. Employees looking for upskilling opportunities benefit from targeted certificate programs in high-demand fields, providing practical skills and career advancement while fostering strong industry connections.

**Integrated Students** – The CBT offers several Integrated (or bridge) programs that allow high-achieving undergraduate students to be automatically admitted to the MBA or the Master of Accountancy, enabling a seamless transition to advanced business education and accelerating their career trajectory. This effort supports our strategic plan 1.3.2.1 “Prepare students for high level, discipline-based employment opportunities and professional certifications

**Post Baccalaureate Certificates** – Also in support of the strategic plan 1.3.2.1 reference above, the CBT offers two post-baccalaureate certificates (PBC) intended to capture a potential audience of non-traditional students interested in graduate education with a time commitment less than a full master’s degree, but providing necessary upskilling to remain competitive. The PBC in Business Analytics and PBC in Supply Chain Management provide working professionals with targeted, industry-relevant skills that enhance their expertise and career advancement potential. These programs are designed to accommodate busy schedules, allowing working professionals to upskill by addressing specific knowledge gaps and aligning with market demands to stay competitive in evolving fields. The MBA partners with the College of Education and Human Services to provide the graduate certificate in Health Services Administration for MBA students if students want both graduate credentials

**International Recruitment-** The Center for Global Studies oversees international recruitment efforts by fostering partnerships in key regions worldwide to attract diverse global talent. Its initiatives include traveling abroad for recruitment events, hosting Zoom informational sessions to engage prospective students, and collaborating with International Admissions to streamline application processes. These efforts aim to enhance the campus's international presence, promote cultural exchange, and strengthen the university's global community while appealing to a new demographic. In 2019, international students accounted for only 1% of the WIU undergraduate population increasing to 4% in 2024. At the graduate level, international students accounted for 11.9% of all graduate enrollment in 2019, increasing to 25% in 2024. Given the number of STEM endorsed graduate programs within the CBT, the increase between 2019 and 2024 was more pronounced with international students accounting for 27.8% of CBT graduate enrollment in 2019, and increasing to 53.5% in 2024. WIU international recruitment strategy was modified with the hiring of a new Director of Global Studies in 2020 engaging fewer agents, and relying more heavily on personal recruiting strategies and international connections.



**STEM Business Programs** – The CBT was the first public institution in the State of Illinois to establish a STEM business analytics undergraduate program. Implementing a STEM-designated Bachelor of Business in Business Analytics attracts international undergraduate students by meeting the global demand for data-driven expertise and offering extended Optional Practical Training (OPT) opportunities. This program aligns with the CBT Strategic Plan by enhancing academic distinctiveness, addressing workforce needs, and positioning the university as a leader in innovative business education. The updated Bachelor of Business in Economics curriculum (2022) was revamped with a STEM designation by incorporating greater quantitative rigor, equipping students with advanced analytical skills. Both of these changes are in response to demographic shifts in enrollment to appeal to international students as well as students interested in pursuing graduate education.

**Corporate Partnerships** – Outreach to corporate partners to provide executive education and/or access to full graduate degrees provides opportunities to expand enrollment. The WIU MBA program has been home for many regional employees seeking a graduate credential. The formation of a new partnership with IMEG, Corp in 2023 designated WIU's online MBA program as one of three national options for employees interested in completing an AACSB masters with employee tuition assistance.

### **viii. Interventions for At-Risk Students**

Support and intervention for at risk learners occurs through a partnership effort across multiple institutions levels and touch points throughout a student's tenure at Western Illinois University. The CBT is certainly one of the included partners in this process and focuses on retention (freshman year) and persistence (sophomore through graduation).

**First Year Advising Model** - Committed to student success, the academic advisors in the First Year Advising Center, are full-time professionals who support students as they establish and realize their personal, academic, and career goals. Through the relationships created by this team, students are empowered to take personal responsibility and ownership of their educational endeavors. The CBT Strategic Plan includes implementation tasks (1.1.1.1, 1.1.1.2) associated with CBT Faculty and Staff support of FYE through formal mentorship of students, creation and delivery of freshman retention courses (BAT 190 in the business core), and encouraging student participation in FYE event programming across campus.

**College of Business Advising** – The CBT maintains the Business and Technology Advising Center as an independent support function for its students supporting strategic initiative 1.1.1 “foster a supportive learning environment throughout the students’ academic life-cycle critical to retention and graduation”. Staffed by professional advisors, the CBT Advising Center uses a fully engaged Developmental Advising Model to provide the academic and programmatic curricular based assistance needed by CBT students. Designed upon the concept of a “systematic process based on close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources” (NACADA) and deployed around the lifecycle needs of CBT students, the model appropriately engages students to ensure timely completion of discipline specific degree requirements, address career development, and drive student success and completion.

In order to maintain and expand programs designed to identify academically at-risk students additional advising touchpoints are centered around early warning grade reporting and degree entry requirements. CBT Advising will initiate a contact of academically at-risk defined as:

- CBT Students with Early Warning Grades (S4.1.5 and beyond)
- Business students with GPA below 2.50

- Students not meeting required grade performance in tool/core discipline courses or prerequisite courses.

Additionally, CBT Advisors connect with students throughout their academic career about student lifecycle appropriate conversations including co-curricular Involvement in academic areas, exploring Internship opportunities and processes, integrated programs, industry certifications, and/or study abroad opportunities

**Admissions and REACH Program**– Established in 1969, the Reach Program is an alternative admission program designed for students who fall just outside the ‘regular admission’ standards. The Reach Program is committed to offering students the opportunity to participate in higher education. Students are selected based on academic GPA in their “core classes”, ACT/SAT scores, letters of recommendation and student goal statements. Experienced advisors serve as mentors and advocates who offer encouragement, advice, class registration guidance, and join with students in celebrating their many successes. Advisors partner with students to guide, support and impact their experience as they navigate the first year of college. Participation in the Reach Program is designed to closely monitor academic progress and provide the best possible chance of retention through continual communications with potential at-risk students.

#### ***ix. Continuous Improvement/Quality Instruction***

Within the College of Business and Technology, quality instruction is supported and encouraged through a combination of institutional policies, faculty development programs, and a commitment to student-centered teaching.

**Faculty Search, Selection, and Mentoring** – With a teaching-focused mission, establishing consistent and objective search protocols is essential to ensuring the identification and hiring of qualified faculty who align with institutional goals and values. Faculty search committees follow strict protocols set forth by Human Resources to ensure transparency and fairness throughout the selection process. The search committee chair coordinates with the business unit Director on all steps of the search process including the review rubrics, evaluations, interview questions, and campus visit itineraries with additional oversight from Dean. This process ensures potential candidates are vetted by faculty, staff, students, and administration before an offer of employment is extended. Newly hired faculty benefit from a comprehensive faculty orientation program, and matched with formal faculty mentor to support their integration, professional development, and long-term success at the university.

**Enrichment of Teaching** - Faculty have immediate and full access to a series of professional development opportunities, including workshops, seminars, and teaching resources through the Center for Innovation in Teaching and Research (CITR) housed at Western Illinois University. The CITR staff offers weekly programming to assist faculty with understanding the numerous features of our content management system, Desire2Learn, to improve course efficiency for both face to face and online courses. Additionally, CITR offers numerous resources and seminars to help faculty stay current with pedagogical best practices, understand and implement new technologies, and prepare for evolving trends in higher education. Faculty development is integrated in the second pillar of the CBT Strategic Plan “Innovation and Institutional Distinctiveness” and is an integral part of the school’s Department Criteria for evaluation of faculty in teaching, research, and service.

**Quality Online Instruction** - All faculty teaching online courses are required to successfully complete the Best Practices in Teaching Online (BPTO) course offered by instructional design and technology specialists. The six-week session includes weekly discussions, and individual and small group activities designed to provide faculty with a learner-centered focus for online teaching. New

online courses should be submitted for approval to the instructional design specialists for review prior to course offering. This ensures that online courses are consistently meeting university standards. Additionally, the Online Teaching and Learning resource center curates a repository of informational videos for instructional support and provides live support assistance. During the summer of 2023, CITR provided funding for representative faculty in each college to participate in the nationally recognized Quality Matters training over the summer. This intensive training provided approximately fifty hours of instruction and activities. Invited faculty were asked to share their experiences with their colleagues to enhance the reach of the program.

**CBT Online Best Practices Committee** - Recognizing that quality instruction is nurtured by creating an environment that encourages collaboration, reflection, and feedback, the CBT Online Best Practices Committee provides a venue for faculty to share ideas, challenges, and successes in teaching. The committee meets monthly and is charged with developing and sharing critical insights into teaching effectiveness. Information is regularly disseminated to all college faculty to ensure teaching approaches that are inclusive of diverse learning styles, and responsive to the needs of students.

**Student and Peer Review of Teaching Effectiveness** - Evaluating teaching effectiveness is essential to maintain rigorous teaching standards, ensuring that course content is delivered in a way that promotes deep learning and student engagement. Course evaluations and peer review offering both student and faculty perspectives on an instructor's teaching methods and impact. Course evaluations provide direct feedback from students, highlighting strengths and areas for growth, while peer review allows colleagues to offer constructive insights based on their own teaching expertise. The Department Criteria for the business schools specifically identify evaluation metrics for teaching effectiveness which includes quantitative course evaluations in addition to other qualitative evidence of teaching effectiveness. With clear benchmarks in place, faculty must document employed teaching strategies and meet standards to receive positive recommendations for retention in the promotion, retention, tenure (PRT) process.

**Teaching Excellence Awards** - At both the college and university level, awards are given for Excellence in Teaching, Excellence in Multicultural Teaching, and Excellence in Teaching with Technology. The CBT Excellence Awards and the Provost Excellence Awards recognize and reward teaching excellence which highlight the importance of effective instruction within the institution's mission.

#### x. ***Learner Engagement and Peer Interaction***

Learner engagement is essential for fostering active participation, critical thinking, and a deeper understanding of course material. It enhances motivation and retention, creating a more meaningful and impactful educational experience for all participants.

**Peer to Peer Engagement Practices** – Peer to peer interaction is crucial because it promotes active learning, enhances critical thinking, and fosters collaborative skills, all of which are essential for success in both academic and professional business environments. There are numerous strategies employed within our business courses encouraging peer to peer interaction, whether the students are engaged in traditional face to face or online courses.

**Inclusive Learning Environment** – The CBT Strategic Theme of Student Success includes a primary strategic initiative (1.1.1) to foster a supportive learning environment throughout the students' academic life-cycle critical to retention and graduation. Creation of an inclusive learning environment is critical to encouraging peer interaction in traditional and online courses. This can be achieved by setting clear guidelines for communication, encouraging respectful dialogue, and

ensuring that every student has an equal opportunity to contribute. The BPTO best practices course cited earlier has modules specifically addressing communication practices within online courses.

**Class Discussions** - In-class discussions and online discussion boards play a vital role in facilitating peer-to-peer learning by providing platforms for students to share insights, ask questions, and engage in meaningful dialogue with their peers. Our CMS, Desire2Learn, provides a standard platform for integrating discussions boards in online courses that allow for peer to peer commenting and review and are commonly deployed in our course delivery. Online Learning and Teaching staff provide resources for faculty to assist with integrating discussions into online courses and workshops focused on generating meaningful conversations among participants.

**Collaborative Projects** - Structured team projects that simulate real-world business challenges, allowing students to collaborate on tasks such as market analysis, simulations, or case studies are also common tools integrated in business core. For example, Marketplace simulations are integrated into the MKTG 327: Marketing Principles course, and the CAPSIM simulation is an integral component of the business strategy course. In both instances, students perform in teams to execute business decisions requiring cooperation, division of labor, and teamwork. Assessments incorporating reflection activities in which students evaluate both their personal growth and team dynamics further enhances the peer learning process. These efforts support Strategic Initiative (1.2.2) to engage students in collaborative opportunities with peers, faculty, community, and industry partners.

**Peer to Faculty Engagement Practices** - Peer-to-faculty engagement in business courses fosters personalized learning and mentorship, helping students gain deeper insights into complex concepts. This interaction enhances professional networking opportunities and bridges academic theory with real-world applications. The CBT Strategic Plan identifies three strategic initiatives directly related to peer to faculty engagement: 1.2.2 Engage students in collaborative opportunities with peers, faculty, community, and industry partners; 1.3.1.2. Engage expertise of business and industry leaders in the conveyance of knowledge-based skills, and 1.3.1.3. Engage student competitions to facilitate discipline-based skill acquisition.

**Interactive Forums/Discussions** - Faculty led interactive class discussions/forums allow students to work through real world business problems with faculty oversight providing real time feedback and fostering critical thinking. These discussions are not, however, limited to interactions with faculty, but also involve invited industry partners and other classroom speakers or interactions with professionals at hosted events. Annually, the business schools host a variety of opportunities for students to directly engage with our industry professionals and alumni at events such as Economics Day, Analytics Day, Meet the Firms, Supply Chain Management Day, Finance Forward, Accounting Challenge, SCM Night of Networking, and the Real Estate and Appraisal Learning Summit (REALS). Each of these events invite students to engage directly with industry professional through keynote presentations, panel discussions, and networking events helping them connect course material to real-world applications through direct engagement with discipline-based experts. These efforts directly support our Strategic Initiative 2.2.1.1. Prepare and deploy regional, industry relevant special interest seminars and 'summits' throughout the academic year to enhance the student experience.

**ProCHATSeries** – The CBT ProChat series was developed in response to feedback from our industry partners indicating that students would benefit from enhanced preparation for Career and Internship Fairs. This eight-part series was created to facilitate meaningful engagements between students and industry professionals on topics focused on career readiness including resume building, interview preparation, and networking. Each session was created, scheduled, and hosted by a different student organization within the CBT providing informational sessions to help students

maximize career fair opportunities by providing tailored guidance and fostering confidence in professional interactions.

**Student Competitions** - Student competitions foster peer-to-faculty engagement by enabling students to collaborate with faculty mentors, receive guidance, and showcase their skills in academically challenging settings. A few select examples include (1) supply chain management students competed in a two day SCM competition hosted by Collins Aerospace; (2) Beta Alpha Psi student compete in the “Project Run With It” competition, (3) SCM students compete in the ACSM Midwest Gateway Student Case Competition, (4) Analytics students participate in the Iowa Graduate Business Analytics Case; (5) Analytics students participate in CBT hosted DataFest competition. These events strengthen peer-to-faculty engagement by encouraging academic dialogue, mentorship, and recognition of scholarly achievements and support our CBT Strategic Plan to facilitate discipline-based skill acquisition by engaging student competition (1.3.1.3) .

**Research Projects/Presentations** - Peer-to-faculty engagement on research projects allows students to work closely with professors, gaining hands-on experience in data analysis, problem-solving, and academic writing. Our annual WIU Undergraduate Research Day provides students with the opportunity to share their scholarly work, enhancing their communication skills and fostering intellectual engagement with faculty and peers. Additionally, in partnership with the Centennial Honors College, students pursuing an honors designation are required to engage in scholarly collaboration with professors as part of their course experience. This collaboration not only enhances students' research skills but also fosters mentorship and professional growth. Additionally, the business faculty offer full general honors (GH) courses in topics such as GH 299: Wealth Management and GH 302: Game Theory which entail significant mentorship and interaction. All of these activities support strategic initiatives (1.2.3) aimed at promoting intellectual curiosity and a commitment to life-long learning.

**Office Hours** – Faculty are expected to maintain contractually required office hours over the course of the semester. Office hours should be listed on the course syllabus, provided on WesternOnline, and available to all students, regardless of course delivery. This means that in addition to holding campus-based office hours for physical connection with students, faculty are required to provide alternative methods of connection (such as zoom) for online and remote students.

## **C. Thought Leadership, Engagement, and Societal Impact**

### ***i. Intellectual Contributions***

The CBT business faculty produce intellectual contributions consistent with our mission and purpose to deliver high-value services to our students, industry partners, and regional community through applied business education and outreach efforts informed by professional experience and intellectual pursuits. The college values the production of intellectual contributions that meaningfully contribute to academic theory, practice, and pedagogy. The portfolio of research of our business faculty includes scholarly articles advancing theoretical knowledge, and applied research delivering practical solutions and insights that benefit industry partners and local economies. With a teaching-mission focus, faculty are also expected to engage in intellectual endeavors within their disciplines to enhance the overall educational experience of our students. This includes pedagogical works enhancing teaching effectiveness ensuring students receive industry-aligned, innovative, and future-focused business education.

The second theme in the CBT Strategic Plan is Innovation and Institutional Distinctiveness and sets forth strategic initiatives to enhance quality and impact of scholarly activities (2.1.1); cultivate multidisciplinary grants with impact for the institution, region, and society at large (2.1.2); continually revise faculty qualifications in line with accreditation standards and industry expectations (2.1.1.3);

and increase professional engagement (2.1.3). Faculty produced 160 peer-reviewed journals, participated in 8 funded grants, produced 2 scholarly books and 15 book chapters, and engaged in 299 academic presentations at conferences and/or invited talks. This level of activity provides evidence of an engaged faculty consistent with expectations.

Table 8-1 provides an overview of the portfolio of intellectual contributions for our year of record. Activities including publications, conference papers and proceedings, chapters in scholarly books, and interdisciplinary collaborative research that contribute to the advancement of academic theory are categorized as basic research. Applied research publications, articles published in practitioner-oriented journals, thought leadership articles in trade publications, collaborative projects and grants with businesses and/or government agencies, consulting projects, contributions to professional associations and industry panels, and academic presentations are generally classified as applied intellectual contributions. Finally, development of textbooks, articles and/or academic presentations on educational methodologies or instructional strategies, and creation of innovative teaching materials such as case studies or simulations are classified as intellectual contributions to pedagogy.

Table 8.1 highlights the breakdown of contributions across the classifications. The peer-reviewed journals span all three classifications. Of the 467 intellectual contributions, 51.3% were categorized as basic, 41.3% as applied, and 7.3% as pedagogical. During the review period 160 articles were published in 124 different outlets.

**Intellectual Contributions Portfolio Quality** - Since our last AACSB visit, the CBT has implemented several changes to the faculty qualifications document and introduced the TRIP incentive program rewarding high quality publications in an effort to increase the overall quality level of our portfolio. In order to allow faculty sufficient time to react and plan for initiated changes, the CBT instituted a planned schedule of revisions over several years as discussed earlier in this report. Initial evidence indicates the changes are having a positive impact on both the number of publications produced, and the overall quality of those publications. Data indicates the business faculty are more productive, and publishing more frequently in SCOPUS indexed journals. In 2018-2019, 38.1% of the publications were indexed in SCOPUS, increasing to 56.2% in 2023-2024. Additionally, the total number of peer-reviewed journal articles increased from 84 in 2018-2019 to 162 in 2023-2024. This is particularly noteworthy given the size of our faculty has decreased during the review cycle resulting in publications per faculty member increasing from 3.1 to 5.3.

**Intellectual Contributions Impact** - The impact of publications on the discipline may be measured in several ways. The CBT uses the SCOPUS database and associated metrics of CITE and SNIP scores to provide objective measures of impact on the discipline. The CITE score is measured as the average number of citations received by a journal's articles published within the last three years indicating how often its recently published articles are cited by other researchers. Comparing the portfolio of publications from business faculty between 2018-2019 and 2023-2024, we find an increase in CITE scores from 2.35 to 3.94 providing evidence of greater impact. The Source Normalized Impact per Paper (SNIP) score measures the contextual citation impact weighting citations based on the total number of citations in the subject field. Comparing the 2018-2019 portfolio to the 2023-2024 portfolio we see a modest increase in SNIP scores from 0.97 to 1.06 indicating a greater relative impact within the field. The production and enhancement of intellectual contributions brings rigor, relevancy, and currency to the business programs, and supports strategic initiatives (2.1.1, 2.1.2, 2.1.3) designed to increase the institutional distinctiveness of the college.

Additionally, professional service strengthens connections with practitioners and organizations, ensuring our programs remain relevant, impactful, and aligned with the needs of both academic and professional stakeholders. Over the review cycle, ten business faculty served as officers for

professional associations including the Academy of Finance and the Central Illinois Chapter of the American Statistical Association and seven faculty served as editors for a peer reviewed journals including the Journal of Economic Insight, Organization and Environment, Frontiers in Behavioral Economics, Journal of Management Education, and Asia Pacific Review. Business faculty earned nineteen awards related to research including seven “Best in Track Awards” from the Academy of Finance and the prestigious Distinguished Contribution to Accounting Education awarded to Dr. Yoon by the Korean Accounting Association. This recognition provides additional evidence of impactful scholarly activity.

**Support for Intellectual Contributions** –The CBT encourages faculty to produce high-quality, impactful intellectual contributions by supporting research endeavors, providing incentives and recognition for activities, and building a research culture to facilitate collaborative opportunities for engagement. The university, college, and individual business units provide financial support for scholarly activities. This includes a Provost Travel Award (available to both Unit A and Unit B faculty for professional development), a CBT Travel Award, discipline-level support from foundation funds, competitively awarded Summer Research Stipends, access to internal grants supported by the Office of Sponsored Projects such as the University Research Council grants, sabbaticals, and graduate assistant support. As part of our commitment to tenure-track faculty, the UPI contracts allows for a reduced teaching load during the first year of employment. The CBT has historically provided reduced teaching loads for the first two years of employment for all tenure-track hires, in addition to an increased travel allowance to encourage and support participation in academic conferences critical in those initial years of research portfolio development.

Incentives and recognition of scholarly pursuits and providing collaborative opportunities among faculty further encourage engagement. The “Faculty First Fridays” seminar series began in 2022 and provides opportunities for faculty to engage with academics and practice experts in different disciplines each month with a keynote speaker intended to connect faculty to potential collaborators for future scholarly work. The CBT Targeted Research Impact Program (TRIP) provides monetary compensation for articles published in SCOPUS journals meeting criteria for “basic impact” (\$600) and “aspirational impact” (\$1200). Since its inception, twenty awards were earned by business faculty. The McDonough Professorship is awarded annually to a business faculty member (including information systems) with a distinguished record in research, and a plan for continuing outstanding productivity and leadership. The two-year award commitment provides an additional \$6,000 of research support. Additionally, each year both the college and university recognize a single faculty member with an Excellence in Scholarly and Professional Activities award providing recognition and a small monetary award. In 2022, Dr. Susan Stewart, Human Resource Management received the CBT Excellence Award and was selected for the university level Provost Excellence Award.

## ***ii. School Supported Societal Impact***

The CBT aims to improve social mobility for our students, their families, and communities by equipping students with essential business skills that prepare them for meaningful employment, support industry with a productive workforce and innovations solutions to inefficiencies, and drive economic prosperity in the region. This aligns with UNSDG Goal 4.4, which focuses on increasing the number of people with relevant skills for decent jobs, and Goal 8.5, which emphasizes achieving full and productive employment, decent work, and economic growth.

Using text mining techniques to explore the alignment of intellectual contributions and faculty impact statements with our chosen focus on quality education and decent work and economic growth, we observe approximately 86% of the faculty’s key societal impacts supported Quality Education, with 60.5% supporting Decent Work and Economic Growth. Given the interconnected nature of these two goals, we observe intellectual contributions often supporting both

simultaneously. These priorities align closely with the college's mission to provide outstanding learning opportunities and advance upward social mobility.

The portfolio of research and engagement activities illustrate faculty promotion of Quality Education and fostering economic growth through mentorship, curriculum development, and experiential learning. Partnerships with businesses, career-readiness courses, and collaborations equip students with essential skills for the job market. These efforts align with ensuring inclusive, equitable education and promoting sustainable economic growth, productive employment, and decent work, empowering students for personal, professional, and societal advancement. Nineteen publications directly relate to the Quality Education focus including pedagogical articles that provide a framework for developing critical thinking skills through the curriculum enhancement of managerial topics such as cost allocation, performance evaluation, development and cultivation of leadership skills, and importance of social entrepreneurship. Additionally, fourteen textbooks and published cases with instructional materials were completed during the review cycle. Sixty-one peer reviewed publications directly address themes of decent work and economic growth including articles on the economic impact of content marketing, the impact of financial corruption in firms, the impact workplace deviance on productivity and growth, impact of shelter in place orders for employee well-being and behavior, and foreign direct investment and technology on GDP.

Approximately 25% of the faculty's key focus areas were centered on Industry, Innovation, and Infrastructure impacts supporting economic growth. The activities collectively emphasize fostering innovation, enhancing infrastructure, and promoting industry collaboration through various initiatives. These include integrating technology like Robotic Process Automation and Data Analytics into education, incorporating real business use cases and certifications, organizing data science competitions and workshops, and adapting courses to online formats. Faculty contributions extend to interdisciplinary research, publications, grant-funded projects, and editorial roles, highlighting a commitment to sustainable industrialization, academic collaboration, and advancing industry-relevant skills. Ninety-eight intellectual contributions directly relate to industry, innovation, and infrastructure enhancements including improvements in dairy industry sustainability enhancing rural employment; improving supply chains, enhancing sustainable development through and the impact of globalization and outsourcing on US employment.

Further, as a directional institution of higher learning located in west central Illinois, faculty are highly encouraged to direct their research efforts engage with the regional business community, and engage in meaningful partnerships with industry to drive economic and social progress, contributing to the betterment of the region. This supports our thought leadership and strategic initiatives (2.1.1.2) related to engaging in impactful research for the region. Four exemplars of industry and community engagement include:

1. Dr. Zimmerman, Supply Chain Management, is a co-principal investigator in a National Science Foundation grant collaboration titled "*NSF Engines: Type-1: Advancing Smart Logistics (ASL)*". This groundbreaking NSF initiative uses cutting-edge technology, rigorous testing, and strategic partnerships to improve mid-mile and last-mile logistics. The consortium includes 8 Illinois institutions of higher education, the Illinois Innovation Network (IIN), and various governmental and industry partners throughout the Midwest region. ASL's primary goal is to encourage collaboration between academic researchers and private enterprises in order to encourage companies to expand or establish a presence in Illinois. This collaborative effort will make it easier to design, manufacture, test, and commercialize innovative smart logistics equipment. The work spurs the economic growth of regional industries, its workers, and communities around the state.
2. School of Accounting, Finance, Economics, and Decision Sciences faculty partnership with the School of Computer Sciences in the Broadband Regional Engagement for Adoption and Digital Equity (READY) grant delivering virtual and in-person workshops on cybersecurity fundamentals and data management. These educational workshops



provide critical information to community members and businesses about the potential threat of cybersecurity attacks and preventive measures available to avoid disruption. The grant was funded through the Illinois Department of Commerce and Economic Opportunity (DECO) and the Illinois Innovation Network. As part of the grant, a Chromebook lending program was initiated helping four regional libraries in west central Illinois.

3. The Volunteer Income Tax Assistance (VITA) program offers free tax preparation services to low- and moderate-income individuals, providing valuable support to the regional community during tax season. By utilizing the skills of business students, VITA not only reduces financial burdens for residents but also strengthens community ties and enhances students' practical experience in tax and accounting practices.
4. Dr. Shike provided strategic planning consulting services to Mercado on 5<sup>th</sup>, a vibrant community initiative that supports local minority-owned businesses, fosters cultural celebration, and promotes economic development in the Quad Cities region.

Additionally, business faculty serving on local and regional boards bring valuable expertise, fostering strategic growth and decision-making while creating a positive social impact by strengthening community organizations and businesses. Seven CBT business faculty are actively engaging on regional and national boards including: McDonough County CEO Program Board, Alternatives for the Older Adult, McDonough District Hospital, Quad Cities Dress for Success, and the Governance Board for Advancing Smart Logistics.

The CBT Strategic Plan includes strategic initiatives, beyond research, for direct positive societal impact in support of our educational mission and conveyance of thought leadership. These initiatives include 4.2.2 Convey an understanding of global issues and an appreciation for the interconnected world economic environment; 4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility; and 4.3.2. Serve as a forum for regional programs that educate the broader community regarding critical social and global issues.

**High School Outreach** – The CBT hosts numerous engagements and opportunities tailored to regional high school students to promote social mobility by providing students with early exposure to higher education opportunities, career pathways, and skill-building resources, particularly for underrepresented and first-generation learners.

- **Creating Entrepreneurial Opportunities (CEO) Leadership Summit and Dual Credit Experience** -The CEO program is a year-long experience for high school students interested in entrepreneurship. The program partners with area businesses providing students with opportunities to learn critical aspects of starting and running their own businesses including product development, marketing, budgeting, accounting, procurement, logistics, and sales. Several WIU business faculty and staff serve as presenters, official mentors, and board members for the CEO Program. In Fall 2022, the CBT launched a dual credit course for students participating in the McDonough County CEO Program. In Fall 2023, the CBT in partnership with Midlands Institute (the founder of the CEO program) welcomed 60+ regional high school students to the inaugural CEO Leadership Summit held on the Macomb campus. The event provides interactive sessions with industry leaders, an opportunity for peer-to-peer engagement with other CEO students, and seminars focused on branding and networking. In Fall 2024, the 2<sup>nd</sup> annual CEO Leadership Summit expanded its regional base and included students from eight counties in Illinois and provided interactive sessions on negotiation and finance. The depth and breadth of the CBT involvement in this initiative continues to expand with dual credit enrollment this spring expected to include 6 additional cohorts of CEO programs across the state.

- **Faculty Expertise Shared with Educators** - CBT faculty actively participate annually in the Illinois Business Educators Association (IBEA) conference presenting to high school and post-secondary business educations across the state engaging in professional development activities. Our faculty share their expertise across a variety of topics including logistics, networking, and business communication providing teachers with curricular content for their classes. Faculty participation was expanded to the national level in 2024 with two faculty presenting at the National Business Educators Association conference. The CBT also hosts the Future Business Leaders of America (FBLA) regional conference engaging 250+ high school students each year.
- **Career Exploration** - WIU SCM program, in partnership with Blackhawk Community College, launched the inaugural SCM ConNEXT conference in the Quad Cities in spring 2023. Aimed at high school students, the programming connects the next generation to their potential future careers in supply chain management and logistics. Throughout the day, students rotate through a series of breakout sessions, each lead by a panel of industry professionals, to learn about career paths in sourcing & procurement, manufacturing & operations, distribution, and transportation. This annual event provides students with opportunities to explore high-paying, in-demand careers and simultaneously provides long term solutions for talent shortages in the region. Other high school focused events include: *Economics Day* an annual event centered on panel discussions focused on professional opportunities in the field to inform and inspire students; *Analytics is Everywhere* providing hands-on workshops in data visualization for high school and community college students; *Finance Forward (2023)* providing industry-led sessions on personal financial health, and creating long-term wealth. All of these outreach efforts help to fill in curricular gaps in the K-12 educational system, increase exposure to career paths for students, and serve the region by curating future talent in high demand fields.

**Classroom to Practice: Internship Engagement** - Internships provide business students with invaluable opportunities to apply their academic knowledge in real-world settings, enhancing practical skills, professional networks, and career readiness. In turn, internships benefit employers by fostering a more skilled, employable workforce that drives economic and community development. During the review cycle, 307 number of business students completed internships for course credit with employer feedback indicating that 97% of students met or exceeded expectations in terms of professional skills related to the experience.

**Study Abroad/Exchange Programs** – Study abroad programs enhance cultural awareness and highlight the interconnectedness of global economies, equipping students with the skills and perspectives needed to navigate and succeed in an increasingly globalized world. The CBT hosts faculty-led, short-term study abroad experiences for both undergraduate and graduate students as part of a portfolio of experiences offered by the larger institution. During the review cycle forty- three business students participated in study abroad opportunities including: Microfinance in Peru, Irish Business, Ecuador Business, and Costa Rica interdisciplinary experience between marketing and agriculture students. This collaborative effort provided students with valuable insights into the intersections of business, agriculture, and tourism in an international context. In partnership with the business programs at WIU, DePaul, INSEEC in Lyon, France and Linkoping University in Sweden, the CBT offers a full exchange program, the Atlantis program, in which students spend one year abroad at our partner institutions culminating in the conferral of three distinct degrees.

**Business Forums/Community Engagement** - Higher education plays a vital role in economic development by providing local and regional businesses with expert knowledge, innovative solutions, and a skilled workforce to drive growth and competitiveness. Strategic initiatives encouraging faculty to use their expertise to inform the larger community, foster innovation, and help solve industry challenges are embedded in the CBT Strategic Plan. Examples of engagement and impact include:

1. Joint participation with the American Statistical Association hosting a workshop on “Ethical Issues and Best Practices in Data and Data Analytics” in the Quad Cities aimed at regional businesses, community members, and data enthusiasts discussing the ethical issues related to data ownership, data privacy, bias in analytics, and best practices in the field.
2. College of Business and Technology Executive in Residence series - Established in 2005 through a gift by Professors Emeritus Jim and Carolyn Tripp, the College of Business and Technology has nurtured a long-standing tradition of academic excellence with the Executive in Residence Lecture Series. The series provides students and faculty the opportunity to engage high-profile business executives and thought leaders. This series included significant interaction with students in small settings allowing for deep conversations and mentoring. The perspective and wisdom shared with our students in a series of classroom-based guest lectures is often one of the highlights of their academic career.

2023 CBT Executive in Residence series hosted Mr. Jack Kolosky, Executive Director of the Alliance of Dedicated Cancer Centers, whose distinguished career illustrates the guiding principles that define exemplary leadership in today’s global service economy. Mr. Kolosky attended multiple small sessions for students in business and nursing, a luncheon for community members, and a public keynote address on health care policy.

3. CBT Ferguson Lecture Series – since 1990 the College of Business and Technology has nurtured a long-standing tradition of academic excellence with the Ferguson Lecture Series. This series gives students, faculty, and the larger WIU and regional community the opportunity to gain first-hand knowledge based on the experience and expertise of premier, high-profile business executives and thought leaders. Through the years, we have hosted executives from some of the world's most outstanding companies such as Home Depot, Southwest Airlines, Edward Jones, Ameritech, Deere and Company, GE Power Systems, and Heller Financial.

In 2022, we hosted Mr. Joe Creed, Group President of Caterpillar, Inc. with responsibility for the Energy & Transportation segment. Mr. Creed, a WIU alumnus, was recently appointed as the Chief Operating Officer of Caterpillar, Inc.

In 2024, we hosted Ms. Amanda Gore, CEO of The Joy Project, a business woman, an author and award-winning speaker. She is one of four Australians inducted into the USA Speaker Hall of Fame and works with small and large organizations in every industry - McDonalds, Westpac, KPMG, CISCO, AMP, MDRT, Flight Centre, Google, Remax, Disney, Hilton, The Direct Selling group, and many other associations, hospitals and schools to help them create cultures of joy and engagement and to bring the humanity and joy back into their organizations. The event was attended by 206 WIU students, 89% of which identified as first-generation students.

4. Real Estate and Appraisal Learning Summit (REALS) - In Fall 2022, the School of Accounting, Finance, Economics, & Decision Sciences launched a summit devoted to the real estate and appraisal industry providing a venue for engaging industry experts in the appraisal field with other stakeholders (brokers, agents, education, licensing) with the purpose of career exploration and understanding licensure pathways. REALS in-person sessions reached over 250 WIU students that engaged with 9 different industry professionals. Of those students, 82.8% are noted as first-generation college students. In Fall 2023, the 2<sup>nd</sup> annual REALS event was held featuring presentations from finance alumni on real estate investment, appraisals, and market outlook, and open Q&A time with regional industry professionals. The highlight of the day featured a keynote luncheon with a Senior Economist from the Federal Reserve Bank presenting the regional real estate market outlook to the broader professional community.

Throughout the day over two dozen members of the business community engaged with WIU students.

**Societal Impact Outcomes** - Table 9-1 provides an overview of outcomes in curriculum, scholarly endeavors, and internal/external initiatives to support our thought leadership. The CBT aims to improve social mobility for our students, their families, and communities by equipping students with essential business skills that prepare them for meaningful employment, support industry with a productive workforce and innovations solutions to inefficiencies, and drive economic prosperity in the region. This aligns with UNSDG Goal 4.4, which focuses on increasing the number of people with relevant skills for decent jobs, and Goal 8.5, which emphasizes achieving full and productive employment, decent work, and economic growth. These initiatives are integrated throughout the CBT Strategic Plan and pervasive across the curriculum, scholarly activities, and community engagement activities.

**Impact on Students:** Immersive experiences in ECON 351, FIN 101, internships, and courses with opportunities for hands of experience through simulations and credentialing has impacted over 2000 students at WIU equipping them with skills, knowledge, and experiences to prepare them for business careers in a globalized environment. Quantitative and qualitative feedback indicate significant personal impact for students spilling over to families, and the regional community. Moving forward, we want to expand professional opportunities for business students, and increase engagement with non-business students over the next review cycle.

**Impact of Scholarship:** Approximately 200 intellectual contributions directly relate to our goals of providing quality education and promoting decent work and economic growth. This is evidenced by pedagogical articles, participation in grants and community-based engagements, providing consultative guide to regional firms to enhance awareness and growth. CITE and SNIP scores indicate a high degree of impact within the scholarly community with a multiplier effect as the innovations are more broadly adopted by readers. Moving forward, we want to increase the number of multidisciplinary grants with a regional focus.

**Impact of Engagement Activities and Partnerships:** Engagement activities for students related to career exploration and skill development are particularly impactful on retention and graduation rates. We observe an increase in retention over the review cycle within the business disciplines which may be attributed to a variety of factors--but "connection" seems to be the most impactful. Over the review cycle, 53 tagged business events reached over 1200 students, a third of whom self-identify as first-generation students. Continuing to provide innovative, interactive opportunities will be our mindset moving forward to increase the depth and breadth of our impact.

### III. FACULTY QUALIFICATIONS AND FACULTY SUFFICIENCY CRITERIA

#### A. Faculty Sufficiency

During the review cycle, the CBT through regular faculty reviews, strategic hiring, and professional development initiatives, maintained compliance with an appropriate balance of qualified faculty critical to supporting the school's mission and accreditation goals. A detailed discussion was included in the *Faculty Management, Qualifications, Sufficiency, Deployment, and Relevancy* earlier in this report. The Department Criteria outlines faculty expectations for teaching, research, and service and may be found in Addendum 8.

#### B. Faculty Qualifications

A summary of the WIU CBT Faculty Qualifications criteria is provided below. The full document is available as separate upload per submission requirements and in Addendum 9 of this document.

### C. Participating and Supporting Designation

Evaluation of faculty participation in the broader education process is performed annually through a consultative evaluation/feedback process implemented by the CBT's AACSB Committee and discipline-based college level administrators. The CBT has operationalized the following definitions in determining Participating/Supporting status per the Faculty Qualification document.

A **participating** faculty member actively and deeply engages in the activities of the CBT in matters beyond direct teaching responsibilities. The CBT considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time.

A **supporting** faculty member does not normally participate in the intellectual or operational life of the CBT beyond the direct performance of teaching responsibilities.

The CBT designates faculty as participating faculty members if they participate in faculty governance and service that support the university strategic plan. The CBT also views engagement in activities that support the CBT strategic plan in the areas of Student Success, Institutional Distinctiveness, Financial Sustainability and Legacy, and Societal and Global Impact as evidence of *participating* status. Combined, these activities represent support necessary for the CBT to ensure progress towards achieving its mission and fulfilling its purpose as presented in the CBT Strategic Plan. With the most recent revision of the Faculty Qualifications document, full-time faculty are required to submit a minimum of five (5) items of evidence of material participation each year as evidence of "Participation." The CBT will judge adjunct faculty participation on a relative basis reflecting their teaching assignment.

Faculty who do not sufficiently participate in university level faculty governance and service or do not provide evidence of participation related to the execution of the CBT Strategic Plan, yet maintain contractually mandated office hours and interaction with students outside of the classroom will be classified as *supporting* faculty members. Individual faculty members are responsible to make the case and provide evidence supporting their claim to be either participating or supporting faculty members.

### D. Scholarly Academic (SA)

Scholarly Academics are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevance through scholarship and activities related to the field of teaching. For initial classification of a Scholarly Academic is a terminal degree related to the field of teaching is appropriate.

- A faculty member can be considered SA for five years from the date of conferral of the terminal degree.
- Doctoral students with teaching responsibilities who have attained all-but-dissertation ("ABD") status will be considered SA for three years from the commencement of ABD status.
- A variety of terminal degrees may be appropriate where the terminal degree is related to the field of teaching including doctoral degrees in business or a closely-related business discipline (PhD or DBA); a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation, and a law degree (LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.). Additional terminal degrees may also be appropriate for SA status

when the degree is closely related to the field of teaching and the faculty member sustains currency through scholarly activities in that field consistent with this standard.

In order to remain qualified in the category of Scholarly Academic (SA), the CBT expects the faculty members to meet the following requirements. Within the last five years, faculty members in the SA category must:

1. Publish two articles in peer-reviewed journals (faculty are encouraged to publish in SCOPUS listed journals). A peer reviewed external grant is expected to have a significant impact in an area matching the mission of the college or involving a significant dollar amount can be considered the equivalent of a peer reviewed journal article.

And

2. Produce three "other intellectual contributions" - examples of which are listed in Appendix A of the faculty qualifications document. Each research work may only count in one category of these "other intellectual contributions."

#### **E. Practice Academics (PA)**

Practice Academics are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevance through professional engagement, interaction, and activities related to the field of teaching. The requirements for initial academic preparation for the Practice Academic category are the same as those for the Scholarly Academic category.

At some point in the faculty member's academic career, the individual must have met the sustainment requirements for a SA. In addition, the faculty member must demonstrate sustained currency and relevance through professional engagement, interaction, and relevant activities that demonstrate an on-going engagement with the business and/or non-profit community, including social entrepreneurial organizations, and other community related agencies.

Within the last five years, faculty members in the PA category must complete one or more of the following:

1. Engage in consulting or other practice related activities associated with their teaching area totaling 500 hours or more during the five-year period.
2. Serve as an active board of director member of a profit or non-profit organization requiring 100 or more hours per year. The appointment must last for at least two years.
3. Maintain a leadership position in the CBT or university requiring at least 50% of the faculty member's workload. Examples would include but are not limited to Dean, Associate Dean, and Director.

And

Produce two or more "professional engagement activities" - examples of which are listed in Appendix B of the faculty qualifications document. Because significant impact is frequently associated with focused effort in a particular area, it may be appropriate for a faculty member in the PA category to focus their efforts primarily on a particular activity. Nevertheless, the

CBT expects the engagement will occur in more than one of the “professional engagement activities”.

## **F. Scholarly Practitioners (SP)**

Scholarly Practitioners are faculty who have normally obtained a master’s degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevance through scholarship related to their professional background and experience in their field of teaching. Ordinarily, the initial academic preparation required of faculty members in the SP and IP categories are a non-terminal graduate degree from an accredited program in the area in which the individual teaches (e.g., an MBA degree).

Relevant professional preparation consists of working in governmental or private sector positions employing the faculty member’s expertise at a level commensurate with the faculty member’s teaching responsibilities. The CBT expects the professional preparation to take place prior to the date of hire. The preparation must be related to the faculty member’s teaching area. The expectation is that faculty teaching at the 100-200 level will document three years of professional experience, and faculty teaching at the 300 level and above will document five years of professional experience and professional certification where appropriate.

The CBT may deem the faculty members without this level of professional preparation prior to date of hire can meet these criteria by documenting significant professional experiences undertaken since the date of hire. The faculty member must document such engagement with the profession and show that the activities had a significant impact on the client, the business community, or the faculty member’s ability to remain current and relevant in their primary teaching area. The engagement must take place over a period of at least three years and be of a breadth and depth that is commensurate with the faculty member’s teaching responsibility. Examples of such activities would include significant consulting experiences, professional certification or licensure, faculty internships, significant experience as the owner or manager of a business, or other appropriate engagement activities. The burden is on the faculty member to make the case that such professional engagements meet the standard. The Director will review the documentation as part of the annual AAR process and forward a recommendation to the Dean for a final decision.

Within the last five years, faculty members in the SP category must:

1. Publish one article in a peer-reviewed journal (faculty are encouraged to publish within the SCOPUS listing within their academic discipline). One scholarly book or one trade publication with significant readership may be substituted for the article if it is related to the discipline for which the author is academically qualified.

And

2. Produce two “other intellectual contributions” - examples of which are listed in Appendix A of the faculty qualifications document. Each research work may only count in one category of these “other intellectual contributions.”

## **G. Instructional Practitioners (IP)**

Instructional Practitioners are faculty who have normally obtained a master’s degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevance through continued professional experience and engagement related to their professional background and experience in their field of teaching. The requirements for initial academic and professional preparation are the same as those for the SP category detailed above.

Faculty members in the IP classification must document their relevant activities. IP faculty will submit documentation to the School Director as part of the Annual AACSB Review (AAR) process along with a brief narrative of how these activities have produced a significant impact on the client, the public, or the faculty member's ability to remain current and relevant in their primary teaching area. The Director will review the documentation of these activities and produce a recommendation to the Dean of those faculty deemed to have met the criteria.

#### **IV. AACSB TABLES**

Attach the following AACSB tables as separate PDF or Excel uploads in myAccreditation.

- Table 2-1
- Table 3-1
- Table 3-2
- Table 5-1 –provided internal assessment summary documents
- Table 8-1
- Table 9-1

#### **V. STRATEGIC PLAN**

The CBT Strategic Plan for 2022-2027 is provided in Addendum 4.

#### **VI. RISK ANALYSIS**

Risk analysis is crucial for identifying potential challenges and vulnerabilities that could impact institutional operations, student success, and financial stability. The CBT Strategic Planning Committee in consultation with the CBT Leadership Team, and CBT Advisory Board reassess our Risk Analysis document annually. The process involves identifying potential risks pinpointing vulnerabilities such as enrollment declines, state funding challenges, or external events that could disrupt institutional operations. Once risks are identified, the CBT Strategic Planning Committee assesses the likelihood of occurrence of each event to help prioritize risks based on their probability of occurrence, while simultaneously predicting the severity of impact on operations. The intersection of these two factors provides an overall impact score of the potential consequences on students, faculty, and resources. The committee then outlines mitigating actions to help reduce risk exposure and ensure institutional resilience. These actions are associated with different constituent groups or responsible parties that would be called upon to act in the event of occurrence. The analysis is reviewed and updated continuously. The CBT Risk Analysis is available for review in Addendum 19.

The most recent analysis identified several critical risks for our business program including (1) ongoing enrollment decreases which threaten program viability and financial stability, (2) Insufficient faculty staffing creating challenges for maintaining academic quality and offering diverse courses (3) decreased funding from the state which further limits resources for innovation, recruitment, and retention efforts, and (4) discontinuity in higher administrative leadership creating instability, and potentially hindering long-term planning and the execution of strategic initiatives.

**Enrollment Declines** - To mitigate the risk of enrollment declines, the identified strategies include increasing recruitment efforts targeting international students and nontraditional demographics, as well as expanding online and hybrid course offerings to appeal to working professionals. Strengthening partnerships with community colleges for seamless transfer pathways and launching targeted marketing campaigns to showcase unique CBT programs will further enhance visibility and attract diverse student populations.



**Insufficient Faculty Resources** – Mitigating strategies to address insufficient faculty resources include securing additional funding for recruitment and retention and advocating for competitive salary adjustments understanding these are critical strategies to attract and retain high-quality educators. Temporary measures such as developing adjunct faculty pools, reassigning existing faculty to critical courses, and cross-training faculty for flexibility can help manage urgent needs. Long-term solutions include revising curricula at the programmatic level, prioritizing core offerings, and exploring online course-sharing agreements with other institutions to maintain curriculum continuity and program viability.

**Decreased Operational Funding** - To mitigate the risk of decreased operational funding, the committee identified efforts focusing on securing external funding through grants, donors, and corporate partnerships to supplement institutional resources. The CBT Development Officer continues to advocate for critical needs within the college across multiple constituent groups -alumni, community partners, and industry groups and plays a critical role in our mitigation strategies. Further, implementing cost-saving measures in non-essential areas while prioritizing funding for critical academic and student support functions ensures the preservation of quality and essential services. The recent administrative merger of two business units into a single School of Accounting and Business Administration will provide some cost relief and streamline resources. Additionally, advocating for strategic investments in high-demand and high-return programs, such as our AACSB credentialed business and accounting programs, to maximize resource allocation and strengthen the college's financial sustainability is a priority.

**Discontinuity in Leadership at the Cabinet Level** - To mitigate the risk of instability in upper administration, the committee identified several potential actions within our control at the college level. This includes engaging faculty and staff in leadership transition committees ensuring continuity and inclusivity during transitions. Implementing informal or formal mentorship programs to develop future leaders from within the college was noted as a strategy. Last year, within the two business units we secured assignments for Assistants to the Director to provide an opportunity for two faculty members (one in each unit to work closely with the Director on administrative tasks and oversee a couple of aspects of the administrative role such as grade appeals to foster interest in administrative positions. Lastly, the committee cited that fostering improved communication between administration and faculty to increase transparency, build trust, and reduce uncertainty would all serve to mitigate the risk associated with discontinuity in senior leadership.

## **VII. ADDENDUM**

List of Addendums:

1. 2024 CIR Application Business
2. 2024 CIR Application Accounting
3. CBT Organizational Chart
4. CBT Committee Structure and Responsibilities
5. CBT Enrollment Data 2019-2024
6. Targeted Research Impact Plan (TRIP)
7. CBT Strategic Plan 2022-2027
8. CBT Faculty Listing
9. UNSDG Evaluation
10. CBT Graduation Rates, Retention Rates, and Degrees Conferred
11. Financial Contingency Plan and 2024 Staff Reduction Impact and Response Plan
12. Department Criteria for Business Units
13. Faculty Qualifications Document
14. CBT Retention Plan
15. Knack Peer Tutoring Metrics
16. Business Core Assessment Summary, Process, and Curriculum Matrix

17. Bachelor of Business Major Assessment Summaries
18. MBA Assessment Summary and Process
19. CBT Risk Analysis
20. Faculty Vita
21. Business Core Requirements
22. MBA Degree Requirements

A google drive with the 2024 CIR business and accounting reports, as well as all Tables, Addendums, and supporting documentation will be created for the PRT in advance of the visit. Any additional data requests will be made available within the drive for easy, convenient access to members of the review team.



## Continuous Improvement Review (CIR) Application (Business)

The purpose of this application is to initiate the Continuous Improvement Review (CIR) process for accreditation and to provide updates to concerns identified from the school's previous review; adjustments to strategic goals and financial resources; a summary of engagement, innovation and impact examples; and a summary of initiatives that demonstrate societal impact. The application is subdivided into five parts:

- Part I School Information
- Part II Continuous Improvement and Consultative Feedback
- Part III Scope of Accreditation
- Part IV Review Schedule and Comparison Groups

CIR applications are due by July 1st, two years prior to the review year. Applications are reviewed by AACSB staff upon receipt for content and completeness. If responses are determined to need further review, the application will be referred to the Continuous Improvement Review Committee (CIRC).

**Please note:** For schools that hold both business and supplemental accounting accreditation, separate business and accounting CIR applications must be submitted by the July 1st deadline.

**PART I – School Information**

Name of School	<b>Western Illinois University</b>	
Name of Business Unit	<b>College of Business and Technology</b>	
Name/Title of Business Unit Head (Dean or equivalent)		
<b>Craig A. Conrad, Dean</b>		
Name/Title of Provost or equivalent (Academic Vice President, etc.)	Name/Title of Chief Executive Officer or equivalent (President, Chancellor, etc.)	
<b>Manoochehr Zoghi, Provost</b>	<b>Guiyou Huang, President</b>	

Please review your school's general information as listed on the "General Information" tab in myAccreditation and confirm whether the contact information is correct.

- I confirm the contact information listed on my school's general information tab in myAccreditation is correct and current.
  
- The contact information listed on my school's general information tab in myAccreditation is NOT correct. *Please provide a brief summary below of what information needs updating and an AACSB staff member will contact you.*

**PART II – Continuous Improvement and Consultative Feedback**

1. Describe the school's actions that have been taken and progress to date in responding to “concerns that must be addressed prior to or at the time of the next review” stated in the official correspondence from the Board of Directors from the most recent AACSB accreditation review. For each response please note the standard(s) that corresponds to the addressed concern.

Associated Standard & Issue	Update
<p><b>2013 Standards Referenced:</b>            Standard 15: Faculty Qualifications and Engagement            Standard 2: Intellectual Contributions, Impact, and Alignment with Mission</p> <p><b>2020 Standards Referenced:</b>            Standard 3: Faculty and Professional Staff Resources            Standard 8: Impact of Scholarship</p> <p><b>Per Attachment B:</b> “The college’s guidelines for maintaining Scholarly Academic (SA) and Scholarly Practitioner (SP) status do not adequately support the stated, second sustaining goal of the college to foster intellectual contribution and to <i>“emphasize the impact of their research on the CBT’s stakeholders”</i>. The college should review these standards and, within them, articulate expectations for impact. In particular, the college should provide evidence that the breadth of research quality across the college is more clearly articulated. Considering that the college will undergo its next review under the 2020 standards, the school should also look to Standard 8: Impact of Scholarship to consider ways beyond faculty qualifications that they might encourage high-quality, impactful intellectual contributions. (2013 Standard 15: Faculty Qualifications and Engagement; 2020 Standard 3: Faculty and Professional Staff Resources and 2013 Standard 2: Intellectual Contributions, Impact, and Alignment with Mission; 2020 Standard 8: Impact of Scholarship)</p>	<p>In response, the College has introduced a multi-faceted implementation whereby faculty qualification for both Scholarly Academic (SA) and Scholarly Practitioner (SP) will be incrementally strengthened over time. The initial phases of this process have been implemented and the college leadership believes that the combined effect increases faculty resources while simultaneously increasing the impact of scholarship in the college’s portfolio of scholarship based activities.</p> <p>The first component focuses on incrementally increasing the requirements of the Sustained Professional Engagement Activities specified within the Faculty Qualifications Document. Incremental increases over time are necessary to allow sufficient time for faculty to adjust to increased thresholds and adapt to new norms. Effective April 12, 2021, the college’s AACSB Committee proposed changes to the Faculty Qualification criteria. The proposed changes were reviewed and adopted by faculty vote.</p> <p><i>Scholarly Academic (SA)</i> – Introduction of language referencing increased expectations of future quality standards.</p> <p><i>Scholarly Practitioner (SP)</i> - Introduction of the hard requirement of at least one peer reviewed journal article. This language replaces a multi-choice path to SP qualification, yet still recognizes additional contributions of non-terminally qualified faculty.</p> <p>Future changes to the Sustained Professional Engagement Activities criteria contained within the Faculty Qualification Document will additionally codify increased expectations of higher scholarly impact.</p> <p>The second component that strategically addresses the need to “encourage high-quality, impactful intellectual contributions” consistent with</p>

the mission of the college involves a two-part incentivization process available to full-time business faculty of all contractual distinctions.

First, the **Targeted Research Impact Program (TRIP)**, launched in January of 2021, seeks to increase the quality and participation levels of “in-discipline” Peer Review Journal (PRJ) related scholarly activity. A metric based, two tier incentivization program was identified as most appropriate to our college’s mission and includes both **Aspirational Impact Journals and Basic Impact Journals** categories. Faculty feedback, provided through the college’s AACSB Committee, determined the most relevant parameter to enhancing “in-discipline” scholarly activity quality is the requirement that the scholarly activity in question be from an approved discipline-based category.

Initial results indicate that in a single year of deployment, TRIP has resulted in a greater percentage of scholarly activities indexed by SCOPUS. In 2020, 41.7% of the scholarly activity portfolio was actually indexed as compared to 53.6% of the 2021 portfolio. The average CITESCORE and SNIP of those indexed by SCOPUS also increased from 2.3 and 1.0 to 4.2 and 1.3 respectively indicating real quality increases in the scholarly activity portfolio.

The second component of the incentivization to seek a broader portfolio of high impact scholarly contribution is centered around the **Peer Reviewed Research Enhancement Program (PRREP)**. PRREP seeks to increase incentivize scholarly activity increases in both quantity and quality through adjustments to course load assignments or overload compensation. Through mechanisms available in the negotiated agreement between the faculty union and the university, faculty maintaining a Scholarly Academic and Scholarly Practitioner qualification by virtue of scholarly activity (as opposed to degree recency), are eligible to receive a College Workload Equivalency (CWE). The CWE is the equivalent of a single 3 s.h. assignment which may be used as a course reduction or progress

	towards overload compensation. Again, faculty feedback through the college's AACSB Committee was used to specify metric based, minimum quality thresholds within approved discipline specific categories. Provost approval has been granted for launch with the 2022-2023 academic year

*Insert additional rows as needed*

**2. (Optional) List any topic(s) that the school would like to receive consultative feedback on from the team (i.e. non-degree expansion plans, fundraising, advisory board management, etc.).**

Topic	Additional Information

*Insert additional rows as needed*

**3. Briefly describe any updates, revisions or revamping of the school's strategic plan. Address any changes in funding available to the school and the impact of these changes, if any, on the school. Also, provide an update on expectations for learner enrollment across programs.**

**Strategy Updates**

At the institutional level, the strategic planning process has evolved under the new leadership of President Guiyou Huang. Integrated Parallel Plans were produced (in 2020-21) and will continue to be updated and implemented through 2027. These documents will address unforeseen changes and opportunities at the time of the initial writing of this strategic plan. Engaging in annual environmental scanning and continuous improvement will help to ensure that by 2027, Western Illinois University has achieved the priorities outlined by President Huang, which are: a stable, steadily increasing enrollment; an annual increase in retention and graduation rates; a more adept budgeting model that will lead to financial sustainability; a clear vision of institutional distinctiveness; and a culture that embodies and celebrates diversity, equity, inclusion, and anti-racism.

The macro level strategic goals at Western Illinois University include 1) Enrich Academic Excellence, 2) Advance Educational Opportunity, 3) Support Personal Growth, and 4) Promote Social Responsibility. A university level initiative to update strategic action items associated with each goal has been launched and the College of Business and Technology has begun mapping its contribution and role in supporting the university level initiatives. Toward that end, the college has adapted its strategic planning mode to reflect several strategic priorities centered around the following:

- 1) **Student Recruitment & Retention** - The current university strategic plan, Higher Values in Higher Education, 2017-2027 (HVHE), calls for an annual environmental scan and continuous improvement to help ensure that a stable enrollment. At the time this plan was being authored, WIU had a total student enrollment of 9,441. It is unlikely that in 2017 the authors of the HVHE plan envisioned enrollment continuing to decrease. However, in Fall 2020 the University completed its 14th consecutive year of decline, and was at a total student enrollment of 7,490. The 2021-2022 academic years did see stability in enrollment. The college maintains membership on the 16 person group charged with reassessing anticipated enrollment levels through Fall 2027 in light of current enrollment realities, and has now outlined a path to achieve enrollment targets grounded in data analysis, a study of likely scenarios, and a thorough evaluation of likely and potential annual enrollment levels. While the college is not officially charged with strategic responsibility for broader enrollment targets, a multitude of activities are regularly supported.

Retention remains a critical component of broader enrollment strategies. Multiple members of the college, including the Director of Business and Technology Advising, have provided input into broader retention initiatives resulting in several specific goals. These include:

- Increase overall fall-to-fall retention rate of first-year students by 1% each year for the next 5 years
- Increase 4-year and 6-year graduation rates by at least 1% each year
- Close gap between general student body and subpopulations compared to national averages, including the following:
  - Black
  - Hispanic
  - Pell-eligible students
  - First-generation

The college is in the process of incorporating best practice type action items into college level strategic plans and unit based operating goals. In addition, the college, in conjunction with business advising, has assessed retention by discipline (first year fall to fall) and will be 1) implementing metric based goals for each discipline, 2) formulating meaningful retention programs for at-risk student populations, 3) designing mechanisms for assessing the effectiveness of those programs.

- 2) **Paradigm Shift in Educational Content Delivery** – Multiple years of remote course delivery has hastened the shift of student preferences for the convenience associated with remote learning opportunities of both synchronous and asynchronous remote course delivery. While the tactical challenges associated with faculty and technology deployment are important, the strategic implications of delivering a quality educational offering by ensuring relevant resources are available elevates this strategic focus area to a priority. Resource allocation centered on continued faculty training, technology acquisition, and student participation have each been identified by multiple college stakeholders (students, faculty, CBT Advisory Board, industry partners) and resource allocation to support these strategic initiatives are ongoing.
- 3) **Operational Continuity Reflecting Environmental Risk** - Driven by the CBT Strategic Planning Committee, an initial risk assessment process per Standard 1.2 of the 2020 Standards has been conducted. Anticipation of the likelihood of a “disruptive event” occurrence and associated impact weights were assessed by the faculty committee and



presented to both the Dean and the CBT National Advisory Board for review. Mitigation action and primary responsibilities were included as part of the assessment exercise and a process implemented for continuous evaluation will be implemented in the 2022-2023 academic year.

- 4) **Faculty Recruitment & Retention** – Colleges of Business and Technology residing within institutions maintaining a regional focus have experienced a significant talent drain in terms of qualified faculty. Universities with significant resources in terms of available salary budgets, research support, and special funding (foundation) are better able to tap the supply of terminally qualified business school faculty. Furthermore, the “Great Resignation” coupled with increased desire to work in a remote fashion has reduced our ability to retain fresh faculty talent. Continued strategic focus on our internal “Grow Your Own” initiative that was positively referenced in the most recent CIR has resulted in the onboarding of two faculty members (Management and Supply Chain Management) within the 2022 academic year. This builds on the early success in the area of Finance in the 2018-2019 academic year. The college continues to support this initiative and has identified a potential candidate in the discipline of accounting that would increase both curricular flexibility and scholarly depth of knowledge among accounting faculty.
- 5) **Technology Engagement & Deployment** – The pandemic of the past several years required that the deployment of technology take a more prominent position in terms of strategic priorities. The college has likewise created and engaged processes and funding sources to increase agility in the allocation of resources dedicated to technology deployment. Since the last continuing improvement report submission, the college has deployed a combination of funding resources including appropriated funds, indirect cost recovery funds (grant overhead), donor generated, and federal financial support to acquire and deploy over \$1 million in resources that provide flexibility in courseware deployment and that support student engagement in both virtual and on-campus environments.

## Learner Enrollment Trends

Enrollment in the college is expected to be flat at best over the next several years. A combination of pandemic related factors, state funding issues, and the long discussed “enrollment cliff” has created a complex enrollment environment among traditional age students in Illinois. The College of Business and Technology has certainly felt the impact of the combination of those factors. Regional bachelor’s institutions have been projected to experience the largest decrease nationwide at 11%. Furthermore, it is predicted that the state of Illinois will see a differential impact and by 2029, it is expected enrollments will be 30.0% lower than baseline numbers from 2013.

College of Business and Technology																			
Undergraduate and Graduate Enrollment																			
by Degree Program FY 2017-FY2021																			
College/Department/Major	2017			2018			2019			2020			2021			Percent Change 2017-2021			
	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	
<b>COLLEGE OF BUSINESS &amp; TECHNOLOGY</b>	<b>391</b>	<b>27</b>	<b>418</b>	<b>372</b>	<b>21</b>	<b>393</b>	<b>325</b>	<b>30</b>	<b>355</b>	<b>316</b>	<b>24</b>	<b>340</b>	<b>318</b>	<b>21</b>	<b>339</b>	<b>-18.7%</b>	<b>-22.2%</b>	<b>-18.9%</b>	
Accounting, Finance, Econ & Decision Sci. School of*	281	26	307	248	20	268	211	27	238	197	23	220	189	19	208	-32.7%	-26.9%	-32.2%	
Business Analytics (B.B.)	-	-	-	3	-	3	5	-	5	3	-	3	21	-	21	600%	-	-	
Pre-Business Analytics	-	-	-	-	-	-	-	-	-	14	-	14	-	-	-	-	-	-	
Business Analytics (PBC)	-	1	1	-	1	1	-	3	3	-	1	1	-	2	2	-	-	-	
Economics (B.A.)	8	-	8	12	-	12	17	-	17	16	-	16	16	-	16	100.0%	-	100.0%	
Economics (B.B.)	19	-	19	14	-	14	18	-	18	21	-	21	22	-	22	15.8%	-	15.8%	
Finance	83	-	83	95	-	95	74	-	74	65	-	65	70	-	70	-15.7%	-	-15.7%	
<b>Management &amp; Marketing, School of</b>	<b>547</b>	<b>111</b>	<b>658</b>	<b>531</b>	<b>108</b>	<b>639</b>	<b>476</b>	<b>129</b>	<b>605</b>	<b>463</b>	<b>197</b>	<b>660</b>	<b>418</b>	<b>257</b>	<b>675</b>	<b>-23.6%</b>	<b>131.5%</b>	<b>2.6%</b>	
Business Administration (MBA)	-	107	107	-	105	105	-	120	120	-	194	194	-	251	251	-	134.6%	134.6%	
Human Resource Management	71	-	71	95	-	95	71	-	71	71	-	71	66	-	66	-7.0%	-	-7.0%	
Management	199	-	199	162	-	162	167	-	167	180	-	180	179	-	179	-10.1%	-	-10.1%	
Marketing	124	-	124	123	-	123	106	-	106	103	-	103	92	-	92	-25.8%	-	-25.8%	
Supply Chain Management	153	-	153	151	-	151	132	-	132	109	-	109	81	-	81	-47.1%	-	-47.1%	
Supply Chain Management (PBC)	-	4	4	-	3	3	-	9	9	-	3	3	-	6	6	-	50.0%	50.0%	
Pre-Business Underdel	88	-	88	72	-	72	86	-	86	33	-	33	52	-	52	-40.9%	-	-40.9%	
<b>TOTAL BUSINESS &amp; TECHNOLOGY</b>	<b>938</b>	<b>138</b>	<b>1,076</b>	<b>903</b>	<b>129</b>	<b>1,032</b>	<b>801</b>	<b>159</b>	<b>960</b>	<b>779</b>	<b>221</b>	<b>1,000</b>	<b>736</b>	<b>278</b>	<b>1,014</b>	<b>-21.5%</b>	<b>101.4%</b>	<b>-5.8%</b>	

While enrollment trends facing the college and university are challenging, a review of the Bureau of Labor Statistics indicate that the opportunity for employment for those studying within the business disciplines is favorable. The challenge for our college centers on driving enrollments based on careful messaging of the quality education received by students and the broader impact made by the college.

Strengthening external partnerships that enhance recruiting and have societal impacts have been elevated to a strategic priority supporting the mission of the institution and the college. Faculty representatives from multiple business disciplines have partnered with the Illinois Association for Career and Technical Education, Illinois Business Educators Association, Future Business Leaders of America and the CEO Project. Pedagogical presentations, provision of lesson plan content, board membership, and general best practices engagements are each part of a broader strategy to engage those who have an influence on high performing high school students and community college transfer students. Over time, enhancing the reputation of business programs offered within the college is the ultimate expected outcome.

### **Funding Trends**

Both University and college funding have exhibited stability since the most recent CIR visit. The state of Illinois initiated modest increases in funding for higher education including a retroactive faculty salary increase and operating budget enhancements. While the pandemic significantly impacted operations, it had little budgetary effect at the college level. In the past two years, the college was able to invest approximately \$1.3 million in technology and infrastructure improvements including the renovation of multiple student facing laboratories and presentation spaces.

#### **4. The Continuous Improvement Review is a holistic review centered around the themes of the 2020 accreditation standards (Engagement, Innovation, Impact) rather than a standard by standard review. Summarize some of the school's initiatives in these areas.**

The college's initiatives supporting the themes of Engagement, Innovation, Impact often overlap and contain multiple elements of those themes. Cross disciplinary initiatives resulting in enhanced student facing outcomes, industry partner engagement, and resource creation are critical to sustaining existing programs and introducing new innovative programs within the college. It should be noted that the college views the themes of Engagement, Innovation, and Impact as being wrapped in layer of positive Societal Impact based on the 2020 standards, the mission of Western Illinois University, and the mission of the college.

A sample of activities and initiatives (tagged by EIR theme) deployed by the College of Business and Technology since the last CIR Report include, but are not limited to the following:

- Members of the School of Computer Sciences, the School of Accounting, Finance, Economics, and Decision Sciences, and the Illinois Institute for Rural Affairs were awarded a \$50,000 grant from the Broadband READY program. The program is part of a comprehensive Digital Equity Package announced by Governor Pritzker in 2021 to boost broadband capacity while addressing existing broadband equity gaps. The READY program and other investments to enhance community planning and equitable implementation will complement the Governor's ambitious Connect Illinois program, a \$400 million plan to deliver universal access to high-speed internet statewide. **[Impact, Societal Impact]**

- DEIB (Ad hoc committee) – Discussions between college leadership and the WIU Multicultural Center regarding the formation and framing the CBT Diversity, Equity, Inclusion and Belonging Committee. As currently conceptualized, the committee would consist of faculty and student members that would serve to advise college leadership on fostering an environment that expands student and faculty facing DEIB initiatives. **[Engagement, Impact, Societal Impact]**
- CPA Project -At the time of launch (2017), the program was the first of its kind throughout the country and was/is designed to assist minority students complete their degrees and pass the CPA examination. The initial project was underwritten through a grant by the American Institute of Certified Public Accountants. The College of Business and Technology under my leadership has maintained its support of this program and requested an additional \$12,000 in funding from industry partners to sponsor one student for one full year. An additional \$4,000 in funds from targeted contributions from industry partnerships has been received this year and will further support the ongoing mission of the CPA Project. To date, a total of \$44,412 has been raised for the CPA Program. **[Innovation, Engagement, Impact, Societal Impact]**
- The College of Business and Technology, through the School of AFED supports a student chapter of the National Association of Black Accountants (NABA). As a nonprofit membership association, NABA is dedicated to bridging the opportunity gap for black accounting and finance professionals by providing leadership and technical training, as well as networking and career opportunities. NABA has Student Chapters on more than 150 campuses across the Country. Student Chapter must be sponsored by a Professional Chapter and they offer special programs based on the unique needs of the students at that Chapter's college or university. **[Innovation, Engagement, Impact, Societal Impact]**
- 2022 Ferguson Lecture - Since 1990, the College of Business and Technology has nurtured a long-standing tradition of academic excellence with the Ferguson Lecture Series. This series gives students and faculty the opportunity to gain first-hand knowledge based on the experience and expertise of premier, high-profile business executives and thought leaders through a series of small group sessions and a keynote address. The college has been joined by executives from some of the world's most outstanding companies such as Home Depot, Southwest Airlines, Edward Jones, Ameritech, Deere and Company, GE Power Systems, Heller Financial, and, of course, Caterpillar, Inc. and learn firsthand from the Ferguson speakers.

In the spring of 2022, The College of Business and Technology named Joe Creed ('97, Accounting) as the 2022 Ferguson Lecture. Mr. Creed currently serves as group president of Caterpillar Inc., with responsibility for the Energy & transportation segment, which includes the Rail Division, Solar Turbines, Large Power Systems Division (LPSD), Industrial Power Systems Division (IPSD), Caterpillar Remanufacturing Division, Electric Power Division and Caterpillar Oil & Gas and Marine Division. Creed also served as interim Chief Financial Officer for Caterpillar in 2018, and, most recently, as vice president of the Oil & Gas and Marine Division and the Electric Power Division. Mr. Creed's units are currently responsible for \$20 billion of CAT's \$50 billion revenue stream. **[Engagement]**

- The CBT hosted the Stafford Challenge, sponsored by 1993 WIU Accountancy Graduate David Stafford. All Western Illinois University undergraduate and graduate students and recent graduates (within two years) had the opportunity to develop a proposal for a profit-generating business venture. The challenge was designed to energize the competitive spirit and challenge participants to combine their knowledge, research and creativity to identify and develop real-world business ventures. A \$5,000 prize, funded by Stafford, was to be awarded to any invested idea. The Stafford Challenge engaged WIU students

in a uniquely entrepreneurial way and allows students to apply both their creativity and business acumen to a real world investment opportunity. The challenge was embedded as assignments in courses throughout the college, thus providing an innovative, multi-discipline opportunity for student development. ***[Innovation, Engagement]***

- The College of Business and Technology has introduced a Human Resource Management (HRM) concentration in the Master of Business Administration (MBA) program. With the fast-paced global economy, HRM is needed more now than ever. Students in the MBA program who concentrate on Human Resource Management will gain knowledge and skills to help them effectively manage human capital within organizations. Students will have the opportunity to choose courses in several different areas, including staffing, legal compliance, and international HRM, as well as courses in organizational development and organizational behavior/leadership. Students will also have the chance to complete an HRM internship or independent study project. The curriculum in WIU's HRM program has been recognized by the Society for Human Resource Management (SHRM) for being in line with best-practice guidelines. ***[Engagement]***
- The Western Illinois University School of Management and Marketing, in the College of Business and Technology introduced an innovative Sustainable Business minor to be offered on the Macomb and Quad Cities campuses for Fall 2022. This minor provides a new opportunity for students to focus their degree during their academic career. "This new minor demonstrates our promise to continue to enhance education and the growing needs of our students within this field," said School of Management and Marketing Professor Gordon Rands. WIU's Sustainable Business minor will provide a new take for interested students and bring evidence of skills that are applicable to a majority of majors. Students interested in a sustainability focused independent study course within their major can seek approval from the major faculty, chair and the Sustainable Business minor advisor. In addition, sustainability focused honors or other courses can be approved by the advisor on a substitution basis. ***[Innovation, Engagement, Societal Impact]***
- The School of Accounting, Finance, Economics and Decision Sciences is proud to announce that the annual Accounting challenge for area high-school and community college students will be held virtually on Friday, April 8. This exciting event provides area students an opportunity to learn more about the study of accountancy and exciting career opportunities within the field. ***[Engagement, Societal Impact]***
- Students enrolled in the Services Marketing course housed within the School of Management and Marketing assisted the Bailey House, a historical home and special event venue located in Macomb, with efforts to rebrand after remaining dormant since the start of the pandemic. The Bailey House was built in 1887, by William S. Bailey, one of the founders and the first president of Union National Bank in Macomb. The residence was passed through multiple owners before being donated to the McDonough County Historic Preservation Society in 1982. The building was placed on the National Register of Historic Places in 2012. ***[Engagement, Societal Impact]***
- The Western Illinois University Society for Human Resource Management (SHRM) student chapter is hosted a donation drive to support the Boys & Girls Club of the Mississippi Valley throughout the month of April. The drive supported the efforts made by the Boys & Girls Club to impact youth development, promote academic achievement and build character and citizenship toward a healthy lifestyle. ***[Innovation, Engagement, Impact, Societal Impact]***

- The School of Management and Marketing housed Supply Chain Management hosted its annual SCM Advisory Board/Student Engagement event in which 20-30 students and board members participated in WIU Horn Field Campus leadership training and team building exercises. The engagement activity provides a valuable student/industry interface centered around professional development. **[Innovation, Engagement, Impact]**
- Housed in the School of Management and Marketing, members of the WIU student chapter of SHRM won the 2022 Illinois State Human Resources Case Competition organized by the Illinois State Council of the Society for Human Resource Management (SHRM). SHRM is the world's largest professional association in human resources (HR), and students from any College/university in Illinois were eligible to participate. Western's student chapter of the SHRM allows students to participate in the case competition and learn by working through a challenging case study to come up with a solution within a limited time frame. Judges assessed the presentations on how well the team navigated through situations that they will most likely face in their future HR jobs. **[Engagement]**
- Six students and two faculty attended the MODEX 2022 supply chain conference and trade show, the Supply Chain & Transportation USA trade show, and the Student Days at MODEX 2022 events. MODEX 2022 is the industry's expo for the manufacturing, distribution and supply chain industries. MODEX 2022 featured the best solutions and innovations the industry has to offer. By attending, the students and faculty will meet over 1000 of the leading providers and see their solutions in person and in action, as well as have the opportunity to meet more than 40,000 industry professionals. There are also more than 100 show floor educational seminars. MODEX 2022 is sponsored by MHI (Material Handling Industry of America, they have awarded many thousands of dollars in scholarships to our students) and a number of other professional organizations in the supply chain management field. **[Innovation, Impact, Engagement]**
- WIU's Human Resource Management (HRM) program includes the HR major, HR minor, and an HR concentration in the MBA program. Students also have the option to earn two degrees (Bachelor's and MBA) in just five years through the integrated program. Courses are offered at both campus locations or remotely. WIU offers opportunities such as the SHRM case competition, HR internships, HR micro-credentialing projects, study abroad programs, professional development and more. In addition, all curriculum is aligned with the educational guidelines put forth by SHRM. **[Engagement]**
- Six Accounting students received Institute of Management Accounts scholarships to prepare for Certified Management Accounting licensure process. **[Engagement]**
- Students within the Marketing Program housed in the School of Management and Marketing earned multiple micro-credentials including various Google Ads Certifications. The Google Ads Certifications assessment tests the knowledge of basic and advanced online advertising concepts including value proposition of online advertising, campaign setup and management, measurement and optimization. Individuals who demonstrate proficiency in basic and advanced aspects of display, search, measurement, video, and apps obtain the certifications. Google recognizes those individuals as experts in online advertising. Certifications included Google Ads Apps Certification, Google Ads Search Certification, Google Shopping Ads Certification, Google Ads Measurement Certification.

Google Ads Video Certification, Google Ads Display Certification. **[Innovation, Engagement, Impact]**

- The Supply Chain Management program held the 2021 SCM Day (September 14 & 15, 2021). SCM Day is the primary networking and recruiting event for students and industry partners. The event is hosted prior to most companies making their hiring decisions regarding internship and employment for the following spring and summer. Students from freshman year through graduate school attend the day's events including the semi-annual advisory board meeting with program updates, a career fair, on-site interviews, and an evening dinner with keynote address delivered by WIU Alumni Michael Wohlwend of Alpine Supply Chain Solutions. **[Innovation, Engagement, Impact]**
- Beta Alpha Psi, hosted the annual career fair focused on students majoring in accountancy, finance, and information systems. Attending firm representatives hosted 30-minute group informational sessions and were able to meet with students 1 on 1 to discuss internship and job opportunities. Meet the Firms provides a great opportunity for networking between students and firm representatives and is BAP's fall fundraiser. **[Innovation, Engagement, Impact]**
- Western Illinois University College of Business and Technology (CBT) Adviser Ember Keithley has been named the Outstanding Academic Advisor of the Year by the WIU Council of Academic Advisors. Keithley has served as an advisor in the CBT since 2000. In this role, she advises all students in the School of Agriculture, as well as online business majors in management, human resources management and supply chain management. **[Engagement, Impact]**
- Western Illinois University Assistant Professor of Marketing Donna Wiencek has been named as the American Marketing Association's (AMA) Chicago Board Director, Marketing Insights. Wiencek was elected to the position by the members and appointed by the Board president and vice president for a two-year term. In her position, she will lead the Marketing Insights Committee for AMA Chicago, which is responsible for all chapter analytics, research projects, event evaluations, surveys and member interviews, the chapter ticketing platform partner, and data management in Salesforce. **[Innovation, Engagement, Impact]**
- The expertise of multiple faculty within the School of Accounting, Finance, Economics, Decision Sciences were recognized through editorial assignments in scholarly activities including: Dr. Hongbok, Editor of the *Journal of Finance Issues*; Dr. Soon Suk Yoon, Editorial board of *Asia Pacific Business Review*, Dr. Jobu Babin, Assistant Editor of the *Journal of Economic Insight* and Special Assistant Editor at *Labour Economics*, Dr. Shankar Ghimire, *Editor of the Journal of Development Innovations*, Special Topics Editor at *Sustainability*. **[Innovation, Engagement, Impact]**
- Multiple faculty have engaged in scholarly activity or supporting activities resulting in the creation of significant learning materials. Consultation as content reviewers, CMA exam webinars for the IMA, revision of existing textbooks, and publication of new texts are examples of relevant educational engagement activities. **[Innovation, Engagement, Impact]**

**5. Provide a brief overview of the school's internal and external initiatives that demonstrate positive societal impact.**

For the purposes of this CIR Application, Societal Impact requires engagement with non-academic external stakeholders by students, faculty, teams, or centers that are supporting external communities, enhancing the practice of business per the documentation guidelines associated with multiple standards including 1, 4, 8, and 9.

Western Illinois University is fully committed to engaging and supporting initiatives which further its positive impact on society at large. The University's Core Values of Academic Excellence, Education Opportunity, Personal Growth, and Social Responsibility provide the framework in which the college engages in activities resulting in broader societal impact. Furthermore, a diverse student population containing 31.9% domestic non-white students coupled with a broadly diverse international student population in graduate programs requires a strong commitment and supporting culture that is committed to diversity, equity, inclusion and belonging that fosters respect, equity, and inclusion for all students, faculty, and staff. WIU and the college is committed to anti-racism, anti-oppression, equity, social justice, and diversity. As part of the university, the college embraces individual uniqueness and a culture of inclusion that supports broad and specific diversity initiatives as well as societally important goals. Furthermore, in an environment characterized by growing global economic forces, differences in organizational and cultural values, cultural diversity and changing technology, the CBT actively prepares students to make meaningful contributions to their professions and the larger society in which they work and live.

An abbreviated summary of representative college activities supporting the societal impact goals of the university and that are supported by the college's broader mission of making a meaningful contribution to the society in which the college, its students, and faculty live is provided below. The college recognizes the AACSB standards related to Strategy, Curriculum, and Scholarship and each representative activity is tagged with the related UN Sustainable Development Goal as identified in the Table 9.1 of the 2020 Standards.

- McDonough CEO Program – Multiple CBT faculty have engaged as 1) multi-year board commitment, event hosts, student mentors, and program content presenters. The CEO Program teaches leadership, encouragement, and creativity through the engagement of a unique entrepreneurship curriculum that seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. Students are immersed in real life learning experiences with the opportunity to take risks, manage the results, and learn from the outcomes. Engagement of this rural youth-oriented program has resulted in the creation of a dual credit arrangement supporting curriculum initiatives. **[SDG-17: Partnerships for the Goals]**
- Members of the School of Computer Sciences, the School of Accounting, Finance, Economics, and Decision Sciences, and the Illinois Institute for Rural Affairs were awarded a \$50,000 grant from the Broadband READY program. The program is part of a comprehensive Digital Equity Package announced by Governor Pritzker in 2021 to boost broadband capacity while addressing existing broadband equity gaps. The READY program and other investments to enhance community planning and equitable implementation will complement the Governor's ambitious Connect Illinois program, a

\$400 million plan to deliver universal access to high-speed internet statewide. **[SDG-17: Partnerships for the Goals]**

- The School of Management and Marketing introduced an innovative Sustainable Business minor to be offered at both campus locations starting Fall 2022. Collectively, courses within the minor address the growing significance of environmental and sustainability issues facing organizations regardless of sector or industry. The minor also seeks to improve student understanding of an organization's environmental sustainability role and potential impact on solving broader environmental issues. Surveys indicate that environment and sustainability is the top issue of concern to Generation Z (Deloitte), that it significantly impacts their buying choices (First Insight), and that it is having a major impact on their career choices (Deloitte). **[SDG-6: Clean Water and Sanitation, SDG-9: Industry Innovation and Infrastructure, SDG-13: Climate Action]**
- The college has maintained the status of FIN 101 – Financial Health as a General Education/Human Well-Being elective. The course was created to ensure all matriculated students have the opportunity to develop strategies for achieving and maintaining well-being through personal finance skills. Topics include well-being as it relates to cash management, credit management, sources of educational funding, rental agreements, basic investments, taxes, insurance, financial math, and career planning. **[SDG-12: Responsible Consumption and Production]**
- The college has developed, deployed and maintained course offerings that satisfy General Education/Multicultural Studies and Global Issues requirements. ECON 350 - Economics of Poverty and Discrimination explores the nature and causes of poverty with an emphasis on discrimination. Both economic characteristics of the poor and the public policies intended to alleviate poverty and discrimination are important course topics. ECON 351-Global Economic Poverty Issues examine the scope and breadth of underlying poverty-related policy issues in both developing and developed countries. **[SDG-1: No Poverty, SDG10: Reduced Inequalities]**
- Faculty have been awarded mini-sabbaticals (1 course reductions) to study the effects of gender and racial discrimination in Student Evaluations of Teaching Effectiveness (SETEs). Support of this research stream has resulted in several publications and impacted relevant literature discussions. **[SDG-1: Gender Equality, SDG-10: Reduced Inequalities]**
- Sadler, T. R. *Pandemic Economics*. (2021). New York, New York: Routledge. - Pandemic Economics applies economic theory to the Covid-19 era, exploring the micro and macro dimensions of the pre-pandemic, pandemic, and post-pandemic phases. Using core economic tools such as marginal analysis, cost-benefit analysis, and opportunity cost. **[SDG-9: Industry Innovation and Infrastructure]**
- The college has proposed and initiated a funding search for the “Women in Business & Technology Leadership Initiative.” The initiative will expand on the successful Women in Business (WIB) student organization that was started only a few years ago in the College of Business and Technology (CBT) and further support similar diversity initiatives by industry partners and recruiters at WIU. Nationally, there are multiple initiatives aimed at promoting more women in supply chain, agriculture, and STEM-fields specifically, as well as an increased emphasis on women in corporate leadership roles in general. The CBT houses each of these specific disciplines of interest at WIU: supply chain management, agriculture, and business analytics. **[SDG-1: Gender Equality, SDG-10: Reduced Inequalities]**



- Members of the college actively serve on boards and advisory councils that foster greater societal impact in multiple areas. Dr. Steve Gray serves as a Macomb School Unit District 185 Board of Education Member with the goal of enhancing educational opportunities for rural youth. Dr. Tara Feld serves as Vice President on the Board of Director for Alternatives, a nonprofit organization that promotes independence and quality of life for older adults, adults with disabilities, and their families. Alternatives serves ten counties in Illinois, with a \$5 million budget (90% of which comes through state appropriations given to the Illinois Department on Aging) to coordinate care for families, provide adult protective services, money management services, and funds a senior community center and an ombudsman program for legal assistance resulting in an annual cost savings of over \$90 million to the State of Illinois. Dr. Gordon Rands served on the board of a regional food cooperative providing support to sustainable economic development. Ms. Janice Gates serves as an Auxiliary Board member for a regional hospital supporting care initiatives for patients and their families. **[SDG-3: Good Health and Well-Being, SDG-4: Quality Education, SDG-8: Decent Work and Economic Growth, SDG-10: Reduced Inequalities]**

### **PART III – Scope of Accreditation**

#### **Degree Programs in Business to be Included in the Accreditation Review**

Refer to the **Scope Tab** on your school's myAccreditation dashboard. The scope tab lists the degree programs that will be included in your school's review. Unless approved for exclusion, all business degree programs offered through the business school and other academic units within your school should be included in the scope of accreditation.

Between now and the time of your visit, additional programs may be added to the scope of review. These programs can be added to the most recently completed BSQ. Please contact your AACSB staff liaison if the BSQ is closed and cannot be accessed.

- By checking this box, I confirm the programs listed on my school's Scope tab as included in scope in myAccreditation are current.
- By checking this box, I confirm the programs listed on my school's Scope tab in myAccreditation is NOT current.

#### **Previous Degree Programs Excluded from the Accreditation Review**

Confirm **all** degree programs in business previously excluded from review are listed in myAccreditation.

- By checking this box, I confirm the programs excluded from scope listed in myAccreditation are correct.
- By checking this box, I confirm there are no new exclusions for scope of accreditation currently.

**NOTE:** The Master of Science in Applied Statistics and Decision Analytics program was excluded from the scope of review during the last review. This program remains beyond the scope of consideration, but is no longer listed in the Excluded section. It is our belief that the program was listed correctly on the most recent BSQ-Programs Module, but is not reflected as such in the myAccreditation Scope section of our information.

#### **New Degree Programs to be Excluded from the Accreditation Review**

In Table A.1, list new degree programs, not previously reported, for which you intend to seek exclusion from the accreditation review. Schools must provide a Program Exclusion Request Form for each new degree program exclusion. Complete every required section of the form (Sections: Independence, Program Distinctiveness, and Operational Control), and as many of the optional sections that apply. All request forms are to be included with this application.

The Program Exclusion Request Form is in Appendix A. More in-depth information on the basis for exclusion are in the 2020 Guiding Principles and Standards for AACSB Business Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/business>

**Table A.1 New Degree Programs to be Excluded from Review:**

Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the programs listed below. **Do not** list previously excluded programs.

Degree Title <sup>1</sup>	Major Emphasis <sup>1</sup>	Sub Emphasis <sup>1</sup>	Department/ Division/ Administrative Unit Conferring Degree <sup>2</sup>
Bachelor of Arts, Economics			College of Arts and Sciences

*\*Insert additional rows as needed*

**PART IV: Review Schedule Request and Review of Comparison Groups**

**Review Schedule Request**

We request a peer review team visit in:

Visit year (July 1 – June 30)	Rank (in order of preference)
July 1 – December 1	2
January 15 – March 31	1
April 1 – June 30	3

*Specific visit dates along with team member nominations will be requested after the first of the year.*

**Comparison Groups**

Confirm all comparison groups listed in myAccreditation are correct. Please contact your AACSB staff liaison if there is a need to make any updates between now and the time of your visit.

- By checking this box, I confirm the Comparison Groups listed in myAccreditation is correct.
  
- The Comparison Groups listed in myAccreditation is NOT correct. Please list below what information needs correcting. An AACSB staff member will advise when the update has been made. Please note, only AACSB accredited schools will appear.

## Appendix A Program Exclusion Request

Complete every section of the form and submit a separate copy of this form for each degree program for which exclusion from the AACSB accreditation review is requested.

\* **Name of School:** [Western Illinois University](#)

\* **Name and Title of Person Completing Form:** [Dr. Craig Conrad, Dean](#)  
College of Business and Technology

\* **Full Title and Descriptive Information for Program for which Exclusion is being requested:**  
[Bachelor of Arts in Economics](#)

The Bachelor of Arts in Economics is a general economics degree offered in the College of Arts and Sciences, yet administratively housed within the College of Business and Technology. Students seeking the BA in Economics must complete the University General Education Requirements as well as the College of Arts and Sciences Curriculum Requirements.

The Bachelor of Arts (BA) in Economics is a policy focused degree that provides students with the broader critical thinking skills found in traditional economic theory while still maintaining the flexibility to pursue complementary studies. Students in the BA program complete coursework in applied micro and macro theory, along with electives from a wide range of policy focused courses. Students in the BA are well prepared for a wide array of careers, including those in law, non-profit or politics, further graduate study, or general management. A BA in Economics continues to rank as one of the best degrees to prepare students for the LSAT and future success in Law School.

The administrative unit housing the BA in Economics is the School of Accounting, Finance, Economics, and Decision Sciences (AFED) that additionally offers the Bachelor of Business in Economics (and under the AACSB umbrella). However, the two degrees are different in numerous ways allowing students to choose a social science (non-business) route or a business-focused program.

**(1) Different General Education Requirements:**

The Bachelor of Arts degree is a social science degree that requires the College of Arts and Sciences 60 hours of general education; whereas, the Bachelor of Business in Economics, as well as all other business majors, is a business degree that requires only 43 hours of general education coursework.

**(2) Different Degree Structures (Non-Comprehensive vs. Comprehensive)**

The Bachelor of Arts degree is a non-comprehensive degree requiring a 16 hour minor; whereas, the Bachelor of Business degree is a comprehensive degree (no minor required).

**(3) Business Core—BA students do not take business core courses**

The Bachelor of Arts degree does NOT take the 33 hour business core; whereas, the Bachelor of Business in Economics, and all other Bachelor of Business degrees, are required to take the 33 hour business core including the Accounting sequence (ACCT 201 and ACCT 202); Business Communications (BCOM 320), Business Law (BL 230); Business Statistics (DS 303), Finance (FIN 331), Global Studies (MGT 125 or ECON 170), Information Systems (IS 340), Management (MGT 349 and MGT 490), Marketing (MKTG 327), and the zero credit hour assessment course for business and technology (BAT 490).

**(4) Different Major Core Requirements—each major has its own unique major core requirements, and those differ even among the BA and BB in Economics.**

The BA focuses on generalized societal issues and the BB in Economics focuses more heavily on critical theory and application to business environments. There are only 3 credit hours of duplication in the major core (ECON 381) among the two programs and 9 hours total including directed general education for the BB (ECON 231 and ECON 232).

The Bachelor of Arts in Economics requires

- ECON 197: Skill and Portfolio Development (0)
- ECON 231: Principles of Macroeconomics (3)
- ECON 232: Principles of Microeconomics (3)
- ECON 325: Monetary Policy and Applied Macroeconomics (3)
- ECON 330: Applied Microeconomic Theory (3)
- ECON 351: Global Economic Poverty Issues (3)
- ECON 381: Economic Problem Solving (3)
- ECON 497: Senior Knowledge Assessment (0)

**The Bachelor of Business in Economics requires:**

- ECON 197: Skill and Portfolio Development (0)
- ECON 331: Intermediate Macroeconomics (3)
- ECON 332: Managerial Economics and Price Theory (3)
- ECON 381: Economic Problem Solving (3)
- ECON 445: Game Theory and Economic Behavior (3)
- ECON 470: International Trade (30)
- ECON 497: Senior Knowledge Assessment (0)
- DS 321: Data Visualization for Decision Making (3)

**(5) Different GPA requirements**

Students pursuing a Bachelor of Arts in Economics must meet the GPA 2.0 threshold set by the College of Arts and Sciences. Students pursuing a Bachelor of Business degree are pre-business students until they have completed 60 hours of coursework, and have attained a minimum GPA of 2.5. Students must complete all business degree requirements and graduate with a minimum 2.5 GPA. Students not making satisfactory progress after completion of 60 hours will be limited to 29 hours of business courses and will be removed from business courses (29 hour rule).

**Bases for exclusion:**

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

- a) summarize the business content included in the degree curricula;

The BA in Economics should be excluded on the basis of independence and program distinctiveness. The CIP code for the BA in Economics is 45.0601 (Economics, General). As noted above, none of the major core requirements of the Bachelor of Arts in Economics are business-related courses. Further, students pursuing a Bachelor of Arts in Economics do not take any of the business core courses as part of their required coursework. Hence, the only exposure to the business-related content would come from open electives or a minor that includes business courses. Please note, the 29 hour rule persists so that students *not* completing a business major cannot take more than 29 hours of business courses to satisfy degree requirements. This provides clear *independence* from other business majors. Additionally, the degree conferred is a Bachelor of Arts in Economics which is distinctly different from the Bachelor of Business in Economics (CIP code: 52.0601-Business/Managerial Economics). To further differentiate the two economics programs, the BB in Economics is currently under consideration for STEM designation. The BB curriculum is focused on bringing together traditional economic theories with modern analytics techniques to solve complex business problems.

b) provide a calculation of the percentage of business content within the degree program;<sup>1</sup>

None of the required core courses for the Bachelor of Arts in Economics are business courses, and students not pursuing a business degree cannot take more than 29 hours of business courses. Hence, if a student chose to take a minor in business, as well as satisfy their open electives with business courses, they would be capped at a maximum of 29 hours ( $29/120 = 24\%$ ). In practice, student do not typically approach this theoretical maximum as students pursuing the BA in Economics have different professional objectives and employment opportunities. Hence, these students are advised to take courses that support those objectives including courses in history, political science, international relations, sociology, and psychology.

c) describe how the degree is marketed and promoted as compared to the other business programs at the school and include supporting evidence (e.g. the program website, program description in catalog, or other promotional collateral);

All correspondence and programmatic materials are clearly marked as a Bachelor of Arts in Economics. For example, the catalog description states: "The BA in Economics is a general economics degree offered in the College of Arts and Sciences" and outlines the requirements consistent with the College of Arts and Sciences Curriculum Requirements. The website description also states "The [BA in Economics] degree focuses on the development of critical thinking skills and generally recommended for students interested in government, and is a top preparatory degree for law school...The BA in Economics projected as top-paid *social science* major." Hence, our marketing efforts are aimed at a population of students that are interested in the relevant professional opportunities for the Bachelor of Arts degree.

d) explain the degree to which the business unit controls the operations of the program (e.g. program design, faculty hiring, learner selection and support, curriculum design, etc.).

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<sup>1</sup> The percentage of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of business credits (25%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee. Additionally, a 36-hour master's degree with 18 or more hours of business credits (50%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

The School of Accounting, Finance, Economics, and Decision Sciences (AFED) oversees the Bachelor of Arts in Economics as the economics faculty are housed within this unit. Hence, they are responsible for curriculum development, design, and implementation. The faculty fully recognize the inherent differences between the BA in Economics, a social science focused degree program, and other business degrees, including the BB in Economics. Hence, the required core of each economics major is significantly different focusing on different skill sets in preparation for different employment paths. This provides further evidence for consideration of exclusion based on both independence and distinctiveness of the Bachelor of Arts in Economics program.

Supporting Documentation: 2021 Catalog Copy attached





## Continuous Improvement Review (CIR) Accounting Application - 2018

The purpose of this application is to initiate the Continuous Improvement Review (CIR) process for accounting accreditation and to provide updates to concerns identified from the previous review; adjustments to strategic goals and initiatives as well as financial resources and a summary of engagement, innovation and impact examples. The application is subdivided into five parts:

- Part I Organization Information
- Part II Eligibility Procedures
- Part III Continuous Improvement and Consultative Feedback
- Part IV Scope of Accreditation (Eligibility Criterion D)
- Part V Review Schedule and Comparison Groups

CIR applications are due by July 1st, two years prior to the review year. Applications are reviewed by AACSB staff upon receipt for content and completeness. If responses are determined to need further review, the application will be referred to the Accounting Accreditation Committee (AAC). More in-depth information regarding the Eligibility Criteria are in the Eligibility Procedures and Standards for Accounting Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/accounting>.

**Please note:** For organizations that hold both business and supplemental accounting accreditation, separate business and accounting CIR applications must be submitted by the July 1 deadline. Information found in the business application that also applies to the accounting application does not have to be repeated in the accounting application. In these cases, the accounting application should reference the business application.

## PART I – Organization Information

Name of Organization <b>Western Illinois University</b>	
Name of Business Unit <b>College of Business &amp; Technology (CBT)</b>	Name of Accounting Unit <b>School of Accounting, Finance, Economics, &amp; Decision Sciences (AFED)</b>
Name/Title of Business Unit Head (Dean or equivalent) <b>Craig Conrad, Dean</b>	Name/Title of Accounting Unit Head <b>Jessica Lin, Director</b>
Name/Title of Provost or equivalent (Academic Vice President, etc.) <b>Manoochehr Zoghi, Provost</b>	Name/Title of Chief Executive Officer or equivalent (President, Chancellor, etc.) <b>Guiyou Huang, President</b>

Please note there is a submission approval confirmation requirement in myAccreditation. A checkbox confirmation of the following statement replaces signatures: The Head of the Business School, the organization’s administration, and Accounting Academic Unit Administrator, if applicable, have reviewed this information. The institution’s administration confirms that the information in this document is trustworthy and accurate.

Please review your organization’s general information as listed on the “General Information” tab in myAccreditation and confirm whether the contact information is correct.

- I confirm the contact information listed on my organization’s general information tab in myAccreditation is correct and current.
- The contact information listed on my organization’s general information tab in myAccreditation is NOT correct. *Please provide a brief summary below of what information needs updating and an AACSB staff member will contact you.*

## PART II – Eligibility Procedures

Review the Eligibility Criteria noted in the accreditation standards document and acknowledge below if the organization meets or does not meet the spirit of each of the Eligibility Criterion. If the organization does not feel it aligns with the criteria, please provide an explanation why.

Additional detail on AACSB's Eligibility Criteria can be found at:

<https://www.aacsb.edu/accreditation/standards/accounting>.

- The organization meets the Eligibility Criteria
- The organization does not meet the Eligibility Criteria. *When this box is selected, please indicate below which criterion(s) are not met and provide an explanation why.*

Additional comments regarding Eligibility Criteria, if applicable.

## PART III – Continuous Improvement and Consultative Feedback

1. Describe the organization's actions that have been taken and progress to date in responding to “concerns that must be addressed prior to or at the time of the next review” stated in the official correspondence from the Board of Directors from the most recent AACSB accreditation review. For each response please note the 2013 Standard(s) and equivalent 2018 Standard(s) that corresponds to the addressed concern. A comparison chart of the standards is available at <https://www.aacsb.edu/accreditation/standards/accounting>.

Associated Standard & Issue	Update
<p><b>2013 Standards Referenced:</b>            Standard 15: Faculty Qualifications and Engagement            Standard 2: Intellectual Contributions, Impact, and Alignment with Mission</p> <p><b>2018 Standards Referenced:</b>            Standard A2: Accounting Intellectual Contributions Impact &amp; Alignment with Mission (Related Business Standard 8)            Standard A6: Accounting Faculty Sufficiency, Credentials, Qualifications, &amp; Deployment (Related Business Standard 3)</p> <p><b>Per Attachment B:</b> “The college’s guidelines for maintaining Scholarly Academic (SA) and Scholarly Practitioner (SP) status do not adequately support the stated, second sustaining goal of the college to foster intellectual contribution and to <i>“emphasize the impact of their research on the CBT’s stakeholders”</i>. The college should review these standards and, within them, articulate expectations for impact. In particular, the college should provide evidence that the breadth of research quality across the college is more clearly articulated. Considering that the college will undergo its next review under the 2020 standards, the school should also look to Standard 8: Impact of Scholarship to consider ways beyond faculty qualifications that they might encourage high-quality, impactful intellectual contributions. (2013 Standard 15: Faculty Qualifications and Engagement; 2020 Standard 3: Faculty and Professional Staff Resources and 2013 Standard 2: Intellectual Contributions, Impact, and Alignment with Mission; 2020 Standard 8: Impact of Scholarship)</p>	<p>This feedback applies to both the Business and Accounting reviews and we therefore refer to the response provided in our CIR Application for Business Accreditation.</p>
<p><b>2013 Standards Referenced:</b>            Standard 8: Curricula Management and Assurance of Learning</p>	<p>In response to this feedback the accounting curriculum and assessment committee took a variety of steps to more thoroughly integrate</p>

<p>Standard 9: Curriculum Content</p> <p><b>2018 Standards Referenced:</b>  Standard A5: Information Technology Skills, Agility &amp; Knowledge for Accounting Graduates and Faculty</p> <p><b>Per Attachment B:</b> The department of Accounting must develop and integrate current technology skills throughout the curriculum. Currently, the only technology used in the curriculum on a consistent basis is Excel. While a good working knowledge of Excel is needed for all Accounting students, there are a number of other technology skills that should be included in the curriculum. Students should have information technology agility which includes not only knowledge of the various computer programs, but also the ability to analyze results from the various programs. Data analytics should be incorporated throughout the Accounting undergraduate and graduate curriculum.</p>	<p>additional technology tools into both our undergraduate and graduate programs.</p> <p>Within the undergraduate degree, we significantly updated the content in the courses required for the accounting major as well as courses required in the broader business core. We collaborated with the Information Systems (IS) faculty to update the content in the required course for all accounting majors, IS 340 (Introduction to Information Systems) to now include the use of Tableau and Power BI. Within the course, students will have the opportunity to engage in analytics and data visualization using additional tools beyond Excel.</p> <p>The accounting curriculum and assessment committee continued its regular “technology audit” of all core accounting courses. Although most courses have always incorporated basic Excel examples, we traditionally relied upon the Accounting Systems and Control course (ACCT 451) for more advanced technology skills. However, in response to this feedback the faculty in the financial accounting courses (ACCT 341, 342, and 343) and Managerial Accounting (ACCT 351, 352) increased the number of accounting specific case studies and applications that utilize advanced tools in Excel and Tableau.</p> <p>While we agree that modern accounting requires knowledge beyond that of basic Excel, we maintain our belief that students needed more exposure to the advanced Excel manipulations, earlier in their studies, and therefore modified the Computer Science requirement from CS 302 (Spreadsheet and Database Applications) to CS 301 (Spreadsheet Applications). The new course allows for a deeper-dive into advanced spreadsheet operations.</p> <p>Within the Masters of Accountancy (MAcc) we also reassessed the skills used in the core courses to ensure that case studies and examples utilized Tableau and Power BI along with traditional Excel examples. However, the curriculum group specifically felt that the MAcc warranted an entire course dedicated to accounting analytics and therefore introduced ACCT 551 (Accounting Analytics) as a core requirement for all MAcc students.</p> <p>While we have always utilized technology within our curriculum and viewed it as an important dimension of our learning objectives, we had not yet formally defined it as an assessable program</p>
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	<p>goal. Therefore, we modified our assessment instruments to formally incorporate this learning objective within “Program Goal 2: Critical Thinking &amp; Decision Tools”. These learning objectives are assessed as part of the Major Field Test as well as in the accounting specific exit exam administered in ACCT 611 (Graduate Outcomes Assessment).</p> <p>Along with these undergraduate and graduate curriculum changes, it is also worth noting that in 2020, the Department of Accounting &amp; Finance merged with the Department of Economics &amp; Decision Sciences to form a larger School of Accounting, Finance, Economics, &amp; Decision Sciences (AFED). This merger yields benefits to our accounting programs as it increases the exposure to business analytics content, additional technology resources, and facilitates collaboration between the two disciplines’ faculty and students. It encourages accounting students to select analytics electives, participate in analytics focused student groups and events, and helps faculty maintain and/or improve their own technology skills.</p>
<p><b>2013 Standard Referenced:</b> Standard 8: Curricula Management &amp; Assurance of Learning</p> <p><b>2018 Standards Referenced:</b> Standard A4: Accounting Curricula Content, Management, &amp; Assurance of Learning</p> <p><b>Per Attachment B:</b> The department has worked to integrate its Assurance of Learning program into the curriculum management process. However, the team does not believe that the department is effectively closing the loop on the process. It appears that the department is collecting and analyzing the assessment data annually and making changes, but are not measuring the effect of those changes in an effort to improve students’ knowledge.</p>	<p>The accounting curriculum and assessment committee actively collects assessment data from various accounting courses as well as from the graduation exit exams (ACCT 499 and ACCT 611) and then carefully examines the curriculum to determine if change is warranted. Throughout the last several years the consistent 100% scores made it difficult to discern the impact on student learning from any further changes. Therefore, we have modified several of our instruments so that we can more clearly measure changes in student learning outcomes. For instance, we developed new technology assessment measures for the programs’ exit exams. We’ve also adopted new ethics and teamwork/collaboration instruments that allow us to more clearly identify the impact on learning following curricular changes. We believe that regularly evaluating the instrument(s) along with the results allows us to effectively “close the loop” in our assurance of learning program.</p>

*Insert additional rows as needed*

(Optional) List any topic(s) that the organization would like to receive consultative feedback on from the team (i.e. non-degree expansion plans, fundraising, advisory board management, etc.).

Topic	Additional Information
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*Insert additional rows as needed*

- Briefly describe any updates, revisions or revamping of the organization’s strategic plan “Higher Values in Higher Education”. Address any changes in funding available to the organization and the impact of these changes, if any, on the organization. Also, provide an update on expectations for student enrollment across programs.**

**Strategic Planning**

The former Department of Accounting and Finance last addressed their strategic plan in the Fall 2019 semester. It consisted of a series of short, intermediate, and long-term goals that were carefully mapped to the college wide goals. In Fall 2020 the accounting unit merged with the Department of Economics & Decision Sciences to form the School of Accounting, Finance, Economics, & Decision Sciences (AFED). This merger required numerous operational adjustments including restructuring committees. Before the merger, there was one strategic planning committee with a few goals specific to each program. Following the merger, the School has decided to maintain one broad strategic planning committee but to also allow for discipline specific subcommittees. This structure ensures that each discipline’s needs are represented, but in a cohesive and supportive manner within the broader unit. The School will maintain a joint mission, vision, and impact statements; however, each sub-grouping is responsible for conducting regular risk assessments and goal development. These goals may be unique to the discipline or shared among sub-groupings. These goals should support the broader strategic plan and initiatives at the College and University levels.

Within the last year, the Accounting and Finance advisory boards each reviewed the existing strategic plan, as finalized in 2019 and didn’t recommend any immediate changes.

As outlined in the Business programs CIR Application, the broader University wide strategic plan has been evolving recently under President Guiyou Huang’s new leadership. The macro level strategic goals now include to 1) enrich academic excellence, 2) advance educational opportunities, 3) support personal growth, and 4) promote social responsibility. In response to these goals, the College of Business and Technology’s Strategic Planning Committee recently mapped its contributions and roles in supporting these goals around the following priorities (1) improving student recruitment & retention, (2) addressing the paradigm shift in educational content delivery, (3) ensuring operational continuity reflective of environmental risk, (4) improve faculty recruitment & retention, and (5) engage & deploy technology efficiently.

Now that the School has its strategic planning committee appropriately structured and the institutional level goals and college priorities are established, the accounting group is preparing to conduct its risk assessment this fall with the associated review of its current goals.

## **Funding**

Prior to the department merger, the Department of Accounting & Finance maintained a budget of approximately \$1,162,208 with \$1,148,746 committed in faculty and staff salaries and \$13,462 in discretionary operating budget. These costs supported both the accounting and finance disciplines. The department maintained separate accounting foundation and scholarship accounts distinct from those of Finance. Following the merger, the overall budget increased significantly for the unit. Currently our budget includes \$2,474,031 in faculty and staff salaries and \$21,130 for operational expenses. Although the budget has increased, it now supports four disciplines. The foundation and scholarship accounts however remain separated and clearly designated according to donor wishes.

While the increased funds in the accounting unit budget were to cover the merged unit, the accounting programs benefit from synergies in cost savings. By sharing the administrative overhead, funds are freed up to better support faculty research, technology purchases, student group initiatives, etc. Furthermore, the shared graduate assistantship pool has broadened the skill set of assistants hired by the department. Accounting faculty can now utilize graduate assistants with accounting specializations, or instead students from the analytics program.

## **Enrollment**

Given the changing demographics and labor migration trends in Illinois, projected enrollments are concerning and therefore recruitment and retention remain among the highest priorities. As highlighted in the Business CIR Application, expected enrollments in 2029 could be as much as 30% lower than the 2013 baseline numbers. Like the broader business disciplines, the accounting programs have already felt this impact and have declined over 20% decline since Fall 2017. This drop is consistent with the enrollment changes across the University and among many regionally focused institutions. Although the enrollment projections are discouraging, we believe that the career-oriented focus on our accounting program will help mitigate this trend. The Bureau of Labor Statistics project 7% growth in job opportunities for accountants and auditors. Our programs have launched several initiatives in the last few years that emphasize career paths and certification including efforts to promote the CPA, CMA, and EA.

- 3. The Continuous Improvement Review is a holistic review centered around the themes of the 2018 accounting accreditation standards (Engagement, Innovation, Impact) rather than a standard by standard review. Summarize some of the organization's initiatives in these areas.**

The accounting unit's initiatives supporting the themes of Engagement, Innovation, and Impact often overlap and contain multiple elements of those themes. The accounting unit regularly participates and supports the college initiatives while also promoting programs that are specific to accounting. Although many of these initiatives overlap among the three themes, we've provided a couple of examples that speak more heavily toward each theme below.



## Engagement

The accounting program provides considerable opportunities for students to engage with each other, diverse faculty, alumni, and industry partners. Some specific recent engagement highlights since our last visit include:

- Ongoing recognition for the Macomb chapter of Beta Alpha Psi (BAP) as a “Superior Chapter”. Student members have engaged in a sufficient number of professional and service-oriented activities to continue their 32-year streak of recognition. BAP regularly interacts with accounting professionals through its presentations, annual career fair (“Meet the Firms”), annual alumni and corporate golf outing, and community service efforts. In 2021 the chapter received 2<sup>nd</sup> place in the regional “Invest in your Community” video contest. Their activities provide significant impact for the students as they facilitate their professional and personal development while also fostering opportunities for networking and collaboration.
- Our chapter of the National Association of Black Accountants (NABA) regularly hosts guest speakers that allow for additional industry partnerships. Recently they’ve connected with John Deere and Deloitte to raise funds for chapter events which included sending 10 accounting students to the 2022 annual convention. Our active and engaged NABA chapter helps our accounting unit recruit a more diverse student population and increases awareness of the accounting profession among an under-represented community within the accounting industry.

## Innovation

Covid-19 and the emergency “pivot” that took place during the shelter-in-place orders necessitated numerous innovations in teaching. The accounting faculty were no exception. Like others across the country, they modified their classes to accommodate students that were unable to be in physical classes. However, the examples highlighted below exemplify innovate initiatives distinct from those brought upon by the pandemic.

- Given the changes in today’s students we find an increasing number of working and/or non-traditional students in our accounting courses. This has led us to develop many of our accounting courses in “HiFlex” formats. These classes allow for faculty to simultaneously deliver their courses to students regardless of their geographic or timing needs. Students in a particular course may be attending in-person, synchronously online, or have the option to engage asynchronously. This class format ensures that we can deliver content to a more diverse group of students.
- As part of our mission to prepare students for accounting professions and encourage them to proactively take important steps earlier in their career, the accounting faculty launched a Certification webinar series. This 5-part series features information about the various certifications within the accounting profession, the necessary steps for successful testing, and the career paths that follow. This is a novel way to introduce critical industry information to students

and was well attended each semester. Although we have always encouraged certification informally through student groups or individual faculty lectures, this series provided an opportunity for us to innovate and more formally present the information.

- Beginning Fall 2021 we began offering students access to certification/licensure review courses that could be transcribed. Initially we started a three-course sequence, 1 s.h. each, that focused on three different portions of the CPA exam, BEC, FAR, and REG. We negotiated an arrangement with Becker to provide high-quality review materials and students worked individually with a faculty mentor to work through the steps necessary to sit for the exam and begin their study efforts. This innovation in curriculum heavily encouraged students to sit-for and potentially pass at least one or two parts of the CPA exam prior to graduation. Students that complete the entire sequence can count the hours toward their MAcc degree. In Spring 2022 we launched similar experiences for the CMA and EA exams through a partnership with Gleim.

### **Impact**

All of the activities described so far have significant impacts on student learning and professional development. However, the accounting unit's impact extends beyond the borders of the classroom and also speak to broader ambitions.

- The accounting unit developed and launched the "CPA Project" through a series of donations and sponsorships from companies and the AICPA. Since our last visit we have brought on 3 new scholars. This program not only positively impacts the sponsored students but also increases the diversity within our MAcc and attempts to narrow the representation gap among professionals that choose to complete CPA licensure.
- Western Illinois University lies in a rural area such that many surrounding high-schools have limited access to accounting curriculum. Therefore, area students (and teachers) have fewer opportunities to learn about the value of an accounting degree and the numerous career opportunities. Our student groups (led by BAP) host an annual "Accounting Challenge" that brings together area high-school and community college students to share information about the profession and facilitate engagement between prospective accounting students and industry professionals. Students also have the opportunity to compete in a challenge activity to "test their knowledge" and potentially earn scholarships.
- Our accounting unit is proud to be able to participate in VITA through its tax preparation operations in the Quad Cities and Quincy, IL. Our VITA team completed about 10% of all VITA returns for the Quad-Cities and Quincy areas. This program positively impacts the Quad-Cities and Quincy communities but also provides superior hands-on learning opportunities for the students.

## **PART IV – Scope of Accreditation (Eligibility Criterion D)**

## **Degree Programs in Accounting to be Included in the Accreditation Review**

Refer to the **Scope Tab** on your organization's myAccreditation dashboard. The scope tab lists the degree programs that will be included in your organization's review. Unless approved for exclusion, all accounting degree programs offered through the business school and other academic units within your institution should be included in the scope of accreditation.

Between now and the time of your visit, additional programs may be added to the scope of review. These programs can be added to the most recently completed BSQ. Please contact your AACSB staff liaison if the BSQ is closed and cannot be accessed.

- By checking this box, I confirm the accounting programs listed on my organization's Scope tab as included in scope in myAccreditation are current.
- By checking this box, I confirm the accounting programs listed on my organization's Scope tab in myAccreditation is NOT current.

## **Previous Degree Programs Excluded from the Accreditation Review**

Confirm **all** degree programs in accounting previously excluded from review are listed in myAccreditation.

- By checking this box, I confirm the accounting programs excluded from scope listed in myAccreditation are correct.
- By checking this box, I confirm there are no new accounting exclusions for scope of accreditation at this time.

## **New Degree Programs to be Excluded from the Accreditation Review**

In Table A.1, list new degree programs, not previously reported, for which you intend to seek exclusion from the accreditation review. Organizations must provide a Program Exclusion Request Form for each new degree program exclusion. Complete every required section of the form (Sections: Independence, Program Distinctiveness, and Operational Control), and as many of the optional sections that apply. All request forms are to be included with this application.

The Program Exclusion Request Form is in Appendix A. More in-depth information on the basis for exclusion are in the Eligibility Procedures and Standards for Accounting Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/accounting>.

### **Table A.1 New Degree Programs to be Excluded from Review:**

*Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the programs listed below. Do not list previously excluded programs.*

Degree Title <sup>1</sup>	Major Emphasis <sup>1</sup>	Sub Emphasis <sup>1</sup>	Department/ Division/ Administrative Unit Conferring Degree <sup>2</sup>	Basis for Exclusion: (check all that apply)						
				1. Independence <sup>3</sup>	2. Program Distinctiveness <sup>3</sup>	3. Operational Control <sup>3</sup>	4. Subject to Non-Business Accreditation	5. Specialized Field	6. Separate Location	7. Participate But Not Named

*Insert additional rows as needed*

## PART V: Review Schedule Request and Review of Comparison Groups

### Review Schedule Request

We request a peer review team visit in:

Visit year (July 1 – June 30)	Rank (in order of preference)
July 1 – December 1	2
January 15 – March 31	1
April 1 – June 30	3

*Specific visit dates along with team member nominations will be requested after the first of the year.*

### Comparison Groups

Confirm all comparison groups listed in myAccreditation are correct. Please contact your AACSB staff liaison if there is a need to make any updates between now and the time of your visit.

- By checking this box, I confirm the Comparison Groups listed in myAccreditation is correct.
- The Comparison Groups listed in myAccreditation is NOT correct. Please list below what information needs correcting. An AACSB staff member will advise when the update has been made. Please note, only AACSB accredited organizations will appear.

## Appendix A Program Exclusion Request

Complete every required section of the form (marked with an \*) and as many of the optional sections that apply. A separate copy of this form is required for each degree program for which exclusion from the AACSB International accreditation review is requested.

\* **Name of Institution:**

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

\* **Full Title and Descriptive Information for Program for which Exclusion is being requested** (include the percentage of business content in the degree program):

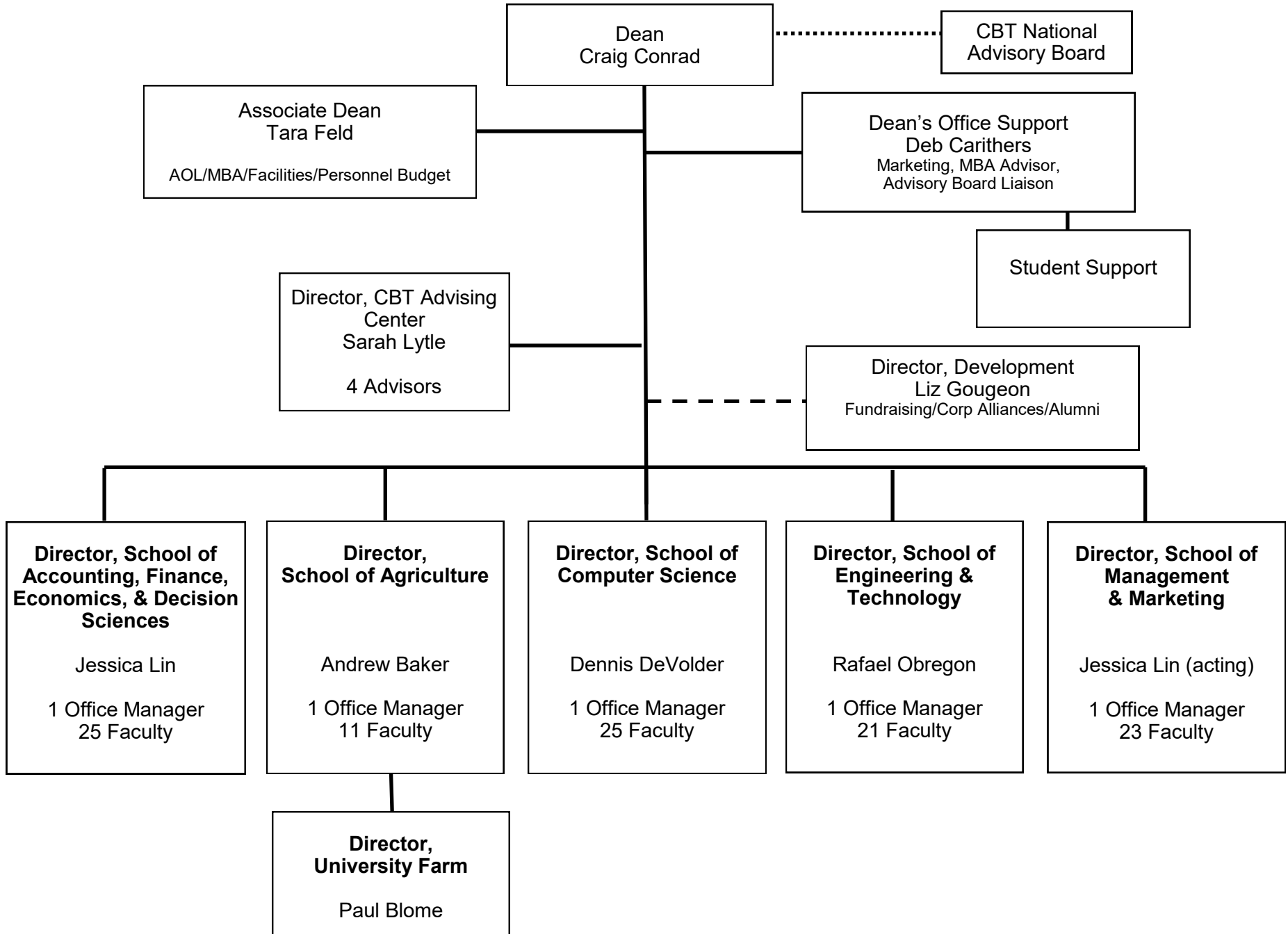
#### **Bases for exclusion:**

Provide a brief, clear description of how the program satisfies the required and all other relevant categories. *Descriptions of the category expectations are discussed in Eligibility Procedure Criterion D of the Eligibility Procedures and Standards for Business Accreditation.*

1. \* **Independence** (Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion) -

2. \* **Program Distinctiveness** (Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process) –
3. \* **Operational Control** (Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral) –
4. **Subject to non-business accreditation** (Degree programs subject to accreditation by other non-business accreditation organizations) –
5. **Specialized field** (Specialized degree programs that are not marketed in conjunction with the business program under AACSB review) –
6. **Separate location** (Degrees offered on a separate or independent campus) –
7. **Participate, but not named** (Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript and/or Degree programs in secondary business education whether offered within the entity applying for accreditation or elsewhere) -

**Western Illinois University—College of Business and Technology**  
**June 30, 2024**



# Appendix D: CBT Committee Descriptions

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## 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.*

**Total Undergraduate and Graduate Enrollment by College/Department/Major, Fall 2018- 2024**

College/Department/Major	2018			2019			2020			2021			2022			2023			2024			
	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	
<b>COLLEGE OF BUSINESS &amp; TECHNOLOGY</b>																						
<b>Accounting, Finance, Econ &amp; Decision Sci, School of</b>	<b>360</b>	<b>62</b>	<b>422</b>	<b>308</b>	<b>69</b>	<b>377</b>	<b>316</b>	<b>70</b>	<b>386</b>	<b>318</b>	<b>108</b>	<b>426</b>	<b>294</b>	<b>190</b>	<b>484</b>	<b>283</b>	<b>138</b>	<b>421</b>	<b>296</b>	<b>85</b>	<b>381</b>	
Accountancy	113	20	133	106	27	133	99	23	122	79	19	98	81	16	97	61	19	80	64	27	91	
Pre-Accountancy	135	0	135	105	0	105	98	0	98	110	0	110	85	0	85	80	0	80	84	0	84	
Applied Statistics & Decision Analytics	0	17	17	0	21	21	0	26	26	0	64	64	0	140	140	0	92	92	0	41	41	
Business Analytics (B.B.)	3	0	3	5	0	5	3	0	3	21	0	21	25	0	25	33	0	33	7	0	7	
Pre-Business Analytics	0	1	1	0	3	3	14	0	14	0	0	0	0	0	0	0	0	0	25	0	25	
Business Analytics (PBC)	0	24	24	0	9	9	0	1	1	0	2	2	0	1	1	0	0	0	0	0	0	
Economics (B.A.)	0	0	0	0	9	9	16	0	16	16	0	16	11	0	11	12	0	12	0	0	0	
Economics (B.B.)	3	0	3	9	0	9	6	0	6	9	0	9	9	0	9	6	0	6	16	0	16	
Pre-Economics	11	0	11	9	0	9	15	0	15	13	0	13	13	0	13	11	0	11	11	0	11	
Finance	40	0	40	34	0	34	35	0	35	30	0	30	20	0	20	29	0	29	32	0	32	
Pre-Finance	55	0	55	40	0	40	30	0	30	40	0	40	50	0	50	51	0	51	57	0	57	
Quantitative Economics (prev Economics)	0	0	0	0	0	0	0	20	20	0	23	23	0	33	33	0	27	27	0	17	17	
<b>Management &amp; Marketing, School of</b>	<b>551</b>	<b>109</b>	<b>660</b>	<b>488</b>	<b>129</b>	<b>617</b>	<b>468</b>	<b>197</b>	<b>665</b>	<b>418</b>	<b>257</b>	<b>675</b>	<b>408</b>	<b>224</b>	<b>632</b>	<b>407</b>	<b>161</b>	<b>568</b>	<b>324</b>	<b>132</b>	<b>456</b>	
Apparel & Textile Merchandising	20	0	20	12	0	12	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	
Business Administration	0	105	105	0	120	120	0	194	194	0	251	251	0	222	222	0	157	157	0	132	132	
Business Administration (PBC)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Human Resource Management	35	0	35	39	0	39	30	0	30	21	0	21	20	0	20	24	0	24	38	0	38	
Pre-Human Resource Management	60	0	60	32	0	32	41	0	41	45	0	45	46	0	46	43	0	43	33	0	33	
Management	77	0	77	64	0	64	60	0	60	66	0	66	65	0	65	62	0	62	50	0	50	
Pre-Management	85	0	85	103	0	103	120	0	120	113	0	113	108	0	108	97	0	97	107	0	107	
Marketing	46	0	46	43	0	43	39	0	39	33	0	33	26	0	26	30	0	30	26	0	26	
Pre-Marketing	77	0	77	63	0	63	64	0	64	59	0	59	68	0	68	68	0	68	25	0	25	
Supply Chain Management	65	0	65	63	0	63	60	0	60	36	0	36	27	0	27	42	0	42	31	0	31	
Pre-Supply Chain Management	86	0	86	69	0	69	49	0	49	45	0	45	48	0	48	41	0	41	14	0	14	
Supply Chain Management (PBC)	0	3	3	0	9	9	0	3	3	0	6	6	0	2	2	0	4	4	0	0	0	
Pre-Business Undecided	72	0	72	56	0	56	33	0	33	52	0	52	84	0	84	87	0	87	42	0	42	
<b>TOTAL BUSINESS DISCIPLINES</b>	<b>983</b>	<b>171</b>	<b>1154</b>	<b>852</b>	<b>198</b>	<b>1050</b>	<b>817</b>	<b>267</b>	<b>1084</b>	<b>788</b>	<b>365</b>	<b>1153</b>	<b>786</b>	<b>414</b>	<b>1200</b>	<b>777</b>	<b>299</b>	<b>1076</b>	<b>662</b>	<b>217</b>	<b>879</b>	
<b>TOTAL BUSINESS &amp; TECHNOLOGY</b>	<b>1732</b>	<b>374</b>	<b>2106</b>	<b>1498</b>	<b>362</b>	<b>1860</b>	<b>1414</b>	<b>416</b>	<b>1830</b>	<b>1429</b>	<b>665</b>	<b>2114</b>	<b>1434</b>	<b>953</b>	<b>2387</b>	<b>1389</b>	<b>683</b>	<b>2072</b>	<b>1244</b>	<b>411</b>	<b>1655</b>	

**Undergraduate Demographic Changes Business Disciplines, Fall 2019-2024**

	FY 23-24			FY 19-20			FY 19-24 Change			FY 19-24 % Change		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	0	0	0	0	0	0	0	0	0	-	-	-
Asian	6	10	16	7	7	14	-1	3	2	-14.3%	42.9%	14.3%
Native Hawaiian or Other Pacific Islander	0	0	0	1	1	2	-1	-1	-2	-100.0%	-100.0%	-100.0%
Black or African American, Non-Hispanic	70	61	131	74	63	137	-4	-2	-6	-5.4%	-3.2%	-4.4%
Hispanic/Latino	50	44	94	53	43	96	-3	1	-2	-5.7%	2.3%	-2.1%
White, Non-Hispanic	176	199	375	278	233	511	-102	-34	-136	-36.7%	-14.6%	-26.6%
Two or More Races	5	12	17	9	8	17	-4	4	0	-44.4%	50.0%	0.0%
Race/Ethnicity Unknown	5	6	11	5	4	9	0	2	2	0.0%	50.0%	22.2%
Total U.S. citizens and permanent residents	312	332	644	427	359	786	-115	-27	-142	-26.9%	-7.5%	-18.1%
Other country/territory of origin or birthplace	14	22	36	6	4	10	8	18	26	133.3%	450.0%	260.0%
<b>Grand Total</b>	<b>326</b>	<b>354</b>	<b>680</b>	<b>433</b>	<b>363</b>	<b>796</b>	<b>-107</b>	<b>-9</b>	<b>-116</b>	<b>-24.7%</b>	<b>-2.5%</b>	<b>-14.6%</b>

**Undergraduate Demographic Changes Business Disciplines, Fall 2019-2024**

(percentage Change within gender by ethnicity)

	FY 23-24			FY 19-20			FY 19-24 Change		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	0	0	0	0	0	0			
Asian	1.8%	2.8%	2.4%	1.6%	1.9%	1.8%	0.2%	0.9%	0.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.3%	0.3%	-0.2%	-0.3%	-0.3%
Black or African American, Non-Hispanic	21.5%	17.2%	19.3%	17.1%	17.4%	17.2%	4.4%	-0.1%	2.1%
Hispanic/Latino	15.3%	12.4%	13.8%	12.2%	11.8%	12.1%	3.1%	0.6%	1.8%
White, Non-Hispanic	54.0%	56.2%	55.1%	64.2%	64.2%	64.2%	-10.2%	-8.0%	-9.0%
Two or More Races	1.5%	3.4%	2.5%	2.1%	2.2%	2.1%	-0.5%	1.2%	0.4%
Race/Ethnicity Unknown	1.5%	1.7%	1.6%	1.2%	1.1%	1.1%	0.4%	0.6%	0.5%
Total U.S. citizens and permanent residents	95.7%	93.8%	94.7%	98.6%	98.9%	98.7%	-2.9%	-5.1%	-4.0%
Other country/territory of origin or birthplace	4.3%	6.2%	5.3%	1.4%	1.1%	1.3%	2.9%	5.1%	4.0%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>			

**Western Illinois University**

# **College of Business & Technology**

**Strategic Plan**

**2022–2027**



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# Strategic Planning Committee

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**Dr. Craig Conrad**, Dean

**Dr. Tara Feld**, Associate Dean & MBA Director

**Dr. Jessica Lin**, Director, School of Accounting, Finance, Economics & Decision Sciences

**Dr. Andrew Baker**, Director, School of Agriculture

**Dr. Dennis DeVolder**, Director, School of Computer Sciences

**Mr. Rafael Obregon**, Director, School of Engineering & Technology

**Dr. Gregory Baramidze**, Assistant Professor of Computer Sciences

**Dr. Leanda Hemphill**, Professor of Instructional Design & Technology

**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

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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
<b>CBT Total Major Count</b>	1860	1830	2114	2387	2072
<b>CBT Undergrad</b>	1498	1414	1429	1434	1389
<b>CBT Grad</b>	362	416	685	953	683
<b>CBT Credit Hours</b>	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.

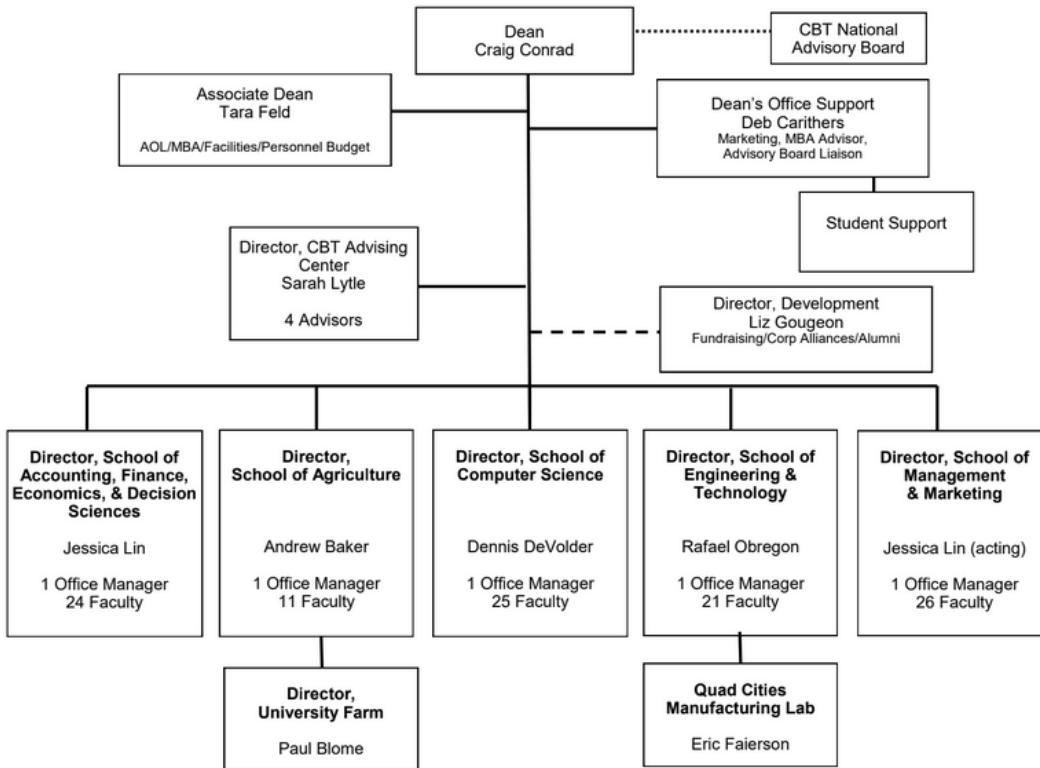
## CBT Structure and Governance

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**

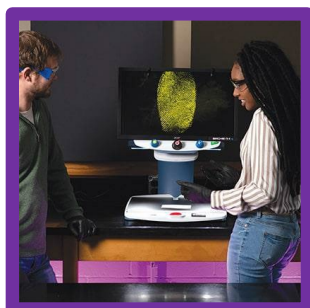


# About University Core Values

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## 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.

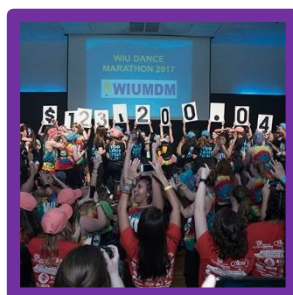
## Personal Growth

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

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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

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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

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## 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

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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

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**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.

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**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

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## 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

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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

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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

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## 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.*

NAME	WORK DEPT	FAC_RANK	FAC_DISC	FAC_HI_DEG
BOGENSCHEIDER, B.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Second Faculty Rank (e.g., Associate Professors)	Accounting	Doctorate of Philosophy
BRENNAN, MARY P.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Fourth Faculty Rank (e.g., Instructors)	Finance - incl Banking	Masters of Business Administration
CHAKRAVORTI, SAMIT	MANAGEMENT AND MARKETING	Second Faculty Rank (e.g., Associate Professors)	Marketing	Doctorate of Philosophy
CHAUHAN, HARITIMA S.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Data Analytics	Doctorate of Philosophy
CHOWDHURY, M.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Data Analytics	Doctorate of Philosophy
CREASEY, SUSAN R.	MANAGEMENT AND MARKETING	Third Faculty Rank (e.g., Assistant Professors)	Marketing	Masters of Business Administration
DUPLESSIS, A.	MANAGEMENT AND MARKETING	Fourth Faculty Rank (e.g., Instructors)	Management	Masters of Business Administration
FORD, AMY M.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Fourth Faculty Rank (e.g., Instructors)	Accounting	Master of Accountancy
GATELY, B.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Economics/ Managerial Economics	Doctorate of Philosophy
GRAY, STEPHEN S.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Second Faculty Rank (e.g., Associate Professors)	Finance - incl Banking	Doctorate of Business Administration
GUPTA, A.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Economics/ Managerial Economics	Doctorate of Philosophy
HOWE, MICHELLE C.	MANAGEMENT AND MARKETING	Fourth Faculty Rank (e.g., Instructors)	Business Communication	Master of Science
HUNT, RYAN J.	MANAGEMENT AND MARKETING	Second Faculty Rank (e.g., Associate Professors)	Business Law/ Legal Environment	Juris Doctorate
KOO, WANMO	MANAGEMENT AND MARKETING	Second Faculty Rank (e.g., Associate Professors)	Marketing	Doctorate of Philosophy
LEE, HONGBOK	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Highest Faculty Rank (e.g., Professors)	Finance - incl Banking	Doctorate of Philosophy
LU, LU	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Accounting	Doctorate of Philosophy
LU DLUM, LISA L.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Fourth Faculty Rank (e.g., Instructors)	Accounting	Master of Accountancy
MELKUMIAN, ALICE A.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Highest Faculty Rank (e.g., Professors)	Economics/ Managerial Economics	Doctorate of Philosophy
MHANGO, MARY W.	MANAGEMENT AND MARKETING	Highest Faculty Rank (e.g., Professors)	Other Discipline	Doctorate of Philosophy
PILLUTLA, PADMAJA	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Second Faculty Rank (e.g., Associate Professors)	Finance - incl Banking	Doctorate of Philosophy
PRYOR, CHARLES R.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Highest Faculty Rank (e.g., Professors)	Accounting	Doctorate of Philosophy
PTUKHIN, Y.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Data Analytics	Doctorate of Philosophy
RANDS, GORDON P.	MANAGEMENT AND MARKETING	Highest Faculty Rank (e.g., Professors)	Management	Doctorate of Philosophy
SADLER, THOMAS R.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Highest Faculty Rank (e.g., Professors)	Economics/ Managerial Economics	Doctorate of Philosophy
SAWHNEY, RAJEEV	MANAGEMENT AND MARKETING	Highest Faculty Rank (e.g., Professors)	Management	Doctorate of Philosophy
SHAMSUDDOHA, MOHAMMAD	MANAGEMENT AND MARKETING	Second Faculty Rank (e.g., Associate Professors)	Supply Chain/ Transport/ Logistics	Doctorate of Philosophy
SHIKE, SARAH E.	MANAGEMENT AND MARKETING	Third Faculty Rank (e.g., Assistant Professors)	Management	Doctorate of Business Administration
STEWART, SUSAN M.	MANAGEMENT AND MARKETING	Highest Faculty Rank (e.g., Professors)	HR Mgt - incl Personnel & Ind/Labor Relati	Doctorate of Philosophy
TAM, STEVEN	MANAGEMENT AND MARKETING	Highest Faculty Rank (e.g., Professors)	Management	Doctorate of Philosophy
TIWARI, M.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Third Faculty Rank (e.g., Assistant Professors)	Economics/ Managerial Economics	Doctorate of Philosophy
VALEVA, ANNA K.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Second Faculty Rank (e.g., Associate Professors)	Data Analytics	Doctorate of Philosophy
WESTEN, CHERYL A.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Fourth Faculty Rank (e.g., Instructors)	Accounting	Masters of Business Administration
WESTERN, B.	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Fourth Faculty Rank (e.g., Instructors)	HR Mgt - incl Personnel & Ind/Labor Relati	Masters of Business Administration
YAN, ZHIQIANG	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Highest Faculty Rank (e.g., Professors)	Finance - incl Banking	Doctorate of Philosophy
YANG, TAE S.	MANAGEMENT AND MARKETING	Second Faculty Rank (e.g., Associate Professors)	Management	Doctorate of Philosophy
YOON, SOON SUK	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Highest Faculty Rank (e.g., Professors)	Accounting	Doctorate of Philosophy
ZHENG, RONG	SCHOOL OF ACCOUNTING,FINANCE,ECONOMICS AND DECISION SCIENCES	Second Faculty Rank (e.g., Associate Professors)	Data Analytics	Doctorate of Philosophy
ZIMMERMAN, HONEY M.	MANAGEMENT AND MARKETING	Third Faculty Rank (e.g., Assistant Professors)	Supply Chain/ Transport/ Logistics	Doctorate of Business Administration

# Targeted Research Impact Program (TRIP)

Dean's Office, College of Business and Technology

August 15, 2023, 2021

The Targeted Research Impact Program (TRIP) replaces the Dean's Travel Award in its current form for the specific purpose of creating a direct incentive program within the CBT disciplines to increase the quality and participation levels within the portfolio of Peer Review Journal (PRJ) related scholarly activity. Additional travel support may be reinstated when travel becomes authorized. Initial components of the program include the following:

1. ***Reimburse conference registration up to a maximum of \$300 one time per year for national and Director/Chair approved regional conferences. Extend eligibility of conference registration reimbursement to Associate Faculty (Unit B).***

Eligibility for conference registration is only for Director/Chair approved national (Domestic) conferences. Final approval for conference registration is at the Dean's discretion and will consider recommendations of Directors/Chairs. It should be noted that conferences that support the goal of increasing discipline impact will be given priority consideration for reimbursement.

## Protocols for Requesting Conference Registration Reimbursement

- Application must be made via the CBT TRIP Program portal located on CBT Faculty & Staff Resource webpage (<http://www.wiu.edu/cbt/faculty-resources.php>).
- Applications must be submitted at least two weeks prior to the actual presentation date.
- Full-time Unit A and Unit B faculty are eligible for one TRIP Registration Reimbursement award per year.
- The maximum award is \$300.00.
- Awards must support the presentation of accepted refereed manuscripts.
- The presentation of abstracts may be considered, but take secondary priority.
- Eligible conferences must be a domestic, scholarly conference recognized for its quality within the faculty member's field of expertise.
- In the case of multiple authors, only one author will be eligible for the award.
- The Dean and the faculty member's chair will select the awardees. The awards may be prioritized based on program need.
- All policy and procedures must be strictly adhered to.
- Reimbursement will be made after conference activities are completed and proof of registration/attendance is submitted.

2. **Implement an INCENTIVE PROGRAM for targeted scholarly journal outlets that support the goal of enhancing scholarly impact and increasing the quality level of scholarly PRJ output.**

A two-tier system of Aspirational Impact Journals and Basic Impact Journals is proposed. Initial inclusion of a scholarly publication in either category was, by necessity, discipline based with input from Director/Chairs to ensure strategic alignment with department goals. Periodic review of the metrics and discipline categories will be performed but the Dean of the College of Business and Technology will retain final approval over outlet acceptability to ensure alignment with college level

goals in subsequent years. It should be noted that while other outlets may be deemed acceptable for retention/promotion purposes, this goal of this incentive program is on increasing scholarly output in high impact publication outlets.

The incentive program has been designed around the SCOPUS system hosted by Elsevier and accessed at <https://www.scopus.com/>.

Scopus is a source-neutral abstract and citation database, curated by independent subject matter experts. It places powerful discovery and analytics tools in the hands of researchers, librarians, institutional research managers, and funders. Scopus generates precise citation search results and automatically updated researcher profiles, creating richer connections between people, published ideas, and institutions. In addition to protecting the integrity of the scholarly record, Scopus helps bolster institutional research performance, rank, and reputation is based on the 44,000 outlets indexed by the SCOPUS (source: [https://www.elsevier.com/data/assets/pdf\\_file/0017/114533/Scopus\\_GlobalResearch\\_Factsheet\\_2019\\_FINAL\\_WEB.pdf](https://www.elsevier.com/data/assets/pdf_file/0017/114533/Scopus_GlobalResearch_Factsheet_2019_FINAL_WEB.pdf))

Two metrics drive the incentive program, the SNIP Score and the CITESCORE. More may be learned about these metrics at <https://www.elsevier.com/authors/tools-and-resources/measuring-a-journals-impact>

***Publication in Aspirational Impact Journals*** - \$1,200 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Aspirational Impact Journals: Publications achieving a SNIP score above 1.5 or a CITESCORE above 3.4 in relevant categories identified by Directors/Chairs based on the SCOPUS database (See Appendix A).

***Publication in Basic Impact Journals*** - \$600 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Basic Impact Journals: Publications achieving a SNIP score above 0.9 or a CITESCORE above 0.1.9 in relevant categories identified by Directors/Chairs based on the SCOPUS database (See Appendix A).

## **Faculty Eligibility**

Full time CBT faculty of all ranks and contract status (Unit A and Unit B) are eligible.

Awards must be in the relevant Scopus category for the first WIU CBT author.

Limited to 2 Awards per year , subject to funds availability.

**Appendix A**  
**Approved Categories for Primary Teaching Discipline**  
**(based on contract designation)**

**Department of Engineering Technology**

Relevant Engineering Technology & Construction Management Scopus SubCategories:

*Industrial & Manufacturing Engineering Industrial & Manufacturing Engineering; Building & Construction; Safety, Risk, Reliability & Quality*

Relevant Instructional Design Scopus SubCategories:

*Media Technology; Education*

**School of Agriculture**

Relevant Agriculture Scopus SubCategories:

*Agricultural & Biological Sciences (Miscellaneous), Agronomy & Crop Science, Soil Science, General Agricultural & Biological Sciences*

**School of AFED**

Relevant Accounting Scopus SubCategories:

*Accounting; Finance*

Relevant Finance Scopus SubCategories:

*Finance, Accounting, Econometrics & Finance*

Relevant Economics Scopus SubCategories:

*Economics & Econometrics; Economics, Econometrics & Finance (Miscellaneous); General Economics, Econometrics & Finance; Finance*

Relevant Decision Sciences Scopus SubCategories:

*Management Information Systems; Decision Sciences (Miscellaneous); General Decision Sciences; Information Systems & Management; Management Science & Operations Research; Statistics, Probability & Uncertainty*

**School of Computer Science**

Relevant Computer Science Scopus SubCategories:

*Artificial Intelligence; Computational Theory & Mathematics; Computer Graphics & Computer-Aided Design; Computer Networks & Communications; Computer Science (Miscellaneous); Computer Science Applications; Computer Vision & Pattern Recognition; General Computer Science; Hardware & Architecture; Human-Computer Interaction; Information Systems; Signal Processing*

Relevant Information Systems Scopus SubCategories:

*Management Information Systems; Information Systems; Information Systems and Management*

**School of Engineering**

Relevant Engineering Scopus SubCategories:

*Aerospace Engineering; Automotive Engineering; Civil & Structural Engineering; Computational Mechanics; Control & Systems Engineering; Electrical & Electronic Engineering; Engineering (Miscellaneous); General Engineering; Mechanical Engineering; Mechanics Of Materials;*

**School of Management and Marketing**

Relevant Business Communications SubCategories:

*Communications*

Relevant Management & Human Resource Management Scopus SubCategories:

*Business & International Management; Business, Management & Accounting (Miscellaneous); General Business, Management & Accounting; Industrial Relations; Management Of Technology & Innovation; Organizational Behavior & Human Resource Management; Strategy & Management*

Relevant Marketing and Business Law SubCategories:

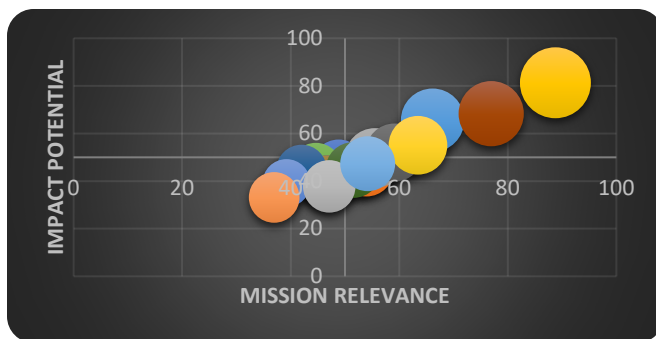
*Marketing; Tourism, Leisure & Hospitality Management; Management Of Technology And Innovation, Law*

Relevant SCM & Operations Scopus SubCategories:

*Management Information Systems; Management Of Technology & Innovation; Decision Sciences (Miscellaneous); Information Systems & Management; Management Science & Operations Research; Safety, Risk, Reliability & Quality*

## UNSDG Goal Relevance to Mission, Potential for Impact, and Resource Availability

Short SDG Description	Long SDG Description	Label	Mission Relevance	Impact Potential	Resource Availability
No Poverty	End poverty in all its forms everywhere	SDG1-No Poverty	48.85	46.04	45.22
Zero Hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	SDG2-Zero Hunger	53.96	45.00	45.11
Good Health and Well-Being	Ensure healthy lives and promote well-being for all at all ages	SDG3-Good Health and Well-Being	55.48	49.69	54.44
Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	SDG4-Quality Education	88.77	81.32	76.45
Gender Equality	Achieve gender equality and empower all women	SDG5-Gender Equality	66.14	65.60	61.11
Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all	SDG6-Clean Water and Sanitation	44.64	45.09	41.73
Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all	SDG7-Affordable and Clean Energy	46.67	40.23	38.59
Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	SDG8-Decent Work and Economic Growth	76.94	68.34	64.68
Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	SDG9-Industry, Innovation and Infrastructure	59.13	52.04	51.18
Reduced Inequalities	Reduce inequality within and among countries	SDG10-Reduced Inequalities	46.75	39.96	40.58
Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable	SDG11-Sustainable Cities and Communities	42.00	37.44	38.92
Responsible Consumption and Production	Ensure sustainable consumption and production patterns	SDG12-Responsible Consumption and Production	51.54	44.68	47.28
Climate Action	Take urgent action to combat climate change and its impacts	SDG13-Climate Action	39.22	39.17	34.96
Life Below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	SDG14-Life Below Water	36.95	33.16	39.00
Life On Land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	SDG15-Life On Land	47.10	37.80	41.89
Peace, Justice and Strong Institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	SDG16-Peace, Justice and Strong Institutions	63.45	55.07	52.32
Partnerships for the Goals	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable	SDG17-Partnerships for the Goals	54.18	47.33	45.86





**Enrollment at 10th day**

	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024*</b>
<b>BA Economics</b>	12	17	16	16	11	12	12
<b>BB Accounting</b>	248	211	197	189	166	141	147
<b>BB Business Analytics</b>	3	5	17	21	25	33	32
<b>BB Economics</b>	14	18	21	22	22	17	15
<b>BB Finance</b>	95	74	65	70	70	80	90
<b>BB Management</b>	162	167	180	179	173	159	158
<b>BB Marketing</b>	123	106	103	92	94	98	76
<b>BB Supply Chain Management</b>	151	132	109	81	75	83	64
<b>BB Human Resoure Management</b>	95	71	71	66	66	67	70
<b>Masters of Accountancy</b>	20	27	23	19	16	19	28
<b>MS Applied Statistics &amp; Decision Analytics (ASDA)</b>	17	21	26	64	140	92	38
<b>MS Quantitative Economics</b>	24	18	20	23	33	27	17
<b>MBA</b>	105	120	194	251	222	157	129

\* 2018-2022 Data taken from Table 23 in the 2022-2023 Institution Fact Book. 2023-2024 data taken from Table 23 in the 2024-20205 Institution Fact Book.

**Number of degrees conferred during academic year**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*
<b>BA Economics</b>	4	3	6	6	5	0	1
<b>BB Accounting</b>	52	50	45	47	35	27	35
<b>BB Business Analytics^</b>	NA	NA	NA	2	1	0	0
<b>BB Economics</b>	7	3	4	6	4	6	3
<b>BB Finance</b>	20	22	17	24	19	14	17
<b>BB Management</b>	48	45	40	33	36	35	30
<b>BB Marketing</b>	30	29	29	21	19	19	15
<b>BB Supply Chain Management</b>	47	38	39	35	37	13	26
<b>BB Human Resoure Management</b>	17	17	29	14	18	15	7
<b>Masters of Accountancy</b>	17	19	12	18	13	8	8
<b>MS Applied Statistics &amp; Decision Analytics (ASDA)</b>	5	8	6	20	22	55	65
<b>MS Quantitative Economics</b>	19	14	10	8	9	13	13
<b>MBA</b>	38	42	36	41	76	89	73

^ a new program that began in 2017. \*All values from 2017-2022 are from the 2022-2023 Institutional Factbook, Tables 30/31. All values from 2023-2024 are from the 2024-2025 Institutional Factbook, Tables 30/31

**New Freshmen/New Graduate Students at Fall 10th Day**

	2018	2019	2020	2021	2022	2023	2024*
BA Economics	0	0	1	1	2	0	0
BB Accounting	23	14	22	18	11	14	13
BB Business Analytics	3	0	8	13	8	11	4
BB Economics	3	1	1	3	3	1	1
BB Finance	11	8	6	15	13	14	14
BB Management	5	11	20	22	17	17	13
BB Marketing	13	13	14	18	21	19	9
BB Supply Chain Management	7	5	8	2	2	4	0
BB Human Resoure Management	4	2	6	5	1	1	3
BB Undecided	37	29	22	26	63	49	24
Masters of Accountancy	8	18	8	6	10	12	12
MS Applied Statistics & Decision Analytics (ASDA)	5	10	6	36	37	8	4
MS Quantitative Economics	13	6	5	14	18	11	4
MBA	36	42	92	80	48	34	38

\*Data is taken from Tables 4 and 10 from the 2022-2023 and 2024-2025 Institutional Factbook

**New Transfer Students**

	2018	2019	2020	2021	2022	2023	2024*
BA Economics	3	1	0	4	1	1	2
BB Accounting	33	37	35	47	28	25	30
BB Business Analytics	0	2	1	2	5	10	10
BB Economics	2	3	4	6	5	4	3
BB Finance	10	4	4	8	10	11	20
BB Management	24	36	37	27	19	29	30
BB Marketing	12	14	17	9	12	18	15
BB Supply Chain Management	21	19	16	15	21	14	6
BB Human Resoure Management	20	13	16	20	21	21	12
BB Undecided	11	9	5	8	15	11	6

\*Data is taken from Table 7 of the 2022-2023 and 2024-2025 Institutional Factbook

**Semester to Semester Retention by Undergraduate Major**

	SP20 to FL20			FL20 to SP21			SP21 to FL21			FL21 to SP22			SP22 to FL22			FL22 to SP23			SP23 to FL23			FL23 to SP24		
	MAJOR	CBT	WIU	MAJOR	CBT	WIU	MAJOR	CBT	WIU	MAJOR	CBT	WIU	MAJOR	CBT	WIU	MAJOR	CBT	WIU	MAJOR	CBT	WIU	MAJOR	CBT	WIU
<b>ACCT</b>	71.2	87.2	87.8	81.2	84.5	84.5	72.6	92.4	95.5	85.2	90.3	90.3	62.6	78.7	81.3	75.2	83	83	77.6	84.5	86.2	77.6	88.8	89.6
<b>FIN</b>	73.7	89.5	91.2	90.3	94.4	94.4	58.7	90.7	96	84.6	87.7	89.2	68.8	83.3	85.4	73.9	84.1	85.5	58.6	75.7	77.1	81.5	90.1	90.1
<b>ECON*</b>	92.9	96.4	96.4	61.1	77.8	80.6	41.7	80.6	86.1	82.9	88.6	91.4	65.5	79.3	79.3	69.7	81.8	81.8	76	76	76	75	84.4	87.5
<b>DS</b>	62.5	87.5	87.5	83.3	91.7	91.7	75	87.5	100	81.3	87.5	87.5	63.6	81.8	81.8	68.2	68.2	68.2	82.2	82.2	82.2	86.5	86.5	86.5
<b>MGT</b>	65	84.6	87.8	79.7	83	83.5	64.6	92.7	97.6	82	88.7	89.2	61.1	75.9	77.8	73.5	80.1	80.7	65.9	77	78.5	74.7	81.3	82.7
<b>MKTG</b>	63	89	90.4	87	92.4	92.4	63.3	91.1	100	80.9	83.1	88.8	64.5	77.6	81.6	70.2	76.2	78.6	57.7	74.6	6.1	74.2	81.6	82.8
<b>SCM</b>	68	83.5	85.6	79.1	84.6	84.6	70.5	88.6	90.9	72.1	86.8	88.2	67.3	85.5	87.3	71.4	90	90	72.9	87.1	87.1	78.2	88.5	88.5
<b>HRM</b>	69.2	84.6	90.4	78	83.1	88.1	70	92	98	75.4	86	89.5	69.2	80.8	84.6	73.7	82.5	82.5	58.8	80.4	82.4	82.5	92.1	92.1

Data is taken from internally distributed CBT advising reports issued after 10th day. \* We are unable to meaningfully separate out the BB Econ from the BA Econ during this reporting window so they are combined. Includes retention between pre-business, pre-business conditional, and declared majors

**Average years to graduate by major for new freshmen and new graduate students**

	2018	2019	2020	2021	2022	2023
<b>BB Accountancy</b>	4.8	5	5.3	5.2	5.3	5.3
<b>BB Business Analytics (new program)</b>	NA	NA	NA	NA	NA	NA
<b>BB Economics</b>	4.2	4.2	4.1	4.1	4.1	4
<b>BB Finance</b>	4.4	4.4	4.4	4.4	4.4	4.4
<b>BB Management</b>	4.8	4.8	4.9	5	5	5
<b>BB Marketing</b>	4.4	4.4	4.4	4.5	4.5	4.5
<b>BB Supply Chain Management</b>	4.7	4.7	4.6	4.6	4.6	4.5
<b>BB Human Resoure Management</b>	4.8	4.8	4.7	4.7	4.7	4.3
<b>BA Economics</b>	5.7	5.8	5	4.9	5	5
<b>Masters of Accountancy</b>	1.5	1.5	1.4	1.4	1.5	1.5
<b>MBA</b>	2.6	2.5	2.5	2.4	2.4	2.4
<b>MS Applied Statistics &amp; Decision Analytics*</b>	NA	1.9	1.9	1.9	1.8	1.8
<b>MS Quantitative Economics^</b>	1.6	1.6	2.1	1.9	1.9	1.9

Data is taken from Table 44 of the annual institutional factbooks. \* MS ASDA started in 2017 and therefore there weren't graduates to record in 2018. ^The MS Qecon was originally the MA Econ and switched in 2020.

The 2018/2019 numbers are for the MA Econ program.

# 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

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Western Illinois University, like many other regional institutions, faces continual financial pressures created by 1) Local/State funding, 2) increased 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/Actions:

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 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 requests 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 are 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 of 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.
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# College of Business and Technology

## 2024 Initiation of Budget & Staff Reduction Impact and Response

Prepared by: CBT Leadership

Updates Presented to:  
CBT Strategic Planning Committee Fall 2024  
CBT Advisory Board Fall 2024

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### 2024 Initiation of Budget & Staff Reduction Timeline

**June 2024** - The Provost's Office with the full support of Interim President Mindrup initiated the immediate reduction of 14 Professionally qualified (Unit B) faculty lecturers. These associate faculty were not retained for Fall of 2024. Included were:

- 6 Computer Science Associate Faculty
- 1 Management Faculty
- 1 Marketing Faculty
- 1 Supply Chain Management Faculty
- 2 Business Communications Faculty
- 2 Engineering and Technology Faculty
- 1 Agriculture Faculty

Collectively, these reductions and their mid-summer timing created significant disruption to both the Fall 2024 and Spring 2025 schedules. For Fall, the loss of 14 faculty represented 54 sections of courses with 20 those sections related directly to business disciplines.

**August 6, 2024** – The Board of Trustees of Western Illinois University authorized the President and Provost to initiate additional staff reductions to offset what has been reported as a \$22 million shortfall on the 2025 operating budget. Notification followed on or about the 8<sup>th</sup> of August.

- 8 remaining Professionally qualified (Unit B) faculty lecturers received notifications of release after the Fall 2024 semester including
  - 3 (all) professionally qualified (i.e., CPA, CMA) Accounting associate faculty
  - 1 Human Resource associate faculty
  - 1 remaining Marketing associate faculty
  - 1 Management associate faculty
  - 1 Business Communications associate faculty
  - 1 Finance associate faculty
- 9 Terminally qualified (Ph.D., Unit A, Tenured/Tenure Track) faculty received notification of release after Spring 2025 semester including:
  - 2 tenure track Economics faculty
  - 2 tenure track Decision sciences faculty
  - 1 tenure track Computer Sciences faculty
  - 1 tenure track Instructional Design and Technology faculty
  - 1 tenure track Agriculture faculty
  - 1 tenure track Agriculture faculty line (vacant)
  - 1 Director line for School of Management and Marketing
- 3 Support staff released with employment through Nov. 8<sup>th</sup>, 2024
- 4 Quad Cities business faculty will be reassigned to the Macomb Campus effective 8/15/2025.



- Engineering will remain on the QC campus.

In the area of Business, the combined effect of layoffs, collateral resignations, and retirements will result in a 40% reduction of the business faculty by Fall of 2025.

### **Framing of Staff Reduction Actions**

**Point 1:** Please remember that there are 5 distinct schools within the college including: Agriculture, AFED, Management and Marketing, Computer Sciences, Engineering and Technology. Not all of the reductions are from a single unit or program. While some programs were affected more than others, we retain a core of qualified faculty, albeit greatly reduced, with which to deliver programs.

**Point 2:** Some programs will have to change their focus and contract to revised core value added propositions. This will require significant curricular changes.

**Point 3:** There will be at least one significant structural change to the CBT structure. It is unavoidable, but is not wholly unanticipated. We have for years struggled to find leadership for the School of Management and Marketing. It will be merged with the other business facing unit. We will leverage all possible curricular synergies in the process.

**Point 4:** Foundation funds (donor funds) and grant accounts remain available to us to use as resources. We have always been fiscally responsible in how we use precious gifts provided by our alumni and corporate partners and will continue to judiciously use those funds to affect a positive outcome. We will be continuing activities in support of the Finance and Commodities Lab project as this project is 1) extremely important to student success and 2) not reliant on appropriated funding.

### **2024 Operational Objectives**

1. Ensure the Fall 2024 and Spring 2025 Semester schedules are as functional as possible while anticipating critical paths towards graduation for existing students.
2. Maintain focus on the important matters of accreditation and certifications and CBT Strategic Plan Initiatives that remain feasible.
3. Revise student engagement plans with respect to extracurricular activities to maintain student interactions leading to retention.

### **2024 Mitigation Actions Required to Ensure Relevance of CBT Programs in Future**

#### **Forward Looking Strategic Positioning Items**

1. Collapse existing business-related graduate programs into the following:
  - Maintain the 100% online MBA program targeting a diverse range of professionals seeking career advancement or transition. Key markets include working professionals looking to upskill while balancing job commitments, recent graduates wanting to enhance their credentials, military personnel or veterans transitioning to civilian careers, entrepreneurs aiming to strengthen business acumen, and international students seeking flexible learning options. Additionally, mid-career managers aiming for leadership roles and professionals seeking to shift industries are prime candidates. On-campus integrated students would also be served through Bridge course credit prior to earning their undergraduate degree.
  - Creation of a Business Informatics and Analysis program as a STEM-based graduate degree focused on the integration of business strategy with data-driven decision-making. This on-campus program offers a robust curriculum in informatics, analytics, and business intelligence, with a six-course overlap with the MBA core. Students develop advanced analytical, problem-solving, and technical skills, preparing them for careers in data analysis, business technology management, and information

systems in dynamic business environments. The program fosters both technical expertise and strategic business acumen. The program would allow Accounting students to obtain on campus courses needed for the 150 hour rule and would appeal to international students seeking a STEM related degree to be considered for extended OPT.

2. *Revise undergraduate business major delivery to reflect anticipated human resource availability.*
  - CBT faculty have been charged with exploring the creation of new undergraduate major for Fall of 2025 called Business Administration with Options in Business Analytics, Economics, Finance, Human Resource Management, Management, Marketing, and Supply Chain Management. This requires the removal of all existing majors as insufficient staff exists to offer full majors. This action is drastic and removes all existing majors and replaces them with a single major with transcripted options. CBT Leadership expects that sufficient faculty resources will remain to deliver programs in such a format while mitigating negative perceptions for potential students and maintaining sufficient identity to retain alumni and donor support.
  - Accounting remains as a B.B in Accounting and while it will share a Business Core with the newly created major above, the Illinois Accounting Standards Board educational requirements will require a full major to deliver coursework necessary to meet those requirements.
3. *Revise Business Core Curriculum.* The Business Core will undergo significant revisions to align more closely with the evolving demands of the industry and the skills identified through faculty input and assessment activities. These updates will emphasize core competencies that have been highlighted as essential by employers and industry partners, as well as areas where student outcomes indicated a need for improvement.

Key areas of focus in the revision process will include:

- **Data-Driven Decision Making:** Recognizing the growing importance of data literacy in all business functions, the revised core will place a greater emphasis on data analysis, interpretation, and application in real-world business scenarios. This will include enhanced training in business analytics and informatics.
- **Technology Integration and Digital Skills:** The new curriculum will reflect the increased integration of technology in business operations, with a focus on digital tools, platforms, and processes. Faculty feedback and industry insights have indicated the need for graduates to be proficient in leveraging technology for efficiency, innovation, and communication.
- **Soft Skills and Leadership Development:** Assessment activities have pointed to the need for further development of critical soft skills such as communication, teamwork, and leadership. The revised Business Core will incorporate these competencies through collaborative projects, case studies, and leadership exercises.
- **Ethics and Global Awareness:** As businesses operate in increasingly global and ethically complex environments, the core will integrate content focused on ethical decision-making, corporate social responsibility, and global business challenges to prepare students for the complexities of the modern business world.
- **Agility and Innovation:** Faculty feedback has also highlighted the necessity for students to develop adaptability and innovative thinking. These will be embedded through experiential learning opportunities, problem-solving exercises, and design thinking methodologies.

This revision will ensure that students graduate with not only a strong theoretical foundation in business principles but also the practical skills and competencies that are highly sought after by today's employers.

### **Progress Initiated**

1. Suspension of Master of Quantitative Economics effective immediately. No new students admitted. Existing graduate students will require substitutions to complete the degree.

2. Suspension of Master of Applied Statistics and Decision Analytics effective immediately. No new students admitted. Existing graduate students will require substitutions to complete the degree.
3. Suspension of Master of Accountancy effective immediately. No new students admitted. Anticipated available staff after December 2024 makes it challenging to deliver the MAcc beyond any attempted "Teach Out" efforts during the Spring of 2025. Teach out activities are challenging given lack of staffing in the areas of audit and managerial accounting. Note that substitutions are not possible in this major given the educational requirements of the Illinois Accounting Standards Board educational requirements.

**With Regards to Structural Issues In CBT**

Whereby the School of Management and Marketing has no director, no support staff, and all director and support staff budgetary lines have been rescinded, the process of a merger of both business-related schools into a single unit (School of Accounting and Business Administration) was initiated. Office support staff will be notified that their duties will be expanded to include support for faculty of the newly created unit immediately.

# Accounting, Finance, Economics, & Decision Sciences (AFED) 2023-2026 School Criteria for Faculty Evaluation

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## **I. Purpose of Evaluation**

The School of AFED's *School Criteria* for Unit A (Tenured/Tenure-Track Faculty) are based on Article 20 of the 2023-2026 Collective Bargaining Agreement between the Western Illinois University Board of Trustees and the University Professionals of Illinois Local 4100. **For University-wide evaluation criteria and evaluation procedures, see Article 20 of the Collective Bargaining Agreement.**

As stated in 20.4. - Evaluation Criteria: "Evaluation of an employee's effectiveness shall be based on consideration of the employee's professional responsibilities: Teaching/Primary Duties, Scholarly/Professional Activities, and Service Activities. Teaching/Primary Duties shall be the most important of these three responsibilities."

The School Criteria (DC) describes School evaluation standards and evaluation procedures used to evaluate the performance of employees requesting retention, promotion, or tenure. Performance will be evaluated on the School Criteria, and not in comparison to other employees.

## **II. Educational Requirements for Tenure & Promotion**

### **Areas of Accounting Other Than Taxation**

All degrees listed below must be awarded by programs accredited by AACSB International at the time the degree was conferred.

- Ph.D. in Accounting; or
- Ph.D. in Business Administration with a major/emphasis in Accounting; or
- DBA with a major/emphasis in Accounting
- Ph.D. or DBA in a field very closely related to Accounting, and a Master of Accountancy (not taxation), and significant professional work experience as a licensed CPA.

### **Area of Taxation**

All degrees listed below, other than Juris Doctorates, must be awarded by programs accredited by AACSB International at the time the degree was conferred.

- Ph.D. in Accounting; or
- Ph.D. in Business Administration with a major/emphasis in accounting; or
- DBA with a major/emphasis in accounting; or
- Juris Doctorate and either a Master of Taxation or Master of Accountancy degree. The degree combination and/or professional experience must include significant work in taxation.

### **Area of Finance**

All degrees listed below must be awarded by programs accredited by AACSB International at the time the degree was conferred.

- Ph.D. in Finance; or
- Ph.D. in Business Administration with a major/emphasis in finance, real estate, or risk management/insurance; or

- DBA with a major/emphasis in finance, real estate, or risk management/insurance.

### **Area of Economics**

The educational requirement for Unit A faculty members is a Ph.D. in Economics, or a related field. All degrees must be awarded by, and all graduate study completed at, an accredited institution.

### **Area of Decision Sciences**

The educational requirement for Unit A faculty members is a Ph.D. in Decision Sciences, Statistics, Data Science, Business Analytics, or a related field. All degrees must be awarded by, and all graduate study completed at, an accredited institution.

## **III. Performance Standards**

All courses taught, will be evaluated, except internship, independent research, and independent study courses. Student assessment results will not be used in the evaluation of faculty performance.

The performance standards outlined in Table 1 will be used to reach judgments about the degree of effectiveness of an employee's performance. The evaluation will judge an employee's performance during the entire evaluation period. These are the minimum performance standards. A faculty member is expected to contribute in each of these areas (teaching, research, and service). It is desirable that activity in each area directly or indirectly support activity in the other areas. Nonetheless, it is up to the employee to categorize activities, subject to review by the SPC and School Director. The employee may not count one activity in more than one category. The quality of the contributions in each area may be considered, as well as the quantity. The SPC may negate or reclassify any teaching, research or service activity based on its judgment of quality.

## **IV. Evaluation Procedures**

### **The School Personnel Committee (SPC)**

The SPC will consist of 2 tenured faculty members from each of the disciplines represented in the School of Accounting, Finance, Economics, and Decision Sciences (*hereafter* the School or School of AFED), and be chosen by a secret ballot of all Unit A faculty members within the discipline. All tenured faculty members, without approved leaves, will be on the ballot for consideration, unless there are at least 2 qualified nominations. The candidates with the largest number of votes will be chosen to serve on the SPC. Ties will be decided by a coin toss. In case the School does not have the requisite number of tenured faculty, the SPC may be constituted by the inclusion of a required minimum number of tenure-track faculty. The Director of the School will initiate the process of constituting the SPC. A Chair of the SPC will be elected at the first meeting of the SPC and will be responsible for organizing the proceedings of the SPC. Members

of the SPC will not participate in the evaluation of their own cases. Family members will not be permitted to evaluate each other for retention, promotion, or tenure. The remaining members of the SPC will be responsible for evaluation of such cases.

### **Evaluation Procedures**

All procedures are to be completed on time in accordance with the University timetable, as described in the collective bargaining agreement. The candidate must submit the portfolio on time in accordance with University timelines, and school guidelines for portfolio preparation.

The SPC evaluates the whole portfolio using professional judgment in accordance with school guidelines for portfolio evaluation. Upon a completed review, the SPC provides a recommendation to the School Director, on University forms.

The School Director evaluates the whole portfolio using professional judgment, in consideration of SPC recommendations. The Director provides a recommendation to the College Dean, on University forms.

Negative recommendations will be reviewed as specified in the collective bargaining agreement.

### **V. Guidelines for Portfolio Preparation**

The evaluation portfolio submitted by the faculty member shall comply with the current requirements found in “*Instructions for Portfolio: Cumulative Outline, Narrative Summaries, and Documentation*” on the documents section of the Provost website, Western Illinois University. Please note the *Instructions* statement:

**Throughout your narrative summaries, refer to specific requirements set forth in your School Criteria and show how you have met them.**

In addition, the *School Criteria* requires the following format and documentation.

1. The use of page numbers is required.
2. Pages grouped together must be stapled together.
3. Where appropriate, the narrative summaries must contain specific references to the documentation such as “(see page A-1)” or “(see Item TPD-1).”
4. The completed checklist of materials should be included in File #1 of the evaluation portfolio.
5. Electronic files must be named meaningfully with the specific reference in the title.

### **VI. School Guidelines for Documenting Performance - Teaching/Primary Duties (TPD)**

Employees are responsible for fully documenting the nature of their efforts in all of the measured areas under this category of job duties: student course evaluations, course syllabi, other items

related to enhancing teaching effectiveness and student learning, and other assigned primary duties (if any). The impact of these efforts on the overall teaching/performance of primary duties should also be documented and clarified in an employee's evaluation portfolio.

### **Primary Duties Other Than Teaching (Other Assigned Primary Duties)**

In the event employees are assigned primary duties in non-teaching/teaching-related activities, they are required to provide documentation as to the performance of such duties. This will include such things as the nature of the duties assigned; progress made or time frame for the completion of duties; written report or document(s) showing progress or completion of duties; and reference to the stated objectives of other assigned duties (has the objective been reached or not-if work is in-progress, will the objective be reached in the time frame agreed upon at the time these duties were assigned).

### **Course Syllabus**

Education works best when a clear understanding is established between instructor and student. Since students need to know what is required of them in order to complete a course satisfactorily, instructors will provide each student with a comprehensive course syllabus for each course taught.

Each employee must develop a course syllabus for each course taught. For probationary employees (PY 1 through PY 6), all course syllabi for classes taught during the evaluation period will be submitted to assist in the evaluation of an employee's teaching/primary duties. For promotions and five-year appraisals, only representative samples of course syllabi are required. Syllabi submitted for the purpose of evaluation must be exact copies of the same syllabi given to students, along with any other written or oral clarification/documentation (such as additional guidelines and policies announced in the classroom that do not appear on course syllabi) which will aid the evaluators in its evaluation of course syllabi, and an employee's teaching effectiveness.

All course syllabi (for a given evaluation period) and any supporting documentation provided by an employee, or requested by the evaluators, will be reviewed as part of the evaluation of an employee's teaching/primary duties. The following syllabus guidelines are considered basic:

1. Course title, course and section number, meeting days and times.
2. Instructor's name, office number, office hours, office phone.
3. Books and other materials required.
4. Specific learning objectives for the course.
5. Basis for grading, including any "G" distinctions for undergrad and graduate students.
6. Tentative test schedule with test taking requirements.
7. Outside work required such as readings and field experiences.



8. Any synchronous requirements for asynchronous online classes.
9. Nature of papers required, if any.
10. Any required statements by the University's syllabus policy in effect at the time of the course offering (WID, ADA, Title IX, Military, etc).

The evaluators will also evaluate the comprehensiveness of a course's syllabus to determine if it reflects course coverage of topics generally expected in the course (as indicated in the course objectives and outline).

### **Classroom Visitation**

An employee may also be evaluated through the process of classroom visitation. The visitation, which may be conducted by the School Director, the SPC Chair, and/or a member of the SPC committee, will be held at a time, date and place mutually agreeable to the faculty member and the person conducting the visitation. For online classes, the evaluator will be granted temporary, but full, access to the class website by the faculty member for the agreed upon date(s). The following procedure will apply to classroom visitation:

Tenured faculty:           Optional at the request of the employee or the School Director.

Tenure-track faculty: Each employee may have one classroom visitation per semester by the School Director and/or the Chair (or a member) of the SPC. Additional visitations may be requested by the faculty member. Summer visits may be conducted at the faculty member's request.

Temporary faculty:       Each employee may have one classroom visitation per semester by the School Director. Additional visitations may be requested by the employee. Summer visits may be conducted at the employee's request.

At the conclusion of a classroom visitation, the School Director and/or the Chair (or a member) of the SPC will complete an evaluation of the employee's teaching effectiveness as observed during the classroom visit. The factors to be considered may include, but are not limited to: (1) a command of and currency in subject matter/ discipline, (2) oral English proficiency, (3) the ability to organize, analyze and present knowledge or material, (4) the ability to encourage and engage students in the learning process, and (5) the application of methodologies and technologies of instruction. The evaluation should be provided to the employee within one work week of the classroom visitation. He/she may attach a written response to the evaluation within one week after receiving the evaluation. All classroom visitation evaluations, and the employee's written response(s), if any, may be forwarded to the employee's official Personnel File. Copies of the evaluations and the employee's response(s) may also be provided to the Dean of the College of Business and Technology. The classroom evaluation and the employee's written response should be included by the employee in his/her evaluation portfolio.

**Other Evidence of Teaching and Primary Duties Effectiveness (TPD) can include:**

Other evidence of teaching effectiveness will be reviewed by the SPC. These can include, but are not limited to, the following items. Multiple items (e.g., substantial course projects, new courses, speakers, etc.) should count as often as they are used. The SPC shall evaluate the documentation on the items of “other evidence of teaching effectiveness” based on their originality, relevance, utility to the course, and impact on industrial outreach.

- TPD1. Ability to encourage and engage students in the learning process.
- TPD2. Achieving an additional professional certification, or for renewal of an existing designation where the renewal involves taking courses and/or achieving certain accomplishments within the renewal period.
- TPD3. Assigned and related teaching responsibilities.
- TPD4. Advising students in team competition and accompanying students to team competition.
- TPD5. Command of and currency in subject matter/discipline.
- TPD6. Computer-aided or managed instruction.
- TPD7. Course handouts.
- TPD8. Course projects.
- TPD9. Development of team-based projects and business games for use in the classroom;
- TPD10. Direct contact with employers to create, place or supervise students in internships (eight during the evaluation period will count as one evidence of teaching effectiveness).
- TPD11. Direction of individual student projects, Centennial Honors College Projects, and other student activities (two during the evaluation period will count as one evidence of teaching effectiveness).
- TPD12. Directed study courses or tutor studies.
- TPD13. Documented participation in professional growth activities contributing to enhanced teaching and contribution to the University or profession (five during the evaluation period will count as one evidence of teaching effectiveness).
- TPD14. Evaluation by the School Director, chair or member of the SPC. member about classroom visit.
- TPD15. Experiential exercises.
- TPD16. Supervising and planning field trips and student attendance at professional meetings (two during the evaluation period will count as one evidence of teaching effectiveness).
- TPD17. Invited guest speakers in applicant’s class (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD18. Innovative teaching and student involvement approaches utilized.
- TPD19. Joint faculty/student research projects.
- TPD20. Unsolicited messages from current students and/or letters from former students or practitioners providing statements of exceptional teaching effectiveness (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD21. Implementation and evaluation of student assessment of learning.

- TPD22. Professional association contacts on behalf of students (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD23. Student career guidance and counseling (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD24. Creating new teaching support materials.
- TPD25. Use of various instructional technologies, beyond those of the University's or publisher's learning management systems (Report every time the technology is used).
- TPD26. Converting a course from one format to another (must demonstrate efforts taken to deploy new format optimally).
- TPD27. Creating a new course.
- TPD28. Substantive revision of an existing course.
- TPD29. Participation on a Thesis Committee

**Other equivalent and comparable activities deemed appropriate by the SPC**

- TPD30. Because of the wide range of efforts involved with teaching, other evidence of teaching effectiveness is welcomed by the SPC. Such efforts shall also be evaluated based on their originality, relevance, utility to the course, and impact on external constituent outreach.

**VII. School Guidelines for Documenting Performance – Scholarly/Professional Activities (SPA)**

Appropriate levels of scholarly/professional activities are moderated by several factors, including but not limited to the mission of the university, the college, and the School; teaching and service loads; and the level of support within the university, college and school for scholarly/professional activities.

Some faculty are likely to choose basic research to advance knowledge, while others may choose professional/applied research or pedagogical research. Within these categories, faculty may choose to present findings through books, academic or professional presentations or publications, or reviews/critiques of others' works.

The evaluators shall review evidence of scholarly activities and make a professional judgment about whether or not criteria have been met for retention, promotion, or tenure. Evaluators shall judge scholarly activity both qualitatively and quantitatively. An evaluator may request additional documentation/evidence of scholarly activities to complete the review of an employee's portfolio, but it is the responsibility of the employee being evaluated to provide sufficient evidence to form a strong basis for judgment by the evaluators.

All of the Scholarly/Professional Activities submitted in an employee's portfolio must include a concise explanation and documentation (a copy of the article or table of contents for a journal or conference proceedings; abstract of a book or conference proceedings; letter from an editor of a journal or program chair of a conference; and any other necessary supporting material). It is the

employee's responsibility to provide clarification and documentation to justify the inclusion of a publication as a journal or proceedings article or proceedings abstract (for those conferences who only publish abstract but review the whole article for acceptance) within its scholarship category. The following shall apply in determining when to credit scholarly production (even though one year is emphasized here, the entire record is part of the retention process):

- Work in progress: May be cited/counted in the portfolio for PY1 and PY2, but employees must document the extent and nature of the "progress".
- Acceptance of a manuscript/article/paper for publication.
- Actual publication: May not count again if counted in previous year(s) as "accepted for publication."
- No double counting of a presentation and a proceedings publication if the paper was presented at and published by the same conference. Employees must select only one item for inclusion in the portfolio under scholarly/professional activities, either the proceedings publication or the presentation, not both.
- Some scholarly/professional activities may result in more than "one item" as identified in a School criteria. For example, a proceedings article at a conference may be "selected as one of the Best Papers" for inclusion for publication in a refereed journal sponsored by the same professional organization. In this situation, the employee may count the proceedings and the journal article (two separate items) if the original article has been significantly and substantially revised/updated to meet the publication requirements of the journal editorial board. It is the employee's responsibility to provide justification and documentation to support "multiple counting" of an article.

It should be emphasized here that an evaluation of an employee's scholarly/professional activities is not merely counting the number of books, articles, presentations, etc., rather it involves a professional judgment by the SPC about the quantitative and qualitative employee contributions in this area. The SPC retains the right to nullify publications that do not satisfy accepted definitions or protocols for legitimate scholarly publication.

The following categories are listed in order of highest priority (Category I is considered the highest, II next highest, and III lowest):

### **Category I**

- SPA1-1. Peer-reviewed journal article in a refereed international or national publication in a business or other related area. Faculty are strongly encouraged to publish in journals that are indexed in a recognized manner, such as those listed in SCOPUS.
- SPA1-2. Book (original academic or applied book in business or in a related area which is scholarly and published by a university press, national or international publisher).
- SPA1-3. Application for and funding of a major external grant (external to Western Illinois University and above \$50,000) where the faculty member is a principal investigator or co-principal investigator.

## Category II

- SPA2-1. Refereed proceedings (proceedings article or proceedings abstract for those conferences who only publish abstract but review the whole article for acceptance.
- SPA2-2. Program chair of an international or national conference/meeting (must involve the review and evaluation of papers/manuscripts/abstracts).
- SPA2-3. Book revision(s) of a substantial nature, original academic or applied book in business or in a related area.
- SPA2-4. Chapter in a book in business or a related area.
- SPA2-5. Development of original educational software or videos in business or a related area.
- SPA2-6. Externally published case, exercise, software, or computer-aided business game (teaching notes must also be included with all of these items).
- SPA2-7. Instructor's study guide, case book, test bank or other auxiliary materials
- SPA2-8. Application for and funding of an external grant (external to Western Illinois University and between \$15,000 & \$50,000) where the faculty member is a principal investigator or co-principal investigator.
- SPA2-9. Externally published research monograph.
- SPA2-10. Invited article (international or national publication in business or in a related area).
- SPA2-11. Editor of an academic or professional international or national journal in business or a related area.
- SPA2-12. Editor of a book in business or a related area.
- SPA2-13. Presentation of scholarly/professional work (by employee or a coauthor) at a national/international academic/professional conference or seminar.
- SPA2-14. Publication in non-peer reviewed trade journals.
- SPA2-15. Published/accepted technical reports related to funded research projects.
- SPA2-16. Invited scholarly presentations of original research at Ph.D. granting Universities.
- SPA2-17. Other equivalent and comparable activities deemed appropriate by the evaluators.

## Category III

- SPA3-1. Proceedings publication and/or paper presentation at a regional or local conference.
- SPA3-2. Making a presentation at a regional academic/professional conference that is not peer reviewed for acceptance.
- SPA3-3. Making a presentation at a symposium in business or a related area.
- SPA3-4. Program chair of a regional, state, or local professional conference in business or a related area (must involve the review and evaluation of papers/manuscripts/abstracts).
- SPA3-5. Discussant or a member of a panel at a conference (three during the evaluation period will count as one Category III activity).

- SPA3-6. Judge at an academic or practitioners' workshop/seminar/competition where the employee was invited because of his or her expertise in business or a related area (three during the evaluation period will count as one Category III activity).
- SPA3-7. Published book review or critique in an international or national journal in business or a related area (two during the evaluation period will count as one Category III activity).
- SPA3-8. Publication of a non-journal article in a regional, state, or local publication in business or a related area (magazine, news article, etc.).
- SPA3-9. Reviewer of refereed journal articles and/or grant proposals (two during the evaluation period will count as one Category III activity).
- SPA3-10. Reviewer of international/national academic conferences papers (four during the evaluation period will count as one Category III activity).
- SPA3-11. Reviewer of regional conference papers (six during the evaluation period will count as one Category III activity).
- SPA3-12. Editor of international or national conference proceedings in business or related area.
- SPA3-13. Member of an editorial board of a refereed international, national, or regional journal.
- SPA3-14. Application for and funding of an external grant (external to Western Illinois University less than \$15,000) where the faculty member is a principal investigator or co-principal investigator.
- SPA3-15. Obtaining a competitive grant, internal to Western Illinois University.
- SPA3-16. Conducting a research-based seminar/workshop in business or a related area.
- SPA3-17. Receiving an award for research (e.g. best paper, fellowships, etc.)
- SPA3-18. Officer of a professional organization in area of expertise that requires active engagement in the profession and/or time commitment (academic or practitioner organization/association).
- SPA3-19. Invited research presentation at other colleges and/or universities.
- SPA3-20. Other equivalent and comparable activities deemed appropriate by the evaluators.

### **VIII. School Guidelines for Documenting Performance – University/Community Service (UCS)**

The evaluation of the effectiveness of an employee's service to the university, college, School, community, or profession (academic and practitioners' organizations) will include consideration of the following factors:

- Extent and nature of leadership.
- Degree of participation and active involvement.
- The extent of contributions and the length of service.
- The extent and nature of international, national, regional, state, or local recognition of service.
- Consideration of social and professional responsibility in some service activities.

- The relationship of service to an employee's assigned responsibilities and to the School, college, and university.

The employee is expected to maintain copies of documentation related to Service achievements and activities. Chairs of school committees are responsible to see that a summary of activities with active members listed filed with the School Director and Office Manager. They may also be asked to prepare a final committee report that will be placed among the School's annual report files. Portfolio evaluators retain the right to ask for additional clarification in making its judgement as to the acceptability of a particular service item. University, College, School and Community Service includes the following items:

### **University, College and School Service**

- UCS-U-1. Advisor to an active student organization for one year or more.
- UCS-U-2. Faculty mentor, officially assigned and actively engaged.
- UCS-U-3. Participation in a University or College alumni program or event (participation on the planning committee, or four programs/events during the evaluation period will count as one service activity).
- UCS-U-4. Presentations for the Center for Innovation in Teaching and Research.
- UCS-U-5. Recognition and/or award at the university level.
- UCS-U-6. Service on Faculty Senate.
- UCS-U-7. Service on a standing university, college or School committee that actively meets and engages throughout the year and does not otherwise receive ACEs or compensation.
- UCS-U-8. Service on an ad hoc or search committee.
- UCS-U-9. Significant recruiting/retention activities at the university, college or School level, if not receiving ACEs or other direct compensation. (participation on the planning committee, or four programs/events during the evaluation period will count as one service activity).
- UCS-U-10. Hosting/planning an event in which one or more employers are brought to campus for purposes of recruitment (beyond participation in a career fair).
- UCS-U-11. Other activities as deemed appropriate by the SPC and School Director.

### **Service to the Community and Profession**

- UCS-C-1. Academic guest lecturer (two during the evaluation period will count as one service activity).
- UCS-C-2. Chairperson or coordinator of local conference.
- UCS-C-3. Consulting, compensated as well as non-compensated (100 hours during the evaluation period will count as one service activity).
- UCS-C-4. Receipt of an external professional or community recognition and/or awards.
- UCS-C-5. Member of a professional/academic organization committee.
- UCS-C-6. Officer in a professional/academic organization that involves regular engagement

- and time commitment
- UCS-C-7. Public speeches related to professional responsibilities (two during the evaluation period will count as one service activity).
- UCS-C-8. Serving as a session chair at a professional meeting/academic conference.
- UCS-C-9. Writing distinct letters of recommendation for students and graduates (eight during the evaluation period will count as one service activity).
- UCS-C-10. Member of a community or professional board that involves regular engagement and time commitment.
- UCS-C-11. Other activities as deemed appropriate by the SPC and School Director.

### **IX. School Guidelines for Portfolio Evaluation**

With the diversity of professional activities and interests represented in the School of AFED, the SPC shall use professional judgment in its evaluation of the qualitative and quantitative contributions of an employee in the areas of Teaching/Primary Duties, Scholarly/Professional Activities, and University/Community Service. Breach of ethical behavior or violation of policy/regulations can enter the evaluation if such violations are documented in a faculty member's official personnel file. Such documentation occurs after proper procedural requirements are followed in accordance with the current UPI/WIU Agreement.

Note that Teaching/Primary Duties is the most important of the three areas of responsibilities that will be evaluated. There are not three separate routes to retention, promotion, and tenure, but rather a single path which requires documented evidence of appropriate levels of performance in the areas of Teaching/Primary Duties, Scholarly/Professional Activities, and University/Community Service. School (SPC) and University Personnel (UPC) Committees may request further materials, explanations, or additional documentation of statements in the portfolio.

#### **Areas of Evaluation and Materials Required – Teaching/Primary Duties**

While the methods used by employees to improve and document their teaching performance may vary, employees strive to continually improve their instructional abilities by staying current in teaching area(s). Teaching performance evaluation dictates that employees provide documentary evidence of these efforts. The evaluation of teaching effectiveness will include the following multiple criteria: student course evaluations; course syllabi; course development; instructional development; curricular development and innovation; use of various learning and student involvement techniques; guest speakers; and, when appropriate, field trips and other evidence. When applicable, the SPC should take into consideration differences in form, content, or audience of courses. Evaluation of an employee's teaching/performance of primary duties will include consideration of the following:

- Effectiveness in the execution of assigned responsibilities;
- Command of and currency in subject matter/discipline;
- Organization, analysis and presentation of material;



- Timely feedback to students on various course assignments; and
- Remaining creative in the delivery of instruction.

Employees are evaluated on the basis of more than one measurement of teaching effectiveness. The evaluators shall review all materials and make a quantitative and qualitative professional judgment about an employee's teaching performance, based on the School Criteria. Generally, average scores on teaching evaluations should be above the scale midpoint, with a target of 3.0 and above for PY1 and a target of 3.75 and above for promotion and tenure. Evaluation of teaching reviews will be based upon the standards at the time that the courses were taught and the time of the SPC evaluation.

The role of student evaluations is to serve as one of several integral and essential criteria of the review of an employee's teaching effectiveness. The evaluators will also assess the comprehensiveness of each course, partly by reviewing each syllabus to determine if it reflects course coverage of topics generally considered essential material in the course (as indicated in the course objectives and outline). Furthermore, the evaluators will assess a course syllabus and instructor's efforts to present current, state-of-the-art developments in the relevant area of study.

The evaluators shall review and assess the overall quality and relevance of any other materials submitted as documentation of effective teaching.

### **Areas of Evaluation and Materials Required – Scholarly/Professional Activities**

The second area to be evaluated is employees' performance of their scholarly/ professional activities. These activities will be judged (as appropriate) on the basis of the following:

- The quality and quantity of research/scholarly/professional activities;
- The quality and quantity of research leading to presentation and/or publication;
- The nature, number and funding level of external and internal grants;
- The extent and nature of international, national, regional, state or local recognition of research/scholarly/professional activities;
- The extent and nature of active participation/involvement in professional organizations (international, national, regional, state, or local--in terms leadership roles, office/position held, and invited participation by virtue of an employee's member's academic and/or business);
- The impact of research/scholarly/professional activities on individual business and business practices; and
- The impact of research/scholarly/professional activities on an employee's professional development.

Several areas of expertise are represented in the School of AFED. Books, articles, and papers published may represent scholarly basic research, while others may be more oriented toward applied research. However, for Category I, any article publication should be refereed and

reviewed. Because of the multiplicity of potential publishing outlets and audiences, it is impossible to list those publications that are deemed acceptable or unacceptable for Category I credit.

### **Areas of Evaluation and Materials Required – University/Community Service**

The third area to be evaluated is employees' performance of their University/Community Service Activities. Service activities must relate to the professional responsibilities of employees. In other words, only service activities that are provided by virtue of the professional expertise of employees will be included in this area.

The review and evaluation of service activities will involve both a qualitative and quantitative evaluation of the effectiveness of the efforts and contributions made by employees during the period of evaluation. It is the responsibility of employees to provide clarification and documentation of their efforts in terms of the contributions made in University/Community Service. Attention will be given to the extent of an employee's participation in service activities, especially whether the faculty member provided leadership or took on burdensome roles, and whether significant contributions were made in terms of solving problems, preparing of reports, and carrying out important tasks in an effective manner.

Note: One year on one committee is one service item. Two years on one committee is two service items. Special committees such as Search Committees and Special Faculty Senate Committees may count as one service term item even if the term is less than one year.

### **Student Assessment and the School Criteria**

It is emphasized here that student and program assessment results will not be used in the evaluation of faculty performance.

## **X. Student Course Evaluation Procedures**

The School of Accounting, Finance, Economics, and Decision Sciences course evaluation form(s) (included in the School Criteria) is the official course evaluation document to be used in all for-credit classes at Western Illinois University. Macomb and Quad Cities (WIU-QC) campuses. Zero credit, assessment, internship, independent readings/research, and independent study program courses are not included. If an employee elects to have them evaluated, they can be used to supplement the required course evaluations.

The original official School student course evaluation form, will not be returned to the employee. Faculty are not allowed to view the original evaluation sheets completed by students. Employees who question the accuracy of the transcription of student comments may request that the SPC Chair and/or School Director review the original evaluations. Originals of students' evaluations are the property of the university.

Employees will receive summary statistical results of students' evaluations of each course section after grades for that course and section have been submitted. Employees will be provided with a copy of evaluation scores and all transcribed comments.

The School is committed to maintaining the integrity of the course evaluation process. It is essential to secure the course evaluation forms at all times during this process in order to protect students and employees being evaluated. Employees being evaluated shall not have access to or control of course evaluations. The course evaluation forms (for each course being evaluated) shall remain in the School Director's Office until the actual administration of the evaluation. At the designated time for the administration of a course evaluation, the forms will be under the control of either office staff or an assigned graduate student.

The College of Business & Technology's senior administrative support staff member assigned to the WIU-QC Riverfront Campus, or designee, will coordinate and oversee student course evaluations in a manner similar to how they are conducted by the School Director's office on the WIU-Macomb Campus, working with the School's office staff for all classes held at WIU-QC.

The School has developed the following standardized procedure for administering student evaluations.

- The School's office manager will oversee the process of conducting student course evaluations. Employees shall not be in the classroom, or within sight of students, while students are completing the student course evaluation form. For online course evaluations, faculty will not be able to see any portion of the submitted evaluations until after the semester has ended and grades have been submitted.
- Livestream, online, and hybrid courses will utilize the University's online evaluation system. The School will coordinate reminders to students about completing their online course evaluations. Faculty are also expected to encourage their students to complete course evaluations. Such encouragements could include emails, LMS announcements, content modules, etc.
- Official course evaluations will be conducted during the last two weeks of the respective semester and the last week of a summer session. No course evaluation shall be conducted during Final Examination Week or the last day of a summer session even if a final examination is not scheduled. Online course evaluations will be conducted in accordance with the same time frame. Faculty are not allowed to alter these dates without written permission from their Director.
- The office manager at the Macomb campus, working with each employee, will develop a course evaluation schedule for the administration of in-person course evaluations.
- The WIU-QC Office Support Specialist or a designee will manage the process of

conducting student course evaluations in the same way as the Macomb campus. The office manager from Macomb will work directly with the WIU-QC Office Support Specialist to coordinate student course evaluations.

- The Macomb office manager will manage course evaluations by assigning graduate assistants and other office staff to conduct course evaluations. The assignment of graduate assistants to conduct course evaluations is the responsibility of the office manager.
- Upon completing all course evaluations in a given semester or a summer session at the WIU-QC and the Macomb campuses, the office manager will oversee the procedures for conducting the statistical analysis and the transcribing of responses to the open-ended questions.
- The school director will keep the originals of all official student course evaluations.

## **XI. Other Guidelines: Promotion by Exception**

### **Exceptional Performance**

It is emphasized here that quantity alone (more items/number of activities/counting) will not be considered exceptional performance. Exceptional performance for promotion and tenure will be based on the following considerations in teaching, or scholarly activity:

#### **1. Teaching/Primary Duties**

- A. An employee must meet the evaluation criteria requirements for promotion or tenure (other than degree or years of service);
- B. Must have been consistently (all courses all years of service during the evaluation period) rated high by students, or shown a pattern of significantly higher reviews; and
- C. Must provide documented evidence of creative and innovative instructional methods and technologies that enhanced teaching, student learning and involvement.

#### **2. Scholarly/Professional Activities**

- A. An employee must meet the evaluation criteria requirements for promotion or tenure (other than degree or years of service);
- B. Must provide documented evidence that the majority of journal articles were published in prestigious international and/or national publications;
- C. Must provide documented evidence that the majority of proceedings articles were presented and published in conference proceedings of leading academic or practitioners' organizations/associations in the employee's field; and
- D. Must provide documented evidence that as a result of the employee's scholarly/professional activities, the employee has received international or national recognition (such as invited articles, participation on panels of various professional organizations or private/public sectors agencies, and/or speaking to the media on issues/areas as an expert in one's field of study).

<b>XII. Performance Standards</b>			
	<b>Teaching/Primary Duties</b>	<b>Scholarly/Professional*</b>	<b>Service</b>
<b>Retention PY1</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items.</p> <p>2. Narrative describing teaching methods, and <b>two</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>	Faculty are required to submit plans for the pursuit of scholarly/professional activities.	Faculty are required to submit plans for the pursuit of service activities.
<b>Retention PY2</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>two</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>	<p>Faculty are required to submit plans for the pursuit of scholarly/professional activities.</p> <p>Faculty member must possess a terminal degree in the field.</p>	Faculty should demonstrate minimal service activity.
<b>Retention PY3</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>three</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>	<p>1. <b>One</b> item in Category II or higher.</p> <p>2. <b>Two</b> items in Category III or higher.</p> <p>Faculty member must possess a terminal degree in the field.</p>	1. <b>Three</b> Service activities from date of original appointment.
<b>Retention PY4</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>four</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>	<p>1. <b>Two</b> item in Category II or higher.</p> <p>2. <b>Two</b> items in Category III or higher.</p> <p>Faculty member must possess a terminal degree in the field.</p>	1. <b>Six</b> Service activities from date of original appointment.
<b>Retention PY5</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>five</b> separate</p>	<p>1. <b>One</b> Category I item.</p> <p>2. <b>Two</b> item in Category II or higher.</p> <p>3. <b>Two</b> items in Category III or higher.</p>	1. <b>Eight</b> Service activities from date of original appointment.

	<p>items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>		
<p><b>Tenure and Promotion to Associate Professor PY6</b></p>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.75 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <u>six</u> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p> <p><b>Requirements and Procedures with Regard to Student Evaluations:</b> Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness. Numerical scores on student evaluations shall not be the sole determinant in retention, tenure, promotion, and five -year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but, rather, evaluators should interpret numerical scores from student evaluations in terms of clear and consistent “patterns” that have developed over the appropriate evaluation period. (Article 20.11b.)</p> <p><b>Tenure:</b> The evaluation period for tenure will include the total number of years employed as a probationary faculty member at the University, up to and including the date of submission of the tenure portfolio. (Article 20.3d)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>	<p>1. <b>Two</b> Category I item which must include at least two peer reviewed journal articles, SPA1-1.</p> <p>2. <b>Three</b> items in Category II or higher.</p> <p>3. <b>Three</b> items in Category III or higher.</p> <p><b>Tenure:</b> The evaluation period for tenure will include the total number of years employed as a probationary faculty member at the University, up to and including the date of submission of the tenure portfolio. (Article 20.3d)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>	<p>1. <b>Ten</b> Service activities from date of original appointment.</p> <p><b>Tenure:</b> The evaluation period for tenure will include the total number of years employed as a probationary faculty member at the University, up to and including the date of submission of the tenure portfolio. (Article 20.3d)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>

<p><b>Promotion to Professor</b> <i>The requirements listed in this table represent new activities from the time as an Associate Professor up to the date of Promotion Application</i></p>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.75 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>seven</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p> <p><b>Requirements and Procedures with Regard to Student Evaluations:</b> Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness. Numerical scores on student evaluations shall not be the sole determinant in retention, tenure, promotion, and five -year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but, rather, evaluators should interpret numerical scores from student evaluations in terms of clear and consistent “patterns” that have developed over the appropriate evaluation period. (Article 20.11b.)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>	<p>1. <b>Two</b> Category I items from the most recent 5 academic years.</p> <p>2. <b>Three</b> Category II items occurring in the most recent 5 academic years.</p> <p>3. <b>Three</b> additional items from any category during the time as Associate Professor.</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e).</p>	<p>1. <b>Ten</b> Service activities</p> <p>2. At least <b>two</b> of the Service activities must demonstrate leadership either by serving as a committee chair or by some other form of initiative.</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e).</p>
<p><b>PFYAA Prof. +5, +10, +15</b> <i>The requirements in this table represent new activities since the</i></p>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.75 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>seven</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p> <p><b>Requirements and Procedures with Regard to Student Evaluations:</b></p>	<p>1. <b>Two</b> Category I items</p> <p>2. <b>Three</b> Category II items</p> <p>3. <b>Three</b> additional items from any category.</p>	<p>1. <b>Ten</b> Service activities</p> <p>2. At least <b>two</b> of the Service activities must demonstrate leadership either by serving as a committee chair or by some other form of initiative.</p>

<p><i>most recent evaluation.</i></p>	<p>Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness. Numerical scores on student evaluations shall not be the sole determinant in retention, tenure, promotion, and five -year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but, rather, evaluators should interpret numerical scores from student evaluations in terms of clear and consistent “patterns” that have developed over the appropriate evaluation period. (Article 20.11b.)</p>		
<p>* Note: Higher priority scholarly/professional activities may be substituted for lower priority scholarly activities in the following manner: One Category I Item = Two Category II Items; One Category I Item = Three Category III Items; One Category II Item = Two Category III Items. Lower priority scholarly activities may NOT be substituted for higher priority scholarly activities</p>			



### **XIII. Evaluation Procedures for Associate Faculty (Unit B)**

The evaluation procedure for Associate Faculty are based on Article 33 – Evaluation and Evaluation Criteria Unit B - of the 2023-2026 Collective Bargaining Agreement between the Western Illinois University Board of Trustees and the University Professionals of Illinois Local 4100.

#### **Evaluation Procedures**

- A. Unit B Associate Faculty shall submit for review in accordance with the procedures set forth in Article 33 of the UPI/WIU 2017-2021 Collective Bargaining Agreement a portfolio of activities related to their primary duties. This portfolio should be prepared per the School guidelines specified in **IV. Guidelines for Portfolio Preparation.**
- B. The portfolio will include materials and evidence related to their primary teaching duties as specified in section **V. School Guidelines for Documenting Performance - Teaching/Primary Duties (TPD).**
- C. Procedures for administering student evaluations of Unit B Associate Faculty are identical to those enumerated for Unit A Tenured/Tenure-Track Faculty in **IX. Student Course Evaluation Procedures** of this document.

#### **Performance Requirements for Retention of Associate Faculty**

The School Director will evaluate Associate Faculty using the same teaching performance standards as PY1 faculty members. Visiting Adjuncts and Temporary Faculty will also be evaluated by the School Director using the same teaching performance standards as PY1 faculty members.

The following requirements are necessary for retention of Associate faculty:

- A. Student evaluations scores:
  1. First two years of employment:

A SATISFACTORY rating will be granted when the average across all questions and student course evaluations are greater than 3.0/5.0.

A HIGHLY EFFECTIVE rating will be granted when the average across all questions and student course evaluations are greater than 3.75/5.0.
  2. After two years of employment:

A SATISFACTORY rating will be granted when the average across all questions and student course evaluations are greater than 3.75/5.0.

A HIGHLY EFFECTIVE rating will be granted when the average across all questions and student course evaluations are greater than 4.0/5.0 AND all course averages are above 3.75/5.0.
- B. Other Evidence of Teaching and Primary Duties Effectiveness (TPD):

Favorable evaluation of the School Director, if any, related to Other Evidence of Teaching and Primary Duties Effectiveness (TPD) as presented in Section V. Other Evidence of Teaching and Primary Duties Effectiveness (TPD). The Director shall evaluate the documentation and determine relevancy of all items of evidence presented in the submitted portfolio. Multiple items (e.g., substantial course projects, new courses, speakers, etc.) should count as often as they are used.

C. Primary Duties Other Than Teaching (Other Assigned Primary Duties):

In the event an Associate Faculty is assigned primary duties in addition to teaching, the objectives of these duties should be provided at the time of assignment. The employee is required to provide documentation as to his or her performance of such duties. This documentation will include such things as a description of the nature of the duties assigned and progress made or time frame for the completion of duties; and a written report or documentation showing progress or completion of duties with reference to the stated objectives of these duties.

Associate Faculty are encouraged (but not required) to submit additional materials showing involvement in Scholarly/Professional Activities and Service Activities, particularly as they may relate to program accreditations.

# Management & Marketing (MM) 2023-2026 School Criteria for Faculty Evaluation

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## **I. Purpose of Evaluation**

The School of Management & Marketing's (MM) *School Criteria* for Unit A (Tenured/Tenure-Track Faculty) are based on Article 20 of the 2023-2026 Collective Bargaining Agreement between the Western Illinois University Board of Trustees and the University Professionals of Illinois Local 4100. **For University-wide evaluation criteria and evaluation procedures, see Article 20 of the Collective Bargaining Agreement.**

As stated in 20.4. - Evaluation Criteria: "Evaluation of an employee's effectiveness shall be based on consideration of the employee's professional responsibilities: Teaching/Primary Duties, Scholarly/Professional Activities, and Service Activities. Teaching/Primary Duties shall be the most important of these three responsibilities."

The School Criteria (DC) describes School evaluation standards and evaluation procedures used to evaluate the performance of employees requesting retention, promotion, or tenure. Performance will be evaluated on the School Criteria, and not in comparison to other employees.

## **II. Educational Requirements for Tenure & Promotion**

Unit A faculty are expected to hold a doctorate degree in a relevant field to their assigned teaching. This includes one of the following; a J.D.(for Business Law faculty), a Ph.D. in the relevant discipline, a DBA with an emphasis in the relevant discipline (from an AACSB accredited program), or a Ph.D./DBA in a closely related field from either an AACSB accredited or an equally highly regarded research institution. Ph.D. or DBA emphases in related fields must be in conjunction with clearly related work experience and/or licensure in the faculty member's primary assigned field.

## **III. Performance Standards**

All courses taught, will be evaluated, except internship, independent research, and independent study courses. Student assessment results will not be used in the evaluation of faculty performance.

The performance standards outlined in Table 1 will be used to reach judgments about the degree of effectiveness of an employee's performance. The evaluation will judge an employee's performance during the entire evaluation period. These are the minimum performance standards. A faculty member is expected to contribute in each of these areas (teaching, research, and service). It is desirable that activity in each area directly or indirectly support activity in the other areas. Nonetheless, it is up to the employee to categorize activities, subject to review by the SPC and School Director. The employee may not count one activity in more than one category. The quality of the contributions in each area may be considered, as well as the quantity. The SPC may negate or reclassify any teaching, research or service activity based on its judgment of quality.

#### **IV. Evaluation Procedures**

##### **The School Personnel Committee (SPC)**

The Management & Marketing School Personnel Committee (SPC) requires tenured faculty to serve each year to evaluate faculty Retention, Promotion, and Tenure applications. The SPC will be elected and will function in accordance with the 2023-2026 collective bargaining agreement. Per Article 20, "All faculty on these committees will be tenured employees (unless a School has fewer than three tenured faculty) elected by members of Bargaining Unit A."

The process by which faculty serve is as follows:

All eligible faculty are nominated to serve a one year term and the faculty as a whole choose the group by voting who they deem as appropriate representatives to form the SPC. Per University Policy, "All full-time tenured and tenure track faculty shall be accorded voting rights within the School and its committees."

The SPC shall be comprised of five active members and one alternate.

When possible, membership will include at least of one tenured faculty member from each field with a PY applicant up for evaluation. Each of the remaining members will be based upon the highest number of votes outside of the required minimum to ensure requisite discipline representation. The alternate will be the faculty member who received the next highest number of votes.

No individual will be required to serve any more than two consecutive terms without going off the SPC for a minimum of one year. All eligible faculty shall serve a minimum of one term each three years, subject to leave of absence or sabbatical. Should the number of tenured faculty in a field be greater than the number needed for service on the Committee, then the maximum time between service on the SPC can be extended, with the faculty member(s) serving at the next opportunity. This rotation into the nomination pool ensures no one serves a burdensome amount, and also ensures no one shirks his or her duty to school colleagues.

Faculty on the SPC may not evaluate themselves or a member of their family. The alternate will temporarily replace a committee member if that member is to be evaluated. A committee member who is on sabbatical or leave of absence will be replaced by the alternate.

##### **Evaluation Procedures**

All procedures are to be completed on time in accordance with the University timetable, as described in the collective bargaining agreement. The candidate must submit the portfolio on time in accordance with University timelines, and school guidelines for portfolio preparation.

The SPC evaluates the whole portfolio using professional judgment in accordance with school guidelines for portfolio evaluation. Upon a completed review, the SPC provides a recommendation to the School Director, on University forms.

The School Director evaluates the whole portfolio using professional judgment, in consideration of SPC recommendations. The Director provides a recommendation to the College Dean, on University forms.

Negative recommendations will be reviewed as specified in the collective bargaining agreement.

## **V. Guidelines for Portfolio Preparation**

The evaluation portfolio submitted by the faculty member shall comply with the current requirements found in “*Instructions for Portfolio: Cumulative Outline, Narrative Summaries, and Documentation*” on the documents section of the Provost website, Western Illinois University. Please note the *Instructions* statement:

**Throughout your narrative summaries, refer to specific requirements set forth in your School Criteria and show how you have met them.**

In addition, the *School Criteria* requires the following format and documentation.

1. The use of page numbers is required.
2. Pages grouped together must be stapled together.
3. Where appropriate, the narrative summaries must contain specific references to the documentation such as “(see page A-1)” or “(see Item TPD-1).”
4. The completed checklist of materials should be included in File #1 of the evaluation portfolio.
5. Electronic files must be named meaningfully with the specific reference in the title.

## **VI. School Guidelines for Documenting Performance - Teaching/Primary Duties (TPD)**

Employees are responsible for fully documenting the nature of their efforts in all of the measured areas under this category of job duties: student course evaluations, course syllabi, other items related to enhancing teaching effectiveness and student learning, and other assigned primary duties (if any). The impact of these efforts on the overall teaching/performance of primary duties should also be documented and clarified in an employee’s evaluation portfolio.

### **Primary Duties Other Than Teaching (Other Assigned Primary Duties)**

In the event employees are assigned primary duties in non-teaching/teaching-related activities, they are required to provide documentation as to the performance of such duties. This will include such things as the nature of the duties assigned; progress made or time frame for the completion of duties; written report or document(s) showing progress or completion of duties; and reference to the stated objectives of other assigned duties (has the objective been reached or not-if work is in-progress, will the objective be reached in the time frame agreed upon at the time these duties were assigned).

### **Course Syllabus**

Education works best when a clear understanding is established between instructor and student. Since students need to know what is required of them in order to complete a course satisfactorily, instructors will provide each student with a comprehensive course syllabus for each course taught.

Each employee must develop a course syllabus for each course taught. For probationary employees (PY 1 through PY 6), all course syllabi for classes taught during the evaluation period will be submitted to assist in the evaluation of an employee's teaching/primary duties. For promotions and five-year appraisals, only representative samples of course syllabi are required. Syllabi submitted for the purpose of evaluation must be exact copies of the same syllabi given to students, along with any other written or oral clarification/documentation (such as additional guidelines and policies announced in the classroom that do not appear on course syllabi) which will aid the evaluators in its evaluation of course syllabi, and an employee's teaching effectiveness.

All course syllabi (for a given evaluation period) and any supporting documentation provided by an employee, or requested by the evaluators, will be reviewed as part of the evaluation of an employee's teaching/primary duties. The following syllabus guidelines are considered basic:

1. Course title, course and section number, meeting days and times.
2. Instructor's name, office number, office hours, office phone.
3. Books and other materials required.
4. Specific learning objectives for the course.
5. Basis for grading, including any "G" distinctions for undergrad and graduate students.
6. Tentative test schedule with test taking requirements.
7. Outside work required such as readings and field experiences.
8. Any synchronous requirements for asynchronous online classes.
9. Nature of papers required, if any.
10. Any required statements by the University's syllabus policy in effect at the time of the course offering (WID, ADA, Title IX, Military, etc).

The evaluators will also evaluate the comprehensiveness of a course's syllabus to determine if it reflects course coverage of topics generally expected in the course (as indicated in the course objectives and outline).

### **Classroom Visitation**

An employee may also be evaluated through the process of classroom visitation. The visitation, which may be conducted by the School Director, the SPC Chair, and/or a member of the SPC committee, will be held at a time, date and place mutually agreeable to the faculty member and the person conducting the visitation. For online classes, the evaluator will be granted temporary, but full, access to the class website by the faculty member for the agreed upon date(s). The following procedure will apply to classroom visitation:

Tenured faculty: Optional at the request of the employee or the School Director.

Tenure-track faculty: Each employee may have one classroom visitation per semester by the School Director and/or the Chair (or a member) of the SPC. Additional visitations may be requested by the faculty member. Summer visits may be conducted at the faculty member's request.

Temporary faculty: Each employee may have one classroom visitation per semester by the School Director. Additional visitations may be requested by the employee. Summer visits may be conducted at the employee's request.

At the conclusion of a classroom visitation, the School Director and/or the Chair (or a member) of the SPC will complete an evaluation of the employee's teaching effectiveness as observed during the classroom visit. The factors to be considered may include, but are not limited to: (1) a command of and currency in subject matter/ discipline, (2) oral English proficiency, (3) the ability to organize, analyze and present knowledge or material, (4) the ability to encourage and engage students in the learning process, and (5) the application of methodologies and technologies of instruction. The evaluation should be provided to the employee within one work week of the classroom visitation. He/she may attach a written response to the evaluation within one week after receiving the evaluation. All classroom visitation evaluations, and the employee's written response(s), if any, may be forwarded to the employee's official Personnel File. Copies of the evaluations and the employee's response(s) may also be provided to the Dean of the College of Business and Technology. The classroom evaluation and the employee's written response should be included by the employee in his/her evaluation portfolio.

### **Other Evidence of Teaching and Primary Duties Effectiveness (TPD) can include:**

Other evidence of teaching effectiveness will be reviewed by the SPC. These can include, but are not limited to, the following items. Multiple items (e.g., substantial course projects, new courses, speakers, etc.) should count as often as they are used. The SPC shall evaluate the documentation on the items of "other evidence of teaching effectiveness" based on their originality, relevance, utility to the course, and impact on industrial outreach.

TPD1. Ability to encourage and engage students in the learning process.



- TPD2. Achieving an additional professional certification, or for renewal of an existing designation where the renewal involves taking courses and/or achieving certain accomplishments within the renewal period.
- TPD3. Assigned and related teaching responsibilities.
- TPD4. Advising students in team competition and accompanying students to team competition.
- TPD5. Command of and currency in subject matter/discipline.
- TPD6. Computer-aided or managed instruction.
- TPD7. Course handouts.
- TPD8. Course projects.
- TPD9. Development of team-based projects and business games for use in the classroom;
- TPD10. Direct contact with employers to create, place or supervise students in internships (eight during the evaluation period will count as one evidence of teaching effectiveness).
- TPD11. Direction of individual student projects, Centennial Honors College Projects, and other student activities (two during the evaluation period will count as one evidence of teaching effectiveness).
- TPD12. Directed study courses or tutor studies.
- TPD13. Documented participation in professional growth activities contributing to enhanced teaching and contribution to the University or profession (five during the evaluation period will count as one evidence of teaching effectiveness).
- TPD14. Evaluation by the School Director, chair or member of the SPC about classroom visit.
- TPD15. Experiential exercises.
- TPD16. Supervising and planning field trips and student attendance at professional meetings (two during the evaluation period will count as one evidence of teaching effectiveness).
- TPD17. Invited guest speakers in applicant's class (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD18. Innovative teaching and student involvement approaches utilized.
- TPD19. Joint faculty/student research projects.
- TPD20. Unsolicited messages from current students and/or letters from former students or practitioners providing statements of exceptional teaching effectiveness (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD21. Implementation and evaluation of student assessment of learning.
- TPD22. Professional association contacts on behalf of students (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD23. Student career guidance and counseling (four during the evaluation period will count as one evidence of teaching effectiveness).
- TPD24. Creating new teaching support materials.
- TPD25. Use of various instructional technologies, beyond those of the University's or publisher's learning management systems.. (Report every time the technology is used).

- TPD26. Converting a course from one format to another (must demonstrate efforts taken to deploy new format optimally).
- TPD27. Creating a new course.
- TPD28. Substantive revision of an existing course.
- TPD29. Participation on a Thesis Committee

**Other equivalent and comparable activities deemed appropriate by the SPC**

- TPD30. Because of the wide range of efforts involved with teaching, other evidence of teaching effectiveness is welcomed by the SPC. Such efforts shall also be evaluated based on their originality, relevance, utility to the course, and impact on external constituent outreach.

**VII. School Guidelines for Documenting Performance – Scholarly/Professional Activities (SPA)**

Appropriate levels of scholarly/professional activities are moderated by several factors, including but not limited to the mission of the university, the college, and the School; teaching and service loads; and the level of support within the university, college and school for scholarly/professional activities.

Some faculty are likely to choose basic research to advance knowledge, while others may choose professional/applied research or pedagogical research. Within these categories, faculty may choose to present findings through books, academic or professional presentations or publications, or reviews/critiques of others' works.

The evaluators shall review evidence of scholarly activities and make a professional judgment about whether or not criteria have been met for retention, promotion, or tenure. Evaluators shall judge scholarly activity both qualitatively and quantitatively. An evaluator may request additional documentation/evidence of scholarly activities to complete the review of an employee's portfolio, but it is the responsibility of the employee being evaluated to provide sufficient evidence to form a strong basis for judgment by the evaluators.

All of the Scholarly/Professional Activities submitted in an employee's portfolio must include a concise explanation and documentation (a copy of the article or table of contents for a journal or conference proceedings; abstract of a book or conference proceedings; letter from an editor of a journal or program chair of a conference; and any other necessary supporting material). It is the employee's responsibility to provide clarification and documentation to justify the inclusion of a publication as a journal or proceedings article or proceedings abstract (for those conferences who only publish abstract but review the whole article for acceptance) within its scholarship category. The following shall apply in determining when to credit scholarly production (even though one year is emphasized here, the entire record is part of the retention process):

- Work in progress: May be cited/counted in the portfolio for PY1 and PY2, but employees must document the extent and nature of the “progress”.
- Acceptance of a manuscript/article/paper for publication.
- Actual publication: May not count again if counted in previous year(s) as “accepted for publication.”
- No double counting of a presentation and a proceedings publication if the paper was presented at and published by the same conference. Employees must select only one item for inclusion in the portfolio under scholarly/professional activities, either the proceedings publication or the presentation, not both.
- Some scholarly/professional activities may result in more than “one item” as identified in a School criteria. For example, a proceedings article at a conference may be “selected as one of the Best Papers” for inclusion for publication in a refereed journal sponsored by the same professional organization. In this situation, the employee may count the proceedings and the journal article (two separate items) if the original article has been significantly and substantially revised/updated to meet the publication requirements of the journal editorial board. It is the employee’s responsibility to provide justification and documentation to support “multiple counting” of an article.
- It should be emphasized here that an evaluation of an employee’s scholarly/professional activities is not merely counting the number of books, articles, presentations, etc., rather it involves a professional judgment by the SPC about the quantitative and qualitative employee contributions in this area. The SPC retains the right to nullify publications that do not satisfy accepted definitions or protocols for legitimate scholarly publication.

The following categories are listed in order of highest priority (Category I is considered the highest, II next highest, and III lowest):

### **Category I**

- SPA1-1. Peer-reviewed, double blind, journal article in a refereed international or national publication in a business or other related area. Faculty are strongly encouraged to publish in journals that are indexed in a recognized manner, such as those listed in SCOPUS.
- SPA1-2. Book (original academic or applied book in business or in a related area which is scholarly and published by a university press, national or international publisher).
- SPA1-3. Application for and funding of a major external grant (external to Western Illinois University and above \$50,000) where the faculty member is a principal investigator or co-principal investigator.

## Category II

- SPA2-1. Refereed proceedings (proceedings article or proceedings abstract) for those conferences who only publish abstract but review the whole article for acceptance.
- SPA2-2. Program chair of an international or national conference/meeting (must involve the review and evaluation of papers/manuscripts/abstracts).
- SPA2-3. Book revision(s) of a substantial nature, original academic or applied book in business or in a related area.
- SPA2-4. Chapter in a book in business or a related area.
- SPA2-5. Development of original educational software or videos in business or a related area.
- SPA2-6. Externally published case, exercise, software, or computer-aided business game (teaching notes must also be included with all of these items).
- SPA2-7. Instructor's study guide, case book, test bank or other auxiliary materials
- SPA2-8. Application for and funding of an external grant (external to Western Illinois University and between \$15,000 & \$50,000) where the faculty member is a principal investigator or co-principal investigator.
- SPA2-9. Externally published research monograph.
- SPA2-10. Invited article (international or national publication in business or in a related area).
- SPA2-11. Editor of an academic or professional international or national journal in business or a related area.
- SPA2-12. Editor of a book in business or a related area.
- SPA2-13. Presentation of scholarly/professional work (by employee or a coauthor) at a national/international academic/professional conference or seminar.
- SPA2-14. Publication in non-peer reviewed trade journals.
- SPA2-15. Published/accepted technical reports related to funded research projects.
- SPA2-16. Invited scholarly presentations of original research at Ph.D. granting Universities.
- SPA2-17. Other equivalent and comparable activities deemed appropriate by the evaluators.

## Category III

- SPA3-1. Proceedings publication and/or paper presentation at a regional or local conference.
- SPA3-2. Making a presentation at a regional academic/professional conference that is not peer reviewed for acceptance.
- SPA3-3. Making a presentation at a symposium in business or a related area.

- SPA3-4. Program chair of a regional, state, or local professional conference in business or a related area (must involve the review and evaluation of papers/manuscripts/abstracts).
- SPA3-5. Discussant or a member of a panel at a conference (three during the evaluation period will count as one Category III activity).
- SPA3-6. Judge at an academic or practitioners' workshop/seminar/competition where the employee was invited because of his or her expertise in business or a related area (three during the evaluation period will count as one Category III activity).
- SPA3-7. Published book review or critique in an international or national journal in business or a related area (two during the evaluation period will count as one Category III activity).
- SPA3-8. Publication of a non-journal article in a regional, state, or local publication in business or a related area (magazine, news article, etc.).
- SPA3-9. Reviewer of refereed journal articles and/or grant proposals (two during the evaluation period will count as one Category III activity).
- SPA3-10. Reviewer of international/national academic conferences papers (four during the evaluation period will count as one Category III activity).
- SPA3-11. Reviewer of regional conference papers (six during the evaluation period will count as one Category III activity).
- SPA3-12. Editor of international or national conference proceedings in business or related area.
- SPA3-13. Member of an editorial board of a refereed international, national, or regional journal.
- SPA3-14. Application for and funding of an external grant (external to Western Illinois University less than \$15,000) where the faculty member is a principal investigator or co-principal investigator.
- SPA3-15. Obtaining a competitive grant, internal to Western Illinois University.
- SPA3-16. Conducting a research-based seminar/workshop in business or a related area.
- SPA3-17. Receiving an award for research (e.g. best paper, fellowships, etc.)
- SPA3-18. Officer of a professional organization in area of expertise that requires active engagement in the profession and/or time commitment (academic or practitioner organization/association).
- SPA3-19. Invited research presentation at other colleges and/or universities.
- SPA3-20. Other equivalent and comparable activities deemed appropriate by the evaluators.

### **VIII. School Guidelines for Documenting Performance – University/Community Service (UCS)**

The evaluation of the effectiveness of an employee's service to the university, college, School, community, or profession (academic and practitioners' organizations) will include consideration of the following factors:

- Extent and nature of leadership.
- Degree of participation and active involvement.
- The extent of contributions and the length of service.
- The extent and nature of international, national, regional, state, or local recognition of service.
- Consideration of social and professional responsibility in some service activities.
- The relationship of service to an employee's assigned responsibilities and to the School, college, and university.

The employee is expected to maintain copies of documentation related to Service achievements and activities. Chairs of school committees are responsible to see that a summary of activities with active members listed filed with the School Director and Office Manager. They may also be asked to prepare a final committee report that will be placed among the School's annual report files. Portfolio evaluators retain the right to ask for additional clarification in making its judgement as to the acceptability of a particular service item. University, College, School and Community Service includes the following items:

### **University, College and School Service**

- UCS-U-1. Advisor to an active student organization for one year or more.
- UCS-U-2. Faculty mentor, officially assigned and actively engaged.
- UCS-U-3. Participation in a University or College alumni program or event (participation on the planning committee, or four programs/events during the evaluation period will count as one service activity).
- UCS-U-4. Presentations for the Center for Innovation in Teaching and Research.
- UCS-U-5. Recognition and/or award at the university level.
- UCS-U-6. Service on Faculty Senate.
- UCS-U-7. Service on a standing university, college or School committee that actively meets and engages throughout the year and does not otherwise receive ACEs or compensation.
- UCS-U-8. Service on an ad hoc or search committee.
- UCS-U-9. Significant recruiting/retention activities at the university, college or School level, if not receiving ACEs or other direct compensation. (participation on the planning committee, or four programs/events during the evaluation period will count as one service activity).
- UCS-U-10. Hosting/planning an event in which one or more employers are brought to campus for purposes of recruitment (beyond participation in a career fair).
- UCS-U-11. Other activities as deemed appropriate by the SPC and School Director.

### **Service to the Community and Profession**

- UCS-C-1. Academic guest lecturer (two during the evaluation period will count as one service activity).
- UCS-C-2. Chairperson or coordinator of local conference.

- UCS-C-3. Consulting, compensated as well as non-compensated (100 hours during the evaluation period will count as one service activity).
- UCS-C-4. Receipt of an external professional or community recognition and/or awards.
- UCS-C-5. Member of a professional/academic organization committee.
- UCS-C-6. Officer in a professional/academic organization that involves regular engagement and time commitment
- UCS-C-7. Public speeches related to professional responsibilities (two during the evaluation period will count as one service activity).
- UCS-C-8. Serving as a session chair at a professional meeting/academic conference.
- UCS-C-9. Writing distinct letters of recommendation for students and graduates (eight during the evaluation period will count as one service activity).
- UCS-C-10. Member of a community or professional board that involves regular engagement and time commitment.
- UCS-C-11. Other activities as deemed appropriate by the SPC and School Director.

## **IX. School Guidelines for Portfolio Evaluation**

With the diversity of professional activities and interests represented in the School of MM, the SPC shall use professional judgment in its evaluation of the qualitative and quantitative contributions of an employee in the areas of Teaching/Primary Duties, Scholarly/Professional Activities, and University/Community Service. Breach of ethical behavior or violation of policy/regulations can enter the evaluation if such violations are documented in a faculty member's official personnel file. Such documentation occurs after proper procedural requirements are followed in accordance with the current UPI/WIU Agreement.

Note that Teaching/Primary Duties is the most important of the three areas of responsibilities that will be evaluated. There are not three separate routes to retention, promotion, and tenure, but rather a single path which requires documented evidence of appropriate levels of performance in the areas of Teaching/Primary Duties, Scholarly/Professional Activities, and University/Community Service. School (SPC) and University Personnel (UPC) Committees may request further materials, explanations, or additional documentation of statements in the portfolio.

### **Areas of Evaluation and Materials Required – Teaching/Primary Duties**

While the methods used by employees to improve and document their teaching performance may vary, employees strive to continually improve their instructional abilities by staying current in teaching area(s). Teaching performance evaluation dictates that employees provide documentary evidence of these efforts. The evaluation of teaching effectiveness will include the following multiple criteria: student course evaluations; course syllabi; course development; instructional development; curricular development and innovation; use of various learning and student involvement techniques; guest speakers; and, when appropriate, field trips and other evidence. When applicable, the SPC should take into consideration differences in form, content, or

audience of courses. Evaluation of an employee's teaching/performance of primary duties will include consideration of the following:

- Effectiveness in the execution of assigned responsibilities;
- Command of and currency in subject matter/discipline;
- Organization, analysis and presentation of material;
- Timely feedback to students on various course assignments; and
- Remaining creative in the delivery of instruction.

Employees are evaluated on the basis of more than one measurement of teaching effectiveness. The evaluators shall review all materials and make a quantitative and qualitative professional judgment about an employee's teaching performance, based on the School Criteria. Generally, scores on teaching evaluations should be above the scale midpoint, with a target of 3.0 and above for PY1 and a target of 3.75 and above for promotion and tenure Evaluation of teaching reviews will be based upon the standards at the time that the courses were taught and the time of the SPC evaluation.

The role of student evaluations is to serve as one of several integral and essential criteria of the review of an employee's teaching effectiveness. The evaluators will also assess the comprehensiveness of each course, partly by reviewing each syllabus to determine if it reflects course coverage of topics generally considered essential material in the course (as indicated in the course objectives and outline). Furthermore, the evaluators will assess a course syllabus and instructor's efforts to present current, state-of-the-art developments in the relevant area of study.

The evaluators shall review and assess the overall quality and relevance of any other materials submitted as documentation of effective teaching.

### **Areas of Evaluation and Materials Required – Scholarly/Professional Activities**

The second area to be evaluated is employees' performance of their scholarly/ professional activities. These activities will be judged (as appropriate) on the basis of the following:

- The quality and quantity of research/scholarly/professional activities;
- The quality and quantity of research leading to presentation and/or publication;
- The nature, number and funding level of external and internal grants;
- The extent and nature of international, national, regional, state or local recognition of research/scholarly/professional activities;
- The extent and nature of active participation/involvement in professional organizations (international, national, regional, state, or local--in terms leadership roles, office/position held, and invited participation by virtue of an employee's member's academic and/or business);
- The impact of research/scholarly/professional activities on individual business and business practices; and



- The impact of research/scholarly/professional activities on an employee's professional development.

Several areas of expertise are represented in the School of MM. Books, articles, and papers published may represent scholarly basic research, while others may be more oriented toward applied research. However, for Category I, any article publication should be refereed and double-blind reviewed. Because of the multiplicity of potential publishing outlets and audiences, it is impossible to list those publications that are deemed acceptable or unacceptable for Category I credit.

### **Areas of Evaluation and Materials Required – University/Community Service**

The third area to be evaluated is employees' performance of their University/Community Service Activities. Service activities must relate to the professional responsibilities of employees. In other words, only service activities that are provided by virtue of the professional expertise of employees will be included in this area.

The review and evaluation of service activities will involve both a qualitative and quantitative evaluation of the effectiveness of the efforts and contributions made by employees during the period of evaluation. It is the responsibility of employees to provide clarification and documentation of their efforts in terms of the contributions made in University/Community Service. Attention will be given to the extent of an employee's participation in service activities, especially whether the faculty member provided leadership or took on burdensome roles, and whether significant contributions were made in terms of solving problems, preparing of reports, and carrying out important tasks in an effective manner.

Note: One year on one committee is one service item. Two years on one committee is two service items. Special committees such as Search Committees and Special Faculty Senate Committees may count as one service term item even if the term is less than one year.

### **Student Assessment and the School Criteria**

It is emphasized here that student and program assessment results will not be used in the evaluation of faculty performance.

### **X. Student Course Evaluation Procedures**

The School of Management and Marketing course evaluation form(s) (included in the School Criteria) is the official course evaluation document to be used in all for-credit classes at Western Illinois University. Zero credit, assessment, internship, independent readings/research, and independent study program courses are not included. If an employee elects to have them evaluated, they can be used to supplement the required course evaluations.

The original official School student course evaluation form, will not be returned to the employee. Faculty are not allowed to view the original evaluation sheets completed by students. Employees who question the accuracy of the transcription of student comments may request that the SPC Chair and/or School Director review the original evaluations. Originals of students' evaluations are the property of the university.

Employees will receive summary statistical results of students' evaluations of each course section after grades for that course and section have been submitted. Employees will be provided with a copy of evaluation scores and all transcribed comments.

The School is committed to maintaining the integrity of the course evaluation process. It is essential to secure the course evaluation forms at all times during this process in order to protect students and employees being evaluated. Employees being evaluated shall not have access to or control of course evaluations. The course evaluation forms (for each course being evaluated) shall remain in the School Director's Office until the actual administration of the evaluation. At the designated time for the administration of a course evaluation, the forms will be under the control of either office staff or an assigned graduate student.

The College of Business & Technology's senior administrative support staff member assigned to the WIU-QC Riverfront Campus, or designee, will coordinate and oversee student course evaluations in a manner similar to how they are conducted by the School Director's office on the WIU-Macomb Campus, working with the School's office staff for all classes held at WIU-QC.

The School has developed the following standardized procedure for administering student evaluations.

- The School's office manager will oversee the process of conducting student course evaluations. Employees shall not be in the classroom, or within sight of students, while students are completing the student course evaluation form. For online course evaluations, faculty will not be able to see any portion of the submitted evaluations until after the semester has ended and grades have been submitted.
- Livestream, online, and hybrid courses will utilize the University's online evaluation system. The School will coordinate reminders to students about completing their online course evaluations. Faculty are also expected to encourage their students to complete course evaluations. Such encouragements could include emails, LMS announcements, content modules, etc.
- Official course evaluations will be conducted during the last two weeks of the respective semester and the last week of a summer session. No course evaluation shall be conducted during Final Examination Week or the last day of a summer session even if a final examination is not scheduled. Online course evaluations will be conducted in accordance

with these dates as well. Faculty are not allowed to alter the dates without written permission from their Director.

- The office manager at the Macomb campus, working with each employee, will develop a course evaluation schedule for the administration of in-person course evaluations.
- The WIU-QC Office Support Specialist or a designee will manage the process of conducting student course evaluations in the same way as the Macomb campus. The office manager from Macomb will work directly with the WIU-QC Office Support Specialist to coordinate student course evaluations.
- The Macomb office manager will manage course evaluations by assigning graduate assistants and other office staff to conduct course evaluations. The assignment of graduate assistants to conduct course evaluations is the responsibility of the office manager.
- Upon completing all course evaluations in a given semester or a summer session at the WIU-QC and the Macomb campuses, the office manager will oversee the procedures for conducting the statistical analysis and the transcribing of responses to the open-ended questions.
- The school director will keep the originals of all official student course evaluations.

## **XI. Other Guidelines: Promotion by Exception**

### **Exceptional Performance**

It is emphasized here that quantity alone (more items/number of activities/counting) will not be considered exceptional performance. Exceptional performance for promotion and tenure will be based on the following considerations in teaching, or scholarly activity:

#### **1. Teaching/Primary Duties**

- A. An employee must meet the evaluation criteria requirements for promotion or tenure (other than degree or years of service);
- B. Must have been consistently (all courses all years of service during the evaluation period) rated high by students, or shown a pattern of significantly higher reviews; and
- C. Must provide documented evidence of creative and innovative instructional methods and technologies that enhanced teaching, student learning and involvement.

#### **2. Scholarly/Professional Activities**

- A. An employee must meet the evaluation criteria requirements for promotion or tenure (other than degree or years of service);
- B. Must provide documented evidence that the majority of journal articles were published in prestigious international and/or national publications;
- C. Must provide documented evidence that the majority of proceedings articles were

- presented and published in conference proceedings of leading academic or practitioners' organizations/associations in the employee's field; and
- D. Must provide documented evidence that as a result of the employee's scholarly/professional activities, the employee has received international or national recognition (such as invited articles, participation on panels of various professional organizations or private/public sectors agencies, and/or speaking to the media on issues/areas as an expert in one's field of study).

<b>XII. Performance Standards</b>			
	<b>Teaching/Primary Duties</b>	<b>Scholarly/Professional*</b>	<b>Service</b>
<b>Retention PY1</b>	1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items.  2. Narrative describing teaching methods, and <b>two</b> separate items/evidence documenting teaching effectiveness.  3. Syllabi for all courses taught.	Faculty are required to submit plans for the pursuit of scholarly/professional activities.	Faculty are required to submit plans for the pursuit of service activities.
<b>Retention PY2</b>	1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.  2. Narrative describing teaching methods, and <b>two</b> separate items/evidence documenting teaching effectiveness.  3. Syllabi for all courses taught.	Faculty are required to submit plans for the pursuit of scholarly/professional activities.	Faculty should demonstrate minimal service activity.
<b>Retention PY3</b>	1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.  2. Narrative describing teaching methods, and <b>three</b> separate items/evidence documenting teaching effectiveness.  3. Syllabi for all courses taught.	1. <b>One</b> item in Category II or higher.  2. <b>Two</b> items in Category III or higher.	1. <b>Three</b> Service activities from date of original appointment.
<b>Retention PY4</b>	1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.	1. <b>Two</b> item in Category II or higher.  2. <b>Two</b> items in Category III or higher.	1. <b>Six</b> Service activities from date of original appointment.

	<p>2. Narrative describing teaching methods, and <b>four</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>		
<b>Retention PY5</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.0 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>five</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p>	<p>1. <b>One</b> Category I item.</p> <p>2. <b>Two</b> item in Category II or higher.</p> <p>3. <b>Two</b> items in Category III or higher.</p>	<p>1. <b>Nine</b> Service activities from date of original appointment.</p>
<b>Tenure and Promotion to Associate Professor PY6</b>	<p>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.75 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>six</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p> <p><b>Requirements and Procedures with Regard to Student Evaluations:</b> Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness. Numerical scores on student evaluations shall not be the sole determinant in retention, tenure, promotion, and five -year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but, rather, evaluators should interpret numerical scores from student evaluations in terms of clear and consistent “patterns” that have developed over the appropriate evaluation period. (Article 20.11b.)</p> <p><b>Tenure:</b> The evaluation period for tenure will include the total number of years employed as a probationary</p>	<p>1. <b>Two</b> Category I item which must include at least two peer reviewed journal articles, SPA1-1.</p> <p>2. <b>Three</b> items in Category II or higher.</p> <p>3. <b>Three</b> items in Category III or higher.</p> <p><b>Tenure:</b> The evaluation period for tenure will include the total number of years employed as a probationary faculty member at the University, up to and including the date of submission of the tenure portfolio. (Article 20.3d)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>	<p>1. <b>Ten</b> Service activities from date of original appointment.</p> <p><b>Tenure:</b> The evaluation period for tenure will include the total number of years employed as a probationary faculty member at the University, up to and including the date of submission of the tenure portfolio. (Article 20.3d)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>

	<p>faculty member at the University, up to and including the date of submission of the tenure portfolio. (Article 20.3d)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>		
<p><b>Promotion to Professor</b> <i>The requirements listed in this table represent new activities from the time as an Associate Professor up to the date of Promotion Application.</i></p>	<ol style="list-style-type: none"> <li>1. Quantitative summaries and student comments for all courses to be evaluated. Average 3.75 or above on all items since previous evaluation.</li> <li>2. Narrative describing teaching methods, and <b>seven</b> separate items/evidence documenting teaching effectiveness.</li> <li>3. Syllabi for all courses taught.</li> </ol> <p><b>Requirements and Procedures with Regard to Student Evaluations:</b> Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness. Numerical scores on student evaluations shall not be the sole determinant in retention, tenure, promotion, and five -year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but, rather, evaluators should interpret numerical scores from student evaluations in terms of clear and consistent “patterns” that have developed over the appropriate evaluation period. (Article 20.11b.)</p> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e)</p>	<ol style="list-style-type: none"> <li>1. <b>Two</b> Category I items from the most recent 5 academic years.</li> <li>2. <b>Three</b> Category II items occurring in the most recent 5 academic years.</li> <li>3. <b>Three</b> additional items from any category during the time as Associate Professor.</li> </ol> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e).</p>	<ol style="list-style-type: none"> <li>1. <b>Ten</b> Service activities</li> <li>2. At least <b>two</b> of the Service activities must demonstrate leadership either by serving as a committee chair or by some other form of initiative.</li> </ol> <p><b>Promotion:</b> The evaluation period for promotion (to both Associate Professor and Full Professor) will include the employee’s entire record since the initial hiring date up to and including the date of submission of the promotion portfolio. (Article 20.3e).</p>

<p><b>PFYAA Prof. +5, +10, +15</b>  <i>The requirements in this table represent new activities since the most recent evaluation.</i></p>	<p>. Quantitative summaries and student comments for all courses to be evaluated. Average 3.75 or above on all items since previous evaluation.</p> <p>2. Narrative describing teaching methods, and <b>seven</b> separate items/evidence documenting teaching effectiveness.</p> <p>3. Syllabi for all courses taught.</p> <p><b>Requirements and Procedures with Regard to Student Evaluations:</b>  Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness. Numerical scores on student evaluations shall not be the sole determinant in retention, tenure, promotion, and five -year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but, rather, evaluators should interpret numerical scores from student evaluations in terms of clear and consistent “patterns” that have developed over the appropriate evaluation period.  (Article 20.11b.)</p>	<p>1. <b>Two</b> Category I items</p> <p>2. <b>Three</b> Category II items</p> <p>3. <b>Three</b> additional items from any category.</p>	<p>1. <b>Ten</b> Service activities</p> <p>2. At least <b>two</b> of the Service activities must demonstrate leadership either by serving as a committee chair or by some other form of initiative.</p>
<p>* Note: Higher priority scholarly activities may be substituted for lower priority scholarly activities in the following manner: One Category I Item = Two Category II Items; One Category I Item = Three Category III Items; One Category II Item = Two Category III Items. Lower priority scholarly activities may NOT be substituted for higher priority scholarly activities</p>			

### **XIII. Evaluation Procedures for Associate Faculty (Unit B)**

The evaluation procedure for Associate Faculty are based on Article 33 – Evaluation and Evaluation Criteria Unit B - of the 2023-2026 Collective Bargaining Agreement between the Western Illinois University Board of Trustees and the University Professionals of Illinois Local 4100.

#### **Evaluation Procedures**

- A. Unit B Associate Faculty shall submit for review in accordance with the procedures set forth in Article 33 of the UPI/WIU 2017-2021 Collective Bargaining Agreement a portfolio of activities related to their primary duties. This portfolio should be prepared per the School guidelines specified in **IV. Guidelines for Portfolio Preparation.**
- B. The portfolio will include materials and evidence related to their primary teaching duties as specified in section **V. School Guidelines for Documenting Performance - Teaching/Primary Duties (TPD).**
- C. Procedures for administering student evaluations of Unit B Associate Faculty are identical to those enumerated for Unit A Tenured/Tenure-Track Faculty in **IX. Student Course Evaluation Procedures** of this document.

#### **Performance Requirements for Retention of Associate Faculty**

The School Director will evaluate Associate Faculty using the same teaching performance standards as PY1 faculty members. Visiting Adjuncts and Temporary Faculty will also be evaluated by the School Director using the same teaching performance standards as PY1 faculty members.

The following requirements are necessary for retention of Associate faculty:

- A. Student evaluations scores:
  1. First two years of employment:

A SATISFACTORY rating will be granted when the average across all questions and student course evaluations are greater than 3.0/5.0.

A HIGHLY EFFECTIVE rating will be granted when the average across all questions and student course evaluations are greater than 3.75/5.0.
  2. After two years of employment:

A SATISFACTORY rating will be granted when the average across all questions and student course evaluations are greater than 3.75/5.0.

A HIGHLY EFFECTIVE rating will be granted when the average across all questions and student course evaluations are greater than 4.0/5.0 AND all course averages are above 3.75/5.0.

- B. Other Evidence of Teaching and Primary Duties Effectiveness (TPD):



Favorable evaluation of the School Director, if any, related to Other Evidence of Teaching and Primary Duties Effectiveness (TPD) as presented in section **V. Other Evidence of Teaching and Primary Duties Effectiveness (TPD)**. The Director shall evaluate the documentation and determine relevancy of all items of evidence presented in the submitted portfolio. Multiple items (e.g., substantial course projects, new courses, speakers, etc.) should count as often as they are used.

C. Primary Duties Other Than Teaching (Other Assigned Primary Duties):

In the event an Associate Faculty is assigned primary duties in addition to teaching, the objectives of these duties should be provided at the time of assignment. The employee is required to provide documentation as to his or her performance of such duties. This documentation will include such things as a description of the nature of the duties assigned and progress made or time frame for the completion of duties; and a written report or documentation showing progress or completion of duties with reference to the stated objectives of these duties.

Associate Faculty are encouraged (but not required) to submit additional materials showing involvement in Scholarly/Professional Activities and Service Activities, particularly as they may relate to program accreditations.

Faculty Qualifications and Engagement Criteria  
College of Business and Technology  
Western Illinois University  
Approved November 12, 2021  
Revised, March 6, 2024

### **College Mission Statement**

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.

#### **I. Introduction**

The purpose of this document is to communicate the standards for qualifying the College of Business and Technology (CBT) faculty in one of the four categories as set forth in AACSB Standard 3. In addition, the document states the standards for classifying the CBT faculty as *participating* or *supporting* members. The main objective is to guide continuous improvement by enhancing the qualifications of the faculty in a manner that is reflective of the missions of the college and the university.

A *participating* faculty member actively and deeply engages in the activities of the CBT in matters beyond direct teaching responsibilities. The CBT considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time.

The CBT designates faculty as participating faculty members if they participate in faculty governance and service that support the university strategic plan. The CBT also views engagement in activities that support the CBT strategic plan in the areas of Student Success, Institutional Distinctiveness, Financial Sustainability and Legacy, and Societal and Global Impact as evidence of *participating* status. Combined, these activities represent support necessary for the CBT to ensure progress towards achieving its mission and fulfilling its purpose. Full time faculty should submit a minimum of five (5) items of evidence of material participation each year. The CBT will judge adjunct faculty participation on a relative basis reflecting their teaching assignment.

A *supporting* faculty member does not normally participate in the intellectual or operational life of the CBT beyond the direct performance of teaching responsibilities.

Faculty who do not sufficiently participate in university level faculty governance and service or do not provide evidence of participation related to the execution of the CBT Strategic Plan, yet maintain contractually mandated office hours and interaction with students outside of the classroom will be classified as *supporting* faculty members.

Individual faculty members are responsible to make the case and provide evidence supporting their claim to be either participating or supporting faculty members.

## II. Faculty Qualification Status

*Faculty qualifications status* refers to one of four categories from AACSB Standard 3 which demonstrate current and relevant intellectual capital or professional engagement in the area of teaching to support the CBT’s mission and related activities. Categories for specifying faculty qualifications are based on both the initial academic preparation or professional experience, and sustained academic and professional engagement within the area of teaching as follows:

**Scholarly Academics (SA)** are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevance through scholarship and activities related to the field of teaching.

**Practice Academics (PA)** are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevance through professional engagement, interaction, and activities related to the field of teaching.

**Scholarly Practitioners (SP)** are faculty who have normally obtained a master’s degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevance through scholarship related to their professional background and experience in their field of teaching.

**Instructional Practitioners (IP)** are faculty who have normally obtained a master’s degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevance through continued professional experience and engagement related to their professional background and experience in their field of teaching.

**Additional Faculty (A)** are faculty who do not meet the school’s criteria for SA, PA, SP, or IP.

### Faculty Qualifications Matrix

		Sustained Engagement Activities	
		Academic Research/Scholarly	Applied/Practice
<b>Initial academic preparation and professional experience</b>	Terminal Degree	Scholarly Academics (SA)	Practice Academics (PA)
	Master’s Degree; professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)

Each faculty member must document his/her classification with current vitae regardless of the type of appointment (i.e. full-time, part-time, etc.), title, or other characteristics. It is the responsibility of the faculty member to provide current vitae and other evidence as necessary to support his/her

classification in one of the four categories and for his/her classification as a participating or supporting member of the faculty.

### **III. Scholarly Academics (SA)**

To meet the criteria for the SA category, faculty members must meet the requirements for both initial academic preparation and sustained academic engagement activities.

#### **A. Initial Academic Preparation**

For initial classification of Scholarly Academics a terminal degree related to the field of teaching is appropriate.

- A faculty member can be considered SA for five years from the date of conferral of the terminal degree.
- Doctoral students with teaching responsibilities who have attained all-but-dissertation (“ABD”) status will be considered SA for three years from the commencement of ABD status.
- A variety of terminal degrees may be appropriate where the terminal degree is related to the field of teaching including doctoral degrees in business or a closely-related business discipline (PhD or DBA); a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation, and a law degree (LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.). Additional terminal degrees may also be appropriate for SA status when the degree is closely related to the field of teaching and the faculty member sustains currency through scholarly activities in that field consistent with this standard.
- While unusual, a faculty member without a terminal degree may be classified as SA , but the faculty member must clearly be engaged in sustained, substantive academic and/or professional engagement activities to support their currency and relevancy in their field of teaching and their contributions to other mission components; such activity is expected to be consistent with the activities in which the school’s other terminally-qualified SA faculty engage. Such engagement activities may include production of scholarship, service on editorial boards, successful pursuit of grants, attainment or maintenance of professional licenses or certifications relevant to the teaching area, or other equivalent activities. The burden is on the faculty member to show that these activities represent sustained and substantive engagement with the discipline in a manner consistent with the mission of the CBT. The AACSB Committee will review requests for these and any other exceptions and make a recommendation to the Dean.

## **B. Sustained Academic Engagement Activities**

In order to remain qualified in the category of Scholarly Academic (SA), the CBT expects the faculty members to meet the following requirements.

Within the last five years, faculty members in the SA category must:

1. Publish two articles in peer-reviewed journals<sup>1</sup>. A peer reviewed external grant expected to have a significant impact in an area matching the mission of the college or involving a significant dollar amount can be considered the equivalent of a peer reviewed journal article.

And

2. Produce three “other intellectual contributions” - examples of which are listed in Appendix A. Each research work may only count in one category of these “other intellectual contributions.”

In extraordinary circumstances, the CBT Dean may consider exceptions to the above standard. A faculty member seeking to equate “other intellectual contribution” with a peer-reviewed journal article must make the case for his or her position. Similarly, faculty members seeking to have a peer-reviewed journal article receive double weighting (count as two peer-reviewed publications) must make the case that the article makes a significant contribution to the literature in his or her primary field or teaching area. The faculty member requesting an exception should provide documentation of the significance of the contribution. The AACSB Committee will review the documents and make a recommendation to the Dean.

Each year, the School Director will review the documentation of peer-reviewed articles and other intellectual contributions as part of the Annual AACSB Review (AAR). The Director will then make a recommendation to the Dean concerning the classification of every faculty member. The Dean can refer questionable classification to the AACSB Committee for their review.

## **IV. Practice Academics (PA)**

To meet the criteria for the PA category, faculty members must meet the following requirements for both initial academic preparation and sustained professional engagement activities.

### **A. Initial Academic Preparation**

The requirements for initial academic preparation for the Practice Academics category are the same as those for the Scholarly Academics category.

### **B. Additional Requirements**

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<sup>1</sup> Faculty are encouraged to publish in journals listed in SCOPUS within their academic disciplines.

At some point in the faculty member's academic career, the individual must have met the sustainment requirements for a SA. In addition, the faculty member must demonstrate sustained currency and relevance through professional engagement, interaction, and relevant activities that demonstrate an on-going engagement with the business and/or non-profit community, including social entrepreneurial organizations, and other community related agencies.

### **C. Sustained Professional Engagement Activities**

In order to remain qualified in the category of Practice Academic (PA), the CBT expects the faculty members to meet the following requirements.

Within the last five years, faculty members in the PA category must complete one or more of the following:

1. Engage in consulting or other practice related activities associated with their teaching area totaling 500 hours or more during the five-year period.
2. Serve as an active board of director member of a profit or non-profit organization requiring 100 or more hours per year. The appointment must last for at least two years.
3. Maintain a leadership position in the CBT or university requiring at least 50% of the faculty member's workload. Examples would include but are not limited to Dean, Associate Dean, and Director.

And

4. Produce two or more "professional engagement activities" - examples of which are listed in Appendix B. Because significant impact is frequently associated with focused effort in a particular area, it may be appropriate for a faculty member in the PA category to focus their efforts primarily on a particular activity. Nevertheless, the CBT expects the engagement will occur in more than one of the "professional engagement activities".

Faculty members in the PA classification must document their relevant activities. PA faculty will submit documentation to the School Director as part of the Annual AACSB Review (AAR) process along with a brief narrative of how these activities have produced a significant impact on the client, the public, or the faculty member's ability to remain current and relevant in their primary teaching area. The Director will review the documentation of these activities and produce a recommendation to the Dean of those faculty deemed to have met the criteria.

### **V. Scholarly Practitioners (SP)**

To meet the criteria for the SP category, faculty members must meet the following requirements for both initial academic and professional preparation and sustained academic engagement activities.

## **A. Initial Academic and Professional Preparation**

### **1. Academic Preparation**

Ordinarily, the initial academic preparation required of faculty members in the SP and IP categories is a non-terminal graduate degree from an accredited program in the area in which the individual teaches (e.g., an MBA degree). The college may grant exceptions in the following cases:

- A non-terminal graduate degree from an accredited program in a subject area related to the teaching area coupled with *prima facie* evidence of a current research record in the area directly related to the faculty member's teaching field that is significant in both duration and responsibilities.
- A non-terminal graduate degree from an accredited program in another area coupled with professional certification appropriate to the faculty member's teaching field.
- The AACSB Committee will review requests for these and any other exceptions and make a recommendation to the Dean.

### **2. Professional Preparation**

Relevant professional preparation consists of working in governmental or private sector positions employing the faculty member's expertise at a level commensurate with the faculty member's teaching responsibilities. The CBT expects the professional preparation to take place prior to the date of hire. The preparation must be related to the faculty member's teaching area. The expectation is that faculty teaching at the 100-200 level will document three years of professional experience, and faculty teaching at the 300 level and above will document five years of professional experience and professional certification where appropriate.

The CBT may deem the faculty members without this level of professional preparation prior to date of hire can meet these criteria by documenting significant professional experiences undertaken since the date of hire. The faculty member must document such engagement with the profession and show that the activities had a significant impact on the client, the business community, or the faculty member's ability to remain current and relevant in their primary teaching area. The engagement must take place over a period of at least three years and be of a breadth and depth that is commensurate with the faculty member's teaching responsibility. Examples of such activities would include significant consulting experiences, professional certification or licensure, faculty internships, significant experience as the owner or manager of a business, or other appropriate engagement activities. The burden is on the faculty member to make the case that such professional engagements meet the standard. The Director will review the documentation as part of the annual AAR process and forward a recommendation to the Dean for a final decision.

## **B. Sustained Academic Engagement Activities**

In order to remain qualified in the category of Scholarly Practitioner (SP), the CBT expects the faculty members to meet the following requirements.

Within the last five years, faculty members in the SP category must:

1. Publish one article in a peer-reviewed journal<sup>2</sup>. One scholarly book or one trade publication with significant readership may be substituted for the article provided that it is related to the discipline for which the author is academically qualified.

And

2. Produce two “other intellectual contributions” - examples of which are listed in Appendix A. Each research work may only count in one category of these “other intellectual contributions.”

In extraordinary circumstances, the CBT Dean may consider exceptions to the above standard. The faculty member requesting an exception should provide documentation of the significance of the contribution. The AACSB Accreditation Committee will review the documents and make a recommendation to the Dean.

Each year, the School Director will review the documentation of the peer-reviewed article and other intellectual contributions as part of the Annual AACSB Review (AAR). The Director will then make a recommendation to the Dean concerning the classification of every faculty member. The Dean can refer questionable classification to the AACSB Committee for their review.

## **VI. Instructional Practitioners (IP)**

To meet the criteria for the IP category, faculty members must meet the following requirements for both initial academic and professional preparation and sustained professional engagement activities.

### **A. Initial Academic and Professional Preparation**

The requirements for initial academic and professional preparation are the same as those for the SP category detailed above.

### **B. Sustained Professional Engagement Activities**

Faculty members in the IP classification must document their relevant activities. IP faculty will submit documentation to the School Director as part of the Annual AACSB Review (AAR) process along with a brief narrative of how these activities have produced a significant impact on the client, the public, or the faculty member’s ability to remain current and relevant in their primary teaching area. The Director will review the documentation of

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<sup>2</sup> Faculty are encouraged to publish in journals listed in SCOPUS within their academic disciplines.



these activities and produce a recommendation to the Dean of those faculty deemed to have met the criteria.

## **VII. Implementation**

Faculty members will keep a record of their intellectual contributions and professional engagement activities over the previous five-year period and report these to the Director of their School each year as part of the AAR. Along with this record, faculty will report the category in which they seek to be qualified along with a brief narrative of the significance of their activities. Once collected, the faculty member submits the documentation to their Director for review. The Director will then give a recommendation to the Dean as to the category of qualifications for each faculty member. The Director or Dean may ask for clarification or additional documentation from faculty members, if necessary, to determine their qualification status. Faculty with questions about whether certain activities would count toward these qualifications should consult with their Director, who in turn should consult with the Dean. The AACSB Committee will oversee the AAR process. The Committee will consider disputed classification issues resulting in a recommendation to the Dean. The Dean will make the final decision.

## **VIII. Transitioning Administrator**

An administrator returning to faculty positions receives a window for transitioning from a PA qualification or meeting the sustainment requirements for the SA qualification. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position. The transition window will be at least two years in length and no more than five years.

During the transition window, a PA administrator will remain classified as PA until he or she meets the SA requirements. An administrator classified as SA will remain classified SA until the transition window closes. At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for his or her particular qualification.

*Approved by the Business Faculty  
March 8, 2024*

## Appendix A

### Examples of “Other Intellectual Contributions” for SA or SP Classifications

- Research monographs
- Scholarly books
- Chapters in scholarly books
- Textbooks (new or major revisions)
- Proceedings from scholarly meetings
- Presentations at academic or professional meetings
- Publications in trade journals
- Published book reviews
- Published cases with instructional materials
- Technical reports related to funded research projects
- Instructional software that is widely used
- Publicly available materials describing the design and implementation of new curricula or courses
- External grants not related to the college mission or small in amount
- Internal grants
- Serving as an editor for a peer-reviewed publication
- Invited research talks at other colleges or universities
- Serving as an officer in a recognized academic society or association
- Receiving an award for research (e.g., “best paper” award, fellowships, etc.)

## Appendix B

### Examples of “Professional Engagement Activities” for PA and IP Classifications

- Consulting or other practice related activities associated with their area of teaching totaling 100 hours or more during the five-year period
- Developing and presenting executive education programs
- Leadership participation in business professional organizations related to the faculty member’s teaching area
- Practice oriented intellectual contributions resulting in a significant impact on the public or the profession as detailed in AACSB Standard 2
- Active service on a board of director relevant to the primary teaching area requiring a minor time commitment
- Participation in professional events that focus on the practice of business, management, and related issues
- Obtaining or maintaining a professional certification or license
- Invited professional public speaking on topics related to their teaching area.
- Sabbatical leave focused on professional development
- Other activities that place faculty in direct contact with business or other organizational leaders, such as serving as an internship coordinator or director of student practice orient projects
- Continuing professional education in the faculty member’s teaching area

# 2022-2025 Retention Plan

COLLEGE OF BUSINESS AND TECHNOLOGY

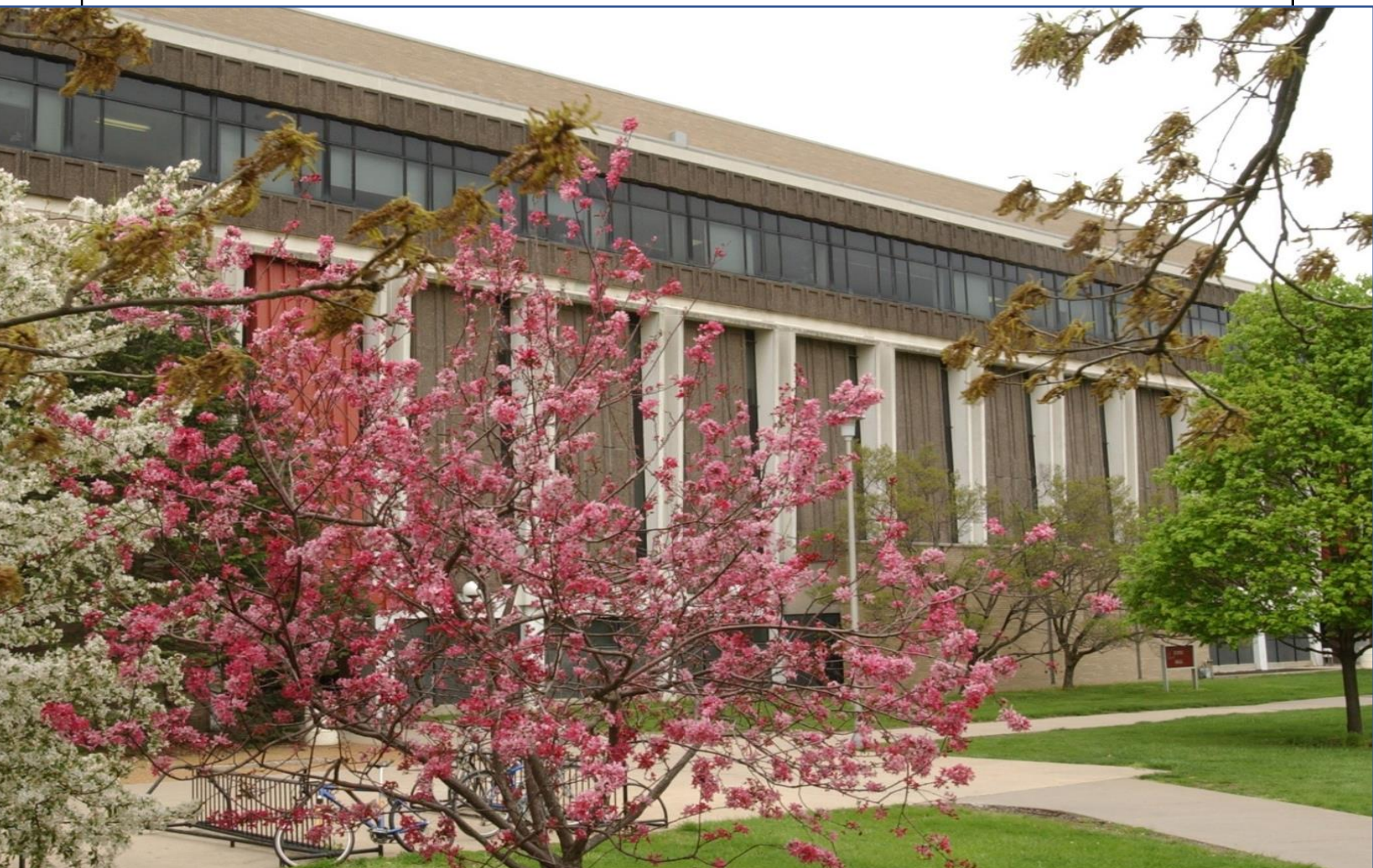


Western Illinois  
University

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## ABOUT 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 1 percent 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.





## CBT STUDENTS & 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 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.

	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22
CBT Total Major Count	1990	1815	1874	1836	2145	2101	2437
CBT Undergrad	1607	1419	1463	1328	1437	1306	1443
CBT Grad	383	396	411	508	708	795	994
QC students	504	441	425	375	328	290	291
CBT Credit Hours	20,681	18,390	19,107	17,415	19,764	19,904	21,543

## CBT 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.

## RETENTION CONTEXT

The primary operational goal of the academic disciplines within the College of Business and Technology is the conveyance of relevant subject matter that develop students' knowledge and skills with the purpose of career focused personal and professional development. Thus, retention activities must be viewed in the context of the primary operational mission of academic and professional development of CBT students.

The College of Business and Technology frames retention activities as an outcome of student engagement activities designed to supplement the formal academic mission. Robust student engagement that leads to deep, in-discipline learning in a nurturing environment will, we feel, provide the best opportunity to retain interested learners within the college.

Supporting the academic and programmatic curricular based student engagement activities is a fully engaged Developmental Advising Model. Designed upon the concept of a **“systematic process based on close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources” (NACADA)** and deployed around the lifecycle needs of College of Business and Technology students, the model appropriately engages students to ensure timely completion of discipline specific degree requirements, address career development, and drive student success and completion.

## ACCREDITATION ACCOLADES

WIU's Business and Accountancy degree programs have maintained AACSB Accreditation since 1978 and 2000, respectively. Approximately 1% of all schools offering business degree programs worldwide at the bachelor's level or higher hold AACSB accreditation in both business and accounting.

The School of Computer Sciences is designated as a Center of Academic Excellence in Cyberdefense (CAE-CD) through the National Cryptologic School at the National Security Agency. Federal partners include the Cybersecurity and Infrastructure Security Agency (CISA) and the Federal Bureau of Investigation (FBI), among several others.

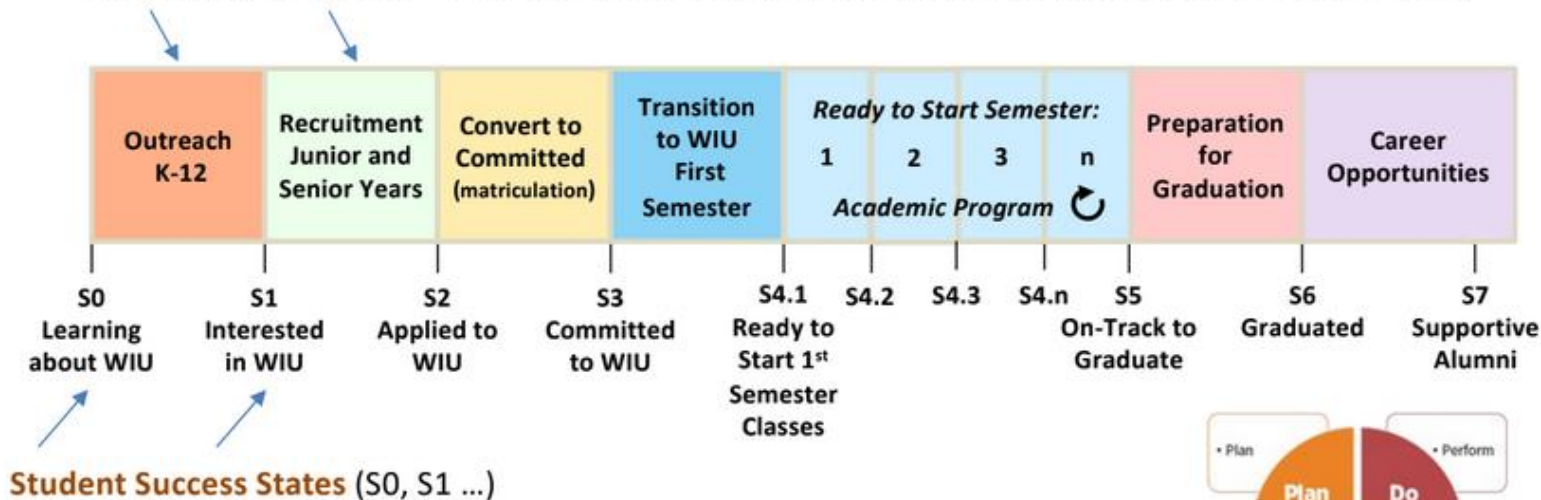
The School of Engineering and Technology maintains ABET Accreditation in Mechanical, Electrical, Civil, and General Engineering programs. .i





# Four Pillars to enable student success at WIU

Student lifecycle flow – Standard process steps to collectively identify and remove barriers



## Four pillars to enable student success at WIU

- I. Academic and career success
- II. Access, affordability, and financial stability
- III. Support personal growth (health & wellness, belonging)
- IV. Promote social responsibility (DEI, service-learning & comm engagement)

## FLOW MODEL & PLAN STRUCTURE

In the context of Process Flow Model and the Four Pillars enabling student success, the College of Business and Technology engages the recruitment and retention model in multiple ways. Specifically, retention activities take precedence once students engage the institution and college in Stage S4.1. Retention specific to the CBT based initiatives are highly dependent upon program admission structure. For instance, the Schools of Agriculture, Computer Sciences, and Engineering and Technology engage retention differently than the Schools of AFED and Management and Marketing. The primary difference is related to nuances in model degree plan and academic progression.

S4.1 Retention initiatives leading to success for the technical fields within the CBT require a heavy focus on successful academic completion of prerequisite courses often delivered by units outside of the college. For example, the early portion of the engineering curriculum relies heavily on completion of a series of required math and physics courses. Thus, academic success during S4.1 is critical to retention in these fields and focused support takes greater prominence in retention activities.

Business disciplines within the CBT contain a unified Business Core that must be completed by all business students to satisfy needs of AACSB Accreditation efforts. Consequently, student engagement of business students is communicated through different mechanisms designed to embed students in their disciplines. Yet, it is understood by faculty and advising that a non-declared business student has few curricular barriers to changing their major to other business disciplines. Formal declaration within the business disciplines does not formally take place until a student has completed the required skills courses, has completed 60 s.h., and demonstrated academic success through a GPA of 2.5 or greater. Thus, prominent S4.1 retention activities within the disciplines rely heavily the Developmental Advising Model and discipline based student engagement leading to career development.

Using the Flow Model combined with university retention initiatives, multiple internal sources have provided the basis for activities that contribute to activities the college believes will positively influence retention during both the initial retention phase and following persistence phases (S4.2 to S4.N).



## S4.1 RETENTION SUMMARY DATA

**Retention by College/Department/Program - Fall 2013 - Fall 2022**

College/Department/Program	Overall Percent Retained - Fall to Fall											
	Starting Term	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Retention Term	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022		
<b>COLLEGE OF BUSINESS &amp; TECHNOLOGY</b>												
<b>Accounting, Finance, Econ &amp; Decision Sci</b>	<b>77.6</b>	<b>63.6</b>	<b>66.1</b>	<b>70.1</b>	<b>62.5</b>	<b>74.1</b>	<b>61.8</b>	<b>69.4</b>	<b>64.9</b>	<b>64.0</b>		
Pre-Accountancy	67.9	65.7	64.6	71.4	66.7	73.0	69.6	57.1	63.6	66.7		
Pre-Business Analytics	-	-	-	-	-	-	-	-	71.4	61.5		
Pre-Economics	71.4	62.5	50.0	71.4	100.0	100.0	33.3	100.0	100.0	66.7		
Pre-Finance	100.0	60.0	80.0	63.6	66.7	76.5	45.5	87.5	66.7	66.7		
<b>Agricultural Sciences</b>	<b>77.8</b>	<b>76.5</b>	<b>82.1</b>	<b>86.7</b>	<b>80.0</b>	<b>82.9</b>	<b>86.4</b>	<b>87.1</b>	<b>86.2</b>	<b>89.3</b>		
Agriculture	81.3	75.6	81.3	93.5	80.0	82.9	86.4	85.2	90.0	90.9		
Pre-Veterinary Medicine	69.2	83.3	83.3	71.4	80.0	-	-	100.0	77.8	83.3		
<b>Computer Science &amp; Info Systems</b>	<b>72.2</b>	<b>61.3</b>	<b>69.2</b>	<b>47.4</b>	<b>65.1</b>	<b>45.8</b>	<b>41.4</b>	<b>77.8</b>	<b>65.4</b>	<b>59.3</b>		
Computer Science	69.0	63.0	67.6	44.4	65.8	42.9	43.5	73.9	57.9	55.0		
Cybersecurity	-	-	-	-	-	50.0	25.0	100.0	85.7	75.0		
Information Systems	-	50.0	50.0	33.3	60.0	100.0	50.0	100.0	-	66.7		
Network Technologies	75.0	-	-	80.0	-	50.0	-	-	-	-		
<b>Engineering &amp; Technology</b>	<b>61.4</b>	<b>70.3</b>	<b>62.3</b>	<b>68.9</b>	<b>61.5</b>	<b>55.0</b>	<b>62.0</b>	<b>63.6</b>	<b>72.0</b>	<b>69.8</b>		
Civil Engineering	-	-	-	-	-	-	-	-	50.0	80.0		
Electrical Engineering	-	-	-	-	-	-	-	-	100.0	100.0		
Engineering	71.4	70.3	61.3	63.2	56.1	58.3	66.7	55.6	63.0	63.6		
Mechanical Engineering	-	-	-	-	-	66.7	66.7	76.5	83.3	50.0		
Construction & Facilities Management	70.0	75.0	70.0	72.7	62.5	64.3	57.1	100.0	83.3	72.7		
Engineering Technology	35.7	75.0	54.2	73.3	65.2	44.4	53.3	42.9	87.5	83.3		
Graphic Communication	83.3	33.3	100.0	-	83.3	-	100.0	-	-	-		
<b>Management &amp; Marketing</b>	<b>59.0</b>	<b>69.7</b>	<b>64.9</b>	<b>62.5</b>	<b>66.7</b>	<b>59.6</b>	<b>44.8</b>	<b>87.1</b>	<b>79.2</b>	<b>55.3</b>		
Apparel & Textile Merchandising	-	-	-	-	57.1	-	-	-	-	-		
Pre-Human Resource Management	100.0	80.0	50.0	40.0	75.0	75.0	25.0	100.0	100.0	60.0		
Pre-Management	53.7	75.0	65.2	52.9	63.6	62.5	20.0	90.9	70.0	45.5		
Pre-Marketing	56.7	58.6	61.9	80.0	68.8	66.7	38.5	84.6	71.4	61.1		
Pre-Supply Chain Management	71.4	83.3	72.7	75.0	70.0	55.6	85.7	80.0	100.0	100.0		
<b>Pre-Business Undecided</b>	<b>50.0</b>	<b>61.5</b>	<b>47.8</b>	<b>66.7</b>	<b>60.0</b>	<b>53.7</b>	<b>51.4</b>	<b>55.2</b>	<b>45.5</b>	<b>57.7</b>		
<b>TOTAL BUSINESS AND TECHNOLOGY</b>	<b>66.8</b>	<b>68.6</b>	<b>65.5</b>	<b>67.8</b>	<b>65.9</b>	<b>61.3</b>	<b>56.9</b>	<b>73.0</b>	<b>70.8</b>	<b>65.2</b>		

It should be noted that S4.1 related data is a reflection only of Freshman retention. As such, Persistence related summary data will be presented in subsequent sections. It should also be noted that while a 10-year time frame is being presented, the data reflect significant anomalies (spikes/troughs) potentially reflecting environmental factors and internal policy

changes. A brief summary of these factors is below but it should be noted, these factors simply provide context in which the broader data trends must be reviewed. Most notable during the period presented is the presence of a global pandemic which forced significant change on university operations.

## COVID 19 Pandemic Outbreak: Spring 2020

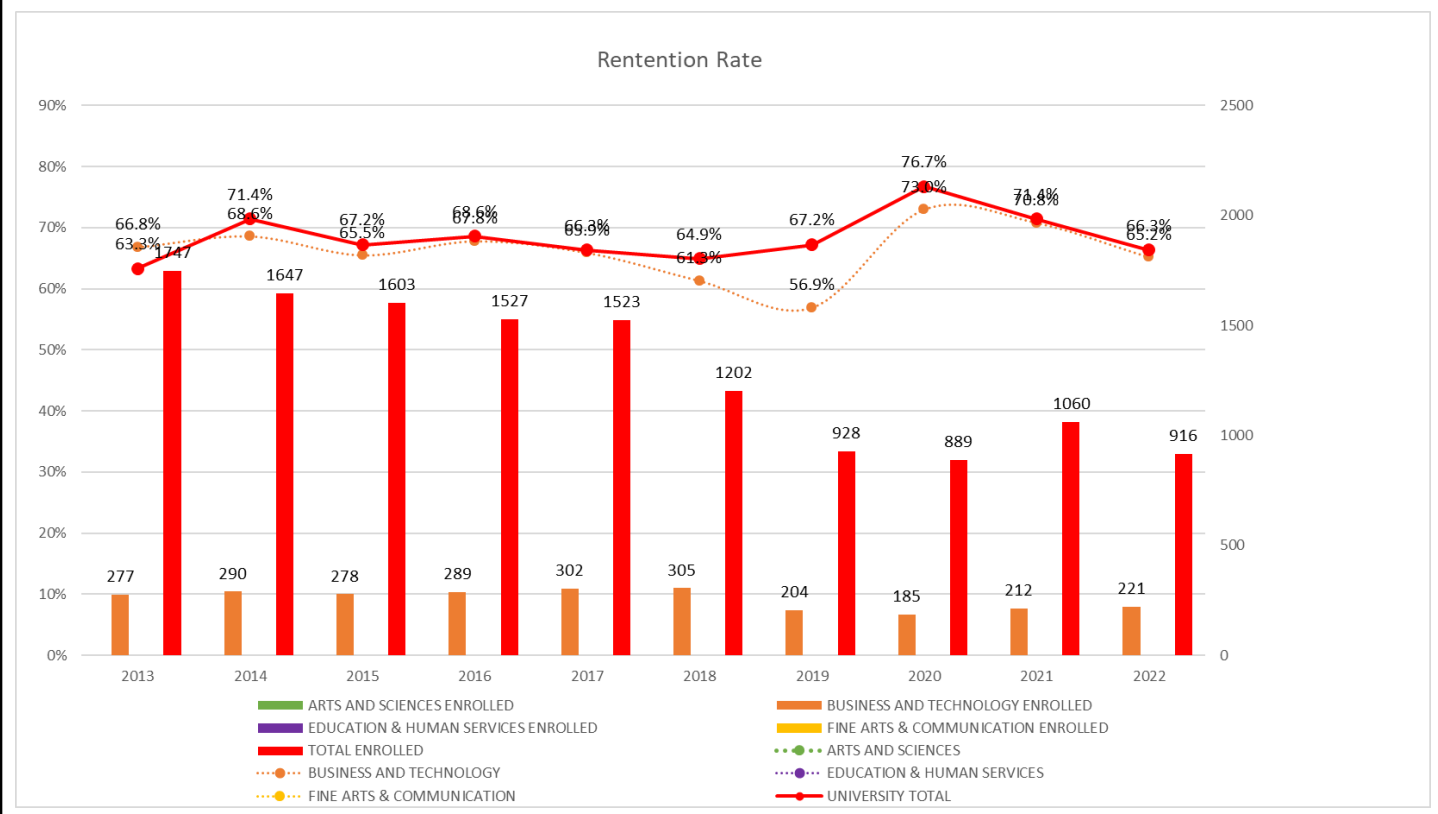
Presented data exhibits a significant positive uptick in Freshman retention rates in 2020-2021 during the pandemic. In an effort to mitigate potential enrollment loss, the university implemented multiple policies that likely contributed to this anomalous trend. Specifically, a pass-fail for course completion option combined with a waiver of traditional minimum allowable student account balances allowed students to remain at the university and continue progress toward educational goals.

## Leadership/Economic/Contractual Media Coverage: 2018-2019

Presented data exhibits a significant trough in Freshman retention rates during the 2018-2019 academic year. Again, a combination of very public external events occurred during the referenced time frame. In April of 2018, a rather contentious and public negotiation with the faculty union resulted public discussions on whether faculty would initiate a labor strike. In addition, the relations between the community and then president deteriorated and press coverage of the issues was significant and negative. The additional negative press resulted in an interactive effect with the previously described faculty labor issues. Finally, the reality of reduced state funding and overall enrollment declines that created financial issues in previous years also remained a statewide public topic. Combined, all issues may have created an environment in which freshman made critical decisions to transfer a more stable environment for their education.

## Legislation Related to Admission Criteria: Multiple Years

As of January 1, 2022, the Illinois state legislature enacted a bill allowing students to choose whether or not to submit their ACT and SAT scores when applying to Illinois Colleges. Standardized tests have long been a critical element in admission decisions. Their primary purpose is to measure readiness for college and, more specifically, first-year success. The removal of these standardized measures as a core datum used in admission decisions does in fact increase enrollments. The effect of those enrollment increases on Freshman retention is likely dependent upon the institutional characteristics and may have a differential effect on retention in certain curricular programs of study. With respect to trends presented in our data set, it should be noted that as an institution, WIU implemented test optional admissions policies in 2019.



## S4.1 CBT RETENTION INITIATIVES

<p><b>Retention Plan Item Reference</b></p> <p>Support and improve retention focus at college and departmental levels. D1:(G1): AI1</p>	<p><b>College Proposed Initiative:</b></p> <p>Implement college-level retention-focused teams to ensure regular review of initiatives, student needs, and future plans to enhance student retention and success. Discussion of retention activities and their progress will become a regular agenda item with CBT Leadership Team meetings.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity: Action Item 4: Increase Retention and Graduation Rates</p>	<p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Dean</li> <li>• CBT Associate Dean</li> <li>• Director of Business Advising</li> <li>• School Directors</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Annually list of first- year students who are not retained by student ID numbers.</li> </ul> <p><b>Time Frame</b></p> <ul style="list-style-type: none"> <li>• Immediate and ongoing with data review implementation in July 2023.</li> </ul>

<p><b>Retention Plan Item Reference</b></p> <p>Annually review and identify curriculum/program barriers to degree completion. D1(⊖G1): AI3</p>	<p><b>College Proposed Initiative:</b></p> <p>Ensure annual review of curricular/program barriers are continuous and built into the curriculum development process as well as post evaluation of curricular changes. Review scheduling protocols to ensure program deliverability.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity: Action 5: Decrease Time-to-Degree Rates</p>	<p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Dean</li> <li>• CBT Associate Dean</li> <li>• Director of Business Advising</li> <li>• School Directors</li> <li>• CBT Curriculum Committee</li> <li>• CBT Faculty</li> </ul> <p><b>Resources Needed</b></p> <p><b>Time Frame</b></p> <ul style="list-style-type: none"> <li>• Immediate and ongoing.</li> </ul>



<p><b>Retention Plan Item Reference</b></p> <p>Enhance the academic advising experience relating to access, quality, and type of advising. (G2): Action Item 6: Support work of Advising Review Team D1:(G2): AI6</p>	<p><b>College Proposed Initiative:</b> CBT Advising will strive to ensure representation on retention related university working groups with goal of further enhancing the existing developmental advising process and strengthening connections/processes that support first year advising of CBT Students. Developmental Advising model (see Appendix A) will be enhanced to facilitate early contact during S4.1.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity: Action Item 1: Focus on Quality</p>	<p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• Director of Business Advising</li> <li>• CBT Advisors</li> </ul> <p><b>Resources Needed</b></p> <p><b>Time Frame</b></p> <ul style="list-style-type: none"> <li>• Immediate and ongoing with data review implementation in July 2023.</li> </ul>
<p><b>Retention Plan Item Reference</b></p> <p>Improve and cultivate student-faculty interactions and understanding of the needs and experiences of various student populations. (G3): Action Item 9: Explore options to enhance university-wide faculty mentorship programs to partner faculty with students D1:(G3): AI9</p>	<p><b>College Proposed Initiative:</b> Prioritize and expand mentorship opportunities specific to programs and/or disciplines especially in funding technology backbone that drives mentor/mentee engagement. Leverage relationships with existing and expanded industry partners to activate a cohort of career development Mentors while simultaneously including a peer mentor relationship structure.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 2: Focus on the Individual Learner</p>	<p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT Advisory Boards/Alumni Advocates</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Secure Comprehensive Campaign based Pilot Funding for Mentoring Program (\$200k to \$250k for 4 to 5 year pilot)</li> <li>• Expanded network of Alumni Advocates.</li> </ul> <p><b>Time Frame</b></p> <p>2023-2023 – collect feedback from existing mentoring successes within college and university and engage technology-based curriculum/vendors while seeking external funding sources. 2023-2024 – Identify, activate and deploy existing industry partners/advocates to facilitate discipline based expansion. 2024-2025 – Continued expansion of deployed programs.</p>

<p><b>Retention Plan Item Reference</b></p> <p>Improve and cultivate student-faculty interactions and understanding of the needs and experiences of various student populations. (G3): Action Item 11: Develop unit in FYE programming focused on course expectations at college level D1:(G3): AI11</p>	<p><b>College Proposed Initiative:</b> Design and deploy common module in all CBT FYE courses that create awareness about critical factors affecting first year student success including:</p> <ul style="list-style-type: none"> <li>• Time and Deadline Management Expectations</li> <li>• CBT/Unit Tutoring &amp; Support Opportunities</li> <li>• The Role of CBT Advising in Student Success</li> <li>• Professional Communication Expectations</li> <li>• Academic Expectations</li> <li>• Western Online Usage</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT FYE Faculty</li> </ul>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity, Action Item 4: Increase Retention and Graduation Rates</p>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Support for video editing and accessibility.</li> </ul> <p><b>Time Frame</b> 2023-2023 – Develop 2023-2024 – Embed module in FYE Courses including MGT125, AG120, ECON100/170, and ET105</p>

<p><b>Retention Plan Item Reference</b></p> <p>Develop departmental-level Western Online orientation to ensure all students within departments understand how Western Online is being utilized. (G5): Action Item 34: Improve and support the online/distance education experience. level D1:(G5): AI34</p>	<p><b>College Proposed Initiative:</b> The CBT has already provisioned and deployed an Online Best Practices college level committee to address best practices within the online environment. Extending the committee charge will provide recommendations to faculty regarding standardized syllabus language that clarifies WesternOnline engagements and course design considerations resulting in clarity for students.</p> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT Faculty</li> </ul>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 6: Deliver User-Centered Information Technology</p>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• No additional resources</li> </ul> <p><b>Time Frame</b> 2023-2023 – Introduce concept to Faculty for Spring Course Introductions and develop recommended language. Beyond 2023-2024 – Implement syllabus policy/recommendations for CBT.</p>

<p><b>Retention Plan Item Reference</b></p> <p>Improve communication, education, and access with respect to campus resources. (G14) Action Item 60: Continued development of and investment in early warning intervention processes and Connections Mapping program. Level D3:(G14): AI60</p>	<p><b>College Proposed Initiative:</b> Implement continuous improvement to the Developmental Advising Model with respect to engagement of early warning contacts.</p> <ul style="list-style-type: none"> <li>• Improve faculty participation in terms of compliance and accuracy of data reported during early warning</li> <li>• Ensure connections with students receiving early warning grades are made in addition to regularly scheduled appointments</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT Faculty</li> <li>• CBT FYE Faculty</li> <li>• CBT Advising</li> </ul>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 2: Focus on the Individual Learner</p>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Timely sharing of early warning reports with college based advisors. In lieu of sharing, this becomes the responsibility of FTY advisors and there a responsibility disconnect is created.</li> </ul> <p><b>Time Frame</b> Spring 2023 – Educate faculty on importance of early warning grade reporting 2023-forward – CBT advising initiate communications with all early warning recipients to share appropriate resources.</p>
<p><b>Retention Plan Item Reference</b></p> <p>Improve communication, education, and access with respect to campus resources. (G14) Action Item 62: Update and use Engage assistant, or similar app, as a central hub for information. D3:(G14): AI62</p>	<p><b>College Proposed Initiative:</b> Strongly encourage all CBT events to be posted and tracked via the LeatherneckLink engagement tracking platform with the goal of establishing a hierarchical reporting structure whereby the activities, attendance, and ownership of student focused event metrics are available to appropriate CBT Leadership Team members.</p> <ul style="list-style-type: none"> <li>• Educate faculty advisors of student organizations</li> <li>• Train student leadership on system adoption</li> <li>• Engage OSA to facilitate hierarchical reporting system.</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT Faculty Advisors to Student Organizations</li> <li>• CBT Student Club/Organization Leaders</li> <li>• WIU Office of Student Activities</li> </ul>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 6: Deliver User-Centered Information Technology</p>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Additional Funding added to ensure inclusion of QC student data in the Leatherneck Link platform.</li> </ul> <p><b>Time Frame</b> Fall 2022-Spring 2023 – Educate student club advisors on platform usage 2023-forward – Annual training for student organization leaders.</p>

<p><b>Retention Plan Item Reference</b></p> <p>Connect academic support offerings for consistency, visibility, and improved access. (G15) Action Item 68: Conduct meaningful review of Living Learning Community (LLC) options, set-ups, and engagement, including development of a structure to support faculty investment in LLC. D3:(G15): AI68</p>	<p><b>College Proposed Initiative:</b></p> <p>Expand the number of existing Living Learning Communities (LLCs) to include additional disciplines as merited by program enrollments. Furthermore, expand scheduled engagements beyond minimum required of the LLC program to the goal of 1 meaningful engagement per month.</p> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Faculty</li> <li>• CBT Student Club/Organization Leaders</li> <li>• WIU Office of Student Activities</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Incentives for faculty participation/leadership roles</li> <li>• Nominal funding for LLC activities.</li> </ul> <p><b>Time Frame</b></p> <p>Immediate commitment for recruiting of Fall 2023 cohorts.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 2: Focus on Individual Learner</p>	

<p><b>Retention Plan Item Reference</b></p> <p>Create meaningful student engagement and involvement opportunities focused on connection to campus and improving sense of belonging. (G18) Establish Student Advisory Council for each college with undergraduate and graduate representatives for each program working directly with Dean's office. D4:(G18): AI78</p>	<p><b>College Proposed Initiative:</b></p> <p>Charge faculty board of directors with authorizing and charging college level DEIB committee to advise on meaningful and relevant engagement opportunities with students, faculty, and alumni. Newly formed committee would also advise dean on attracting and retaining talent to expand workforce diversity.</p> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Dean</li> <li>• CBT Board of Directors</li> <li>• CBT Faculty</li> <li>• CBT Students</li> <li>• WIU Office of JIDE</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Time Frame</b></p> <p>Spring 2023 implementation for Fall 2023 launch.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 2: Focus on Individual Learner</p>	



# S4.2 TO S4.N RETENTION SUMMARY DATA

Description	Major Code	Fall 2021								Spring 2022							
		10th Day Enrollment	Major Changed To	Major Changed From	New Registrations	Stopped Out	Final Grades Enrollment	Graduated Enrolled	Graduated Not Enrolled	Graduated Total	Anticipated Returns	Major Retained Count	Major Retained Percent	College Retained Count	College Retained Percent	WIU Retained Count	WIU Retained Percent
B.A.	A33	17	1	2	0	0	16	1	0	1	15	14	93.3%	14	93.3%	15	100.0%
B.B.	M33	9	0	0	0	0	9	2	0	2	7	7	100.0%	7	100.0%	7	100.0%
Pre	M3B	8	0	4	0	0	4	0	0	0	4	4	100.0%	4	100.0%	4	100.0%
Pre-Conditional	M5B	6	3	0	0	0	9	0	0	0	9	4	44.4%	6	66.7%	6	66.7%
<b>Economics</b>	<b>Total</b>	<b>40</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>35</b>	<b>29</b>	<b>82.9%</b>	<b>31</b>	<b>88.6%</b>	<b>32</b>	<b>91.4%</b>
B.B.	M02	80	6	1	0	0	85	7	0	7	78	75	96.2%	75	96.2%	75	96.2%
Pre	M3A	50	6	17	0	0	39	0	0	0	39	33	84.6%	33	84.6%	33	84.6%
Pre-Conditional	M5A	60	10	10	0	1	59	0	0	0	59	42	71.2%	51	86.4%	51	86.4%
<b>Accounting</b>	<b>Total</b>	<b>190</b>	<b>22</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>183</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>176</b>	<b>150</b>	<b>85.2%</b>	<b>159</b>	<b>90.3%</b>	<b>159</b>	<b>90.3%</b>
B.B.	M35	30	2	0	0	0	32	10	0	10	22	21	95.5%	21	95.5%	21	95.5%
Pre	M3C	26	5	9	0	0	22	0	0	0	22	18	81.8%	18	81.8%	19	86.4%
Pre-Conditional	M5C	15	8	2	0	0	21	0	0	0	21	16	76.2%	18	85.7%	18	85.7%
<b>Finance</b>	<b>Total</b>	<b>71</b>	<b>15</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>75</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>65</b>	<b>55</b>	<b>84.6%</b>	<b>57</b>	<b>87.7%</b>	<b>58</b>	<b>89.2%</b>
B.B.	M69	21	4	0	0	0	25	10	0	10	15	14	93.3%	14	93.3%	14	93.3%
Pre	M3D	18	2	11	0	0	9	0	0	0	9	9	100.0%	9	100.0%	9	100.0%
Pre-Conditional	M5D	27	10	4	0	0	33	0	0	0	33	20	60.6%	26	78.8%	28	84.8%
<b>HR Mgt</b>	<b>Total</b>	<b>66</b>	<b>16</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>67</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>57</b>	<b>43</b>	<b>75.4%</b>	<b>49</b>	<b>86.0%</b>	<b>51</b>	<b>89.5%</b>
B.B.	M03	0	1	0	0	0	1	0	0	0	1	1	100.0%	1	100.0%	1	100.0%
B.S.	T03	41	1	0	0	1	41	4	0	4	37	32	86.5%	32	86.5%	32	86.5%
Pre	M3E	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
Pre-Conditional	M5E	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
<b>Info. Sci.</b>	<b>Total</b>	<b>41</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>42</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>38</b>	<b>33</b>	<b>86.8%</b>	<b>33</b>	<b>86.8%</b>	<b>33</b>	<b>86.8%</b>
B.B.	M23	66	1	1	0	2	64	9	0	9	55	50	90.9%	50	90.9%	50	90.9%
Pre	M3F	58	23	16	0	0	65	0	0	0	65	58	89.2%	59	90.8%	60	92.3%
Pre-Conditional	M5F	55	25	6	0	0	74	0	0	0	74	51	68.9%	63	85.1%	63	85.1%
<b>Management</b>	<b>Total</b>	<b>179</b>	<b>49</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>203</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>194</b>	<b>159</b>	<b>82.0%</b>	<b>172</b>	<b>88.7%</b>	<b>173</b>	<b>89.2%</b>
B.B.	M63	34	3	0	0	0	37	6	0	6	31	29	93.5%	29	93.5%	30	96.8%
Pre	M3G	42	6	11	0	0	37	0	0	0	37	28	75.7%	28	75.7%	31	83.8%
Pre-Conditional	M5G	17	8	4	0	0	21	0	0	0	21	15	71.4%	17	81.0%	18	85.7%
<b>Marketing</b>	<b>Total</b>	<b>93</b>	<b>17</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>95</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>89</b>	<b>72</b>	<b>80.9%</b>	<b>74</b>	<b>83.1%</b>	<b>79</b>	<b>88.8%</b>
B.B.	M98	36	1	0	0	0	37	14	1	15	23	20	87.0%	20	87.0%	20	87.0%
Pre	M3I	19	2	11	0	0	10	0	0	0	10	9	90.0%	9	90.0%	9	90.0%
Pre-Conditional	M5I	26	10	1	0	0	35	0	0	0	35	20	57.1%	30	85.7%	31	88.6%
<b>Supply Chain Mgt.</b>	<b>Total</b>	<b>81</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>82</b>	<b>14</b>	<b>1</b>	<b>15</b>	<b>68</b>	<b>49</b>	<b>72.1%</b>	<b>59</b>	<b>86.8%</b>	<b>60</b>	<b>88.2%</b>
Pre	M3J	47	4	32	0	0	19	0	0	0	19	11	57.9%	11	57.9%	12	63.2%
Pre-Conditional	M5J	5	1	3	0	0	3	0	0	0	3	1	33.3%	1	33.3%	2	66.7%
<b>Undecided</b>	<b>Total</b>	<b>52</b>	<b>5</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>12</b>	<b>54.5%</b>	<b>12</b>	<b>54.5%</b>	<b>14</b>	<b>63.6%</b>
No Emphasis	T19	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
Business	T19A	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
Traditional	T19B	78	1	2	1	0	78	1	0	1	77	67	87.0%	68	88.3%	69	89.6%
Cyber Security	T19C	8	1	0	0	0	9	2	0	2	7	7	100.0%	7	100.0%	7	100.0%
Big Data Technologies	T19D	3	0	0	0	0	3	0	0	0	3	3	100.0%	3	100.0%	3	100.0%
<b>Computer Sci.</b>	<b>Total</b>	<b>89</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>90</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>87</b>	<b>77</b>	<b>88.5%</b>	<b>78</b>	<b>89.7%</b>	<b>79</b>	<b>90.8%</b>
Business	T04047	105	4	6	0	0	103	7	0	7	96	87	90.6%	87	90.6%	88	91.7%
Science	T04048	111	4	4	0	1	110	6	0	6	104	97	93.3%	98	94.2%	98	94.2%
B.S. T.Ed.	R04	16	1	1	0	0	16	2	0	2	14	14	100.0%	14	100.0%	14	100.0%
<b>Agriculture</b>	<b>Total</b>	<b>232</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>229</b>	<b>15</b>	<b>0</b>	<b>15</b>	<b>214</b>	<b>198</b>	<b>92.5%</b>	<b>199</b>	<b>93.0%</b>	<b>200</b>	<b>93.5%</b>
Engineering	TZ7	24	2	7	0	0	19	0	0	0	19	15	78.9%	16	84.2%	16	84.2%
Civil Engineering	TW6	22	0	1	0	0	21	0	0	0	21	17	81.0%	17	81.0%	17	81.0%
Electrical Engineering	TW7	20	0	4	0	0	16	0	0	0	16	13	81.3%	13	81.3%	13	81.3%
Mech. Engr.	TX9	69	2	2	0	0	69	0	0	0	69	64	92.8%	64	92.8%	65	94.2%
Pre-Engineering	TZA	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
<b>Engineering</b>	<b>Total</b>	<b>135</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>125</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>125</b>	<b>109</b>	<b>87.2%</b>	<b>110</b>	<b>88.0%</b>	<b>111</b>	<b>88.8%</b>
Business Analytics	MW4	2	0	0	0	0	2	0	0	0	2	2	100.0%	2	100.0%	2	100.0%
Pre	M3J	18	3	8	0	0	13	0	0	0	13	10	76.9%	11	84.6%	11	84.6%
Pre-Conditional	M5J	1	1	1	0	0	1	0	0	0	1	1	100.0%	1	100.0%	1	100.0%
<b>Business Analytics</b>	<b>Total</b>	<b>21</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>13</b>	<b>81.3%</b>	<b>14</b>	<b>87.5%</b>	<b>14</b>	<b>87.5%</b>
Engr. Tech	T54	57	10	0	0	0	67	6	0	6	61	56	91.8%	57	93.4%	57	93.4%
Const. Mgt.	T09	59	1	3	0	0	57	2	0	2	55	47	85.5%	47	85.5%	47	85.5%
Media & Inst. Tech.	QY8	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
Pre-Forestry	T82	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	-
Pre-Vet. Medicine	T87	6	1	2	0	0	5	0	0	0	5	4	80.0%	4	80.0%	4	80.0%
Cyber Security	TW1	24	0	1	0	1	22	0	0	0	22	20	90.9%	20	90.9%	21	95.5%
<b>Total</b>	<b>Total</b>	<b>148</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>153</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>144</b>	<b>128</b>	<b>88.9%</b>	<b>129</b>	<b>89.6%</b>	<b>130</b>	<b>90.3%</b>
<b>College Total</b>		<b>1438</b>	<b>174</b>	<b>187</b>	<b>1</b>	<b>6</b>	<b>1420</b>	<b>90</b>	<b>1</b>	<b>91</b>	<b>1330</b>	<b>1127</b>	<b>84.7%</b>	<b>1176</b>	<b>88.4%</b>	<b>1193</b>	<b>89.7%</b>



S4.2 to S4.N persistence data reveal moderately different trends than previously reported S4.1 retention data. In totality, the relationship between program, unit, and college retention indicates that for the most part, once a student engages the college, there is a good chance of year-to-year persistence ultimately leading to degree completion. The developmental advising model that has existed within the College of Business and Technology accounts for a four-fold priority including:

- 1) **Retaining students within a program/major course of study**
- 2) **Retaining students within the unit/school**
- 3) **Retaining students within the college**
- 4) **Retaining students within the university.**

As expected, retention rates among Undecided students is low and reflects the necessity and importance of S4.1 retention activities. As a group, Undecided students are retained at neither the program, unit, college, nor the university levels.

The challenge of interpretation of this data is exacerbated by the fact that S4.1 Undecided students really do not “belong” to a specific unit and thus, do not engage many program/unit level outreach activities. Thus, for this small percentage of students, they are identified as a retention/persistence priority.

Furthermore, given the structure of degree programs, S4.1 Undecided students are generally enrolled in few business/technology specific courses. Consequently, their chosen courses reflect heavy enrollment in general education and skills development courses outside of the college. First Year advisors must ensure this particular group is carefully engaged in appropriate business and technology retention focused initiatives until the CBT based developmental advising meeting occurs in their second semester. Conversely, CBT Advising and faculty must expend extra effort to perform outreach to this particular cohort.

Finally, it should be noted that we infer that this group of students exits the university very quickly (i.e., immediately after their first semester freshman year) which creates an imperative for CBT and First Year advisors to diligently focus those students to define a major course of study and engage faculty, for career advice as soon as possible.

**W** WIU School of Agriculture  
7m · 🌐

Fun time Friday. Thank you to Mrs. Helling and her first grade class for letting us hang out and learn all about pumpkins today. We also decorate... See more



**Nathanael Adams** · 1st  
Aspiring Supply Chain Management Manager | ROTC Cadet | WIU Junior  
1w · 🌐

This weekend my Transportation Internship for ADM came to an end at ARTCo St. Louis. I am thankful for the learning experiences of being an intern this summer from the different groups inside of ADM. I would like to thank everyone from ADH that I worked with and learned from. I would like to give a special thanks to Logan Leen for being an amazing roommate and teaching me about the grain merchandising side of ADM through his internship. #Internship #ADM



**W** Western Illinois University Management & Marketing is at Western Illinois University.  
Oct 31 · Macomb · 🌐

The Business Studies LLC spent time socializing and building connections with our faculty last week! 💜💛 #wiu #business



## S4.2 TO S4.N CBT PERSISTENCE INITIATIVES

<p><b>Retention Plan Item Reference</b></p> <p>Support successful degree completion and reduce time-to-degree rates (G4): Action Item 29: Explore avenues to ensure early feedback is provided to students in courses with high non-success rates including early warning grades, attendance, and early assignments. D1: (G4): AI29</p>	<p><b>College Proposed Initiative:</b> Maintain and expand programs designed to identify academically at-risk students through additional Developmental advising contact centered around early warning grade reporting and degree entry requirements. CBT Advising will initiate a contact of academically at-risk defined as:</p> <ul style="list-style-type: none"> <li>• CBT Students with Early Warning Grades (S4.1.5 and beyond)</li> <li>• Business students with GPA below 2.50</li> <li>• Students not meeting required grade performance in tool/core discipline courses or prerequisite courses.</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Director of Advising (oversight)</li> <li>• CBT Advisors</li> </ul> <p><b>Resources Needed</b></p> <p><b>Time Frame –</b> 2023-2023 – Spring 2023 and ongoing.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity, Action Item 4: Increase Retention and Graduation Rates</p>	

<p><b>Retention Plan Item Reference</b></p> <p>Strengthen and establish more hands-on experiences and professional development (e.g., course experiences, internships). (G6): Action Item 35: Create plan for implementing structured career readiness into student experience assignments. D1: (G6): AI35</p>	<p><b>College Proposed Initiative:</b> Revise post-COVID programs relating to professional development and experiential learning using a cross-disciplinary approach that engages multiple student constituencies. Student engagement, personal and professional development leading to career readiness will drive the following core activities:</p> <ul style="list-style-type: none"> <li>• PROCHAT Career Readiness seminar series</li> <li>• Course based Guest Speaking engagements</li> <li>• Etiquette Dinner Engagements</li> <li>• Career Fair Coaching</li> <li>• College wide implementation of Standardized Internship Portal</li> <li>• Encouragement of course embedded microcredentialing</li> <li>• Developmental Advising</li> <li>• Lectures, Keynotes, visiting executives</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT Advisors</li> <li>• CBT Faculty</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• No additional resources needed</li> </ul> <p><b>Time Frame</b> 2023-2023 – Spring 2023 and ongoing.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 4: Provide Strong Commitments to Research, Scholarly, and Creative Projects</p>	



<p><b>Retention Plan Item Reference</b></p> <p>Strengthen and establish more hands-on experiences and professional development (e.g., course experiences, internships). (G6): Action Item 36: Facilitate sophomore year career planning to align with the transition to major-area advisors. D1: (G6): AI36</p>	<p><b>College Proposed Initiative:</b></p> <p>Enhance Developmental Advising to reflect student lifecycle appropriate conversations including:</p> <ul style="list-style-type: none"> <li>• Confirm major fit--address success barriers to major success</li> <li>• Co-Curricular Involvement in academic areas</li> <li>• Explore Internship opportunities and processes</li> <li>• Explore Integrated Degree Programs if interested/eligible</li> <li>• Explore Certifications or Exams for industry</li> <li>• Explore Study Abroad opportunities</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Director of Advising</li> <li>• CBT Advisors</li> <li>• CBT Faculty as relevant to career advising support</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• No additional resources needed</li> </ul> <p><b>Time Frame</b></p> <ul style="list-style-type: none"> <li>• 2023-2023 – Spring 2023 and ongoing.</li> </ul>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity, Action Item 4: Increase Retention and Graduation Rates</p>	

<p><b>Retention Plan Item Reference</b></p> <p>Increase financial support for continuing students after recruitment. (G7): Action Item 42: Develop and support retention scholarship to target academically eligible students at risk for attrition. D2: (G7): AI42</p>	<p><b>College Proposed Initiative:</b></p> <p>Activate CBT National Advisory Board and other similar discipline based advisory board structures to support students with financial needs resulting in increased retention. The initiative would be annual after fall semester students grades post. Given the short time frame between semesters, students do not have sufficient time to raise needed financial resources.</p> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• WIU Development Team</li> <li>• CBT Director of Advising</li> <li>• CBT Leadership Team</li> <li>• CBT Advisory Boards</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Variable annual funding dependent upon individual student cases.</li> </ul> <p><b>Time Frame</b></p> <p>2023-2023 – Spring 2023 and each subsequent spring semester.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity, Action Item 3: Advance Affordability</p>	

<p><b>Retention Plan Item Reference</b></p> <p>Boost student access to and awareness of scholarship opportunities. (G8) Action Item 43: Develop and implement formal recruitment and awareness campaigns relating to scholarship opportunities. D2: (G8): AI43</p>	<p><b>College Proposed Initiative:</b></p> <p>Multi-action initiative which requires all CBT units to migrate scholarship opportunities to the WIU Scholarship Portal and actively promote scholarship opportunities using direct and indirect communications with students. The primary goal is to reduce unawarded scholarship funds.</p> <ul style="list-style-type: none"> <li>• Activate faculty for indirect promotion of scholarship opportunities</li> <li>• Engage the developmental advising appointments</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• WIU Development Team</li> <li>• CBT Advising</li> <li>• CBT &amp; Unit Scholarship Committees</li> <li>• WIU Scholarship Office</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Continuous staffing in scholarship office for the purpose of migration to the WIU Scholarship model and training support for scholarship committees.</li> </ul> <p><b>Time Frame</b> 2023-2023 – Spring 2023 and ongoing with communications regarding scholarship beginning with Spring 2023 semester.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 2: Advance Educational Opportunity, Action Item 3: Advance Affordability</p>	

<p><b>Retention Plan Item Reference</b></p> <p>Assist student access to student employment. (G9) Action Item 46: Create and enhance opportunities for alumni to employ current students as interns with possible employment upon graduation.D2: (G9): AI46</p>	<p><b>College Proposed Initiative:</b></p> <p>Establish, support, and promote increased industry engagement leading to temporary or long-term employment opportunities for students.</p> <ul style="list-style-type: none"> <li>• Meet the Firms (ACCT, FIN, ECON, DS)</li> <li>• Real Estate Appraisal Learning Summit (All business disciplines)</li> <li>• Supply Chain Management Day</li> <li>• Agriculture Career Fair</li> <li>• NextGen Talent Expo</li> </ul> <p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>• CBT Leadership Team</li> <li>• CBT &amp; Unit Planning Committees</li> <li>• CBT Faculty</li> <li>• WIU Foundation and Development</li> </ul> <p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Continuity of operating funds in annual appropriations</li> </ul> <p><b>Time Frame</b> 2023-2023 – Fall 2022 and ongoing with communications regarding scholarship beginning with Spring 2023 semester.</p>
<p><b>University Strategic Plan Reference:</b></p> <p>Goal 1: Enrich Academic Excellence, Action Item 2: Focus on Individual Learner</p>	

## APPENDIX A: ACADEMIC ADVISING EXPERIENCE FOR STUDENTS IN S4.1-S4.N OF STUDENT LIFECYCLE FLOW

S4.1— Two Mid Semester Developmental advising appointment with academic advisor\*

- Developmental topics addressed in S4.1:
  - Model Degree plan adjustments for placements and interests
  - Clear understanding of major requirements
  - Explore Proficiency Exams to eliminate coursework
  - Assist with connection to academic school and program
  - Clear understanding and ability to use STARS
- Transition from FYE to major advising (February for most majors)
- Additional support and follow up as needed for individual students

S4.2—Two Mid Semester- Developmental advising appointment with academic advisor

- Developmental topics addressed in S4.2:
  - Defined degree plan--including minors and summer work
  - Co-Curricular Involvement in academic areas
  - Confirm major fit--address success barriers to major success if needed
  - Explore Study Abroad if interested
- Additional support and follow up as needed for individual students

S4.3--Two Mid Semester Developmental advising appointment with academic advisor

- Developmental topics addressed in S4.3:
  - Define Degree plan- Lock final sequenced courses and explore elective offering to ensure best preparation for career
  - Explore Internship opportunities and processes
  - Declare if a Bachelor of Business major
  - Explore Integrated Degree Programs if interested/eligible
  - File Graduation Application
- Additional support and follow up as needed for individual students

S4.N—Two Mid Semester Developmental advising appointment with academic advisor

- Developmental topics addressed in S4.N:
  - Prescriptive Degree plan to reach graduation and career goals
  - Explore Next Steps- Career or Graduate School processes
  - Explore Certifications or Exams for industry
- Additional support and follow up as needed for individual students

\*Academic Advising Holds will be tracked by Director of Advising to be sure student are having meetings and that developmental meeting is not a barrier to registration process.

# Western Illinois University

## *Knack* Engagement Data

At Western Illinois University's College of Business and Technology, we are proud to align our efforts with our strategic priorities of Thought Leadership and Societal Impact, with a focus on advancing social mobility and enhancing the student experience, particularly for first-generation students. In Fall 2023, we launched a partnership with Knack to provide free peer tutoring for all students across all courses, reinforcing our commitment to academic success and student engagement. Below is the program engagement data as of November 2024, demonstrating the impact of this collaboration:

**560**

student users

**121**

tutors onboarded

**214**

sessions completed

**274**

student contact  
hours

**60%**

of sessions occur outside of the  
traditional Monday-Friday 9-5  
work hours

**61%**

of students said they had never  
used tutoring services prior to  
Knack

**4.93**

average WIU  
tutor rating

"My tutor was very respectful and understanding! We discussed everything I wanted to cover, and he explained it in detail. He also took time to ensure I understood each loop and the if-else statements and how they worked." - WIU Student

**AACSB - Undergraduate Business Core Assessment Report  
Western Illinois University  
College of Business and Technology  
2019 - 2024**

The assessment process for the business core in the Bachelor of Business at Western Illinois University is administered by the College of Business and Technology (CBT) Assessment Committee.

The CBT accomplishes its mission by working to achieve strategic planning goals related to teaching, research, and service. The objective of curriculum and assessment activities is to support the achievement of strategic planning goals by ensuring that graduates meet the following ***learning goals***. **Graduates will possess:**

1. Graduates will possess the common body of foundation knowledge in accounting, behavioral science, economics, mathematics, and statistics expected of a business graduate.
2. Graduates will possess the ability to solve problems using quantitative analysis and computer software applications. Graduates will be able to apply personal financial tools in order to function as good economic citizens.
3. Graduates will understand the implications of ethical and global issues in management decision making.
4. Graduates will be able to effectively communicate in a business environment.
5. Graduates will be able to lead a diversified workforce and perform effectively in teams.
6. Graduates will possess the creative and critical thinking skills needed to solve unstructured real-world problems.

**CBT 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.

The Undergraduate Business Core program's core content, learning goals, and assessment plan are evaluated on an annual basis, and a curriculum matrix mapping learning goals into the program's core curriculum is updated periodically. Dissemination of information relating to assessment activities flows through the faculty representatives on the CBT Assessment Committee to the broader faculty, as well as regularly scheduled AACSB meetings with business faculty. External constituent groups including industry partners, discipline-specific advisory boards, and alumni are provided opportunities for review, input, and feedback.



**Table A: WIU Undergraduate Business Core Assessment**

<p>Knowledge and Application of Business Core</p> <p>Goal 1: Graduates will possess the common body of foundation knowledge in accounting, behavioral science, economics, mathematics, and statistics expected of a business graduate</p>								
<p>Learning Objective 1A: Business students will master the foundation knowledge reflected in the business core.</p>								
<p>Direct Measures: Discipline-specific scores in the Major Field Test (MFT) from BAT 490 Business Core Assessment are used to assess graduates' knowledge of multiple business disciplines.</p> <p>Benchmarks: Average scores exceed the benchmark in accounting, economics, finance, marketing, management, legal environment, and information systems. We used ETS's Major Field Test's national mean % correct scores.</p>								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019 FA	2020 SP: FA:	2021 SP: FA:	2022 SP: FA:	2023 SP: FA:	2024 SP:
Discipline-specific scores MFT from BAT 490 Business Core Assessment	Avg > 41%	1A 1. Accounting	64%	67% 70%	70% 63%	72% 68%	70% 77%	75%
	Avg > 51%	1A 2. Economics	67%	67% 68%	70% 61%	70% 68%	69% 76%	74%
	Avg > 41%	1A 3. Finance	55%	58% 54%	56% 54%	61% 58%	63% 65%	72%
	Avg > 57%	1A 4. Management	76%	79% 76%	80% 74%	80% 82%	85% 87%	89%
	Avg > 52%	1A 5. Marketing	78%	82% 83%	84% 82%	88% 85%	86% 84%	87%
	Avg > 51%	1A 6. Legal Environment	68%	76% 77%	78% 73%	81% 77%	81% 84%	87%
	Avg > 41%	1A 7. Information Systems	74%	76% 73%	73% 73%	79% 78%	80% 83%	84%
<p>Learning Objective 1B: Students will apply the foundation knowledge in business decision situations. The application process will emphasize the integration of the business disciplines.</p> <p>Direct/Indirect Measures:</p> <p>1) Individual students self-reported ratings of their application and integration of foundational knowledge in the business simulation performed in the MGT490 course.</p> <p>2) The overall balanced scorecard simulation scores from the business simulation performed by teams in the MGT490 course and their relationship to national benchmarks established by Capsim.</p> <p>Benchmarks:</p> <p>1) Above 5 points on a seven-point scale of students' self-reported application and integration of foundational business knowledge in the simulation.</p>								

2) 60% of the groups meet or exceed expectations in the business simulation balanced scorecard results.								
Indirect Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Survey of students in MGT490 using a 7-point scale.	Above 5 points	The overall application of foundational business knowledge was assessed through a survey.					6.31	6.64
Direct Measure								
The overall integration of business area knowledge in the Capsim simulation was assessed through the Balanced Score Card (BSC) results.	60% of the groups meet or exceed expectations. We are using the 50th percentile from the national benchmark provided by Capsim to evaluate a group's performance.	The overall application of foundational business knowledge was assessed through a survey.		58.06%	69.57%	28.57%	69.57%	91%
Actions related to goal 1 assessment methods	<p>1. Benchmarks for learning objective 1A was revised to match with the ETS Major Field Test national mean % correct data from 2022</p> <p>2. Changed the assessment method of learning objective 1B from business case (BAT490) to business simulation (MGT490 course) for various reasons such as:</p> <ul style="list-style-type: none"> <li>* Provide realistic business decision-making experience and also allow for application of foundational business knowledge.</li> <li>* Lessened the students' work in the BAT490 course and eliminated the need for another case study analysis.</li> <li>* Business simulation allows us to collect various assessment metrics unobtrusively through the business simulation (Capsim) in MGT 490 in 2020.</li> </ul>							
Curricular changes with regard to goal 1	<p>Learning objective 1A</p> <p>MGT 125 – Added guest speakers who work in each business area covered in the course.</p> <p>MGT 349 – More emphasis on the business environment with a new paper added.</p> <p>IS 340 – Now has standardized the textbook across sections and uses the latest edition to reflect on the recent changes in the IS/IT area.</p> <p>Learning objective 1B</p> <p>MGT 349 - More emphasis on the business environment with a new paper added.</p> <p>MGT 490 – Uses Capsim, dynamic business simulation instead of a static business case.</p>							
Impact	Students performed well in meeting the learning objectives within goal 1. Students consistently performed well in the assessment test covering various foundational business areas. For the subsequent semesters, we plan on evaluating the assessment test for							



Learning Objective 2C: Business students will have a working knowledge of consumer tools designed to assist decision making by individuals and families in areas such as banking, insurance and investing

Direct Measures: Financial literacy assessment exam developed by Jump\$tart

Benchmarks: Nationally established passing score of 70%

BAT 490 Business Core Assessment	Nationally established passing score = 70%.	Financial Literacy Assessment	84%	86% 84%	86% 80%	88% 85%	85% 91%	88%
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Learning Objective 2D: Business students will understand business analytics and its potential use in decision-making.

Direct Measures: Average scores in the Major Field Test (MFT) from BAT 490 Business Core Assessment are used to improve graduates' knowledge of business analytics concepts.

Benchmarks: Average scores exceeding the benchmark in the knowledge of business analytics concepts.

MFT scores from BAT 490 Business Core Assessment	MFT Assessment Test- Business Analytics Avg > 34%	Business Analytics	61%	66% 67%	68% 70%	68% 66%	68% 69%	67%
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Actions related to goal 2 assessment methods

1. Benchmark for learning objective 2A was revised to match with the ETS Major Field Test national mean % correct data from 2022
2. Benchmark for learning objective 2D on business analytics was revised to match with the quantitative and business analysis component of ETS Major Field Test national mean % correct data from 2022

Curricular changes with regard to goal 2

Learning objective 2B  
 CS101 - periodic review of the exam to maintain currency.  
 MGT 349 – Encourages using Google Docs to share documents and collaborate.

Learning objective 2C  
 FIN 331 - Now includes personal finance topics to complement corporate finance topics. For example, two important areas deal with saving for retirement and other life goals while teaching the time value of money and keeping your credit score high while studying Dun & Bradstreet to analyze possible credit customers.

Learning objective 2D  
 IS 340 – The course now introduces Tableau for data visualizations. Students work on a couple of assignments using Tableau.  
 MGT 349 – Discuss AI more often in the course.

Impact	Students have consistently performed well in meeting the benchmarks in the learning objectives within learning goal 2. We plan to continue monitoring student performance regarding learning objectives in the future. For the subsequent semesters, we plan on evaluating the assessment test for any needed updates.
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<p>Global and Ethical Issues</p> <p>Goal 3: Graduates will understand the implications of ethical and global issues in management decision-making</p>
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<p>Learning Objective 3A: Students will be able to apply an ethical framework to business decision making.</p>
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<p>Direct Measures: Scores from the Major Field Test (MFT) pertaining to ethics are used to assess graduates' knowledge in these areas.</p> <p>Benchmark:      Benchmarks: Average scores exceeding the 50th percentile in the areas of ethics.</p>
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Direct Measure	Performance Benchmarks	Discipline	Results					
			2019 FA	2020 SP: FA:	2021 SP: FA:	2022 SP: FA:	2023 SP: FA:	2024 SP:
MFT scores from BAT 490 Business Core Assessment	Avg > 61%	Ethics	76%	82% 82%	84% 85%	89% 88%	90% 83%	91%

<p>Learning Objective 3B: Students will describe how global issues affect business decisions</p>
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<p>Direct Measures: Scores from the Major Field Test (MFT) pertaining to global issues are used to assess graduates' knowledge in these areas.</p> <p>Benchmark:      Benchmarks: Average scores exceeding the 50th percentile in the areas of global issues.</p>
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MFT scores from BAT 490 Business Core Assessment	Avg > 47%	Global Issues	72%	78% 77%	77% 70%	79% 80%	82% 81%	80%
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<p>Learning Objective 3C: Students will describe the responsibilities of organizations and individuals to society.</p>
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<p>Direct Measures: Scores from the Major Field Test (MFT) pertaining to social responsibility are used to assess graduates' knowledge in these areas.</p> <p>Benchmark: Average scores exceeding the 50th percentile in the areas of social issues.</p>								
MFT scores from BAT 490 Business Core Assessment	Avg > 52%	Social Responsibility	72%	73% 65%	71% 77%	75% 75%	81% 70%	85%
Actions related to goal 3 assessment methods	Benchmarks for learning objectives 3A, B, and C were revised to match with the ETS Major Field Test national mean % correct data from 2022							
Curricular changes with regard to goal 3	<p>Learning Objective 3B FIN 331 - now includes additional emphasis on international topics related to various sections/chapters. ECON 170 incorporated country-case studies where students were asked to collect information on tariffs, quotas, trade policies and estimate the impact of trade barriers on the countries' GDP and consumers' welfare.</p> <p>Learning Objective 3C MGT 481 – Incorporated an oral presentation of community service experience</p>							
Impact	Students have consistently performed well in meeting the benchmarks in the learning objectives within learning goal 3. We plan to continue monitoring student performance regarding learning objectives in the future. For the subsequent semesters, we plan on evaluating the assessment test for any needed updates. Moreover, the business core for accounting students now includes ACCT477 on Professional Ethics and Regulation instead of MGT481, thereby providing deeper insights into ethics.							

<p>Communication Skills</p> <p>Goal 4: Students will be able to write and communicate orally in business environment.</p>
<p>Learning Objective 4A: Students will write effectively in a business setting.</p>
<p>Direct Measures: Assessment of students' written communication skills performed on their self-reflection report in the MGT490 course business simulation. Microsoft Copilot assessed this written report (2000 characters).</p> <p>Benchmarks: 80% of the students scoring 3.0 or above in various writing components.</p>

Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A1. Grammar					80%	98%
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A2. Mechanics					90%	100%
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A3. Style					96.67%	100%
MGT 490 – Self-reflection report on their learning from the business simulation.	80% scored 3.0 or above	4A4. Usage					96.67%	100%
Learning Objective 4B: Students will effectively communicate orally in a business setting								
Direct Measures: Students' oral presentations using slides were assessed for oral communication skills. The faculty of the MGT 125 course assessed oral communication through a standard rubric.								
Benchmarks: 80% of the students scoring 3.0 or above in various oral communication components.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Presentation in business core courses (MGT125)	80% scored 3.0 or above	4B1. Oral presentation					98%	
Presentation in business core courses (MGT125)	80% scored 3.0 or above	4B2. Presentation technology use					100%	
Actions related to goal 4 assessment methods	Assessment methods for learning objective 4A were changed to rely on AI to assess students' writing instead of business faculty. Some of the aspects related to this change are: * Use of Microsoft Copilot has provided consistency in assessment. * Validated with Google Gemini assessment of writing, and that too had a consistent pattern concerning student performance scores							
Curricular changes with regard to goal 4	Learning Objective 4A BCOM 320 - incorporates the ethical usage of ChatGPT to enhance student's writing abilities and save them time in the workplace. MGT 481 - requires students to use Grammarly before turning in written reports.							

	Learning Objective 4B MGT 481 – Incorporated an oral presentation of community service experience using PowerPoint, including photos and embedded video
Impact	Students have consistently performed well in meeting the benchmarks in the learning objectives within learning goal 4. We plan to continue monitoring student performance about the learning objectives in the future. However, we plan on making some changes to the assessment methods. For example, written communication is planned to be assessed in BAT490 with suitable written work. Also, the assessment committee is formulating ideas on incorporating a student presentation through videos in the BAT490 course. We hope these changes will allow the BAT490 course to be less reliant on other courses to meet the assessment needs of the business core.

Leadership								
Goal 5: Graduates will be able to lead a diversified workforce and perform effectively in teams.								
Learning Objective 5A: Business students will be ready to assume leadership roles								
Direct Measures: Peer evaluation scores of students participating in a group project and rating members' leadership capabilities.								
Benchmarks: Minimum average score of 3.5 or above on concerned components of the peer evaluation rubric.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024
Business core course MKTG 327 – Peer evaluations from the group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5A. Leadership					3.22	3.33
Learning Objective 5B: Business students will be effective team members.								
Direct Measures: Peer evaluation scores of students participating in a group project and rating members' teamwork.								
Benchmarks: Minimum average score of 3.5 or above on concerned components of the peer evaluation rubric.								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024



Business core course MKTG 327 – Group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5B1. Collaborate					3.54	3.65
Business core course MKTG 327 – Group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5B2. Participate					3.29	3.59
Business core course MKTG 327 – Group project	Minimum average score of 3.5 on questions 8 & 9 out of 4.	5B3. Criticize					3.50	3.62
Actions related to goal 5 assessment methods								
Curricular changes with regard to goal 5	<p>Learning Objectives 5A and 5B  MGT 349 course now requires projects or other types of presentations to practice teamwork.  MGT 490 faculty now formulates groups for the business simulation with a mix of students from various business majors. Using such a mechanism will allow the groups to mimic more closely the scenarios in businesses where decision-making involves collaboration between members of various functional areas.</p>							
Impact	<p>Students performed well in meeting the learning objectives within goal 5. Students consistently performed very well in meeting the benchmarks. From Fall 2024, we plan on utilizing Capsim's complementary assessment tool called CapsimInbox -XM, which provides avenues for assessing teamwork within the groups participating in the business simulation.</p>							

<p>Problem Solving and critical thinking</p> <p>Goal 6: Graduates will possess creative and critical thinking needed to solve unstructured real-world problems.</p>								
<p>Learning Objective 6A: Business students will be able to solve unstructured business problems</p>								
<p>Direct Measures:  MGT 490 business simulation scores in financial, internal process &amp; customer quadrants (Capsim BSC scores) for the various groups. We selected those components as Capsim uses them to assess analytical skills as part of their suite of assessment tools. We used final round scores totaling 75 points and averaged them across groups for this assessment.</p> <p>Benchmarks: Average group score of 60% or above to meet or exceed expectations.</p>								
Direct Measure	Performance Benchmarks	Discipline	Results					
			2019	2020	2021	2022	2023	2024

MGT 490 business simulation scores in financial, internal process & and customer quadrants (Capsim BSC scores) for the various groups.	The average group scored 60% or above to meet or exceed expectations.	6A. Solving unstructured problems						64.98%	74.51%
Learning Objective 6B: Business students will apply critical thinking skills to different business settings									
Direct Measures: Capsim business simulation balanced scorecard score differences between rounds that reflect students' performance improvements based on their critical thinking of the simulation. Capsim uses total balance scorecard scores to measure critical thinking evaluation for their student learning assessment reporting purposes.									
Benchmarks: Average group of score of 60% or above to meet or exceed expectations.									
Direct Measure	Performance Benchmarks	Discipline	Results						
			2019	2020	2021	2022	2023	2024	
Capsim business simulation balanced scorecard score differences between rounds.	60% of the groups meet or exceed expectations. We are using the 50th percentile scores difference between rounds as a benchmark. Capsim provided the national performance metrics.	6B. Critical thinking skills		74.19%	86.96%	76.19%	78.26%	90.91	
Actions related to goal 6 assessment methods	<p>Changed the assessment method of learning objectives 6A and B from business case (BAT490) to business simulation (MGT490 course) for various reasons such as:</p> <ul style="list-style-type: none"> <li>* Problem-solving and critical thinking are integral to the business simulation process, which presents a dynamic business scenario that changes from round to round due to the competitive actions of competing teams.</li> <li>* Allows for objectively measuring problem-solving and critical thinking skills using business simulation data instead of faculty evaluating them based on student performance reports.</li> </ul>								
Curricular changes with regard to goal 6	<p>Learning Objective 6A</p> <p>MKTG 327 - Incorporates business simulation (Marketplace) and also fosters problem-solving.</p> <p>MGT 125 – Added several short problem-solving exercises related to different business areas.</p> <p>FIN 331 - Case problems have been added and revised to reinforce the teaching goals of the chapters.</p> <p>Learning Objective 6B</p> <p>MKTG 327 – Incorporates business simulation (Marketplace) and also fosters critical thinking.</p>								
Impact	Students performed well in meeting the learning objectives within goal 6. Students consistently performed very well. From Fall 2024, we plan on utilizing Capsim's complementary assessment tool called CapsimInbox -XM, which provides more granular assessment indicators for many of the components of our learning objectives.								

<b>Business Core Curriculum Matrix 2024 Evaluation</b>																
<b>Evaluation scale</b>																
<b>0=No Coverage</b>																
<b>1=Light Coverage</b>																
<b>2=Moderate Coverage</b>																
<b>3=Extensive Coverage</b>																
<b>Learning Objective</b>		<b>BCOM</b>	<b>BL</b>	<b>BL</b>	<b>MGT</b>	<b>MGT</b>	<b>MGT</b>	<b>MGT</b>	<b>MKT</b>	<b>IS</b>	<b>ACCT</b>	<b>ACCT</b>	<b>DS</b>	<b>FIN</b>	<b>ECON</b>	
		<b>320</b>	<b>230</b>	<b>431</b>	<b>125</b>	<b>481</b>	<b>349</b>	<b>490</b>	<b>327</b>	<b>340</b>	<b>201</b>	<b>202</b>	<b>303</b>	<b>331</b>	<b>170</b>	
<b>I.</b>	<b>Graduates will possess the common body of foundation knowledge in accounting, behavioral science, economics, mathematics, and statistics expected of a business graduate.</b>															
1A	Business students will master the foundation knowledge reflected in the business core.	1	1	1	1	1	2.67	3	3	3	3	3	3	3	1	
1B	Students will apply the foundation knowledge in business decision situations. The application process will emphasize the integration of the business disciplines.	1	0	0	1	0	2	3	3	3	2	2	2	2	1	
<b>II.</b>	<b>Graduates will possess the ability to solve problems using quantitative analysis and computer software applications. Graduates will be able to apply personal financial tools in order to function as good economic citizens</b>															
2A	Business students will be able to solve business problems using quantitative analysis.	1	0	0	0	0	0.33	1.5	1	1	1	3	3	3	2	
2B	Business students will solve business problems with the assistance of computer software applications.	0	0	0	0	0	2	2	3	3	1	1	3	2	0	
2C	Business students will have a working knowledge of consumer tools designed to assist decision making by individuals and families in areas such as banking, insurance and investing.	0	0	0	1	0	0	0	1	1	1	0	0	2	1	
2D	Business students will have a basic understanding of business analytics and its potential use in decision making.	0	0	0	1	0	0	1.5	2	3	0	1	2	2	0	
<b>III.</b>	<b>Graduates will understand the implications of ethical and global issues in management decision making.</b>															
3A	Students will be able to apply an ethical framework to business decision making.	3	2	1	1	3	2	1.5	2	1	0	0	0	1	0	
3B	Students will describe how global issues affect business decisions.	2			1	3	2.67	1.5	2	2	0	0	1	1	3	
3C	Students will describe the responsibilities of organizations and individuals to society.	1	2	1	1	3	2	1.5	3	1	1	0	0	2	1	
<b>IV.</b>	<b>Graduates will be able to write and communicate orally in a business environment.</b>															
4A	Students will write effectively in a business setting.	3	1	2	2	3	2.67	2.5	2	0	0	0	1	1	0	
4B	Students will effectively communicate orally in a business setting.	3	1	1	2	1	2.67	2	2	1	0	0	1	0	0	
<b>V.</b>	<b>Graduates will be able to lead a diversified workforce and perform effectively in teams.</b>															
5A	Business students will be ready to assume leadership roles.	1	0	0	1	2	2	2.5	2	1	0	0	1	0	0	
5B	Business students will be effective team members.	1	0	0	1	1	2	3	2	1	0	0	0	0	0	
<b>VI.</b>	<b>Graduates will possess the creative and critical thinking skills needed to solve unstructured real-world problems.</b>															
6A	Business students will be able to solve unstructured business problems.	3	0		1	2	2	2.5	2	3	1	3	1	2	0	
6B	Business students will apply critical thinking skills to different business settings.	3	1	1	1	2	2.67	2.5	2	2	2	3	2	2	1	

Course	Number	Course Enhancements FY24
BCOM	320	We are using teaching ethical usage of ChatGPT to enhance their writing abilities and save them time in the workplace.
BL	230	
BL	431	The topics covered in BL 431 and its companion course, BL 432, have been modified to account for the changing coverage on the CPA exam. BL 431 now has two tracks for students, one for accounting majors and one for non-accounting majors.
MGT	125	Added guest speakers who work in each of the business areas covered in this course, added several problem-solving short exercises related to different business areas
MGT	481	481 has incorporated an oral presentation of the community service experience using powerpoint including photos and embedded video to enhance presentation skills.
MGT	349	More emphasis on the business environment with a new paper added; Using projects or other types of presentations as a means of practicing team work and oral presentation. Discussing AI more often. Leveraging tools like shared Google docs so students build some proficiency in that area; recent research findings and business trends are added
MGT	490	CAPSIM simulation instead a case study with additional modules for teamwork and collaboration
MKT	327	Simulation (Marketplace) has been used previously; benchmarking more activities
IS	340	IS340 course introduced Tableau in Fall 2022 semester and has been strengthened with additional assignments. Instructors have also adopted the latest edition of the book uniformly across all sections.
ACCT	201	Additional excel assignments and greater use of publisher hands on learning exercises in class for additional practice.
ACCT	202	Additional excel assignments and greater use of publisher hands on learning exercises in class for additional practice. We are exploring ways to include the FMMA content into the course for next year.
DS	303	Added more background modules to help students with the prerequisite material covered in STAT 171 given the decline in preparedness of college students. Incorporation of basics of R studio within the course to complement excel.
FIN	331	Additional emphasis has been placed on international topics that relate to each section. Case problems have been added and revised to reinforce the teaching goals of the chapters. Personal finance topics have been added to complement corporate finance topics. For example, two important areas deal with saving for retirement and other life goals while teaching time value of money, and keeping your credit score high while studying the Dun & Bradstreet to analyze possible credit customers.
ECON	170	ECON 170 has incorporated country-case studies where students are asked to collect information on tariffs and quotas, trade policies, and estimate the impact of trade barriers on the countries' GDP and consumers' welfare.

#### Catalog changes 2023-2024

ACCT 477

MGT481 will be dropped from the core

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**School of AFED’s Accounting Assessment Committee** (Reporting Period August 2019 through July 2024):

Chairperson:	Charles R. Pryor, Ph.D.	Professor of Accountancy
Members:	Soon Suk Yoon, Ph.D.	Professor of Accountancy
	Anna Valeve, Ph.D.	Associate Professor of Decision Sciences

**The following are excerpts from the Strategic Plan that directly inform curriculum and assessment activities.**

**Mission:** “...support the development of outstanding graduates who demonstrate the knowledge, skills, and competencies necessary to enter the accounting and finance professions...”

**Vision:** provide “...quality professional accounting and finance educations that develop career opportunities.”

**Values Statement:** “Academic Excellence: (1) Maintain a dynamic, rigorous, and **relevant** undergraduate and master’s level curriculum, and (2) Provide and utilize state-of-the-art technology designed to facilitate learning and instruction.”

**Goals from Strategic Plan Most Directly Related to Curriculum & Assessment:**

The accounting faculty accomplishes its mission by working to achieve strategic planning goals related to teaching, research, and service. The **objective of curriculum and assessment** activities is to support the achievement of strategic planning goals by ensuring that graduates meet learning goals, like the following.

**ACCT Long-term Goal #2** (also related to CBT Goals 2 & 6)

*Prepare students with the competency needed to enter their professional tracks and provide a foundation for future career growth.*

**ACCT Intermediate-term Goal #4** (also relates to CBT Goals 1, 2, 3 & 6)

*Improve the technology and the technology course coverage.*

**ACCT Short-term Goal #2**

*Modify the undergraduate accounting and MAcc curriculums to better align with the mission.*

**ACCT Short-term Goal #10** (also relates to CBT Goals 1, 2 & 6)

*Review Finance and Accounting Curriculum to leverage cross-listing opportunities across disciplines to increase educational opportunities/access and teaching efficiency.*

**ACCT Short-term Goal #13** (also relates to CBT Goals 2 & 6)

*Explore ways to leverage the merger with Economics and Decision Sciences to enhance student experiences and the professional development of faculty and students.*

**The Assessment Plan/Cycle includes the following potential responses to assessment data collected:**

1. Acceptable/Remeasure/Monitor
2. Process Modifications
  - a. New Measurement Tool
  - b. Benchmark Modification
  - c. Other Process Modifications
3. Remediation Projects
  - a. Modify Pedagogy
  - b. Program Curriculum Changes
  - c. Other Remediation Projects

**See Appendix A for the Assessment Plan.**

**See Appendix C for the Assessment Cycle**

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**Program Goal 1—Technical Accounting Knowledge**

**Learning Objective:**

Graduates will possess the technical knowledge and skills in accountancy needed for an entry-level position in accounting.

(Financial, Managerial, Taxation, AIS, Auditing, International)

**Related Strategic Planning Goals:** Long-term Goal #2 & Short-term Goal #2

Objectives	Direct Measures	Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Financial Accounting</b> Coverage: ACCT 341, 342, 343	Exit Exam in ACCT 499.	Average >= 70%	40	80	SP: 84 FA: 86	SP: 85 FA: 80	SP: 83 FA: 88	SP: 83
<b>Managerial Accounting</b> Coverage: ACCT 452	Exit Exam in ACCT 499.	Average >= 70%	60	90	SP: 92 FA: 92	SP: 89 FA: 87	SP: 84 FA: 91	SP: 93
<b>Tax Accounting</b> Coverage: ACCT 460	Exit Exam in ACCT 499.	Average >= 70%	40	81	SP: 84 FA: 87	SP: 86 FA: 86	SP: 77 FA: 84	SP: 84
<b>Accounting Info. Systems</b> Coverage: IS 340, ACCT 451	Exit Exam in ACCT 499.	Average >= 70%	80	85	SP: 88 FA: 87	SP: 88 FA: 85	SP: 88 FA: 92	SP: 89
<b>Auditing</b> Coverage: ACCT 480	Exit Exam in ACCT 499.	Average >= 70%	40	81	SP: 89 FA: 88	SP: 85 FA: 86	SP: 89 FA: 92	SP: 88
<b>International Accounting</b> Coverage: ACCT 343	Exit Exam in ACCT 499.	Average >= 70%	80	90	SP: 92 FA: 91	SP: 93 FA: 92	SP: 91 FA: 91	SP: 96
<b>2019 Actions Related to Goal 1: (based on data through 2018)</b>	<p>We began using a new exit exam given to graduating seniors rather than using course-embedded exams. In the past, the accounting faculty have attempted to improve assessment results in many ways. For example, we added lower-level tutoring services and then expanded those services to include upper-level courses, and most recently we added virtual tutoring services. The faculty also made many pedagogical modifications to courses, like adding online video lectures, and developing new lecture materials and problem-sets. However, assessment results continued to be disappointing. Consequently, the Assessment Committee worked with the Curriculum Committee to review and remake the core of the undergraduate degree program.</p> <p><b>Curriculum Changes:</b> that most affect this program goal include:</p> <p>(1) We split the contents of 341 and 342 into three courses by adding an additional intermediate financial accounting course (ACCT 343) to the core. Assessment data, as well as exam results and interviews with former students, suggested that the difficulty level of 342 combined with the volume of material resulted in a learning experience that was far less than optimal. The faculty believes that adding 343 to the core will significantly improve learning outcomes.</p> <p>(2) We created a cost/management accounting emphasis in the undergraduate program. The program's core still requires students to take a 200-level and a 300-level course in this area of accounting. However, students with an interest in the area will now be able to pursue more advanced knowledge by completing the new emphasis, which includes a newly created course (ACCT 352 Management Accounting II) as well as a course (ACCT 455) that focuses on helping students earn a professional certification in the area—the Certified Management Accountant certification (CMA).</p>							

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	<p>(3) We split the contents of 371 into two courses by adding an additional tax accounting course (ACCT 372) to the core. Assessment data, as well as exam results and interviews with former students, suggested that the volume of material covered in 371 resulted in a learning experience that was far less than optimal. The taxation of business entities has been moved to the new course (372), while individual taxation will continue to be covered in 371. The faculty believes that adding 372 to the core will significantly improve learning outcomes. In addition, we created a new taxation emphasis in the undergraduate program (ACCT 453 and 471) so that interested students can pursue advanced study in this area of accounting.</p> <p>(4) We modified the contents and objectives of our two audit courses (ACCT 480 and 580). The content of both courses has been carefully designed to focus the needs of those who pursue a master’s degree and those who do not. The changes also result in improved coordination between the courses, which will improve achievement of the different learning objectives for these two student populations.</p> <p>(5) We moved coverage of international accounting from ACCT 441 to a newly created course (ACCT 343). Including international accounting coverage in the intermediate financial accounting sequence will facilitate an improved juxtaposition with U.S. GAAP, which we believe will improve learning outcomes.</p>
<p><b>2020 Actions Related to Goal 1:</b> <i>(based on data through 2019)</i></p>	<p>We studied recommendations for changes from the AACSB’s accreditation review team and discussed responses with the entire accounting faculty. We changed the performance benchmark from the % that met expectations to an average score. We also evaluate medians in case there is skewness in the distribution of scores.</p> <p><b>Closing the Loop:</b> The <b>curriculum changes</b> approved in 2019 seem to have resulted in significant improvements in the areas of <b>financial, tax, and audit</b>. There was also a significant improvement in <b>international</b> accounting. We are pleased with the results. However, because the assessment course (ACCT 499) is so new to the program’s course requirements, few students completed the assessment activities, so the numbers reported may not be representative or reliable at this time. Therefore, we will continue to monitor the improvement for persistence.</p>
<p><b>2021 Actions Related to Goal 1:</b> <i>(based on data through 2020)</i></p>	<p>After consultation with the Advisory Council in spring 2021, we removed Tax II (ACCT 372) from the undergraduate core. The Curriculum Committee moved it to the tax emphasis in place of estate tax, and we also made the course part of the MAcc core (CPA Track). Assessment instruments are being revised to reflect the change.</p>
<p><b>2022 Actions Related to Goal 1:</b> <i>(based on data through 2021)</i></p>	<p><b>Closing the Loop:</b> Across the board, improvements seen in 2020 after implementing the 2019 <b>curriculum changes</b> in the upper-division core continued into 2021. The curriculum changes appear to be a success. We will continue to monitor for persistence.</p>
<p><b>2023 Actions Related to Goal 1:</b> <i>(based on data through 2022)</i></p>	<p><b>Closing the Loop:</b> It is extremely gratifying to see the magnitude and persistence of improvements in assessment results since the major curriculum changes made in 2019.</p> <p>(1) After splitting the contents of 341 and 342 into three courses by adding an additional intermediate financial accounting course (ACCT 343), performance in <b>financial accounting has been enormously and persistently improved</b>.</p> <p>(2) After creating a cost/management accounting emphasis in the undergraduate program, performance in <b>managerial accounting has been enormously and persistently improved</b>.</p> <p>(3) After splitting the contents of 371 into two courses by adding an additional tax accounting course (ACCT 372), performance in <b>tax accounting has been enormously and persistently improved</b>.</p> <p>(4) After modifying the contents and objectives of our two audit courses (ACCT 480 and 580), performance in <b>auditing has been enormously and persistently improved</b>.</p> <p>(5) After moving international accounting from ACCT 441 to a newly created course (ACCT 343) taught by faculty with substantial expertise in the area, performance in <b>international accounting notably and persistently improved</b>.</p>
<p><b>2024 Actions Related to Goal 1:</b> <i>(based on data through 2023)</i></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle and because the Curriculum Committee has been making adjustments for a new, restructured CPA Exam that will replace the old exam at approximately the same time, the Assessment Committee evaluated modifications to our assessment plan and assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p><b>Assessment Changes:</b> For this learning goal, we decided to add numerous additional direct measures in the next assessment cycle. We currently assess “basic” knowledge from the various areas of accounting in ACCT 499. In addition, we will be adding course-embedded assessments of more targeted “advanced” knowledge in many courses. We also worked with faculty to create a 5-year schedule for the new assessments to better focus our attention on specific areas of knowledge at different times throughout the cycle (Appendix D).</p>

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**Closing the Loop: (Connecting to Strategic Plan)** Overall, assessment results from this 5-year AACSB accreditation cycle indicate that the curriculum has been effective in helping students to meet this program goal derived from our strategic plan. Consistent with **Short-term Goal #2**, we made major curriculum changes to help ensure student success, and the data shows that these changes resulted in persistent improvements in several subject areas, which is consistent with **Long-term Goal #2**.

**Program Goal 2— Critical Thinking & Decision Tools (including Business Analytics & Technology)**

**Learning Objectives:**

- 1) Graduates will demonstrate the critical thinking and analytical skills needed to solve business problems.
- 2) Graduates will demonstrate knowledge of some of the analytical and technology tools commonly used when working with data to solve business problems.
- 3) Graduates will demonstrate proficiency in the use of spreadsheets.
- 4) Graduates will demonstrate a fundamental knowledge of general ledger systems.

**Related Strategic Planning Goals:** Long-term Goal #2, Intermediate Goal #4 & Short-term Goals #2 & #13

Objectives	Direct Measures	Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Critical Thinking</b> Coverage: Integrated	Case in ACCT 460	Average >= 70%	n/a	n/a	SP: 81 FA: 87	SP: 81 n/a	n/a	
<b>Business Analytics</b> Coverage: STAT 171, DS 303, IS 340, ACCT 341, 342, 343, 451	Exam in ACCT 499	Average >= 70%	93	100	FA: 86	SP: 84 FA: 80	SP: 85 FA: 89	SP: 85
<b>Spreadsheets</b> Coverage: CS 301, ACCT 341, 343, 452 & Integrated	Exam in ACCT 499	Average >= 70% Before 2021, proficiency was required to pass CS 302.	100	100	FA: 58	SP: 80 FA: 74	SP: 78 FA: 79	SP: 77
<b>General Ledger Systems</b> Coverage: ACCT 451	Project in ACCT 451	Average >= 70%	59	75	FA: 81	SP: 73	n/a	
<b>2019 Actions Related to Goal 2: (based on data through 2018)</b>	The Curriculum Committee conducted an audit of the technology used in all accounting courses in the program to serve as the basis for discussions on how to strengthen the applied technology dimension of the program so as to meet increasing market demands consistent with AACSB Standard A5 (2018).							
<b>2020 Actions Related to Goal 2: (based on data through 2019)</b>	We studied recommendations for changes from the AACSB’s accreditation review team and discussed responses with the entire accounting faculty. We also interviewed former students about the technology being used for analytics purposes. We interviewed faculty at other institutions about the technology and analytics expectations of their recruiters. We had discussions with the AACSB review team about technology and analytics in other programs, in professional practice, and in accreditation standards. All discussions suggest that while spreadsheets continue to be the primary software used by analysts in accounting and finance positions, visualization software, like Tableau and Power BI are becoming increasingly important. As a result,							



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	<p>the <b>Assessment &amp; Curriculum Committees</b> began extensive discussions on how to incorporate more of this technology throughout the accounting curriculum.</p>
<p><b>2021 Actions Related to Goal 2:</b>  <i>(based on data through 2020)</i></p>	<p>The critical thinking goal was assessed for the first time since 2017 using a tax case. Students met performance expectations.  <b>Assessment Changes:</b> We moved the analytics assessment from ACCT 451 to ACCT 499 and used a new exam tool. We also changed the spreadsheets assessment to a proficiency exam that includes more <b>advanced spreadsheet skills</b> and moved that assessment from CS302 to ACCT 499.  <b>Curriculum Changes:</b> We collect survey data from and conduct interviews with alums and interns for assessment purposes, which identified a need for more advanced Excel skills. In consultation with the School of Computer Science, we <b>changed the curriculum to require CS 302</b> instead of 301. CS 302 is an <b>advanced spreadsheets course</b>. Also, professors from IS 340, in coordination with the Assessment Committee Chair, developed a new <b>business analytics learning module</b> for the course emphasizing visualization tools.  The Assessment Committee worked with the accounting faculty to complete an updated audit of the technology used in all required courses in both degree programs. We produced a technology matrix that maps the use of important technologies into both program curricula. We increased the use of technology throughout the curriculum. For example, Tableau assignments were added throughout the Intermediate Accounting sequence. Other examples can be viewed in the technology matrix referenced above.</p>
<p><b>2022 Actions Related to Goal 2:</b>  <i>(based on data through 2021)</i></p>	<p><b>Closing the Loop:</b> Fall 2021 was the first time we collected data using the new <b>advanced spreadsheets</b> quiz. Performance was below expectations, but graduating students had not taken the new advanced spreadsheets course yet (<b>CS 301</b>). Nevertheless, the results provide a useful benchmark against which to gauge future performance. Fall 2021 was also the first time the new <b>data analytics/visualization</b> module was incorporated into <b>IS 340</b>. Students successfully downloaded Tableau Desktop and got an account for Tableau Public. They learned Tableau and completed assignments. One part of the assignments was the creation of the twbx file, which contains EPA data and analysis and visualizations. Professors provided the Assessment Committee with sample projects and reported that most students did not experience any significant difficulty with the assignments.</p>
<p><b>2023 Actions Related to Goal 2:</b>  <i>(based on data through 2022)</i></p>	<p>Students continued to meet expectations in critical thinking as well as the ability to work in a general ledger system.  <b>Closing the Loop:</b> Scores in <b>Data Analytics</b> exceeded benchmarks in both the spring and fall of 2022. The additional applications of technology/analytics to IS 340, ACCT 341, 342, 343, 452, and elsewhere (added in 2021-2022) appear to be preparing students well with the technology/analytics skills needed for entering the profession. In addition, changing the core curriculum to require (<b>CS 301</b>) <b>Advanced Spreadsheets</b> seems to have significantly improved spreadsheet skills. We will continue to monitor for persistence.</p>
<p><b>2024 Actions Related to Goal 2:</b>  <i>(based on data through 2023)</i></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle and because the Curriculum Committee has been making adjustments for a new, restructured CPA Exam that will replace the old exam at approximately the same time, the Assessment Committee evaluated modifications to our assessment plan and assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.  <b>Assessment Changes:</b> For this learning goal, we decided to add additional direct measures in ACCT 451 in the next assessment cycle. We currently assess “basic” knowledge of accounting analytics in ACCT 499. In addition, we will be adding course-embedded assessments of more “advanced” knowledge in 451. We also worked with faculty to develop an assessment schedule that incorporates these new assessments (Appendix D).  <b>Closing the Loop: (Connecting to Strategic Plan)</b> Overall, assessment results from this 5-year AACSB accreditation cycle indicate that the curriculum has been effective in helping students to meet this program goal derived from our strategic plan. Consistent with <b>Short-term Goal #2</b> and <b>Intermediate-term Goal #4</b>, we made numerous curriculum changes and pedagogical changes to help ensure learner success, and the data shows that these changes have helped support very good learning outcomes in the technology and analytics areas, which is consistent with <b>Long-term Goal #2</b>.</p>

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**Program Goal 3—Professionalism (Communication, Collaboration & Ethics)**

**Learning Objectives:**

- 1) Graduates will possess the communication skills needed to function effectively in a business setting.
- 2) Graduates will work effectively in team settings.
- 3) Graduates will recognize ethical dilemmas in business contexts.
- 4) Graduates will demonstrate a propensity for ethical reasoning in a business setting.

**Related Strategic Planning Goals:** Long-term Goal #2 & Short-term Goal #2

Objectives	Direct Measures	Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Communication Skills</b> Coverage: Integrated	Writing assignment in ACCT 480. <i>All bus. majors also assessed by college</i>	At least 80% of graduates will meet expectations	100	83	FA: 84	SP: 90	n/a	SP: 78
<b>Collaboration/Teamwork</b> Coverage: Integrated	Peer evaluations in ACCT 499. <i>All bus. majors also assessed by college</i>	An average score of 3.5 or higher (5-point scale).	n/a	n/a	FA: 4.08	SP: 4.14 FA: 4.40	SP: 4.33 FA: 4.73	SP: 4.58
<b>Identify Ethical Dilemmas</b> Coverage: Integrated	Reidenbach and Robin ethics assessment (see appendix). <i>All bus. majors also assessed by college</i>	Average $\geq 3$ (5pt scale) for ethically neutral behavior.	n/a	4.02	SP: 4.07 FA: 3.63	SP: 4.21	SP: 4.45 FA: 4.13	SP: 4.03
<b>Ethical Reasoning</b> Coverage: Integrated	Reidenbach and Robin ethics assessment (see appendix). <i>All bus. majors also assessed by college</i>	Average $< 3$ (5pt scale) for ethically questionable behaviors.	n/a	1.10	SP: 1.41 FA: 1.09	SP: 1.30	SP: 1.29 FA: 1.22	SP: 1.74
<b>2019 Actions Related to Goal 3: (based on data through 2018)</b>	Students exceeded the benchmark for written communication skills. We will continue to measure and monitor. Ethics data is not shown for 2019 because an ethics case was used to measure ethical reasoning, so the numerical results are not comparable with the data collected from different instruments in subsequent years. However, like previous years, the results in 2019 using the case exceeded benchmarks.							
<b>2020 Actions Related to Goal 3: (based on data through 2019)</b>	Communication scores fell somewhat, but we feel that 2019 results were not representative. Students exceeded the benchmark for communication, but as we would expect, there is room for improvement. We will continue to measure and monitor. We studied recommendations for changes from the AACSB's accreditation review team and discussed responses with the entire accounting faculty. <b>Assessment Process Changes:</b> One informally made recommendation of the review team was the adoption of a new measure of ethical reasoning after many years of using an ethics case for this assessment and getting consistently satisfactory results. Consequently, we <b>adopted a new ethics instrument</b> , validated in business ethics literature, referred to as the <i>Reidenbach and Robin Ethics Scale</i> . We were able to incorporate the new instrument into ACCT 499 at the end of the fall 2020 term. Students met benchmarks in identifying ethical dilemmas and demonstrating a propensity for ethical reasoning. In addition, we adopted a <b>new</b>							

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	<p><b>collaboration/teamwork instrument</b> and moved the survey tool to ACCT 499.</p>
<p><b>2021 Actions Related to Goal 3:</b> <i>(based on data through 2020)</i></p>	<p>We discussed the linkages between the CBT’s strategic plan, the accounting curriculum, and assessment.</p>
<p><b>2022 Actions Related to Goal 3:</b> <i>(based on data through 2021)</i></p>	<p><b>Closing the Loop:</b> Assessment results in 2021 for the <b>ethics goals</b> continued to exceed expectations after the adoption of a new assessment tool in 2020. In addition, results for the <b>collaboration/teamwork goal</b> continued to exceed expectations using the newly developed survey instrument. Both of these outcomes validate past results obtained using different instruments. We will continue to monitor results for persistence.</p>
<p><b>2023 Actions Related to Goal 3:</b> <i>(based on data through 2022)</i></p>	<p><b>Curriculum Change: (Ethics)</b> During the 2022-2023 academic year, the Curriculum Committee worked to create a new “core” course in accounting ethics and regulation. Students in the past have consistently achieved benchmarks using a variety of instruments. However, we have never had a dedicated course in ethics specifically focused on financial professionals. The new course, ACCT 477, was offered the first time in fall 2023.</p>
<p><b>2024 Actions Related to Goal 3:</b> <i>(based on data through 2023)</i></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle and because the Curriculum Committee has been making adjustments for a new, restructured CPA Exam that will replace the old exam at approximately the same time, the Assessment Committee evaluated modifications to our assessment plan and assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p><b>Assessment Changes: (Ethics)</b> For this learning goal, we decided to add an additional direct measure for “Ethics” to ACCT 477G. We currently assess ethical reasoning in ACCT 499. Students have consistently exceeded expectations using our current instrument. Therefore, we will be developing an ethics exam to replace the existing survey instrument. In addition, we will be adding a more advanced, course-embedded ethics assessment to ACCT 477G. <b>(Communication)</b> For several years, we have assessed written communication skills using a writing assignment in ACCT 480 (Audit). Students have met benchmarks for years. Therefore, we are developing a new instrument to help identify weakness in this area, which will be administered in ACCT 499.</p> <p><b>Closing the Loop: (Connecting to Strategic Plan)</b> Overall, assessment results from this 5-year AACSB accreditation cycle indicate that the curriculum has been effective in helping students to meet this program goal derived from our strategic plan, especially <b>Long-term Goal #2</b>.</p>

## Appendix A: Assessment Plan (BB Accountancy)

### Program Goal 1—Technical Accounting Knowledge

#### Learning Objectives:

- 1) Graduates will possess the technical knowledge and skills in accountancy needed for an entry-level position in accounting.
  - a. Financial Accounting
  - b. Managerial Accounting
  - c. Taxation
  - d. Accounting Information Systems
  - e. Auditing
  - f. International Financial Accounting

#### Direct Measures:

- 1) Proficiency exams from each sub-area of accounting are administered in ACCT 499.

#### Benchmarks:

- 1) Average scores of at least 70%.

### Program Goal 2— Critical Thinking & Decision Tools (including Business Analytics & Technology)

#### Learning Objectives:

- 1) Graduates will demonstrate the critical thinking skills needed to analyze and solve business problems.
- 2) Graduates will demonstrate knowledge of some of the analytical tools commonly used when working with data to solve business problems.
- 3) Graduates will demonstrate proficiency in the use of spreadsheets.
- 4) Graduates will demonstrate a fundamental knowledge of general ledger systems technology.

#### Direct Measures:

- 1) Case in ACCT 460.
- 2) An exam in ACCT 499 is used to test knowledge of basic methods of data analysis useful for solving business problems.
- 3) Proficiency exam in ACCT 499.
- 4) General Ledger case/project in ACCT 451.

#### Benchmarks:

- 1) Average score of at least 70%.
- 2) Average score of at least 70%.
- 3) Average score of at least 70%.
- 4) Average score of at least 70%.

### Program Goal 3—Professionalism (Communication, Collaboration & Ethics)

#### Learning Objectives:

- 1) Graduates will possess the communication skills needed to function effectively in a business setting.
- 2) Graduates will work effectively in team settings.
- 3) Graduates will recognize ethical dilemmas in business contexts.
- 4) Graduates will demonstrate a propensity for ethical reasoning in a business setting.

#### Direct Measures:

- 1) A writing assignment is used to evaluate communication skills. (*also assessed by the CBT Assessment Committee*)
- 2) A peer-evaluation survey is used to evaluate the ability to work in teams. (*also assessed by the CBT Assessment Committee*)
- 3) The Reidenbach and Robin ethics assessment instrument is used to assess the ability to identify ethical dilemmas in business contexts. (*also assessed by the CBT Assessment Committee*)
- 4) The Reidenbach and Robin ethics assessment instrument is used to assess ethical propensity and ethical reasoning ability in business contexts. (*also assessed by the CBT Assessment Committee*)

#### Benchmarks:

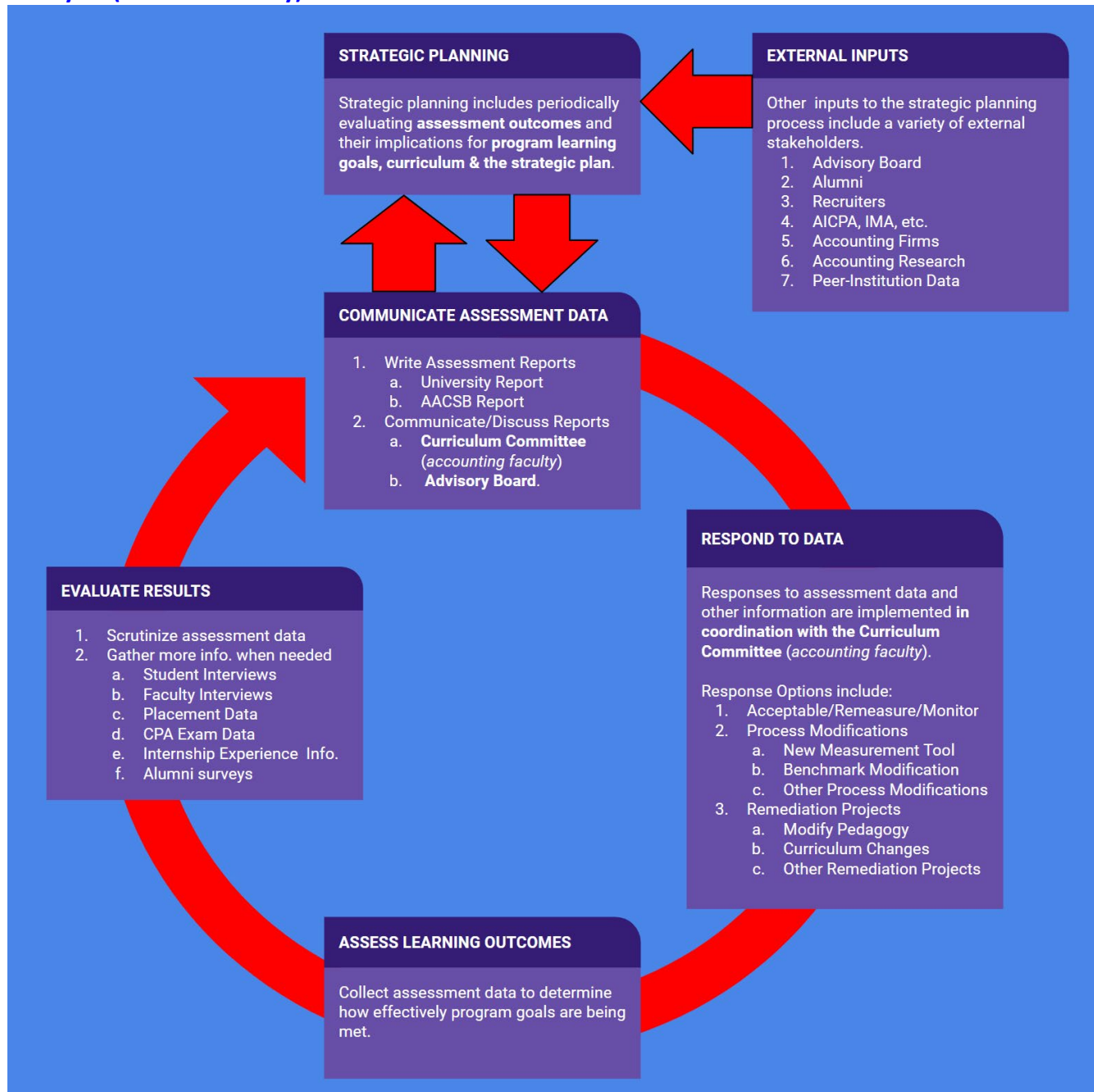
- 1) At least 80% of graduates will meet expectations at all levels (sentence, paragraph, document).
- 2) An average score of 3.5 or higher (5-point scale).
- 3) Average scores greater than or equal to 3 (5-point scale) for ethically neutral scenarios.
- 4) Average scores less than 3 (5-point scale) for ethically questionable behavioral scenarios.

### Appendix B: Reidenbach and Robin Ethics Scale

Reidenbach and Robin (1990) developed a multi-dimensional ethics scale showing substantial reliability and validity for evaluating perceptions of the ethical content of varied business activities. The items in the scale represent a set of widely applied ethical evaluation criteria that have been validated in the literature many times since first being published in the Journal of Business Ethics.

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APPENDIX C: Assessment Cycle (BB Accountancy)



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**APPENDIX D: Course-embedded “Advanced Knowledge” Assessment Schedule (*working draft*)**

Note: Some course numbers are showing the same assessment twice in the same year. This is because the class may contain BOTH BB and MAcc students, and we need data reported separately for each group.

Note: Only ACCT 451 and ACCT 455 have data to report every year. In the schedule below, the data collected is either called "pre-test", "post-test", or "interim".

LO1: Technical Knowledge (*accounting knowledge*)

LO2: Critical Thinking & Decision Tools (*including analytics & technology*)

LO3: Professionalism (*communication, teamwork, ethics*)

Instructor	Course	Degree	Learning Objective	5-Year Cycle Begins Fall 2024	Spring/Fall 2025	Spring/Fall 2026	Spring/Fall 2027	Spring/Fall 2028	Last Report Spring 2029
Bogenscheider	470	BB	LO 1		Tax Pre-test Data	Change & Post-test Data		Tax Pre-test Data	Change & Post-test Data
Bogenscheider	470	MAcc	LO 1		Tax Pre-test Data	Change & Post-test Data		Tax Pre-test Data	Change & Post-test Data
Bogenscheider	477	BB	LO 3		Ethics Pre-test Data	Change & Post-test Data		Ethics Pre-test Data	Change & Post-test Data
Bogenscheider	477	MAcc	LO 3		Ethics Pre-test Data	Change & Post-test Data		Ethics Pre-test Data	Change & Post-test Data
Ford	455	BB	LO 1		Managerial Pre-test Data	Change & Post-test Data		Managerial Pre-test Data	Change & Post-test Data
Ford	455	MAcc	LO 1		Managerial Pre-test Data	Change & Post-test Data		Managerial Pre-test Data	Change & Post-test Data
Ford	455	BB	LO 2	Critical Thinking Pre-test Data	Change & Post-test Data	Critical Thinking Interim Data	Critical Thinking Pre-test Data	Change & Post-test Data	Critical Thinking Interim Data
Ford	455	MAcc	LO 2	Critical Thinking Pre-test Data	Change & Post-test Data		Critical Thinking Pre-test Data	Change & Post-test Data	
Lu	343	BB	LO 1	International Pre-test Data	Change & Post-test Data		International Pre-test Data	Change & Post-test Data	
Lu	551	MAcc	LO 2		Analytics Pre-test Data	Change & Post-test Data		Analytics Pre-test Data	Change & Post-test Data
Ludlum	451	BB	LO 2	Gen Ledger Pre-test Data	Change & Post-test Data	Gen Ledger Interim Data	Gen Ledger Interim Data	Gen Ledger Interim Data	Gen Ledger Interim Data
Ludlum	451	BB	LO 2		Analytics Pre-test Data	Change & Post-test Data		Analytics Pre-test Data	Change & Post-test Data
Ludlum	480	BB	LO 1		Audit Pre-test Data	Change & Post-test Data		Audit Pre-test Data	Change & Post-test Data
Pryor	342	BB	LO 1				Financial Pre-test Data	Change & Post-test Data	
Pryor	541	MAcc	LO 1				Consolidations Pre-test Data	Change & Post-test Data	
Yoon	341	BB	LO 1	Financial Pre-test Data	Change & Post-test Data				
Yoon	540	MAcc	LO 1	Financial Pre-test Data	Change & Post-test Data				



Assessment Summary: BB Business Analytics

Note: The Bachelor of Business in Business Analytics was introduced in Fall 2018. Hence, there were new graduates for the first couple of years. Since that time, the program has remained quite small with often only a handful of students completing the degree each year. This makes inference from assessment data quite limited as in many instances only one student may have completed the assessment.

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Impact
<b>Learning Objective 1: Demonstrate the ability to perform statistical operations with key industry software</b>	50% or higher is considered acceptable.	6 questions related to LO1 are contained within the Assessment Exam for DS 497 related to general questions on data attributes, data types etc.	DS 497: senior assessment course (zero credit hour)	Every year	2023-2024: --- no graduates 2022-2023: N=2; 100% 2021-2022: N=1; 83% 2020-2021: NA 2019-2020: NA	2019-2020: New program--no graduates 2020-2021: no graduating students with no program 2021-2022: only one transfer student graduates; not enough data to provide any meaningful inferences 2022-2023: only two graduates this academic year; with 100% on this LO, no action was taken.
<b>Learning Objective 2: Evaluate and inspect data sets and prepare them for analysis, including "big data"</b>	50% or higher is considered acceptable.	11 questions on the DS 497 assessment exam	DS 497: senior assessment course (zero credit hour)	Every year	2023-2024: --no graduates 2022-2023: N=2; 57% 2021-2022: N=1; 63% 2020-2021: NA 2019-2020: NA	2019-2020: New program--no graduates 2020-2021: no graduating students with no program 2021-2022: only one transfer student graduates; not enough data to provide any meaningful inferences 2022-2023: only two graduates this academic year; with 57% on this LO, inference is difficult and no action is taken.
<b>Learning Objective 3: Assess and prepare different methods for visualization of business data</b>	50% or higher is considered acceptable.	8 questions on the DS 497 assessment exam relating to visualization methods, best practices, etc.	DS 497: senior assessment course (zero credit hour)	Every year	2023-2024: --no graduates 2022-2023: N=2; 57% 2021-2022: N=1; 64% 2020-2021: NA 2019-2020: NA	2019-2020: New program--no graduates 2020-2021: no graduating students with no program 2021-2022: only one transfer student graduates; not enough data to provide any meaningful inferences 2022-2023: only two graduates this academic year; with 57% on this LO, no action was taken.
<b>Learning Objective 4: Differentiate and apply various data mining, modeling, optimization, and forecasting techniques</b>	50% or higher is considered acceptable.	11 questions on the DS 497 assessment exam related to techniques and best practices with data mining, basics of modelling, optimizaton techniquis	DS 497: senior assessment course (zero credit hour)	Every year	2023-2024: --no graduates 2022-2023: N=2; 60% 2021-2022: N=1; 45% 2020-2021: NA 2019-2020: NA	2019-2020: New program--no graduates 2020-2021: no graduating students with no program 2021-2022: only one transfer student graduates; not enough data to provide any meaningful inferences 2022-2023: only two graduates this academic year; with 60% on this LO, no action was taken.
<b>Learning Objective 5: Analyze and interpret statistical results and effectively report them in everyday language.</b>	50% or higher is considered acceptable.	9 questions on the DS 497 exam related to interpretation of statistical results and common business vernacular	DS 497: senior assessment course (zero credit hour)	Every year	2023-2024: --no graduates 2022-2023: N=2; 77% 2021-2022: N=1; 44% 2020-2021: NA 2019-2020: NA	2019-2020: New program--no graduates 2020-2021: no graduating students with no program 2021-2022: only one transfer student graduates; not enough data to provide any meaningful inferences 2022-2023: only two graduates this academic year; with 77% on this LO, no action was taken. committee begins conversations about adding a project presentation to assess this objective.

Indirect Measures

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements
Exit Survey related to WIU engagement including study abroad, internships, organizations for professional and personal development		Exit Survey	Exit Survey embedded in the DS 497 course	Every year		2020-2021 Respondent indicated a desire to sharpen skills in Python; discussions with Computer Sciences results in co-ownership of a Python course between CS and AFED.
Internship Experiences	Review mid term and final evaluations from supervisors	within internship course data	Curriculum Committee meetings	Each year	no students completed internships	



Assessment Summary: BB Economics

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Impact
<b>Learning Outcome #1: Identify and model various determinants of demand and supply</b>	median scores of 50% on each area	5 questions on the ECON Assessment Exam-Five multiple-choice questions (#5, #6, #7, #8, #9) give us insight into LO1, and draw from the areas of microeconomics (ECON 231, 232, 330). These multiple-choice questions ask students to evaluate demand and supply conceptually.	ECON 497	Every semester	2023-2024: median 60% 2022-2023: median 77% 2021-2022: median 75% 2020-2021: 71% 2019-2020: 81.4%	<p>2023-2024: meets expectations; some concern over primarily mathematical explanations of equilibrium. We plan to refine the assessment instrument to ensure students can apply the concept consistently with more industry-relevant examples</p> <p>2022-2023: solid performance; continue to envelope applied practice in classes.</p> <p>2021-2022: meets expectations/no action We have used the data to justify separating the BB and BA economics cores -- a commitment to making the core curriculum in the BB more rigorous and mathematical in nature, thus more aligned with a STEM designation. This year, we changed the core to require ECON332, a revamped Intermediate Microeconomic Analysis course, thus differentiating the BB from the BA (which will retain a more applied, policy-oriented ECON330). We continue to observe a strong uptick in domestic student interest in our graduate programs and we want to use this learning objective as a tool to perpetuate the increase</p> <p>2020-2021: Several years of data helped us identify a potential mismatch between student interest and program enrollment. BB students traditionally outperform BA students by the current metrics.</p> <p>2019-2020: good performance overall; Following our commitment last year to incorporate additional applied, core course-specific examples of demand and supply (such as question #36-38), we will continue to use this approach.</p>
<b>Learning Outcome #2: Calculate various measures of short-run cost, revenue, and profitability in analyzing markets</b>	median scores of 50% on each area	4 questions on the ECON Assessment Exam-We derive our results from four multiple-choice questions (#1, #2, #3, #4) which primarily draw from the areas of microeconomics (covered in ECON 231, 232, 330).	ECON 497	Every semester	2023-2024: median 50% 2022-2023: median 72% 2021-2022: median 87.5% 2020-2021: 86% 2019-2020: 94%	<p>2023-2024:meets expectations; Overall, the raw scores suggest students are retaining the key concepts of related to costs, revenue, and profitability reasonably well and are able to apply this material appropriately in making decisions. Strengthen core applications and practice in ECON 381: Problem Solving.</p> <p>2022-2023: continue to monitor progress; BB ECON changed to STEM designation so audience taking assessment exam may be different.</p> <p>2021-2022: students were able to accurately identify costs and evaluate profitability as well as make theory-consistent predictions about market outcomes/monitor progress</p> <p>2020-2021: good overall performance; resulting from recent revamping of microeconomic offerings overall in the past few years, solidified by reinforcement in the ECON 381 course (enhancing students' applied mathematical ability) 2019-2020: strong performance/ seeing improvement with ECON 381 enrollment and increased focus on excel skills for cost, revenue, profit.</p>

<b>Learning Outcome #3: Describe the role of the Federal Reserve and evaluate their monetary policy options</b>	median scores of 50% on each area	5 questions on the ECON Assessment Exam-There are five multiple-choice questions (#13, #14, #15, #16, #19) on the program assessment exam drawing from the areas of macroeconomics and trade. These questions solicited students' knowledge about the various monetary policy tools available to the Federal Reserve and their appropriate use under varying economic conditions. This material is covered in a principles level course (ECON 231), the intermediate macroeconomics (core) course (ECON 331), and an international trade course (ECON 470).	ECON 497	Every semester	2023-2024: median 90% 2022-2023: median 93% 2021-2022: median 75% 2020-2021: 78% 2019-2020: 80%	2023-2024: strong performance. Recently, macro faculty integrated additional in-class activities and assignments on this material, such as additional writing assignments on monetary policy in ECON 231 classes to ensure all students are thinking more deeply about the role of the Fed and monetary policy . 2022-2023: strong performance overall; The results on the multiple-choice questions are a bit improved relative to those found in previous years. Monitor progress since new audience taking this exam now with STEM designation. 2021-2022: results are improved over recent years with realignment of assessment instrument and removing BA students from the data as they are taking a different ECON macro required course 2020-2021: with changes to the econ program, we included a directed elective, ACCT/FIN445 - Financial Analysis, meant to reinforce concepts in this LO. 2019-2020: solid performance/continue to monitor as we've made recent changes to ECON curriculum.
<b>Learning Outcome #4: Calculate and interpret real and nominal economic indicators including GDP, inflation, and unemployment</b>	median scores of 50% on each area	6 questions on the ECON Assessment Exam-There are six multiple-choice questions (#10, #11, #12, #17, #18, #20) on the final (ECON 497) program assessment exam pertaining to learning outcome #4. This material is primarily covered in a principles level course (ECON 231), the intermediate macroeconomics (core) course (ECON 331), an international trade course (ECON 420), and applications are presented in ECON 325 (Money and Banking) and ECON 350 (Poverty and Discrimination).	ECON 497	Every semester	2023-2024: median 83% 2022-2023: median 93% 2021-2022: median 75% 2020-2021: 86% 2019-2020: 86%	2023-2024 scores exceeding expectations. During the last year, ECON 231 faculty have increased the number of in-class activities related to this learning objective. Data visualization has become a critical skill for any student entering the business world. Practically, our taking a more data-driven approach to this LO will better enable students to use data to tell stories and communicate abstract ideas in the mindset of an economist. Faculty will continue discussion about integration of visualization tools in macro coursework. 2022-2023 solid performance. Continue to monitor. 2021-2022: results are showing improvement as we've removed the BA students from the assessment data to focus strictly on business economics students. Carefully monitor trend. 2020-2021: good performance; continue to increase data visualization tools (use of FRED tools) in macro courses to improve student understanding of data. 2019-2020 :We recently altered the core requirements of the major and we now have students graduating under the new catalog and results are positive. Our addition of an international trade course (ECON 470) and one on Money and Banking (ECON325) to the core may be helping reinforce these concepts.

**Indirect Measures**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements
Internship Experiences	Review mid term and final evaluations from supervisors	within internship course data	Curriculum Committee meetings and discussions	Each year		
Identifying potential skill gaps through graduate outcomes -NEW	Reviewing graduate outcomes once a year	Steppingblocks platform to look at WIU ECON Graduates performance with top employers	Curriculum Committee	starting in 2024-2025 annually		

Assessment Summary: BB Finance						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Impact
<b>LO1: The student should understand and be able to implement concepts related to real estate.</b>	scores of 80% or better exceed expectations; score of 70% correct or better as meeting expectations; 60% or better minimally meets expectations; Scores below 60% do not meet expectations	10-item module from the overall assessment exam	FIN 499 -zero credit hour assessment course for graduating seniors  supporting courses:FIN 321 – Principles of Real Estate; FIN 421 – Real Estate Finance and Investment FIN 495 – Seminar in Real Estate	Every semester	2023-2024: 100% meet/exceed 2022-2023: 100% meet/exceed 2021-2022: 100% meet/exceed 2020-2021: 100% meet/exceed 2019-2020: 100% meet/exceed	2018-2019: 44% exceeded expectations; 21% met expectations, 18% minimally meet expectations; and 18% failed to meet expectations.  <b>PROCESS CHANGE:</b> new course created FIN 499 assessment course for senior finance majors in their final semester prior to graduation. Previous assessment activities were embedded in courses and results often included non-finance majors. With the implementation of an exam for finance majors only, initial results were quite strong. The committee decided to administer the same instrument for a couple of years to ensure the results were stable.  2023-2024: with continued solid scores, a re-evaluation of the questions will be undertaken and possible strengthening of benchmarks
<b>LO2: The student should understand and be able to implement concepts related to corporate finance.</b>	scores of 80% or better exceed expectations; score of 70% correct or better as meeting expectations; 60% or better minimally meets expectations; Scores below 60% do not meet expectations	10-item module from the overall assessment exam	FIN 499 -zero credit hour assessment course for graduating seniors  FIN 331 – Financial Management; FIN 431 – Financial Management II FIN 497 – International Financial Management	Every semester	2023-2024: 100% meet/exceed 2022-2023: 100% meet/exceed 2021-2022: 95% meet/exceed 2020-2021: 100% meet/exceed 2019-2020: 100% meet/exceed	2018-2019: only 9% exceeded expectations, 11% met expectations, 20% minimally met expectations, and 59% did not meet expectations. With the process changes noted in Learning Objective 01, the committee wanted to see if the improvement in scores was stable.
<b>LO3: The student should understand and be able to implement concepts related to financial institutions.</b>	scores of 80% or better exceed expectations; score of 70% correct or better as meeting expectations; 60% or better minimally meets expectations; Scores below 60% do not meet expectations	10-item module from the overall assessment exam	FIN 499 -zero credit hour assessment course for graduating seniors  supporting courses: FIN 341 – Financial Institutions; FIN 441 – Bank Management FIN 493 – Seminar in Banking	Every semester	2023-2024: 100% meet/exceed 2022-2023: 100% meet/exceed 2021-2022: 89% meet/exceed 2020-2021: 100% meet/exceed 2019-2020: 100% meet/exceed	2018-2019: 59% exceeded expectations, 24% met expectations, 6% minimally met expectations, and 12% did not meet expectations. With the process changes noted in Learning Objective 01, the committee wanted to see if the improvement in scores was stable.  2023-2024 scores continually meet expectations resulting in a need to reevaluation our benchmarks and difficulty level of assessment instrument.
<b>LO4: The student should understand and be able to implement concepts related to risk management.</b>	scores of 80% or better exceed expectations; score of 70% correct or better as meeting expectations; 60% or better minimally meets expectations; Scores below 60% do not meet expectations	10-item module from the overall assessment exam	FIN 499 -zero credit hour assessment course for graduating seniors  supporting courses: FIN 351 – Risk Management and Insurance; FIN 451 – Foundations of Estate Planning FIN 452 – Commercial Property and Liability Insurance	Every semester	2023-2024: 100% meet/exceed 2022-2023: 100% meet/exceed 2021-2022: 95% meet/exceed 2020-2021: 100% meet/exceed 2019-2020: 100% meet/exceed	2018-2019: 66% exceeded expectations, 17% met expectations, 17% minimally met expectations With the process changes noted in Learning Objective 01, the committee wanted to see if the improvement in scores was stable.
<b>LO5: The student should understand and be able to implement concepts related to investments.</b>	scores of 80% or better exceed expectations; score of 70% correct or better as meeting expectations; 60% or better minimally meets expectations; Scores below 60% do not meet expectations	10-item module from the overall assessment exam	FIN 499 -zero credit hour assessment course for graduating seniors  supporting courses:FIN 371 - Investments; FIN 471 – Investment Security Analysis FIN 496 – Futures and Options Markets	Every semester	2023-2024: 100% meet/exceed 2022-2023: 100% meet/exceed 2021-2022: 100% meet/exceed 2020-2021: 100% meet/exceed 2019-2020: 100% meet/exceed	2018-2019: 33% exceeded expectations, 33% met expectations, 8% minimally met expectation; 25% failed to meet expectations With the process changes noted in Learning Objective 01, the committee wanted to see if the improvement in scores was stable in subsequent years.
Indirect Measures						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements
Internship Experiences 2022-2024	Review mid term and final evaluations from supervisors	within internship course data	by internship supervisor using school internship jotform for evaluation	Each year	8 completed internships in finance for credit; 100% of employers indicated students exceeded or met expectations with respect to job performance, skill sets, and knowledge	internship course embeds additional self-reflection exercises for students

Identifying potential skill gaps through graduate outcomes -NEW	Reviewing graduate outcomes once a year	Steppingblocks platform to look at WIU finance Graduates performance with top employers	Curriculum Committee	starting in 2024-2025 annually		
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**Assessment Summary: BB Human Resource Management**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Impact
<p><b>Learning Outcome #1: (Employment Law)</b>  <b>The student should be able to interpret and apply relevant legal and regulatory concepts related to human resource management.</b> <i>The curriculum for our HRM students has been recognized by SHRM for its alignment with SHRM's educational guidelines. This means that our coursework covers the material SHRM deems important and relevant to those working or seeking work in the HR field</i></p>	<p>scores of 85% or better exceed expectations; score of 70% correct or better as meeting expectations; Scores below 70% do not meet expectations</p>	<p>10-item module from the overall assessment exam</p>	<p>HRM 499</p>	<p>Every semester</p>	<p>2023-2024: 93%, 91%                      2022-2023: 93%                      2021-2022: 96%                      2020-2021: 96%                      2019-2020: 92%</p>	<p>Please see individual reports for item by item details                      2023-2024: overall high performance; still minimally meeting on a couple of areas that were identified last year for more emphasis with HRM 353 and HRM 446.                      2022-2023: overall average exceeded expectations, but observed lower scores in two areas: Exec Order and Immigration and Control Act and will increase coverage                      2021-2022: high scores overall; no action                      2020-2021: solid performance; no action                      2019-2020; students performing well. slightly lower scores in Executive Order and Immigration/review content</p>
<p><b>Learning Outcome #2: (Strategy and HR)</b>  <b>The student should have a clear understanding of organizational strategy and leadership skills, and how to manage workforce diversity and inclusion.</b> <i>The curriculum for our HRM students has been recognized by SHRM for its alignment with SHRM's educational guidelines. This means that our coursework covers the material SHRM deems important and relevant to those working or seeking work in the HR field</i></p>	<p>scores of 85% or better exceed expectations; score of 70% correct or better as meeting expectations; Scores below 70% do not meet expectations%</p>	<p>10-item module from the overall assessment exam</p>	<p>HRM 499</p>	<p>Every semester</p>	<p>2023-2024: 74%, 81%                      2022-2023: 74%                      2021-2022: 81%                      2020-2021: 77%                      2019-2020: 74%</p>	<p>Please see individual reports for item by item details                      2023-2024: scores better on two primarily focal areas indicated for improvement last year increased focus on internal work environments and scores improved. Next year, faculty will focus on international HR in upcoming year and diversity management                      2021-2022: saw mild improvement in internal work module which was a focus of last year's conversations.                      2020-2021 moderate performance; emphasize internal work environment next year.                      2019-2020: lowest performance area; HRM 353 and all courses touch on this information/faculty discussion to consciously enhance content on diversity and inclusion.</p>
<p><b>Learning Outcome #3: (Workforce Planning)</b>  <b>The student should have knowledge of staffing strategies such as making appropriate use of recruiting methods and selection procedures.</b> <i>The curriculum for our HRM students has been recognized by SHRM for its alignment with SHRM's educational guidelines. This means that our coursework covers the material SHRM deems important and relevant to those working or seeking work in the HR field</i></p>	<p>scores of 85% or better exceed expectations; score of 70% correct or better as meeting expectations; Scores below 70% do not meet expectations</p>	<p>10-item module from the overall assessment exam</p>	<p>HRM 499</p>	<p>Every semester</p>	<p>2023-2024: 99%, 93%                      2022-2023: 99%                      2021-2022: 97%                      2020-2021: 96%                      2019-2020: 91%</p>	<p>Please see individual reports for item by item details                      2023-2024: strong performance. Last review indicated focus should be on job previews and 100% score on this topic the following year. 2022-2023: exceeding expectations. Potential area of improvement : job previews in HRM 353, 441.                      2021-2022: exceeding expectations/reviewed HRIS information 2020-2021 : exceeding expectations; no action                      2019-2020 exceeded expectations. This content is reviewed across multiple courses (353, 441, 446) and retention of knowledge appears strong.</p>
<p><b>Learning Outcome #4: (Training and Development)</b> <b>The student should understand instructional and mentoring strategies relating to employee training, professional development, and career planning.</b> <i>The curriculum for our HRM students has been recognized by SHRM for its alignment with SHRM's educational guidelines. This means that our coursework covers the material SHRM deems important and relevant to those working or seeking work in the HR field</i></p>	<p>scores of 85% or better exceed expectations; score of 70% correct or better as meeting expectations; Scores below 70% do not meet expectations</p>	<p>10-item module from the overall assessment exam</p>	<p>HRM 499</p>	<p>Every semester</p>	<p>2023-2024: 92% 93%                      2022-2023: 92%                      2021-2022: 89%                      2020-2021: 91%                      2019-2020: 87%</p>	<p>Please see individual reports for item by item details                      2023-2024 scores exceeding expectations.                      2022-2023 scores still very high. One item to note: training area saw strong improvement with new textbook and modified discussions. 2021-2022: strong performance; new textbook introduced with slight differences in training modules.                      2020-2021: exceeds expectations/training area evaluation of textbook coverage                      2019-2020 exceeds expectations overall; one potential area for improvement is training and development module. Begin conversations about content enhancement</p>

<p><b>Learning Outcome #5: (Performance Management) The student should understand the concepts of designing and implementing employee performance appraisals.</b><i>The curriculum for our HRM students has been recognized by SHRM for its alignment with SHRM's educational guidelines. This means that our coursework covers the material SHRM deems important and relevant to those working or seeking work in the HR field</i></p>	<p>scores of 85% or better exceed expectations; score of 70% correct or better as meeting expectations; Scores below 70% do not meet expectations</p>	<p>10-item module from the overall assessment exam</p>	<p>HRM 499</p>	<p>Every semester</p>	<p>2023-2024: 96%, 92% 2022-2023: 96% 2021-2022: 88% 2020-2021: 92% 2019-2020: 93%</p>	<p>Please see individual reports for item by item details 2 2023-2024: exceeding expectation. Two years ago, we determined to focus on performance evaluation instrument "graphic rating scale" and saw great improvement in scores initially, but not consistent on that element this fall. Will continue to monitor. 2022-2023-good overall. Saw improvement in specific section related to performance evaluation after intervention last year. 2021-2022: good performance/reviewed performance evaluation areas. add graphic rating scale evaluation to the mix. 2020-2021 -strong performance/review graphic rating scale. 2019-2020 good performance/lowest area was graphic rating scale so review depth in HRM 353 and HRM 449.</p>
<p><b>Learning Outcome #6: (Compensation and Benefits) The student should possess an understanding of a compensation/total rewards strategy based on compensation laws, evaluation methods, and benefits administration.</b><i>The curriculum for our HRM students has been recognized by SHRM for its alignment with SHRM's educational guidelines. This means that our coursework covers the material SHRM deems important and relevant to those working or seeking work in the HR field</i></p>	<p>scores of 85% or better exceed expectations; score of 70% correct or better as meeting expectations; Scores below 70% do not meet expectations</p>	<p>10-item module from the overall assessment exam</p>	<p>HRM 499</p>	<p>Every semester</p>	<p>2023-2024: 89%, 89% 2022-2023: 89% 2021-2022: 91% 2020-2021: 88% 2019-2020: 84%</p>	<p>Please see individual reports for item by item details 2023-2024: see improvements in this area after changes to curriculum last year by changing and narrowing course content and title from compensation to benefits. Material better aligns with this learning outcome. 2022-2023: changes to curriculum to update content to focus on benefits. 2021-2022: with revised course, HRM 442: Benefits added Fall 2020, we see greater performance in this area 2020-2021 strong performance/reviewed area on retirement programs 2019-2020: overall good/a few minor underperformers so making minor changes in course delivery of pay structures and job evaluation</p>

**Indirect Measures**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements
<p>Internship Experiences</p>	<p>Review mid term and final evaluations from supervisors</p>	<p>within internship course data</p>	<p>Curriculum Committee meetings and discussions</p>	<p>Each year</p>	<p>Internship feedback continues to be very positive year after year across all metrics in HRM</p>	<p>18 internships completed over the review period. Business interns consistently performed well as measured by employer satisfaction survey related to knowledge, interpersonal skills, communication skills, etc.</p>
<p>SHRM alignment of curriculum and student organization -Student Chapter of SHRM.</p>	<p>Ensure student skills are meeting industry requirements through engagements with employers at SCM Advisory Board meetings, SCM Internship Fair, and other professional interactions with employers (field trips, networking events, etc.)</p>	<p>SHRM is the most prominent and important professional organization for those working in human resource (HR) management. It sponsors several certifications for working HR managers, such as the SHRM-Certified Professional (SHRM-CP) and the SHRM-Senior Certified Professional (SHRM-SCP). We expect that many of our graduates will seek certification at some point. Thus, our assessment is designed to evaluate how well we have prepared our graduates for HR certification and, more generally, to assess their readiness to apply knowledge conveyed in our program</p>	<p>Curriculum/Assessment Committee in consultation with SHRM national chapter</p>	<p>Each year</p>	<p>2019-2024: SHRM Chapter Receives Superior Merit Award each year of AACSB accreditation cycle This prestigious recognition highlights WIU's HR program for excellence in providing students with quality education, professional development opportunities, and engagement with the broader HR community. The award reflects WIU's commitment to preparing students for successful careers in human resources, with a focus on leadership, ethical practices, and workforce development. WIU's SHRM student chapter's active involvement in regional events and initiatives further contributed to this achievement, positioning the university as a leader in Human Resource education</p>	

Identifying potential skill gaps through graduate outcomes -NEW	Reviewing graduate outcomes once a year	Steppingblocks platform to look at WIU HRM Graduates performance with top employers	Curriculum Committee	starting in 2024-2025 annually		
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Assessment Summary: BB Management

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Impact
<p><b>LO1: Understand the fundamental ways of organizational planning.</b> This learning objective is most closely related to the broad competencies of planning and controlling. Managers set and review goals, evaluate competitive environments, and review internal resources used to create strategic and operational goals for future planning periods</p>	60% or higher is considered acceptable.	13 questions drawn from the test bank of MGMT textbook which will measure student's basic knowledge associated with organizational planning. As items are objective in nature, correct responses demonstrate sufficient depth of knowledge. The average percent of correct answers across the multiple items will be utilized as the assessment measure.	Through MGT 499 a non-credit class that students are enrolled in in their last semester at WIU	Every semester	2023-2024: 77.38% 2022-2023: 82.87% 2021-2022: 80.22% 2020-2021: 80.37% 2019-2020: 85.56%	<p>2023-2024: In MGT 490 a simulation was initiated that required planning. In MGT 349, a new written assignment on planning and 3 exercises using planning were completed. Operational planning will be added to classroom materials in MGT 349. MGT 490 will emphasize the importance in planning for completing the simulation well.</p> <p>2022-2023: The average score of 82.27% showed that the students still exceeded expectations of learning outcome goal # 1 with improvements from last year and new content added. Planning is one of the four main management functions and is a very basic core subject in management. This learning objective will continue to be monitored. Because of the high scores in this area, we will look at reviewing the current questions and adding new questions to address other areas of planning. 2021-2022 average score of 80.22% showed that the students still exceed expectations of learning outcome goal # 1. One of the questions which dealt with the various levels of planning and their correct order had a lower overall average score of 55%. This year we had implemented a written assignment in MGT 349 that used planning and setting priorities in planning. In MGT 490, a simulation was done which required a team effort to plan things out. Next year we will add in MGT 349 an exercise will be developed to reinforce the various levels of planning. In MGT 490, the simulation will also look at covering the various levels of planning</p> <p>2020-2021: The 2020-2021 results showed a small decrease from 2019-2020, but the students' average score of 80.37% showed that the students still exceeded expectations of learning outcome goal # 1. A community service project in MGT 350 is added to provide more practice and feedback. 2019-2020: based on last year's results, in MGT 490 (Business Strategy and Policy), students are engaged in applying the integrated knowledge from various business majors to solve a business case with a simulation program through teamwork. This semester project helps the students increase their understanding of business management.</p>
<p><b>LO2: Understand the principles necessary for effective leadership of others.</b> This objective is connected to the competencies of leading and controlling. Leadership includes establishing the vision and mission of an organization as well as direct guidance, coaching, and supervision of those within various functional areas. Effective leadership exerts control in the sense that employees are motivated to work toward the goals of the organization</p>	60% or higher is considered acceptable.	9 questions drawn from the test bank of MGMT textbook which will measure student's basic knowledge associated with effective leadership of others. As items are objective in nature, correct responses demonstrate sufficient depth of knowledge. The average percent of correct answers across the multiple items will be utilized as the assessment measure.	Through MGT 499 a non-credit class that students are enrolled in in their last semester at WIU.	Every semester	2023-2024: 85.27% 2022-2023: 79.17% 2021-2022: 74.56% 2020-2021: 65.77% 2019-2020: 71.67%	<p>2023-2024 Two areas of weaknesses identified were what transactional leaders were and the types of powers leaders have. MGT 349 will emphasize those two topics more in lectures and activities related to the leadership chapter in the textbook.</p> <p>2022-2023: In MGT 490 as part of the preparation for doing the simulation case, a discussion was held to look at what types of leadership skills are needed to run an organization and what types of leadership skills are needed to complete a group project. Part of the case evaluation includes assessing the leadership skills exhibited or not exhibited by the group members. These efforts have improved the score.</p> <p>2021-2022 Part of the case evaluation includes assessing the leadership skills exhibited or not exhibited by the group members. The efforts done this year by utilizing these techniques have helped improve the score. We will continue to use these methods during the 2022-2023 school year to solidify these concepts of leadership and controlling that are important aspects of management.</p> <p>2020-2021: results showed a decrease from 2019-2020, but the students average score of 65.77% showed that the students still exceeded expectations of learning outcome goal # 2. We will continue our collective teaching efforts on the topics of leadership and controlling through MGT 349, MGT 350, and MGT 490. In MGT 349 and MGT 350, we use examples of good leaders and emphasizes characteristics a good leader.</p> <p>2019-2020: we found that a limited number of questions designed to measure objective #2 may limit our capacity to accurately measure the degree to which graduating students learned the various fundamental knowledge in this area. Therefore, management faculty collectively started developing additional questions to measure sub-areas of objective #2</p>



<p><b>LO3: Recognize and resolve ethical dilemmas using accepted principles.</b> Management majors should be able to discern and reconcile ethical issues in the workplace. They should be able to lead by example, showing others that an organization abides by standards of honesty and integrity. Management majors should also recognize the connection between ethical behaviors and corporate social responsibility.</p>	<p>60% or higher is considered acceptable.</p>	<p>6 questions drawn from the test bank of the MGT 481 textbook which will measure student's basic knowledge associated with recognizing and resolving ethical dilemmas using accepted principles. As items are objective in nature, correct responses demonstrate sufficient depth of knowledge. The average percent of correct answers across the multiple items will be utilized as the assessment measure.</p>	<p>Through MGT 499 a non-credit class that students are enrolled in in their last semester at WIU.</p>	<p>Every semester</p>	<p>2023-2024: 63.07% 2022-2023: 72.10% 2021-2022: 59.17% 2020-2021: 54.93% 2019-2020: 64.17%</p>	<p>2023-2024 Terms used in the MGT 481 class that emphasizes ethics were different than those used in MGT 349 and MGT 350 courses. We will make sure in the MGT 349 and MGT 350 courses that terminology used in the MGT 481 course is also included. This should improve retention of knowledge. 2022-2023: exceeded expectations, may in part due to more practice. 2021-2022: We will increase collective teaching efforts on this learning goal through MGT 349, MGT 350, MGT 481, and MGT 490. MGT 349, MGT 350, and MGT 490 with additional exercises and discussions about ethical situations and provide students practice in determining what ethical implications are evident in those situations. 2020-2021 below expectations :MGT 481 is the business ethics course. In this course students look at many business ethics based cases. Additional discussion time will be devoted to these cases and emphasis will be put on what ethical implications are present in each case. 2019-2020 met expectations</p>
<p><b>LO4: Understand the fundamental ways in which an organization seeks competitive advantage.</b> This objective addresses the need to understand planning on an organization-wide basis. Management majors must be able to diagnose a company's external and internal environments with an eye toward ensuring the company's survival. Based on that diagnosis they must also be able to design a strategy that comports with the demands of stakeholders and the needs of customers.</p>	<p>60% or higher is considered acceptable. The goal would be to have higher percentages to reflect learning.</p>	<p>6 questions drawn from the test bank of MGMT textbook which will measure student's basic knowledge associated with how an organization realizes competitive advantages. As items are objective in nature, correct responses demonstrate sufficient depth of knowledge. The average percent of correct answers across the multiple items will be utilized as the assessment measure.</p>	<p>Through MGT 499 a non-credit class that students are enrolled in in their last semester at WIU.</p>	<p>Every semester</p>	<p>2023-2024: 76.48% 2022-2023: 78.33% 2021-2022: 77.67% 2020-2021: 62.85% 2019-2020: 70.83%</p>	<p>2023-2024 meeting expectations but to enhance learning: The MGT 490 simulation case looks at both external and internal business environments and more discussion will be devoted to both. MGT 349 developed an external and internal business environment written assignment. 2022-2023 met expectations 2021-2022 met expectations 2020-2021: minimally met expectations; but strengthened focus on competitive advantage with weekly events discussions and emphasis on balancing stakeholder and customer interests. 2019-2020: met expectations. added a new case study with a simulation to provide more hands on experience</p>
<p><b>LO5: Exhibit knowledge of the various ways in which jobs and activities can be organized within an organization.</b> This objective addressed the need for Management majors to be able to organize work activities at both the micro- and macro-levels. Leadership knowledge is also assessed here since organizing work requires an understanding of the capabilities of the employees one wishes to assign to various positions.</p>	<p>60% or higher is considered acceptable. The goal would be to have higher percentages to reflect learning.</p>	<p>11 questions drawn from the test bank of MGMT textbook which will measure student's basic knowledge associated with organizing jobs and activities. As items are objective in nature, correct responses demonstrate sufficient depth of knowledge. The average percent of correct answers across the multiple items will be utilized as the assessment measure.</p>	<p>Through MGT 499 a non-credit class that students are enrolled in in their last semester at WIU.</p>	<p>Every semester</p>	<p>2023-2024: 87.94% 2022-2023: 82.37% 2021-2022: 81.33% 2020-2021: 86.72% 2019-2020: 85.83%</p>	<p>2023-2024: With consistently high scores year to year we added five new questions this year and students still performed very well. This area had very high scores. 2022-2023: met expectations; will consider adding more questions next year to see if performance remains high 2021-2022 met expectations 2020-2021 consistently high scores; adding in a case study to deepen knowledge 2019-2020 met expectations</p>
Indirect Measures						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements
Identifying potential skill gaps through graduate outcomes	Reviewing graduate outcomes once a year	Using Stepping Block platform to look at WIU Management Graduates and look at the top 5 employers of Management Graduates and seeing what skills are needed in that company and how our graduates compare	Curriculum Committee Meeting in Fall Semester	Will do in Fall 2024	TBD--We have just been exposed to the Stepping Block platform and are trying to become familiar with the information it provides. So we will begin this in Fall 2024	We will compare skill sets in different courses and see what is lacking or what needs to be emphasized more
Industry Partner Feedback	Go to the All Major Career Fair Fall and Spring semesters	Talk to recruiters looking to hire management majors and ask them what skill sets they are looking for for their positions and what skills they think management majors should come out of college with	Next Curriculum Committee Meeting after each career fair	Each year	TBD--Will meet before semester is over to discuss Spring 2024 Career Fair and will meet in Fall 2024 after that career fair	2022-2023: more leadership modules embedded in classes

Internship Experiences	Review mid term and final evaluations from supervisors	within internship course data	Curriculum Committee meetings	Each year	Internship feedback continues to be very positive year after year across all metrics: knowledge, engagement, reliability.	25 internships completed with feedback from employer surveys indicating a high satisfaction rating for interns.
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Assessment Summary: BB Marketing

Competency	Performance Target	How Assessed	Where Assessed	When	Results	Impact
<b>LO1: Reflective Thinking. The student should also be able to extrapolate the firm's current situation into the future based on his/her assessment of competitive threats and new opportunities.</b>	Parity with students at peer institutions as provided by simulation results from national data. Marketplace Simulation.	A post-test methodology is utilized to assess and benchmark student knowledge with respect to the learning objectives. The assessment is administered within the context of the comprehensive marketing simulation exercise at the end of the Marketing Management Course (MKTG 497). These measures include multiple composite items related to the students' ability to assess company and competitive marketing environments and then correctly anticipate the firm's operational, market and competitive situation and its strengths and weaknesses in the near term. Items were randomly drawn from a pool of items	MKTG 497 - Capstone Marketing Management	Annually	<p>2023-2024: WIU Marketing students mean score was 45.5 for the Fall of 2023; in line with national performance (44.2)</p> <p>2022-2023: mean scores of the WIU Marketing students were 52.6 and 51.9 (44.4 national mean)</p> <p>2021-2022: mean scores of the WIU Marketing students were 65.4 and 48.5 (national 44.4)</p> <p>2020-2021: , mean scores of the WIU Marketing students were a 53.9 and 31.1 (national 44.8)</p> <p>2019-2020: the mean scores of the WIU Marketing students were 55.4 and 41.2(national 45.3)</p>	<p>Detailed information available in the annual reports. 2023-2024: met expectations</p> <p>2022-2023: met expectations; number of students small so difficult to draw conclusions.</p> <p>2021-2022: overall summary shows students performing quite well. Last year, we began using simulations earlier in MKT 327 and Mobile Marketing (411) to provide more experience and it appears to be paying off.</p> <p>2020-2021: more variation but meets expectations. COVID performance may be different as well.</p>
<b>LO2: Analytical Skills. The student should be able to use tools of marketing to understand the firm's current situation and its position relative to its competitors.</b>	Parity with students at peer institutions as provided by simulation results from national data- Marketplace Simulation.	A post-test methodology is utilized to assess and benchmark student knowledge with respect to the learning objectives. The assessment is administered within the context of the comprehensive marketing simulation exercise at the end of the Marketing Management Course (MKTG 497). These measures include multiple composite items related to the students' ability to correctly recall and use data that is only available via the use of the tools of management provided in the simulation such as market performance and market feedback reports. These are compiled as a total score across functions and were randomly drawn from a pool of items	MKTG 497 - Capstone Marketing Management	Annually	<p>2023-2024: mean score of the WIU Marketing students was 61.4 ; better (55.7)</p> <p>2022-2023: the mean scores of the WIU Marketing students were 64.2 and 51.7 (national mean 55.5)</p> <p>2021-2022: mean scores of the WIU Marketing students were a 52 and 47.7 (national 55.4)</p> <p>2020-2021: mean scores of the WIU Marketing students were a 53.3 and 49.6 (national 55.2)</p> <p>2019-2020: mean scores of the WIU Marketing students were a 46 and 50.7 (national 56.2)</p>	<p>Detailed information in annual reports:</p> <p>2023-2024: met expectations. Note: strong continuing push in utilization of marketing tools (e.g. different kinds of techniques in marketing research and marketing metrics) by marketing faculty in multiple courses through this year has helped students overall achieve desired understanding and utilization of these tools to gather and analyze information for decision making.</p> <p>2022-2023: overall in line with national performance. Determined increasing exposure to different marketing tools may help sustain performance.</p> <p>2021-2022 overall statistically no difference with national average</p> <p>2019-2020: fall cohort did not perform as well and high standard deviation in Fall 2019 has skewed the picture compared to the population. Tools marketing faculty will utilize to help students improve their analytical skills and analysis of data to resolve issues, assessing marketing research methods to have a critical understanding of strengths and weaknesses and having students evaluate threats and opportunities in service design projects.</p>

<p><b>LO3: Financial Analysis and Reporting. The student should be able to analyze historical and pro forma financial statements and profit analysis reports in a marketing context.</b></p>	<p>Parity with students at peer institutions as provided by simulation results from national data</p>	<p>A post-test methodology is utilized to assess and benchmark student knowledge with respect to the learning objectives. The assessment is administered within the context of the comprehensive marketing simulation exercise at the end of the Marketing Management Course (MKTG 497). These measures include multiple composite items related to the students' ability to perceive, comprehend, analyze and predict financial statements and reports provided within the game and were randomly drawn from a pool of items</p>	<p>MKTG 497 - Capstone Marketing Management</p>	<p>Annually</p>	<p>2023-2024: mean scores of the WIU Marketing students was 54.9 (50.3 national)  2022-2023: the mean scores of the WIU Marketing students were 56.8 and 53.3 (50.2 national)  2021-2022: mean scores of the WIU Marketing students were a 67.9 and 46 (national 49.9)  2020-2021: the mean scores of the WIU Marketing students were a 46.3 and 42.1 (national 50)  2019-2020: the mean scores of the WIU Marketing students were a 44.3 and 47.8 (national 50.9)</p>	<p>Detailed breakdown of results are contained in annual reports. 2023-2024 Continuing significant usage by marketing faculty of a variety of financial statements and calculations throughout courses including MKTG 327 (Principles of Marketing), MKTG 329 (Marketing Research), MKTG 429 (Marketing Measurement and Pricing), and MKTG 497 (Marketing Management), with the goal of improving student's abilities to read, and interpret financial statements should help keep performance up and narrow the gap among WIU students. In both MKTG 327 and MKTG 497 particular stress in being given to help students study and analyze marketing dashboards. In MKTG 429 various videos from BrightTALK (a technology media company that provides professional webinar hosting for a variety of industries) were assigned for students to view and take notes to gain knowledge and insight which were then used in analyzing case studies.</p> <p>2022-2023: parity with national performance .  2021-2022: more variation across the two semesters, but overall meeting expectations.  2019-2020: students at parity with national performance.</p>
<p><b>LO4: Integration. The student should be able to understand each independent functional area within the marketing complex, as well as the interrelated nature of the field.</b></p>	<p>Parity with students at peer institutions as provided by simulation results from national data-Marketplace Simulation.</p>	<p>A post-test methodology is utilized to assess and benchmark student knowledge with respect to the learning objectives. The assessment is administered within the context of the comprehensive marketing simulation exercise at the end of the Marketing Management Course (MKTG 497). These measure include multiple composite items related to the students' ability to integratively perceive, comprehend and predict the firm's performance in all functional areas, compiled as a total score across functions and strategic alliance levels</p>	<p>MKTG 497 - Capstone Marketing Management</p>	<p>Annually</p>	<p>2023-2024: mean scores of the WIU Marketing students was 49.7 (49.5 national)  2022-2023: mean scores of the WIU Marketing students were 54.9 and 54.8 (49.5 national)  2021-2022: mean scores of the WIU Marketing students were a 58.7 and 47 (national 49.5)  2020-2021: mean scores of the WIU Marketing students were a 44.6 and 42.7 (national 49.6)  2019-2020: mean scores of the WIU Marketing students were a 46.4 and 46.1 (national 50)</p>	<p>Detailed breakdown of results are contained in annual reports. 2023-2024: meets expectations. An ongoing concerted effort by faculty to discuss the relationships between marketing and other business functions in the Principles of Marketing (MKTG 327), Marketing Management (MKTG 497), Products and Services (MKTG 337) courses has helped to keep average performance this year at par with the population. To make sure that all students are achieving the desired learning goals and to decrease the standard deviations marketing faculty will continue to use simulations and marketing technology platforms such as Market Place Live, Stukent dashboard, Mimic Pro in MKTG 327, 411 and MKTG 497, Service Design project in MKTG 337 where students design a service by integrating all elements of marketing, case analysis assignment of international operations in MKTG 317</p> <p>2022-2023: in line with national performance  2021-2022 previous year marketing faculty emphasized relationship of marketing to other functions within MKTG 327 which continues to help students better understand interdependence of business functions.  2019-2020: at parity; faculty should continue to use simulations and platforms such as Stukent dashboard and Mimic Pro to provide more experience.</p>

<p><b>LO5: Knowledge Application. The student should be able to contextually apply marketing terms, principles, and thinking to a real world situation.</b></p>	<p>Parity with students at peer institutions as provided by simulation results from national data-Marketplace Simulation.</p>	<p>A post-test methodology is utilized to assess and benchmark student knowledge with respect to the learning objectives. The assessment is administered within the context of the comprehensive marketing simulation exercise at the end of the Marketing Management Course (MKTG 497). These measures include multiple composite items related to the students' state of knowledge (ability to recall and answer questions) about their business, market, and competition at any given point of time and were randomly drawn from a pool of items</p>	<p>MKTG 497 - Capstone Marketing Management</p>	<p>Annually</p>	<p>2023-2024: mean scores of the WIU Marketing students was 33.8 (38.3 national)  2022-2023: mean scores of the WIU Marketing students were 39.5 and 57.9 (national 39.0)  2021-2022: mean scores of the WIU Marketing students were a 53.9 and 31.1 (national 39.1)  2020-2021: mean scores of the WIU Marketing students were a 32.7 and 29.8 (national 40)  2019-2020: mean scores of the WIU Marketing students were a 40.4 and 33.9 (national 39.8)</p>	<p>Detailed breakdown of results are contained in annual reports. 2023-2024: WIU students are at par in performance compared with the population with no statistical difference. Faculty will keep on making a continuous effort in improving upon this area by broadening the utilizing of industry certifications such as Google Adwords, Google Digital Marketing and Hubspot as well as providing skills to develop applications that are used in the industry such as iBuild App. These certifications and application developments should help in bridging the gap between course related knowledge and application of it in the real world  2022-2023: at par or better than national average.  2020-2021: students' performance and learning in Fall 2020 have remained at par in skills and capabilities for a majority of the learning goals, when compared to last year as well as to students in participating institutions that also took this assessment exam. At the same time performance have dipped for most of the learning outcomes for Spring 2021 for a majority of students given the smaller standard deviations. This could be atypical considering the impact of Covid-19 on students and the learning environment and should not be a cause for concern</p>
<b>Indirect Measures</b>						
<b>Competency</b>	<b>Performance Target</b>	<b>How Assessed</b>	<b>Where Assessed</b>	<b>When</b>	<b>Results</b>	<b>Improvements</b>
<p>Internship Experiences</p>	<p>Review mid term and final evaluations from supervisors</p>	<p>within internship course data</p>	<p>Curriculum Committee meetings</p>	<p>Each year</p>	<p>2024: 1 internship for credit</p>	

Assessment Summary: BB Supply Chain Management

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Impact
<b>Learning Outcome 1 (LO 1)</b> The SCM major should be able to understand the role of supply chain management within the broader business context (General Supply Chain Management).	More than Acceptable: ≥ 90% Acceptable: 70 – 89% Not Acceptable: < 69%	Five unique items from the 30-item SCM Objective Assessment Exam administered in SCM 499 SCM Knowledge Assessment	SCM 499	Every semester	2023-2024: 91%, 91% 2022-2023: 84%, 95% 2021-2022: 89%, 93% 2020-2021: 94%, 90% 2019-2020: 93%, 86%	Elements of LO 1 are discussed in all SCM undergraduate courses as this is a broad overall measure. This serves as an overall indicator of knowledge with more detailed analysis in remaining learning objectives. Instructors are improving their courses by changing assignments and contents based on global business environmental change. Detailed breakdown of results are contained in annual reports.
<b>Learning Outcome 2 (LO 2)</b> The SCM major should be able to understand concepts and applications of how to manage warehousing and distribution processes and operations (Warehousing).	More than Acceptable: ≥ 90% Acceptable: 70 – 89% Not Acceptable: < 69%	Five unique items from the 30-item SCM Objective Assessment Exam administered in SCM 499 SCM Knowledge Assessment	SCM 499	Every semester	2023-2024: 86%, 81% 2022-2023: 72%, 95% 2021-2022: 79%, 76% 2020-2021: 87%, 86% 2019-2020: 82%, 89%	Warehousing principles are introduced and discussed in SCM 211, "Supply Chain Management," a required course, and SCM 330, "Warehouse Management," a directed elective course that not all students will have taken. Overall, student knowledge retention in this LO is acceptable. Detailed breakdown of results are contained in annual reports.
<b>Learning Outcome 3 (LO 3)</b> The SCM major should understand the concepts and applications of managing transportation processes and operations (Transportation Management).	More than Acceptable: ≥ 90% Acceptable: 70 – 89% Not Acceptable: < 69%	Five unique items from the 30-item SCM Objective Assessment Exam administered in SCM 499 SCM Knowledge Assessment	SCM 499	Every semester	2023-2024: 70%, 74% 2022-2023: 64%, 70% 2021-2022: 73%, 72% 2020-2021: 76%, 78% 2019-2020: 75%, 76%	Detailed breakdown of results are contained in annual reports. Students generally meet expectations but there are issues consistently with two questions: #13 and #15 across the years of data.  Summary of changes 2021-2024: Question 13 is related to transportation costs based on a comparison of two product scenarios. The 465G course deals with risk-related transportation issues, which is vital for the industry. For example, the transportation sector's supply chain risk trends are discussed to explore the function, risks, and strategies. Various examples of transportation risks, such as late delivery, delivery truck accidents, and damage in transit, were added during class hours. Two current events were assigned as discussion (100 points) to learn about transportation-related risks like accidents, breakdowns, late delivery, and the like. While not the primary focus of the SCM program, this particular topic has been identified by industry partners as an important part of a comprehensive SCM education. Thus, modification of cases, additional rigorous simulation components, and experiential exercises will be introduced in future semesters.  Summary of changes 2021-2024: Question 15 relates to the concept of shipper transportation strategy, a difficult higher-level concept that requires the student to apply lower-level knowledge effectively. In SCM 411, faculty changed to teach transportation concepts more effectively to address recent changes in the global business environment. Harvard simulation application (100 points) is applied to understand the importance of planning ahead through developing a simulation model. This simulation can be applied in almost every aspect of the supply chain, including transportation management. IoT and artificial intelligence (Report writing-25 points) are also included in the assignment sections to have better ideas. Evaluation of 2024-2025 data will provide overall analysis of these changes.
<b>Learning Outcome 4 (LO 4)</b> The SCM major should understand the managerial functions involved in moving products in and out of organizations in a highly complex and dynamic global setting (Global Supply Chain Management).	More than Acceptable: ≥ 90% Acceptable: 70 – 89% Not Acceptable: < 69%	six unique items from the 30-item SCM Objective Assessment Exam administered in SCM 499 SCM Knowledge Assessment	SCM 499.	Every semester	2023-2024: 86%, 91% 2022-2023: 80%, 95% 2021-2022: 88%, 88% 2020-2021: 94%, 88% 2019-2020: 87%, 86%	Detailed breakdown of results are contained in annual reports. Summary of modifications: It is observed that SCM knowledge assessment questions 16 to 21 deal with the global supply chain. Overall, students perform within an acceptable range to justify their learning on the relevant issue. Initially, students were struggling to answer tariffs-related questions. The global trade and logistics contents were modified to make the lesson better understandable. As a result, scores on individual items improved. Nevertheless, the importance of global trade and the impact of duties and tariffs remain significant learning points that will continue to be improved through curricular modifications. For example, SCM 411 is dedicated to enriching international logistics knowledge. Questions 16-21 are clearly covered in this course. Relevant faculty introduced vocabulary drills (15) and emphasized various chapters like costs, payment, trade disputes, incoterms, documentation, customs, etc. The course contents incorporate one current event, two assignments, and a simulation project. Such emphasis will provide solid foundations for assessment knowledge

<b>Learning Outcome (LO5) The SCM major should understand concepts and applications of how to manage purchasing and supply management processes and functions (Purchasing and Supply Management)</b>	More than Acceptable: ≥ 90% Acceptable: 70 – 89% Not Acceptable: < 69	Five unique items from the 30-item SCM Objective Assessment Exam administered in SCM 499 SCM Knowledge Assessment	SCM 499	Every semester	2023-2024: 82%, 79% 2022-2023: 68%, 90% 2021-2022: 82%, 85% 2020-2021: 85%, 81% 2019-2020: 77%, 85%	Detailed breakdown of results are contained in annual reports. Summary of results and modifications: While overall results associated with LO 5 exhibit a pattern of acceptable knowledge retention, students do not appear to grasp all concepts presented within the curriculum. Specifically, the concepts related to Question 26 (purchasing ethics and related sharp practices) seem to cause the most issues. Faculty teaching SCM 453 have reported incorporating greater emphasis on purchasing ethics using in-class case studies and external professional speakers as a remedy within the SCM curriculum. Faculty teaching SCM 453 continue incorporating additional in-class discussions, examples, and case studies and utilize external speakers from professional organizations, such as ISM, APICS, or other relevant sources. A case study was added to SCM 211, and included as a research topic for student papers. The 2024-2025 data should provide more indicators of potential improvement.
<b>Learning Outcome 6 (LO 6) The SCM major should understand and be able to manage inventory control processes (Inventory Control)</b>	More than Acceptable: ≥ 90% Acceptable: 70 – 89% Not Acceptable: < 69%	Four unique items from the 30-item SCM Objective Assessment Exam administered in SCM 499 SCM Knowledge Assessment	SCM 499	Every semester	2023-2024: 80%, 67% 2022-2023: 65%, 69% 2021-2022: 65%, 65% 2020-2021: 82%, 78% 2019-2020: 63%, 82%	Detailed breakdown of results are contained in annual reports. Summary of results and modifications: In questions 28 and 30, the inventory carrying cost and the economic order quantity are specifically addressed beginning in 2021. The topical areas are presented in SCM 211, SCM 453, and SCM 470. However, these concepts were also introduced in MGT 352 – Operations Management. Higher-level inventory management has always been a somewhat problematic concern in SCM 470, a relatively new elective course that has only been offered once on the WIU-QC Campus, and many students from the Macomb Campus do not take this course as part of their major course plan. SCM faculty has already reevaluated and modified the course curriculum as recommended and required. The positive change is reflected in the various topics in SCM 211, SCM 453, and SCM 470 and more recent scores.
Indirect Measures						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements
Internship Experiences	Review mid term and final evaluations from supervisors	within internship course data	Curriculum Committee meetings and discussions with SCM Advisory Board at annual meetings	Each year	2019: 40 internships 2020: 34 internships 2021: 42 internships 2022: 20 internships 2023: 24 internships 2024: 12 internships	Students completing internships in SCM participate in the same internship course as other business majors, but complete additional tasks. Employer surveys have directed questions relating to the SCM program, knowledge, and skills of interns. Over the review cycle, 172 internships were completed for course credit. Results indicate strong communication skills (93% meet/exceed expectations) strong technical skills (89% meet/exceed expectations); strong technology skills (97% meet/exceed expectations); discipline-based knowledge (92% meet/exceed expectations); interpersonal skills (98% meet/exceed expectations); professional skills (98% meet/exceed expectations)
Industry Partner Feedback	Ensure student skills are meeting industry requirements through engagements with employers at SCM Advisory Board meetings, SCM Internship Fair, and other professional interactions with employers (field trips, networking events, etc.)	Direct feedback from Advisory Board at annual meeting	Direct feedback from Advisory Board at annual meeting	Each year		2023-2024: Additional Offering of Certifications--WIU has partnered with ASCM. In the upcoming year, AY24-25, SCM will utilize the resources to (1) incorporate APICS certifications in existing courses, SCM470G Inventory Strategies may be an excellent first candidate, and (2) offer a course for employees to upskill into higher-level positions. We are considering starting with the APICS CLTD certification (Certified in Logistics, Transportation, & Distribution). New technologies implemented in some SCM courses this year, including Harvard Business and Inchainge simulations and freight market platforms (Sonar & DAT).  2020-2021 SCM Advisory Board indicated desire for increased skills in Project Management. The SCM 457G: Project Management course responded by realigning its curriculum with the CAPM certification. Industry partners reimburse students that pass the exam at the end of the course. At the start of accreditation cycle, SCM Risk was identified as an area for improvement several years ago and results in the addition of a new course: SCM 465G: Supply Chain Management Risk.
Identifying potential skill gaps through graduate outcomes -NEW	Reviewing graduate outcomes once a year	Using Stepping Block platform to look at WIU SCM Graduates performance with top employers	Curriculum Committee Meeting in Fall Semester	starting in 2024-2025 annually		

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The Assurance of Learning (assessment) process for the Master of Business Administration (MBA) degree program is administered by the Program Director in conjunction with the MBA Advisory Committee.

**CBT's MBA Advisory Committee** (Reporting Period fall 2019 through spring 2024):

Director:	Tara Feld, Ph.D.	Associate Dean
Chairperson:	Charles R. Pryor, Ph.D.	Professor of Accountancy
Members:	Hongbok Lee, Ph.D.	Professor of Finance
	George Mangalaraj, Ph.D.	Professor of Information Systems
	Gordon Rands, Ph.D.	Professor of Management
	Samit Chakravorti, Ph.D.	Associate Professor of Marketing
	Haritima Chauhan, Ph.D.	Assistant Professor of Decision Sciences
	Aastha Gupta, Ph.D.	Assistant Professor of Economics

The following are excerpts from the Strategic Plan in place for most of this accreditation cycle that directly inform curriculum and assessment activities.

**Vision:** "...foster excellence through innovative, technology-focused programs."

**Mission:** "...prepares students for professional careers and life-long learning in a globalized economy. We provide an innovative and applied education...."

**Goals from Strategic Plan Most Directly Related to Curriculum & Assessment:**

The CBT accomplishes its mission by working to achieve strategic planning goals related to teaching, research, and service. The **objective of curriculum and assessment** activities is to support the achievement of strategic planning goals by ensuring that graduates meet the following learning goals. **Graduates will possess:**

1. Intellectual curiosity and commitment to lifelong learning fostered by a strong curriculum.
2. A well-developed sense of justice, citizenship, and social responsibility.
3. An understanding of global issues, and an appreciation for diversity.
4. Leadership, teamwork, and interpersonal skills.
5. The ability to recognize, analyze, and solve conceptual and practical problems/issues.
6. Superior written, oral, and listening skills.
7. The ability to embrace technological advances important to their careers and lives.
8. A working knowledge of the traditional business disciplines.

**Summary Impact Statement: Admissions Criteria and the Impact on Assessment & Curriculum Development**

Rigorous admissions criteria for the MBA program results in an exceptional student population and near 100% graduation rates. Therefore, it should come as no surprise that student performance is normally well-above the minimum performance benchmarks set by faculty to ensure that program goals are met.

Faculty determine the knowledge and skills sought by employers. The curriculum is then designed to ensure that our graduates possess these desirable traits. MBA students are almost universally able to acquire these traits because admissions criteria result in a relatively homogenous collection of the "best and brightest" students from undergraduate programs.

However, when student performances on assessment exercises exceed benchmarks, it does not mean that performances or scores were perfect; it only means that scores were satisfactory. Consequently, despite the normally acceptable assessment results, professors strive to improve learning outcomes by making adjustments to course content, instructional materials, teaching methods, etc.... **on a perpetual basis**. In addition, the program's core content, learning goals, and assessment plan are evaluated **on an annual basis**, and a curriculum matrix mapping learning goals into the program's core curriculum is updated **on a periodic basis**.

**See Appendices for the Assessment Plan and Assessment Cycle**



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**Goal 1—Technical Knowledge (MBA Core)**

**Learning Objectives:**

1) Graduates will demonstrate knowledge from multiple business disciplines.

**Teaching Related Strategic Planning Goals:** #1, #5 & #8

Objectives	Direct Measures	Performance Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Marketing</b> Core Coverage: MKTG 576	Discipline-specific scores from the MBA Major Field Test	Avg > 50th percentile.	SP: 99 FA: 69	SP: 85 FA: 89	SP: 69	FA: 64	SP: 58 FA: 75	SP: 58
<b>Management</b> Core Coverage: MGT 590	Discipline-specific scores from the MBA Major Field Test	Avg > 50th percentile.	SP: 92 FA: 66	SP: 66 FA: 87	SP:89	FA:30	SP: 52 FA: 44	SP: 52
<b>Finance</b> Core Coverage: FIN 565	In 2022, changed from the MFT to an Exit Exam in BAT 611.	Avg >= 70% (was 50th percentile on MFT)	SP: 99 FA: 88	SP: 36 FA: 69	SP: 43	FA:87	SP: 83 FA: 89	SP: 91
<b>Accounting</b> Core Coverage: ACCT 547	In 2021, changed from the MFT to an Exit Exam in BAT 611.	Avg >= 70% (was 50th percentile on MFT)	SP: 74 FA: 80	SP: 74 FA: 69	SP: 63 FA: 84	SP: 90 FA: 84	SP: 83 FA: 87	SP: 87
<b>Economics</b> Core Coverage: ECON 538	Exit Exam in BAT 611.	Avg >= 70%	n/a	n/a	SP: n/a FA: 45	SP: 60 FA: 42	SP: 55 FA: 56	SP: 60
<b>2019 Actions Related to Goal 1: (based on data through 2018)</b>	All results were above benchmarks. A curriculum matrix was completed that shows the extent of coverage of the program’s learning goals in the program’s core.							
<b>2020 Actions Related to Goal 1: (based on data through 2019)</b>	All results were above benchmarks except in spring for finance. We studied reports from the AACSB’s accreditation review team and discussed responses.							
<b>2021 Actions Related to Goal 1: (based on data through 2020)</b>	<p><b>Pedagogical Changes: (Finance)</b> Scores in finance dropped below the benchmark for the second time in three years, which resulted in pedagogical modifications. FIN 565 professor created video lectures and made them available online, and made extensive additions/improvements to lecture notes, which are also available online. <b>(Accounting)</b> In addition, a major analytics assignment that requires the use of accounting data from Tableau dashboards for strategic decision making was added to ACCT 547.</p> <p><b>Assessment Process Changes: (Economics)</b> We added economics to the assessment plan because it is part of the core curriculum but was not previously included in the assessment plan. <b>(Accounting)</b> We determined that the accounting content on the MFT did not align well with the program’s core curriculum, so we developed a new exam to test knowledge of financial reports and their usefulness (accounting) in place of the MFT.</p>							

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	<p>We also identified and discussed the linkages between the CBT’s strategic plan, the MBA curriculum, and assessment.</p>
<p><b>2022 Actions Related to Goal 1: (based on data through 2021)</b></p>	<p><b>Assessment Process Change: (Finance)</b> After reviewing the content outline of the MFT, we discovered that the exam does not adequately equate to the contents of our core course in finance. Therefore, we adopted a new proficiency exam that better reflects the contents of FIN 565.</p> <p><b>Closing the Loop: (Finance)</b> Students did not take the MFT in fall 2021, so no data has been collected since the previous pedagogical changes.</p> <p><b>(Accounting)</b> Students exceeded expectations on the new accounting assessment exam with an average score of 84%. Of course, students met expectations when we used accounting scores from the MFT as well, but the new exam better reflects the accounting content in the program’s core curriculum. In addition, although it is not a formal part of our assessment plan, an <i>accounting</i> analytics exam was given to identify any potential program deficiency in that area. We were very pleased with the average score of 87%. <b>(Economics)</b> Despite the course being part of the MBA core for some time, we first gave the new economics assessment exam in fall 2021. Results were disappointing with an average score of just 45%. We compared results with those of MAcc students who averaged 53% on the same exam despite there being no economics requirement in the MAcc at the time the comparison was made. We will collect more data and analyze the results.</p>
<p><b>2023 Actions Related to Goal 1: (based on data through 2022)</b></p>	<p><b>Closing the Loop: (Finance)</b> Students completed the new finance assessment for the first time in 2022, and performance was well above the benchmark. We attribute this to the fact that the new exam is much better aligned with the contents of FIN 565 than the MFT is. <b>(Economics)</b> Talks with the economics professor who developed the assessment instrument revealed that the economics proficiency exam was not designed with a 70% benchmark in mind because the Committee failed to provide a target benchmark. A 50% benchmark is probably more appropriate given the rigor of the economics exam that we are using. In fact, the same exam is used for assessment in the MAcc Program where students typically average around 52%, which is comparable with the performance of MBA students.</p>
<p><b>2024 Actions Related to Goal 1: (based on data through 2023)</b></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle, the Committee is <b>reviewing the curriculum and evaluating potential modifications to the assessment plan</b> and/or assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p><b>Reminder:</b> After determining that the contents of the MFT did not adequately align with the contents of our core courses in accounting and finance, we developed our own assessment tests in those areas in 2020 and 2021 and began implementing them in 2021 and 2022. Nevertheless, we have continued to track MFT results, and it is noteworthy that <b>percentile ranks on the MFT for accounting and finance respectively were 80 and 97 in spring 2023 and 85 and 70 in the fall 2023</b>, which is back up to 2019 levels (pre-COVID). Note that these are percentile ranks among all the students taking the MBA MFT from hundreds of schools. Obviously we are very pleased with this outcome.</p> <p><b>Closing the Loop: (Connecting to Strategic Plan)</b> Beginning in 2020-2021, some of these assessment measures began to dip. We are hopeful that this was caused by temporary disruptions related to Covid. Nevertheless, overall, assessment results from this 5-year AACSB accreditation cycle indicate that the MBA curriculum has been effective in helping students to meet this program goal, which is derived from Goals #1, #5, and <i>especially</i> #8 from our strategic plan (as described on the first page of this report).</p>

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**Goal 2— Critical Thinking & Decision Tools (including Business Analytics)**

**Learning Objectives:**

- 1) Graduates will integrate knowledge from multiple disciplines to solve business problems.
- 2) Graduates will possess the critical thinking skills needed to analyze and solve business problems.
- 3) Graduates will demonstrate knowledge of some of the analytical tools commonly used when working with data to solve business problems.
- 4) Graduates will demonstrate a fundamental knowledge of corporate information systems technology.

**Teaching Related Strategic Planning Goals: #1, #5, #7 & #8**

Objectives	Direct Measures	Performance Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Strategic Integration of Knowledge</b> Core Coverage: MGT 590	Strategic integration scores from the MBA Major Field Test	Avg > 50th percentile	SP: 94 FA: 73	SP: 85 FA: 85	SP: 70	FA:38	SP: 72 FA: 72	SP: 62
<b>Critical Thinking</b> Core Coverage: Integrated	Overall scaled scores on the MBA Major Field Test	Avg > 50th percentile	SP: 92 FA: 80	SP: 66 FA: 91	SP: 90	FA: 46	SP: 64 FA: 50	SP: 58
<b>Business Analytics</b> Core Coverage: DS 533	An exam in BAT 611.	Avg >= 70%	n/a	n/a	FA: 77	SP: 81 FA: 80	SP: 80 FA: 84	SP: 85
<b>Information Technology</b> Core Coverage: IS 524	An exam in BAT 611.	Avg >= 70%	n/a	n/a	FA: 95	SP: 96 FA: 87	SP: 85 FA: 88	SP: 89
<b>2019 Actions Related to Goal 1: (based on data through 2018)</b>	Note that the analytics and technology portions of this learning goal were not part of the assessment plan in 2019.							
<b>2020 Actions Related to Goal 1: (based on data through 2019)</b>	<b>Assessment Process Changes: (Analytics &amp; IT)</b> After studying reports from the AACSB’s accreditation review team and discussing responses. We added the analytics and technology components of this program goal to our assessment plan in fall 2020 and plan to develop instruments to measure learning in these areas.							
<b>2021 Actions Related to Goal 1: (based on data through 2020)</b>	<b>Assessment Process Changes (cont.): (Analytics &amp; IT)</b> After adding this learning goal in 2020, we developed the corresponding assessment instruments in Spring 2021 and first added them to BAT 611 in fall 2021. We developed <i>several</i> assessment exams to measure knowledge in <i>numerous</i> areas within analytics, which will help us identify potential deficiencies in the curriculum that we can then target with remedial measures. We will administer an analytics exam that is closely aligned with topic coverage in <i>DS 533</i> , an analytics exam from the <i>accounting</i> area for comparison with MAcc students, and a <i>broader, business analytics</i> exam. The combination of all <i>three analytics exams</i> will be evaluated to determine whether curriculum changes are needed to further emphasize analytics.							

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	<p>We also discussed the linkages between the CBT’s strategic plan, the MBA curriculum, and assessment.</p> <p><b>Pedagogical Changes: (Analytics &amp; IT)</b> A major analytics project that requires the extensive use of data in Tableau dashboards for strategic decision making was added to ACCT 547.</p>
<p><b>2022 Actions Related to Goal 1: (based on data through 2021)</b></p>	<p><b>Closing the Loop: (Analytics &amp; IT)</b> We began assessing both analytics and IT using several different assessment exams. The primary instrument reported in the table (avg. 77%) was selected due to its close alignment with the core curriculum (<b>DS 533</b>). However, an analytics exam from <b>accounting</b> was also used, which resulted in an average score of 87%, which is the same as the average score achieved by MAcc students on the identical exam. In addition, a much <b>broader data analytics exam</b> was administered, which resulted in an average score of 61%. For comparison purposes, the same exam was given to MAcc students, who averaged only 53%. Overall, results indicate that graduates are adequately prepared to solve problems using analytics tools. In other words, it is not obvious from preliminary data that curriculum changes are needed to provide additional emphasis on analytics. Lastly, we first assessed IT skills in fall 2021, and students exceeded the performance benchmark.</p>
<p><b>2023 Actions Related to Goal 1: (based on data through 2022)</b></p>	<p><b>Closing the Loop: (Analytics &amp; IT)</b> We continued to assess student’s ability to use decision tools from analytics using multiple instruments. Average scores on the primary quiz, which is reported in the table above, was 81% in the spring. In addition, average scores on the analytics exam from <b>accounting</b> was 86%. A much <b>broader data analytics exam</b> was also administered, which resulted in an average score of 60%. For comparison purposes, the same exam was given to MAcc students, who averaged only 53%. Overall, results indicate that graduates are adequately prepared to solve problems using analytics tools. In other words, it is not obvious from preliminary data that curriculum changes are needed to provide additional emphasis on analytics. Although analytics scores in the table slightly improved after the additional Tableau project was added to ACCT 547, it seems unlikely that the improvement is attributable to this pedagogical change.</p> <p>Students also continued to exceed the performance benchmark for IT Skills.</p> <p><b>Curriculum Change:</b> After a months-long, vigorous debate over how to strengthen the presence of business analytics in the MBA Program, the Committee unanimously voted to take an integrated approach by modifying course contents. A subcommittee was formed which studied the issue and recommended changes to IS 524 and DS 533. The recommendation was adopted and we are preparing for implementation.</p>
<p><b>2024 Actions Related to Goal 1: (based on data through 2023)</b></p>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle, the Committee is <b>reviewing the curriculum and evaluating potential modifications to the assessment plan</b> and/or assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p><b>Closing the Loop: (Connecting to Strategic Plan)</b> Beginning in 2021-2022, in order to strengthen the link between Goal #7 (technology) from the strategic plan and assessment, we expanded the assessments associated with this program goal to explicitly include business analytics and information systems technology. Assessment results from this 5-year AACSB accreditation cycle indicate that the MBA curriculum has been effective in helping students to meet this program goal, which is derived from Goals #1, #8, and <u>especially</u> Goals #5 and #7 from our strategic plan (as described on the first page of this report).</p>

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**Goal 3—Professionalism (*Communication, Collaboration, Diversity & Ethics*)**

**Learning Objectives:**

- 1) Graduates will possess the communication skills needed to function effectively in a business setting.
- 2) Graduates will work effectively in team settings.
- 3) Graduates will identify issues that can arise when conducting business internationally and be prepared to interact in a diverse, multicultural business environment.
- 4) Graduates will recognize ethical dilemmas in business contexts.
- 5) Graduates will demonstrate a propensity for ethical reasoning in a business setting.

**Teaching Related Strategic Planning Goals: #2, #3, #4 & #6**

Objectives	Direct Measures	Performance Benchmarks	Results					
			2019	2020	2021	2022	2023	2024
<b>Communication Skills</b> Core Coverage: Integrated	Writing assignment in BAT 611. (sentence, paragraph, document levels)	At least 80% of graduates will score 80% or better.	100% scored 80 or better	n/a	SP: 82% FA: 57%	FA: 44%	n/a	n/a:
<b>Collaboration/Teamwork</b> Core Coverage: Integrated	Peer-evaluation survey in BAT 611. <i>Changed instruments in 2021.</i>	Avg >= 3.5 (5pt scale).	100%	100%	SP: 100% FA: 3.76	SP: 3.53 FA: 4.20	SP: 3.09 FA: 3.86	SP: 3.50
<b>Identify Global/Diversity Issues</b> Core Coverage: Integrated	Writing assignment in BAT 611.	At least 80% of graduates will score 80% or better.	n/a	n/a	SP: n/a FA: 81%	FA: 82%	n/a	n/a
<b>Identify Ethical Dilemmas</b> Core Coverage: Integrated	Reidenbach and Robin ethics assessment instrument (see appendix).	Average scores greater than or equal to 3 (5-point scale) for ethically neutral scenarios.	3.99	3.82	SP: 3.84 FA: 3.96	SP: 3.29 FA: 3.11	SP: 3.01 FA: 3.17	SP: 3.14
<b>Ethical Reasoning</b> Core Coverage: Integrated	Reidenbach and Robin ethics assessment instrument (see appendix).	Average scores less than 3 (5-point scale) for ethically questionable	1.52	2.11	SP: 1.77 FA: 1.93	SP: 2.51 FA: 2.44	SP: 2.92 FA: 2.59	SP: 2.91

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		behavioral scenarios.						
<b>2019 Actions Related to Goal 1:</b> <i>(based on data through 2018)</i>	<p>All results were acceptable. Nevertheless, some pedagogical modifications were made in hopes of improvement.</p> <p><b>Pedagogical Changes: (Communication)</b> ECON 538 added a virtual presentation, allowing students to choose the technology of delivery (teleconference, video, narrated Powerpoint, etc.). <b>(Diversity)</b> ACCT 547 increased coverage of International Financial Reporting Standards (IFRS) and began developing new content on how differences in reporting jurisdictions across countries can impact the quality of financial reports.</p> <p><b>Closing the Loop: (Ethics)</b> After many years of exceptional results using a case to assess ethical reasoning, we adopted a new survey tool for this purpose in the fall of 2018. Results the first year were consistent using the new instrument. Students met all expectations. We will continue to monitor results. In addition, the Committee discussed the mapping of <b>(Teamwork)</b> into the curriculum matrix of the MBA program as well as the potential benefit of building a how-to guide for working in teams, including virtually, and making it accessible for all the professors in the Program.</p>							
<b>2020 Actions Related to Goal 1:</b> <i>(based on data through 2019)</i>	<p>We studied reports from the AACSB’s accreditation review team and discussed responses.</p> <p><b>Closing the Loop: (Ethics)</b> Students continue to be able to identify and properly evaluate ethical dilemmas using the new assessment tool adopted in fall 2018. No usable data related to the pedagogical changes made in 2019 was collected in 2020 due to poorly understood instructions on writing assignments. The instructions will be revised for next year.</p>							
<b>2021 Actions Related to Goal 1:</b> <i>(based on data through 2020)</i>	<p>We discussed the linkages between the CBT’s strategic plan, the MBA curriculum, and assessment.</p> <p><b>Assessment Process Changes: (Teamwork)</b> We adopted a new peer-valuation survey for the teamwork objective and moved the assessment from ACCT 547 to BAT 611 to try and capture information about the aggregate of all collaborative experiences in the program. <b>(Communication)</b> We adopted a revised writing assignment for assessment purposes in fall 2021, and continued to evaluate writing at the sentence, paragraph, and document levels. We then combine those scores into one aggregate score. <b>(Diversity)</b> We adopted a newly revised essay assignment in fall 2021 to assess graduates’ appreciation of diversity issues that might be faced in a multicultural setting.</p> <p><b>Pedagogical Changes: (Teamwork)</b> ECON 538 began using shared folders to enhance student-accountability in collaborative work.</p>							
<b>2022 Actions Related to Goal 1:</b> <i>(based on data through 2021)</i>	<p><b>Closing the Loop: (Teamwork)</b> The new teamwork assessment tool showed in fall 2021 that students are meeting performance expectations for collaboration. <b>(Communication)</b> Only 57% of students met expectations in written communication skills. Results were 62%, 43%, and 67% for writing at the sentence, paragraph, and document levels, respectively. These results are very disappointing and inconsistent with prior years. One possible explanation is that we eliminated the GMAT requirement for admission during COVID for these graduates.</p> <p><b>(Diversity)</b> 81% of students met expectations in their ability to identify and understand issues of diversity. We will continue to monitor all these results for persistence in the case of teamwork and diversity and improvement in the case of communication skills.</p>							
<b>2023 Actions Related to Goal 1:</b> <i>(based on data through 2022)</i>	<p>Students continued to meet expectations in ethical reasoning.</p> <p><b>Closing the Loop: (Teamwork)</b> The new teamwork assessment tool adopted in 2021 showed that students continued to meet performance expectations for collaboration in both the spring and fall of 2022. <b>(Communication)</b> Only 44% of students met expectations in written communication skills. Results were 41%, 55%, and 36% for writing at the sentence, paragraph, and document levels, respectively. Like last year, these results are very disappointing and <i>inconsistent with prior years</i>. One possible explanation is that we admitted a less qualified cohort of students because of eliminating the GMAT requirement for admission during COVID. If so, these students will just about have matriculated out of the program. Another possible explanation is that students do not take the essay seriously because it does not impact grades. We do not believe the decline in writing scores is attributable to the modifications made to the essay assignment in 2021 as those changes only clarified the essay’s subject matter. Therefore, the Committee discussed modifying the assessment procedure.</p> <p><b>Assessment Process Changes: (Communication)</b> In hopes of having the writing assessment taken more seriously by students, the Committee voted unanimously to move the assessment to MGT 590. We believe that having grades impacted by assessment outcomes will improve the reliability of our assessment data. <b>(Diversity)</b> After years of consistently positive assessment results, the Committee voted to seek validation of those results by moving the “Global Issues” assessment to the MBA capstone, MGT 590. <b><i>We may be unable to implement these changes until the new assessment cycle begins</i></b></p>							

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	<i>in fall 2024.</i>
<b>2024 Actions Related to Goal 1: (based on data through 2023)</b>	<p>Because the 2023-2024 academic year is the last data collection year of our AACSB accreditation cycle, the Committee is <b>reviewing the curriculum and evaluating potential modifications to the assessment plan</b> and/or assessment instruments to be used in the new, 5-year, accreditation cycle that begins in fall 2024.</p> <p>Although benchmarks were met in spring of 2023, scores on ethical reasoning declined in the last two years to levels that are only marginally acceptable. <b>Closing the Loop:(Connecting to Strategic Plan)</b> During this 5-year AACSB accreditation cycle, some of these assessment measures began to decline. We are hopeful that this was caused by temporary disruptions related to Covid, but we also think that there may be a problem with the writing instruments used in a <u>zero-credit</u> course. Therefore, we decided to embed some of these assessments in courses where the effort applied will impact students' grades. Nevertheless, overall, assessment results from this 5-year AACSB accreditation cycle indicate that the MBA curriculum has been effective in helping students to meet this program goal, which is derived from Goals #2, #3, #4, and #6 from our strategic plan (as described on the first page of this report).</p>

## Appendix A: Assessment Plan (Master of Business Administration)

### Program Goal 1—Technical Knowledge (*MBA Core*)

#### Learning Objectives:

- 1) Graduates will demonstrate knowledge from multiple business disciplines.

#### Direct Measures:

- 1) Discipline-specific scores from the MBA Major Field Test (MFT) as well as exit exams in BAT 611 are used to assess graduates' knowledge of multiple business disciplines.

#### Benchmarks:

- 1) Average scores exceeding the 50th percentile in the areas of marketing, management, finance, and accounting on the MFT and average scores of at least 60% in the area of economics on the exit exam given in BAT 611.

### Program Goal 2— Critical Thinking & Decision Tools (*including Business Analytics*)

#### Learning Objectives:

- 1) Graduates will integrate knowledge from multiple disciplines to solve business problems.
- 2) Graduates will possess the critical thinking skills needed to analyze and solve business problems.
- 3) Graduates will demonstrate knowledge of some of the analytical tools commonly used when working with data to solve business problems.
- 4) Graduates will demonstrate a fundamental knowledge of corporate information systems technology.

#### Direct Measures:

- 1) Scores for strategic integration from the MFT are used to assess graduates' ability to simultaneously integrate knowledge from multiple business disciplines to solve problems.
- 2) Overall scaled scores from the MFT are used to assess critical thinking ability.

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- 3) An exam in BAT 611 is used to test knowledge of basic methods of data analysis useful for solving business problems.
- 4) An exam in BAT 611 is used to test knowledge of important information technology.

**Benchmarks:**

- 1) Average scores exceeding the 50th percentile for strategic integration.
- 2) Overall scaled scores exceeding the 50th percentile.
- 3) Average score of at least 70% on the business analytics exam.
- 4) Average score of at least 70% on the information technology exam.

**Program Goal 3—Professionalism (*Communication, Collaboration, Diversity & Ethics*)**

**Learning Objectives:**

- 1) Graduates will possess the communication skills needed to function effectively in a business setting.
- 2) Graduates will work effectively in team settings.
- 3) Graduates will identify issues that can arise when conducting business internationally and be prepared to interact in a diverse, multicultural environment.
- 4) Graduates will recognize ethical dilemmas in business contexts.
- 5) Graduates will demonstrate a propensity for ethical reasoning in a business setting.

**Direct Measures:**

- 1) A writing assignment is used to evaluate communication skills.
- 2) A peer-evaluation survey is used to evaluate the ability to work in teams.
- 3) A writing assignment is used to assess the ability to identify diversity issues that might arise in a multicultural setting.
- 4) The Reidenbach and Robin ethics assessment instrument is used to assess the ability to identify ethical dilemmas in business contexts.
- 5) The Reidenbach and Robin ethics assessment instrument is used to assess ethical propensity and ethical reasoning ability in business contexts.

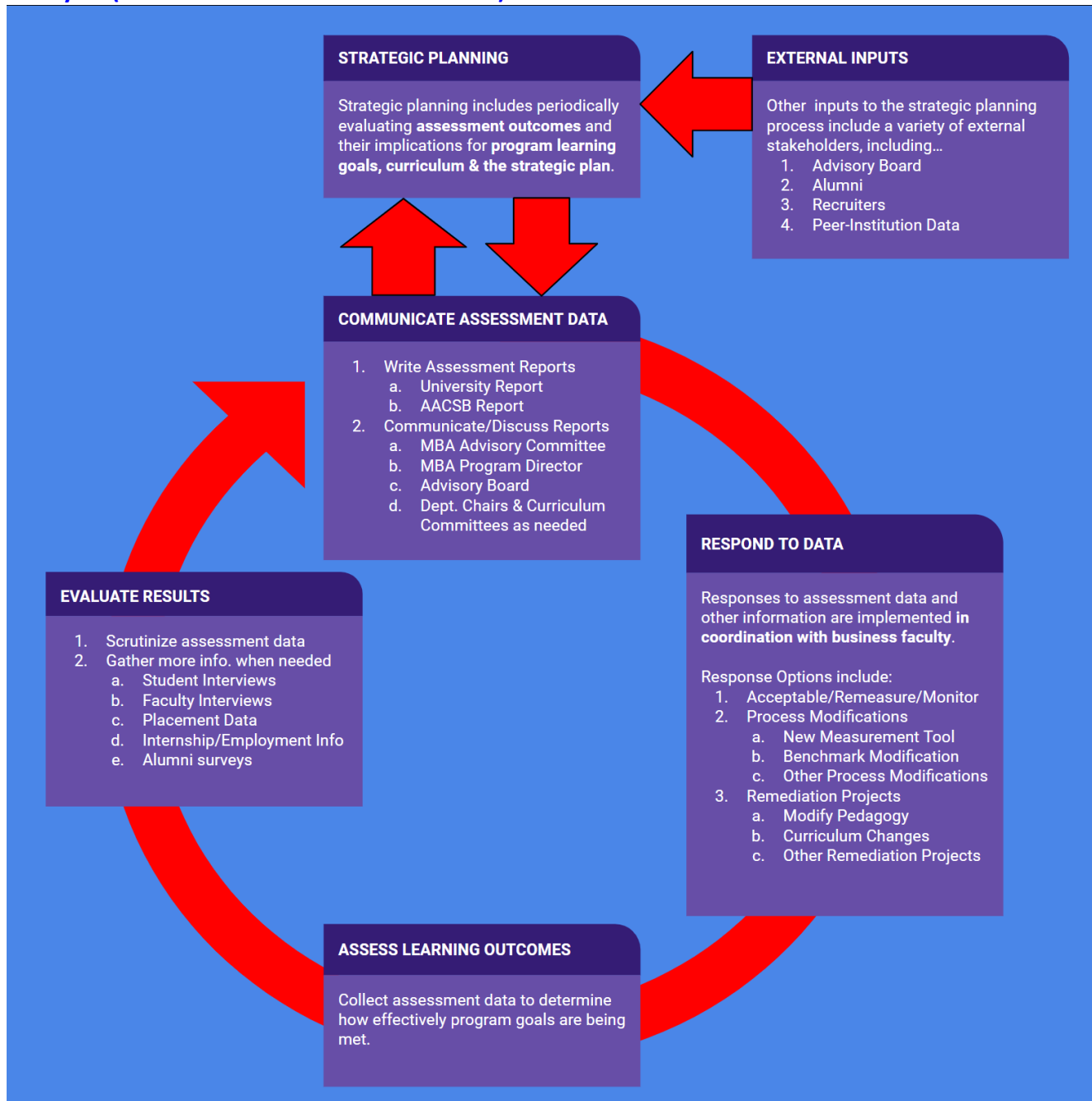
**Benchmarks:**

- 1) At least 80% of graduates will meet expectations at all levels.
- 2) An average score of 3.5 or higher (5-point scale).
- 3) At least 80% of graduates will meet expectations.
- 4) Average scores greater than or equal to 3 (5-point scale) for ethically neutral scenarios.
- 5) Average scores less than 3 (5-point scale) for ethically questionable behavioral scenarios.



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APPENDIX B: Assessment Cycle (Master of Business Administration)



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### **Appendix C: Description of MBA Major Fields Test**

The Major Field Test for Master of Business Administration (MFT-MBA) contains 124 multiple-choice questions, half of which are based on short **case-study scenarios**.

Most of the questions require knowledge of specific information drawn from **four content areas: marketing, management, finance and managerial accounting**.

**Some questions require strategic integration skills — the ability to integrate knowledge of two or more content areas.**

The test also includes questions that focus on: international business, information technology, the legal and regulatory environment, business ethics and social responsibility, quantitative analysis, and managerial economics.

**A unique feature of MFT-MBA design is the capability of measuring critical thinking ability** — that is, the test assesses the ability to:

- analyze and interpret data
- apply concepts and ideas
- analyze theories and relationships deductively and inductively

The **overall scaled score measures critical thinking and reasoning** within the domain of a standard MBA curriculum."

### **Appendix D: Reidenbach and Robin Ethics Scale**

Reidenbach and Robin (1990) developed a multi-dimensional ethics scale showing substantial reliability and validity for evaluating perceptions of the ethical content of varied business activities. The items in the scale represent a set of widely applied ethical evaluation criteria that have been validated in the literature many times since first being published in the Journal of Business Ethics.

## RISK ANALYSIS

College of Business and Technology  
Western Illinois University  
October 13/2024 (rev.)

Risk Description	Likelihood of Risk Occurrence	Operational Impact if Risk Occurred	Severity Based on Impact and Likelihood	Mitigating action(s)	Responsible Parties
HS demographic cliff in 2025 leads to a decline in enrollment	Very High-≥ 1 in 2	Very High	100%	<ul style="list-style-type: none"> <li>• Increase recruitment efforts targeting international students and non-traditional demographics.</li> <li>• Expand online and hybrid course offerings to attract working professionals.</li> <li>• Strengthen partnerships with community colleges for smoother transfer pathways.</li> <li>• Develop marketing campaigns to highlight unique CBT programs.</li> </ul>	CBT Leadership, Undergraduate Admission, University Leadership, University Marketing
Discontinuity of leadership in upper administration at the institution specific to Vice President levels and above including all members of the President's Cabinet and the President.	Very High-≥ 1 in 2	Very High	100%	<ul style="list-style-type: none"> <li>• Engage faculty and staff in leadership transition committees to maintain continuity.</li> <li>• Implement mentorship programs for developing future leaders from within the university.</li> <li>• Improve communication between administration and faculty to mitigate uncertainty.</li> </ul>	University Leadership, WIU Governance, University Policy
Inadequate faculty count due to layoff, retirement, and attrition negatively affects curriculum delivery and instruction quality	Very High-≥ 1 in 2	Very High	100%	<ul style="list-style-type: none"> <li>• Secure additional funding for faculty recruitment and retention.</li> <li>• Advocate for competitive salary adjustments to attract high-quality faculty.</li> <li>• Develop adjunct faculty pools for areas with urgent needs.</li> <li>• Reassign existing faculty to manage critical course offerings temporarily.</li> <li>• Cross-train faculty to teach courses outside their specialization in case of staff shortages.</li> <li>• Prioritize core courses and essential curricula in scheduling.</li> <li>• Explore online course-sharing agreements with other institutions to ensure curriculum continuity.</li> <li>• Discontinue undeliverable programs and retrench to core programs.</li> <li>• Revise curriculum at programmatic level.</li> </ul>	CBT Leadership, University Leadership
Decreased staff support increases faculty workload	Very High-≥ 1 in 2	Very High	100%	<ul style="list-style-type: none"> <li>• Hire part-time or student assistants to support faculty administrative tasks.</li> <li>• Automate routine tasks through improved administrative software.</li> <li>• Advocate for increasing staff positions in critical areas.</li> <li>• Reevaluate workload distribution and prioritize high-impact activities.</li> <li>• Structural realignment in conjunction, if necessary.</li> </ul>	CBT Leadership, University Leadership, CBT Faculty
Emerging technology creates operational shifts in education environment	Very High-≥ 1 in 2	Very High	100%	<ul style="list-style-type: none"> <li>• Monitor and adopt new educational technologies.</li> <li>• Provide ongoing training to faculty on new teaching technologies and methods.</li> <li>• Establish partnerships with tech companies to pilot new tools and platforms.</li> <li>• Regularly review and update the CBT's technology strategy to remain competitive.</li> </ul>	CBT Faculty, CBT Leadership, uTech, Development/Foundation
Decreased Operational Funding	Very High-≥ 1 in 2	Very High	100%	<ul style="list-style-type: none"> <li>• Increase efforts to secure external funding through grants, donors, and corporate partnerships.</li> <li>• Implement cost-saving measures across non-essential areas while protecting academic quality.</li> <li>• Prioritize funding for critical academic and student support functions.</li> <li>• Advocate for strategic investments in high-demand and high-return programs.</li> </ul>	CBT Faculty, University Leadership, CBT Leadership, University Policy, Development/Foundation
Aging technology infrastructure decreases currency of educational experience	High-1 in 2	Very High	80%	<ul style="list-style-type: none"> <li>• Prioritize budget allocations for upgrading technology and equipment.</li> <li>• Seek donor funding and grants specifically for technology enhancements.</li> <li>• Implement a technology replacement plan with scheduled upgrades every 3-5 years.</li> <li>• Partner with tech companies for discounted or donated equipment.</li> </ul>	Development/Foundation, CBT Leadership, uTech
Increased competition in QC marketplace	High-1 in 2	High	64%	<ul style="list-style-type: none"> <li>• Differentiate CBT programs by focusing on niche areas of business education.</li> <li>• Increase outreach efforts to local businesses and community organizations.</li> <li>• Expand internships and co-op opportunities with local industry leaders.</li> </ul>	CBT Faculty, CBT Leadership, University Marketing
Private digital certificate programs draw away graduate students	Medium-1 in 5	Very High	60%	<ul style="list-style-type: none"> <li>• Develop competitive certificate programs within CBT that offer flexibility and relevance.</li> <li>• Offer dual degree or certificate options alongside traditional graduate programs.</li> </ul>	CBT Faculty, Graduate School, CBT Leadership, University Leadership
Quality of digital courses decline relative to other similar accredited Business schools	Medium-1 in 5	Very High	60%	<ul style="list-style-type: none"> <li>• Invest in faculty development programs focused on effective online teaching.</li> <li>• Regularly update digital course content to match competitor offerings.</li> <li>• Collaborate with top online education providers to improve practices.</li> <li>• PR efforts to educate potential students on WIU/CBT hybrid effectiveness.</li> </ul>	University Leadership, Development/Foundation, University Marketing, CBT Leadership
Combination of Community College 4 year cost reduction and digital certificates impacts undergraduate enrollment	Medium-1 in 5	Very High	60%	<ul style="list-style-type: none"> <li>• Enhance dual enrollment programs with community colleges to retain student pathways.</li> <li>• Develop accelerated degree programs to attract students seeking cost-effective education.</li> <li>• Expand articulation agreements with community colleges for seamless transfers.</li> <li>• Offer micro-credentialing within degree programs to compete with certificate offerings.</li> </ul>	Undergraduate Admission, CBT Leadership, CBT Faculty, University Marketing
Changing regulations on allowable course formats for student Visa requirements	Medium-1 in 5	Very High	60%	<ul style="list-style-type: none"> <li>• Work closely with the International Office to stay updated on regulatory changes.</li> <li>• Ensure course formats comply with Visa requirements for international students.</li> <li>• Develop contingency plans for affected students to transition into compliant courses.</li> <li>• Advocate for flexible regulations at the institutional and state levels.</li> </ul>	Graduate School, University Leadership, CBT Leadership
Students' preference for Livestream/ asynchronous over in-class instruction	Very High-≥ 1 in 2	Medium	60%	<ul style="list-style-type: none"> <li>• Enhance the quality of Livestream and asynchronous offerings with better technology.</li> <li>• Train faculty in best practices for online instruction to improve engagement.</li> <li>• Offer incentives for students to participate in live, in-person discussions.</li> <li>• Integrate in-person components into otherwise asynchronous courses for engagement.</li> </ul>	CBT Faculty, University Leadership, uTech, University Policy, CBT Leadership

Risk Description	Likelihood of Risk Occurrence	Operational Impact if Risk Occurred	Severity Based on Impact and Likelihood	Mitigating action(s)	Responsible Parties
Declining HIS preparedness of students affects learning quality	High-1 in 2	Medium	48%	<ul style="list-style-type: none"> <li>• Offer pre-college summer programs focused on skills development.</li> <li>• Strengthen academic support services like tutoring and mentoring.</li> <li>• Collaborate with local high schools to align curricula with college expectations.</li> <li>• Introduce remedial courses or boot camps in critical subjects like math and writing.</li> </ul>	Undergraduate Admission, CAGAS, CBT Faculty, University Leadership
Students increasingly expect high degree of flexibility in course offering with attendance & engagement implications	Medium-1 in 5	High	48%	<ul style="list-style-type: none"> <li>• Expand hybrid and online learning options for greater flexibility.</li> <li>• Implement asynchronous modules in traditionally face-to-face courses.</li> <li>• Use data analytics to determine high-demand course formats and adjust offerings.</li> <li>• Foster engagement in flexible learning through innovative online platforms.</li> </ul>	CBT Leadership, University Policy, CBT Faculty
Below market salaries plus WIU and Macomb/QC desirability make it increasingly difficult to recruit adequate number of high-quality Unit A faculty	Medium-1 in 5	High	48%	<ul style="list-style-type: none"> <li>• Increase emphasis on non-monetary benefits (e.g., flexible work arrangements, professional development).</li> <li>• Strengthen faculty recruitment efforts through partnerships with industry and alumni networks.</li> <li>• Explore donor or grant funding for supplemental faculty compensation.</li> <li>• Enhance community engagement initiatives to improve regional desirability.</li> </ul>	University Leadership, CBT Leadership, Development/Foundation
CBT offerings cease to be seen as relevant in addressing changing business needs and challenges by prospective students and recruiters	Medium-1 in 5	High	48%	<ul style="list-style-type: none"> <li>• Engage industry advisory boards to provide insights on evolving business trends and curriculum relevance.</li> <li>• Regularly update the curriculum to align with emerging business and technology trends.</li> <li>• Increase collaboration with corporate partners to offer experiential learning opportunities.</li> <li>• Develop micro-credentials and certifications in high-demand fields.</li> </ul>	CBT Faculty, CBT Leadership
Declining student concern for professionalism (in writing, meeting deadlines, oral communication, critical thinking, problem solving, academic integrity, etc.) decreases quality of learning & lowers WIU/CBT reputation	High-1 in 2	Medium	48%	<ul style="list-style-type: none"> <li>• Implement professionalism workshops and integrate soft skills training into existing courses.</li> <li>• Establish a mentorship program pairing students with faculty and industry professionals.</li> <li>• Incorporate stricter academic integrity policies and standards into the curriculum.</li> <li>• Provide additional resources for writing and communication skill development.</li> </ul>	CBT Faculty, CBT Advising, Undergraduate Admission
Increased number of students with disabilities require additional faculty time	High-1 in 2	Medium	48%	Increased training for faculty in disability related software resources, etc.	
A new disease pandemic requires results in operational disruption.	Low-1 in 10	Very High	40%	<ul style="list-style-type: none"> <li>• Prepare contingency plans for a rapid shift to fully remote instruction, including faculty training.</li> <li>• Strengthen online infrastructure and resources to ensure a smooth transition.</li> <li>• Develop a communication strategy to keep students and faculty informed during the transition.</li> <li>• Enhance mental health and student support services during lockdown.</li> </ul>	CBT Faculty, University Leadership, CBT Leadership
Inadequate IT for low income students	Medium-1 in 5	Medium	36%	<ul style="list-style-type: none"> <li>• Provide loaner laptops and internet subsidies for low-income students.</li> <li>• Partner with technology companies to offer discounts on devices and services.</li> <li>• Expand on-campus computer lab availability and resources.</li> <li>• Offer technical support services specifically for remote learners.</li> </ul>	uTech, Development/Foundation
Risk of expanded global conflicts increases US military student deployment	Medium-1 in 5	Medium	36%	<ul style="list-style-type: none"> <li>• Create a flexible attendance policy and remote learning options for deployed military students.</li> <li>• Partner with military organizations to offer credit recovery programs upon return.</li> <li>• Ensure support services (e.g., academic advising, counseling) are available for military students.</li> <li>• Develop contingency plans to address sudden drops in student enrollment due to deployment.</li> </ul>	CBT Faculty, University Leadership, CBT Leadership, University Policy
Campus grounds and facilities decline in attractiveness and decrease new student enrollment	Medium-1 in 5	Medium	36%	<ul style="list-style-type: none"> <li>• Prioritize maintenance and small-scale improvement projects to enhance visual appeal.</li> <li>• Engage donors and alumni in funding campus beautification projects.</li> <li>• Collaborate with local government to improve surrounding areas and infrastructure.</li> <li>• Promote student volunteer programs focused on campus cleanliness and upkeep.</li> </ul>	University Leadership, University Policy
Increased costs of housing and dining lead to enrollment declines	Low-1 in 10	High	32%	<ul style="list-style-type: none"> <li>• Collaborate with local housing providers to offer affordable options.</li> <li>• Expand scholarship programs to cover living expenses.</li> <li>• Promote off-campus and online learning options for students with cost concerns.</li> <li>• Improve campus dining value through partnerships with local businesses.</li> </ul>	University Leadership, Undergraduate Admission
Failure of Learning Mgt. System	Medium-1 in 5	Low	24%	<ul style="list-style-type: none"> <li>• Establish a backup LMS platform or a disaster recovery plan for immediate use.</li> <li>• Conduct regular system testing and updates to prevent unexpected failures.</li> <li>• Provide faculty with training on alternative platforms and offline instruction methods.</li> <li>• Develop communication channels to quickly inform students and faculty of technical issues. 9/25/2024 - Utech mitigated impact as redundancy in systems allowed for continuity during disruptions.</li> </ul>	uTech
Declining student enrollment due to high textbook costs	Very Low-1 in 100	High	16%	<ul style="list-style-type: none"> <li>• Encourage faculty to adopt Open Educational Resources (OER).</li> <li>• Negotiate with publishers for discounted or bulk textbook pricing.</li> <li>• Consider scholarship fund to assist students with textbook purchases.</li> </ul>	University Policy, CBT Faculty, University Leadership
Govt. policy restrictions lead to reduction in graduate business international student enrollments <sup>1</sup>	Medium-1 in 5	Very Low	12%	<ul style="list-style-type: none"> <li>• Expand recruitment efforts in countries with fewer restrictions.</li> <li>• Develop hybrid or fully online program options tailored to international students.</li> <li>• Collaborate with visa specialists and immigration advisors to assist international students.</li> <li>• Explore partnerships with international universities for dual-degree or exchange programs.</li> </ul>	Graduate School

Risk Description	Likelihood of Risk Occurrence	Operational Impact if Risk Occurred	Severity Based on Impact and Likelihood	Mitigating action(s)	Responsible Parties
Significant reduction in 2022-2023 freshman enrollment due to lingering effects of COVID-19	Very Low-1 in 100	Low	8%	Mitigated, but replaced with newer risk concerns.	Undergraduate Admission, University Marketing, CBT Faculty

**BABIN, J. JOBU**

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2017  
Economics/ Managerial Economics  
Game Theory, Behavioral Economics, Applied Microeconomics

**STATUS AND FACULTY QUALIFICATION**

**Participating / Scholarly Academics (SA)**

2.2.1. Increase the CBT relevancy to regional constituents as an innovative 'education solutions partner'.	Spring 2024: Served as Pitch Judge for the City of Macomb Small Business Association Awards. Advised and evaluated nine local business plans and help award \$25000 in seed grants supporting the local economy.
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Summer 2024: Hosted a two-day workshop for regional PhD students interested in primary data collection and journal article preparation on WIU campus. This event was part of ongoing activities of the Behavioral Economics and Organization Research Group (BEORG) – a set of like-minded scholars I founded in 2023, dedicated to producing high-quality research and bringing students into the research environment.
University/College/Unit Committees	Graduate Advisor, MS-Quantitative Economics program
University/College/Unit Committees	AFED Departmental Personnel Committee, 2023-24
Faculty Governance	Council on Admission, Graduation, and Academic Standards (CAGAS)
University/College/Unit Committees	University Judicial Board

Note: Departed July 2024

**EDUCATION**

**Initial Academic Preparation**

2017 Doctorate of Philosophy, University of Memphis: Economics

**Other Relevant Education**

- 2023 Master of Sciences, University of Iowa: Analytics
- 2016 Post Baccalaureate Certificate, University of Memphis: Cognitive Sciences
- 2015 Master of Arts, University of Memphis: Economics
- 2013 Baccalaureate in Business Administration, University of Memphis: Business Economics

**SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

**Peer Reviewed Scholarly & Grants**

Babin, JJ, Chauhan, H. "Revisiting Erat and Gneezy's White Lies Paradigm" (2024). *Journal of Economic Psychology*, Vol. 102. (cat: basic; tier: aspirational).

- Babin JJ, Chauhan, HS, and Kistler, SL (2024). "When Pretty Hurts: Beauty Premia and Penalties in eSports Contracts." *Journal of Economic Behavior and Organization*, Vol. 217, pp. 726-741. (cat: basic; tier: aspirational).
- Babin JJ and Hussey AJ (2023). "Gender Penalties and Solidarity – Teaching Evaluation Differentials in and out of STEM" *Economics Letters*. Vol. 226. (cat: basic; tier: aspirational).
- Babin JJ, and Chauhan, HS (2023). "Show No Quarter: Combating Plausible Lies with Ex Ante Honesty Oaths" *Journal of the Economic Science Association*. Vol. 9, 66-76. (cat: basic; tier: aspirational).
- Babin JJ, and Chauhan, HS (2023). "Are There Benefits to Initiating Communication in Laboratory Trust Games?" *Frontiers in Behavioral Economics*. Vol. 2(2). (cat: basic; tier: aspirational).
- Babin JJ, Chauhan, HS, and Liu, F (2022). "You Can't Hide Your Lying Eyes: Honesty Oaths and Misrepresentation" *Journal of Behavioral and Experimental Economics*. Vol. 98. (cat: basic; tier: aspirational)
- Babin, JJ, Foray, MP, and Hussey, AJ (2022). "Gender-based Disparities in Loneliness under Shelter in Place Orders." *Applied Economics Letters*. Vol. 29(12). (cat: basic; tier: aspirational)
- Babin JJ, Foray, MP, and Hussey AJ (2021). "Shelter in Place Orders, Loneliness, and Cooperative Bargaining Behavior." *Economics and Human Biology*, Vol. 43(1), pp. 23-45. (cat: basic; tier: aspirational)
- Guarin, G, and Babin JJ. (2021). Collaboration and Gender Focality in Stag Hunt Bargaining. *Games*, 12(2), pp. 39-47. (cat: basic; tier: aspirational)
- Babin JJ, Hussey, AJ, Nikolsko-Rzhevskyy, A, and Taylor, DA. (2020). Beauty Premiums Among Academics. *Economics of Education Review*, Vol. 78(3). (cat: basic; tier: aspirational)
- Babin JJ, Feld, TN, Harriger-Lin, J, and Kayla Mitchell. (2021). The Best of Both Worlds? A Controlled Comparison of Hybrid and Online Economics Student Outcomes. *Journal of Education in Business*. 97:1, pp. 43-53. (cat: basic; tier: aspirational)
- Babin, JJ, Harriger-Lin, J., and Melkumian, A. (2021). Does Economic Inequality Impact Fan Arrests in NFL Stadia? *Journal of Economic Insight*, Vol 47(2). (cat: basic; tier: basic)
- Babin JJ (2020). Linguistic Signaling, Emojis, and Skin Tone in Trust Games. *PLoS ONE* 15(6): e0233277. (cat: basic; tier: aspirational)
- Babin JJ, Ghimire S, and Menaka Samarasinghe. (2020). "Has the Introduction of Euro Promoted Trade Performance of Eurozone? Synthetic Control Evidence from a Natural Experiment." *Academy of Economics and Finance Journal*, Vol. 11(1), pp. 1-10. (cat: basic; tier: basic)
- Babin, JJ. (2019). Detecting Group Gender Stereotypes: Opinion-Mining vs. Incentivized Coordination, *Journal of Economic Insight*, Vol. 45(1), pp. 21-42. (cat: basic; tier: basic)

#### **Other Intellectual Contributions**

- Midwest Economics Association Conference, "Text Analysis of Subjects' Perceptions of One-shot Trust Games," (w/ Haritima Chauhan & J. Braxton Gately), Spring 2024 (cat: basic)
- Federal Reserve Bank of New York, "Chatbot or Humanaut? How AI Advice Impacts Behavior in One-shot Social Dilemmas" (w/ Haritima Chauhan), Fall 2023 (cat: basic)
- Economic Science Association North American Meetings, "Chatbot or Humanaut? How AI Advice Impacts Behavior in One-shot Social Dilemmas (w/ Haritima Chauhan), 2023 (cat: basic)

- Illinois Economic Association, "Chatbot or Humanaut? How AI Advice Impacts Behavior in One-shot Social Dilemmas" (w/ Haritima Chauhan), 2023 (cat: basic)
- Illinois Economic Association, "SETEs in STEM: Gender Disparities and Solidarity" (w/ Andrew Hussey), DePaul University, Fall 2022, (cat: basic)
- University of Trento, "Chatbot or Humanaut? How AI Advice Impacts Behavior in One-shot Social Dilemmas (w/ Haritima Chauhan), Summer 2023, (cat: basic)
- Illinois Economic Association, "SETEs in STEM: Gender Disparities and Solidarity" (w/ Andrew Hussey), DePaul University, Fall 2022, (cat: basic)
- Norms, Organizations, and Behavioral Economics Conference (NOBEC), University of Pennsylvania, "Does the Network Centrality of Sentiment Influence Markets?" (w/ Haritima Chauhan), Fall 2022 (cat: basic)
- Missouri Valley Economics Association Conference, "Does the Network Centrality of Sentiment Influence Markets?" (w/ Haritima Chauhan), Fall 2022, (cat: basic)
- Johns Hopkins Univ. - London School of Economics Conference Behavioral Economics Experiments & Insights on Covid-19, "Shelter in Place Orders, Loneliness, and Cooperative Bargaining Behavior." Spring 2021 (cat: basic)
- Midwest Economics Association Conference, "Gender-based Disparities in Loneliness under Shelter in Place Orders," Spring 2021 (cat: basic)
- Missouri Valley Economics Association Conference, "You Can't Hide Your Lying Eyes: Honesty Oaths and Misrepresentation," Fall 2020, Session Organizer (cat: basic)
- Economic Science Association North American Meetings, "Cheating for Charity: When Misreporting the Value of Labor Benefits a Just Cause," Fall 2020 (cat: basic)
- Midwest Economics Association, "Cheating for Charity: When Misreporting the Value of Labor Benefits a Just Cause." Spring 2020, Evanston, IL (cat: basic)
- Northern Illinois University, "You Can't Hide Your Lyin' Eyes: Honesty Oaths and Misrepresentation," 2019 (cat: basic)
- Southern Economic Association North American Meeting, "Changing Frames in Ultimatum Bargaining with Earned Endowments," Ft. Lauderdale, FL, 2019 (cat: basic)
- Midwest Economics Association Conference, "Does Economic Inequality Impact Fan Arrests in NFL Stadia?" 2019, St. Louis, MO (cat: basic)

#### **Other Professional Engagement Activities**

Special Editor, *Frontiers in Behavioral Economics*, 2023; *Labour Economics*, 2022

Editor, *Business and Decision-making Letters* (formerly *Journal of Contemporary Business Issues*), 2022-24

Assistant Editor, *Journal of Economic Insight*, 2021-present

Referee service: *Games and Economics Behavior*; *Journal of Economic Behavior and Organization*; *Labour Economics*; *Economics and Human Biology*; *Journal of Economic Insight*; *PLoS One*; *Journal of Neuroscience, Psychology, and Economics*; *Sustainability*; *Frontiers in Psychology*; *Sage Open Psychology*; *Applied Science*; *Games*.

Participant, U.S. Bureau of Labor Statistics (BLS) Data Users' Conference, Fed Reserve Bank Chicago, 2019



Adjunct Graduate Faculty status, Fogelman College of Business and Economics, The University of Memphis, May 2018-2023

Data Analytics and Business Intelligence advisory member, Fed Ex Corporate HQ, 2018-2023

Member: American Economic Association, American Statistical Association, American Psychological Association, Economic Science Association, INFORMS, Missouri Valley Economics Association, Midwest Economic Association, Illinois Economic Association

## IMPACT STATEMENT

I am a behavioral microeconomist interested in experimental and quantitative methods, insights from cognitive science, and data analytics. I hold the Cecil P. McDonough Endowed Professorship and serve as an Associate Professor of Economics at Western Illinois University. In my research, I seek to understand the determinants of pro-social choice, why people lie or misreport on the job, motivated/distorted beliefs, and the role of norms, stereotypes, and discrimination in economic decision-making. These intellectual pursuits have manifested into a robust research output, in which my preferred methodology is the experiment. Accordingly, I have successfully taken an experimental mindset into the classroom and the community to encourage students and professional decision-makers to embrace a “social and scientific” approach to everyday decision-making. My impact over the period of review is founded on three pillars: technology, engagement, and service.

Teaching economics and business with an experimental mindset can involve games (in either electronic or manual format), market simulations, or mini-surveys. I have embraced technology in the classroom, and all of my students learn to use Google forms to collect data and present their original works. In many classes, I use an app, Moblab, which allows students to participate in real-time market simulation and economic games on their mobile devices. The framework enables us to test the theory with an empirical analysis of class-generated data. I am about to complete another degree program, an MS-Data Analytics at the University of Iowa. This decision was driven by the desire to master new technical skills and ultimately bring them into my research and classroom. I was an early adopter of the live-streamed classroom (well before COVID) and continue to record lectures and host synchronous group problem-solving sessions on Zoom – essentially, flipping the classroom.

The use of teleconferencing is also an example of how I encourage student engagement. Doing so emulates the remote group project practice common in the contemporary business environment. I believe in a student lifecycle engagement approach that adds incremental value-added to a student’s academic experience while making learning fun. In my roles as Graduate Advisor and Seminar Coordinator (teaching DS/ECON602), I have brought in a mix of academics, industry professionals, and alums to interact with students in a workshop environment, teaching them research, software, and data collection skills valuable to employers. These tools include markup with LaTeX, coding in Python, using text analytics, exploiting Amazon’s MTurk platform for data collection, and designing experiments. In my MBA core class, I work hard to find ways for online students to work together and build their network (an advantage on-campus students traditionally have). Recently, I have helped these students embrace AI (ChaptGPT4) as a data-driven tool to prepare them for the job market. As a researcher, I have worked with over a dozen advanced students on thesis projects or refining independent research -- publishing in peer reviewed journals with several. I have been fortunate to work with intellectually curious students that are more able to master course material, better prepared to utilize it on the job market, and are poised to be active members of our alumni network. I feel that my contributions to our students’ nearly flawless placement record are my most significant accomplishment thus far -- our students get good jobs!

Service to students and the community continues to be a personal driver. As EDS Undergraduate Curriculum Committee chair and a member of the Graduate Committee, I have used my classroom experiences to guide the sustained success of our Economics and MBA programs and have made notable contributions to the BB Business Analytics. I recently put considerable effort into my role as chair of several AFED faculty search committees. This search resulted in the hiring of three talented, innovative that will bring some excitement to the classroom and define the departmental culture going forward. I embrace opportunities to work in the community, developing interventions to improve social welfare. I have lectured professionals and community leaders on the merits of simple, behavioral “nudges,” such as changing the default options on charitable giving websites and on machine learning applications relevant to their businesses.

As I venture forth in my career as an academic, I aim to continue this approach, maintain impact on my academic field of specialization, provide a superior classroom experience to students, and become more networked with the Macomb business community in Macomb. Doing so will foster lasting relationships that allow for more efficient and equitable market outcomes.

**BOGENSCHNEIDER, BRET**

Associate Professor, 9-mo/acad yr: joined WIU in 2022

Accounting, Finance, Economics & Decision Sciences

Taxation, Law

**STATUS AND FACULTY QUALIFICATION**

**Participating / Scholarly Academics (SA)**

<p>4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.</p>	<p>My avenue of societal impact is largely through the traditional definition of “impact” - which is academic research that is used by scholars, governments and policymakers to develop tax or other policy. The measurement of societal impact through research has various methodologies, but and here is developed by counting of scholarly and academic citations. The total number of citations to my research exceeds 1,200. Note that citation count per Google is approximately 700 as of September 2024, which does not include any legal citations per the Westlaw legal database which is also approximately 500, Scholastica international citation count which is approximately 400, plus other tax and international citations which are not included elsewhere which are approximately 250.</p>
<p>1.1.1. Foster a supportive learning environment throughout the students’ academic lifecycle critical to retention and graduation.</p>	<p>Through the development and delivery of tax and ethics courses, including ACCT 477, Ethics and Professional Regulation, and the standard tax courses, ACCT 460 and ACCT 470, I have also trained students toward the CPA exam. The ACCT 471, Enrolled Agent Certification, course has also trained students toward the Enrolled Agent designation with the Internal Revenue Service. Also, by student participation in the VITA tax clinic, real tax compliance experience has been delivered to students. This training has enabled students to overcome barriers to upward social mobility, aligning with CBT's mission of creating a more equitable and prosperous future for all. In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.</p>
<p>1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.</p>	<p>QC VITA program</p>
<p>1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.</p>	<p>QC VITA program</p>
<p>University/College/Unit Committees</p>	<p>Undergraduate and Graduate Accounting Curriculum and Assessment Committee</p>
<p>University/College/Unit Committees</p>	<p>WIU Quad Cities Faculty Council</p>

**EDUCATION**

**Initial Academic Preparation**

2016	Doctorate of Philosophy, Vienna University of Economics & Business, International Business Taxation
2003	Juris Doctorate, University of Pennsylvania, Law

### Other Relevant Education

2003	LLM in Tax Laws, Temple Law School
2000	B.A. Economics, Knox College
2000	B.A. Philosophy, Knox College

### Professional Licenses/Certifications

2022	Enrolled Agent, Internal Revenue Service
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### Professional Qualifying Experience

2017–2018	Tax M&A Director, Clariant Corporation (contract)
2007–2012	Senior Tax Attorney, Kimberly Clark Corporation
2006–2007	Ernst & Young, Tax Senior
2003–2005	Alston & Bird, Tax Attorney

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

Bogenschneider, B., Robot Taxation: The Scrapping of Automated Checkout Machines, *Journal of Accounting & Taxation* 2024 (peer reviewed, basic)

Bogenschneider, B., Are Handguns a Matter of Privacy? 54:4 *St. Mary's Law Journal* 937 (2023). (peer reviewed; basic)

Bogenschneider, K., Day, E., Bogenschneider, B., When Policymakers are Asked: Why and How Polarization Varies Across States, 76:2 *Political Research Quarterly* (2022) (peer reviewed, basic)

Bogenschneider, B. & Mironko, A., eBay Frauds: Specific Illustrations and Analysis, 34:1 *Loyola Consumer Law Review* (2022) (peer reviewed, basic)

Bogenschneider, B., Epistemology in Heterodox Economics, 25:2 *SMU J. of Law and Technology* 127 (2022) (peer reviewed, basic)

Bogenschneider, B., Empirical Evidence on Robot Taxation: Literature Review and Technical Analysis, 11:1 *American University Business Law Review* 1 (2022) (peer reviewed, basic)

Bogenschneider, K. & Bogenschneider, B., Empirical Evidence from State Legislators: How, When, and Who Uses Research in Policymaking, 26:4 *Psychology, Public Policy & Law* 413 (2021) (peer reviewed, basic)

Bogenschneider, K., Day, E., Bogenschneider, B., A Window into Youth and Family Policy: State Policymaker Views on Polarization and Research Utilization, 76:7 *American Psychologist* 1143 (2021) (peer reviewed, basic).

Bogenschneider, B., Will Robots Agree to Pay Taxes? Further Tax Implications of Advanced AI, 22 *North Carolina Journal of Law & Technology* 1 (2021) (peer reviewed, basic)

Bogenschneider, B., The Shopkeepers Morality in the Age of Automation, 40 *Quinnipiac Law Review* 29 (2021) (peer reviewed, basic)

Bogenschneider, B., Tax Ethics & Legal Indeterminacy, 4:1 *Business, Entr. & Tax Law Review* 1 (2020) (peer reviewed, basic)

Bogenschneider, B., How Accurate are Probabilistic Odds Claims in Criminal Trials? 89 *Mississippi Law Journal* 147 (2020) (peer reviewed, basic)

Bogenschneider, B., Non-Cooperative Compliance in the Corporate Tax Audit, 48:3 *Capital University Law Review* 351 (2020) (peer reviewed, basic).

Bogenschneider, B., Is the Design of the Tax System a Causal Factor for Obesity? 3:22 *Quinnipiac Health Law Review* 323 (2019) (peer reviewed, basic)

Abbott, R. & Bogenschneider, B., Should Robots Pay Taxes? Tax Policy in the Age of Automation 12 *Harvard Law & Policy Review* 145 (Abbott) (2017) Republished in Chinese language, 18:2 *Economic Law Review* 239 (2019) (peer reviewed, basic)

### **Other Intellectual Contributions**

#### **Research Monographs**

Bogenschneider, B., *How America was Tricked on Tax Policy: Secrets and Undisclosed Practices*, Anthem Press (2020) 175 pages, 75,000 words. Book Reviews: (1) M. Pankiv, *Revenue Law Journal* (Feb. 2022); (2) A. Mironko, 19 *Seattle J. Soc. Just.* 799 (2021). (basic, peer reviewed)

#### **Presentations at Academic or Professional Meetings**

Seattle University School of Law, Symposium, March 2021, Tax Policy and COVID19.

#### **Publications in Trade Journals**

Bogenschneider, B., & Walker, B., A Revised ETR Measure for Capital Re-Investment by Profitable Firms, 37:2 *Journal of Taxation of Investments*. 33 (2020). (pedagogical, peer reviewed)

#### **Published Cases with Instructional Materials**

Bogenschneider, B. & Lu., L. Anatomy of an eBay Fraud, *International Journal of Ethics and Systems*. (applied, peer reviewed)

#### **External Grants**

VITA External Grant \$10,000 Grupo Mexicano

#### **Other Professional Engagement Activities**

(2019 -2022) PROTAX Europe, European Union Level – Advisory Board Member

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), my avenue of societal impact is largely through the traditional definition of “impact” - which is academic research that is used by scholars, governments and policymakers to develop tax or other policy. The measurement of societal impact through research has various methodologies, but here is developed by counting of scholarly and academic citations. The total number of citations to my research exceeds 1,200. Note that citation count per Google is approximately 700 as of September 2024, which does not include any legal citations per the Westlaw legal database which is also approximately 500, Scholastica international citation count which is approximately 400, plus other tax and international citations which are not included elsewhere which are approximately 250.

Through the development and delivery of tax and ethics courses, including ACCT 477, Ethics and Professional Regulation, and the standard tax courses, ACCT 460 and ACCT 470, I have also trained students toward the CPA exam. The ACCT 471, Enrolled Agent Certification, course has also trained students toward the Enrolled Agent designation with the Internal Revenue Service. Also, by student participation in the VITA tax clinic, real tax compliance experience has been delivered to students. This training has enabled students to overcome barriers to upward social mobility, aligning with CBT's mission of creating a more equitable and prosperous future for all. In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

## BRENNAN, MARY

Assistant Professor, 9-mo/acad yr, joined WIU in 2004

Finance, Centennial Honor College

Financial Management, Financial Institutions Markets and Money,

Commercial Bank Management, Seminar in Banking, Wealth Management

### STATUS AND FACULTY QUALIFICATION

#### Participating / Instructional Practitioner (IP)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Encourages active engagement between students and industry experts through involvement in the Real Estate and Appraisal Learning Summit, Finance Forward, and classroom guest speakers.
4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.	Director of the Kiva Lending Team – students have made 120 loans in 45 countries and all 15 sectors in developing and under-developed countries yielding benefits for the larger international community.
University/College/Unit Committees	Member of the Undergraduate Finance Curriculum and Assessment Committee
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Internship Coordinator for all students across the eight business undergraduate majors as well as four graduate programs.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Encourages active engagement between students and industry experts through involvement in Finance Forward focusing on financial literacy and planning.

### EDUCATION

#### Initial Academic Preparation

1998 Master of Business Administration, Western Illinois University

#### Other Relevant Education

1980 Bachelor of Business, Finance, Western Illinois University

#### Professional Qualifying Experience

2006-2008 ING Financial Products, Financial Services Representative  
 2003 UnionTrust Financial Services, Financial Advisor  
 1998-2003 UnionBank/West, Vice President and Senior Loan Officer, Director of Marketing  
 1980-1985 Illinois Department of Financial and Professional Regulation, Bank Examiner

## **SUSTAINED PROFESSIONAL ENGAGEMENT**

(2023-2024) Internship Coordinator for all students across the eight business undergraduate majors as well as four graduate programs. Includes interaction with intern supervisors and coordination of intern evaluations originated from corporate partners.

(2019-2024) Director of the WIU Kiva Lending Team. The Kiva Lending Team has made 120 loans to developing and under-developed countries. We have made an impact on borrowers in 45 countries and 15 sectors. We are in the 96th percentile of all Kiva lenders, making 750% more loans than the average Kiva lender, yet our default rate is only 1.39%, .43% less than the average Kiva lender. By participating in the Kiva Lending Team, students gain valuable insight to managing a portfolio using financial terms while helping under-privileged all around the world become financially independent \$25 dollars at a time.

(2019-2022) Provided consulting services for over 110 hours to a community bank, focusing on the regulatory change in how banks account for credit losses known as CECL (Current Expected Credit Loss), directly aligned with new regulatory developments taught in Commercial Banking, Financial Institutions and the Seminar in Banking.

(2023-2024) Worked 40 hours with a small investment group on requirements to open a community bank, including the choice of charter, capital requirements, benefits of organizing as an S-Corp, private stock issue and other regulatory hurdles, directly aligned with current events taught in Commercial Banking, Financial Institutions and the Seminar in Banking.

### **Other Professional Engagement Activities**

(2019- 2024) Professional engagements with high level business executives and organizational leaders revolved around the WIU Finance Club for twenty years. Eight to ten presentations and/or workshops took place every year. Examples of topics are Residential Real Estate Lending and Compliance, The Future of Real Estate Brokers, Asset Allocation for the Young Adult, Bank Examinations with the Office of the Comptroller of the Currency, Investing in a Down Market, Commercial Insurance Products, Using a Business Degree and MBA to Run a Small Business, Bitcoin and How to Trade Crypto Currencies, Credit Analysis and Sample Loan Analysis, Future of Trust Departments, and Commercial Loan and Ratio Analysis. In addition to being up to date and informative, in some instances, students were chosen for job interviews and employment.

(2019-2020) Active participation in Discover Western events representing the finance discipline interacting with prospective students and their families.

(2019) Participated in professional events organized for a group of 25 students, businessmen and faculty, including a seminar given by the Senior Economist at the Federal Reserve Bank of Chicago, a presentation on options trading and the history of trading that included a seat on the exchange floor during active trading, and a mock rating analysis by Standard and Poor Global for a bank issue.

## **IMPACT STATEMENT**

Significant activities revolve around the Finance Club and specializing my classes. I have been a faculty advisor since 2004 and this position gives me the opportunity to interact with students on a personal, professional and academic level. The Finance Club provides opportunities for students to hear about real life job experiences in the various fields from experts in that field. The club recruits finance professional to speak about job opportunities and the skills needed to be successful in various financial positions. The speaker shares what a career in finance encounters and looks at the path to career advancement. Human resource professionals provide advice on career counseling, resume writing, interview techniques, networking, and representation on social media.

A trip to the financial district of Chicago, Illinois took place in 2019. Students heard from top executives in various organizations. The Senior Economist at the Federal Reserve Bank of Chicago gave a synopsis of the economy and top issues facing the Fed. The Chicago Board Options Exchange introduced students to option trading and allowed students to witness live out-cry trading firsthand on the trading floor. Various financial companies and/or alumni are recruited to round out the day. Standard and Poor Global hosted the Finance Club and after a very informative talk about careers with their firm, they hosted a mock approval process for a municipal bond. These opportunities gave students the ability to network with upper level professionals in the field and a fantastic experience outside of the textbook and lecture.

Many corporations place an emphasis on philanthropic activities and a university setting is a great place to introduce students to various ways to give back. In addition to Big Pink Volleyball for Breast Cancer and Stuff the Bus activities, the Finance Club is most proud of their micro finance lending through Kiva. The Finance Club has made 110 loans to developing and under-developed countries through Kiva. Students have made an impact on borrowers in 45 countries and all 15 sectors. Recently they decided to lend to students needing to fund their college education. Students gain valuable insight to managing a portfolio using financial terms while helping under-privileged all around the world become financially independent \$25 dollars at a time. Through these activities the students gain knowledge, experience and interaction that is not available in their texts. One student recently discussed Kiva lending at an interview at a bank and after being hired, was asked to implement the Kiva Micro Lending program on behalf of that bank.

The Commercial Banking class covers commercial bank management that would also apply to thrifts and credit unions. To enhance the textbook and lecture experience, a bank analysis based on regulatory performance guidelines is individually assigned to synthesize the knowledge gained in theory from the lectures. Students choose an individual commercial bank and assume the role of a bank examiner to produce an analysis of a commercial bank's performance. This analysis requires students to individually evaluate the profitability and assess the risks taken by an actual bank in today's economy. The assignment requires the student to integrate the classroom material with dynamic performance figures from the FDIC database. Students examine their bank relative to the CAMELS ratings used by regulators. To enhance their ability to write about finance, students are required to write a paper on their analysis of the bank. Students often mention that the Bank Analysis is their most impressive project and several students have taken their reports with them on bank interviews. These reports show prospective employers the level of their understanding of bank performance.

The Seminar in Banking is the second upper-level course offered and gives students an opportunity to study current events in banking in a research and discussion type atmosphere. While required modules on important basic topics are studied, the Wall Street Journal and other banking periodicals are used to introduce the hot topics in banking during that semester. Basic knowledge on the balance sheet and income statement is discussed. Current topics are presented and related to their effect on the balance sheet and income statement, and regulators and stakeholders. Risk/reward analysis is discussed at every step. We then correlate the information that is in the WSJ and available on the regulatory websites with knowledge gained from other courses as we tie it all together. Students are required to present throughout the course. This gives them the opportunity to practice speaking publicly about the field of finance and to intuitively learn the advanced concepts. The goal is to have them be positioned to engage in an intelligent conversation with professionals about areas that are current and important to the field. Guest speakers and field trips are also used to convey knowledge about the banking and finance field.

## **BYRD, SEAN**

Instructor, 9-mo/acad yr, joined WIU in 2022

Management and Marketing

Supply Chain Management

### **STATUS AND FACULTY QUALIFICATION**

**Supporting / Instructional Practitioner (IP)**

### **EDUCATION**

#### **Initial Academic Preparation**

2016 Masters of Business Administration, Western Illinois University

#### **Other Relevant Education**

2013 Bachelor of Business, Western Illinois University

2011 Associate of Arts, Holmes Community College

#### **Professional Licenses/Certifications**

2017 Project Management Professional, Certified through Project Management Institute

#### **Professional Qualifying Experience**

2014-Present John Deere World Wide Parts Services

### **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

#### **Other Intellectual Contributions**

#### **Other Professional Engagement Activities**

#### **Continuing Professional Education Activities:**

### **IMPACT STATEMENT**



## CHAKRAVORTI, SAMIT

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2006  
Marketing

### STATUS AND FACULTY QUALIFICATION

#### Participating/Scholarly Academics (SA)

3.1.1. Support and engage university-wide recruiting and admissions activities.	Regular and multiple attendance at "discover western" and other recruitment events where the faculty member engages with potential students and their families over several hours at different venues in the university campus
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	The faculty member uses micro credentials offered by industry leading player in the marketing, sales and customer relationship arena (Hubspot, Inc.) to provide students the experience of learning from interactive contents that reflect industry and discipline based best practices, the experience of developing skills by completing hands on exercises, and the experience of their performance being evaluated by industry professionals.
University/College/Unit Committees	Marketing Curriculum Committee, School of Management and Marketing
University/College/Unit Committees	College of Business and Technology Online Best Practices Committee
University/College/Unit Committees	MBA Advisory Committee
University/College/Unit Committees	School of Management and Marketing School Personnel Committee
University/College/Unit Committees	Marketing Program Assessment Coordinator

### EDUCATION

#### Initial Academic Preparation

2006 Doctorate of Philosophy, Florida International University: Business Administration: Marketing

#### Other Relevant Education

2000 Master of Business Administration, Binghamton University

1993 Bachelor's in science, Banaras Hindu University, India: Chemistry

#### Professional Licenses/Certifications

2019-2021: Hubspot Content Marketing Certification

2019-2021: Hubspot Email Marketing Certification

2024-2026: Hubspot Inbound Marketing Certification

#### Professional Qualifying Experience

1996-1999 Pidilite Industries, Mumbai, India

1995-1996 Hardcastle and Waud Manufacturing Co, Mumbai India

1994-1995 Glaxo India Ltd. Qualigens Fine Chemicals

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Peer Reviewed Scholarly & Grants**

Chakravorti, Samit (2023). "Conceptualizing Flow for Content Marketing Effectiveness" *Journal of Marketing Development and Competitiveness*. Vol. 17, No. 4, 83-95. (basic: peer)

Chakravorti, Samit (2020). "Marketing the Lifestyle of Wine: Role of an Industry Publication" *Journal of Business and Behavioral Science*. Vol. 32, No. 2, 53-72 (applied: peer).

Chakravorti, Samit (2019). "Market Orientation and Country Markets: A Search for its Globalness and role in Competitive Advantage of Firms" *Marketing Management Journal*. Vol.29, No. 2 (Fall) (basic: peer)

### **Other Intellectual Contributions**

Chakravorti, Samit (2023). *Customer Relationship Management: A Global Approach*, Sage Publications Inc (basic: editor).

Chakravorti, Samit (2024). An Enquiry into the Experience Economy of Street Food: Content Analysis of Academic Research. In *Proceedings of the Academic Conference of the International Association of Applied Business Research (IAABR)*. Pages 21-30. (applied: peer)

Chakravorti, Samit (2023). Enhancing Flow through Digital Content Marketing: A Review Based Framework Development. In *Proceedings of Annual Conference of the Association of Marketing Theory and Practice (AMTP)* (basic: peer)

Chakravorti, Samit (2021). Wine Consumer Culture Positioning: Case of the Global Success of Yellow Tail and Casillero Del Diablo. In *Proceedings of Annual Conference of the Association of Marketing Theory and Practice (AMTP)* (applied: peer)

Chakravorti, Samit (2019). Positioning and Branding of Wine: Role of Wines Spectator Magazine. In *Proceedings of Annual Conference of the Academy of Marketing Annual Conference*, London, England, 2<sup>nd</sup>-4<sup>th</sup> July. (applied: peer)

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered on bridging the gap between academic theory and practical application, equipping students with the skills and knowledge necessary to thrive in today's dynamic job market.

Through the development and delivery of career-readiness courses, I have emphasized experiential learning by integrating micro-credentials, simulations, and real-world projects into the curriculum. This approach ensures that students gain an understanding of theoretical underpinnings of business phenomena, acquire hands-on experience, and develop critical decision-making capabilities, making them competitive candidates for productive employment upon graduation.

My continuing and diverse set of applied and basic peer reviewed scholarly activities within the field of marketing and international business has allowed me to keep the curriculum up to date and to bring in new and evolving marketing concepts and phenomena into my classes, equipping students with industry desired knowledge and skills facilitating career and societal growth.

Moreover, my involvement with local businesses for class projects has allowed me to create mutual benefits for businesses and students by ensuring that our students develop customer orientation and are well-versed in understanding business problems and applying valuable class knowledge to solving these problems. This alignment with industry needs directly contributes to students' readiness for decent work relevant to their area of learning

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

**CHAUHAN, HARITIMA**

Associate Professor, 9-mo/acad yr, Tenured; joined WIU in 2018

Economics/ Decision Science

Textual Analytics, Deep Learning, Forecasting, Applied Economics, Behavioral Economics

**STATUS AND FACULTY QUALIFICATION**

**Participating / Scholarly Academics (SA)**

<p>1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.</p>	<p>Fall 2023/Spring 2024: Implemented a class-level attendance tracking and reporting mechanism for various student organizations and events across business disciplines. This facilitated faculty to incorporate relevant sessions into the course and monitor attendance. This resulted in a 129% semester-over-semester increase in student participation in the Analytics and Economics Student Association</p>
<p>1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.</p>	<p>Spring 2024: Engaged in two Master’s thesis committees with graduate students, fostering collaboration with faculty members and enhancing data collection and research skills.</p>
<p>1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.</p>	<p>Fall 2023/Spring 2024: As faculty advisor for the Finance Club and the Analytics and Economics Student Association, organized more than 14 events, including industry speaker sessions, research presentations, and career development workshops, providing students with valuable insights to enhance their academic and professional growth</p>
<p>1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.</p>	<p>Fall 2023/Spring 2024: As part of the coursework for classes like Econometrics, Big Data, and Contextual Business Analytics, integrated industry-recognized certifications from platforms such as AWS, Databricks, Dataiku, and Data Camp, ensuring practical, hands-on experience aligned with current industry standards and tools.</p>
<p>2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.</p>	<p>Fall 2023/Spring 2024: Incorporated innovative business and technology concepts into the courses step by step implementing analytics and data science use cases focusing on key problems in prediction and forecasting to provide students with practical insights.</p>
<p>2.2.1. Increase the CBT relevancy to regional constituents as an innovative ‘education solutions partner’.</p>	<p>Fall 2023/Spring 2024: Ensured positive, targeted media communications for AFED’s engagement activities (under CBT) with the student organizations I advised. Organized sessions featuring industry-relevant speakers and St. Louis Fed events.</p>
<p>4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.</p>	<p>Presented and participated in Analytics and Economics Day events; invited presenter at the Data Analytics Workshop Hosted by the DCEO Broadband READY team at WIU. These outreach efforts focused on spreading data analytics and economics awareness to high school students and regional professionals, respectively.</p>
<p>2.1.3. Increase faculty participation in professional engagement.</p>	<p>Over 700 hours of professional consulting experience in the fields of decision science, economics, and analytics</p>
<p>3.1.1. Support and engage university-wide recruiting and admissions activities.</p>	<p>Supported multiple recruitment initiatives at University and College levels, including FBLA, Discover Western, University Marketing events, and career fairs.</p>

## EDUCATION

### Initial Academic Preparation

2018 Doctorate of Philosophy, Northern Illinois University: Economics (Specialization Econometrics and Financial Economics)

### Other Relevant Education

2012 Master of Arts, Northern Illinois University: Economics  
2005 Master in Business Administration, IBS India: Finance

### Professional Qualifying Experience

2019–Present Mentor and Project Advisor, Soothsayer Analytics, Michigan

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

Babin, J.J., Chauhan, H.S., Kistler, S. (2024). “When Pretty Hurts: Beauty Premia and Penalties in eSports Contracts.” *Journal of Economic Behavior & Organization*, 217, 726-741. (basic: peer)

Babin, J.J., Chauhan, H.S. (2024). “Revisiting Erat and Gneezy’s White Lies Paradigm.” *Journal of Economic Psychology*, 102(C). (basic: peer)

Babin, J.J., Chauhan, H.S. (2023). “Show No Quarter: Combating Plausible Lies with Ex Ante Honesty Oaths.” *Journal of Economic Science Association*, 9, 66–76. (basic: peer)

Babin, J.J., Chauhan, H.S. (2023). “Initiating Free-flow Communication in Trust Games.” *Frontiers of Behavioral Economics: Behavioral Microfoundations*, 2. (basic: peer)

Babin, J.J., Chauhan, H.S., Liu, F. (2022). “You can’t hide your lying eyes: Honesty oaths and misrepresentation.” *Journal of Behavioral and Experimental Economics*, 98, 101880. (basic: peer)

### Other Intellectual Contributions

Presentations at Academic or Professional Meetings

Chauhan, H.S. (2023, March). Chatbot or Humanaut? How the Source of Advice Impacts Behavior in Oneshot Social Dilemmas. Paper presented at the *Midwest Economic Association Annual Meeting*, Chicago, IL.

Chauhan, H.S. (2023, October). When Pretty Hurts: Beauty Premia and Penalties in eSports. Paper presented at the *Illinois Economic Association Annual Meeting*, Chicago, IL.

Chauhan, H.S. (2022, October) Does the Network Centrality of Sentiment Influence Markets? Paper presented by coauthor at the *Missouri Valley Economic Association Annual Meeting*, St. Louis, MO

Chauhan, H.S. (2021, October) Uncovering Legislative Networks: A Socio-Economic Perspective. Paper presented at the *Missouri Valley Economic Association Annual Meeting*, Virtual

Chauhan, H.S. (2021, March) Gender Bias and Stock Twits. Paper presented at the *Midwest Economic Association Annual Meeting*, Virtual

Chauhan, H.S. (2020, October) Clever Pennies: Honesty Oaths, Misreporting Performance, and MTurk. Paper presented at the *Missouri Valley Economic Association Annual Meeting*, Virtual

Chauhan, H.S. (2019, November) Does Economies of Scale and Productivity Growth Exist in the Indian Banking Industry? Paper presented at the *Southern Economics Association Annual Meeting*, Fort Lauderdale, FL

Serving as an Editor for a Peer-Reviewed Publication

Babin, J.J. & Chauhan, H.S (Topic Editors). (2023-2024). *Frontiers in Behavioral Economics: Behavioral Microfoundations*

### **Other Professional Engagement Activities**

(2019-2024) Provided consulting services for over 700 hours to over eleven analytics projects to multinational and Fortune 500 companies across supply chain, insurance, and manufacturing sectors. The business problems include forecasting, delivery optimization, predictive maintenance, predictive modeling, segmentation of entities such as agents and underwriters, supplier management and performance solutions, and visualization. These directly align with the teaching topics in economics and decision sciences. The business problems I advise on, and the techniques I encounter in the process form the basis of case examples in the classroom.

(Ongoing) Member of the American Economic Association, Southern Economic Association, Missouri Valley Economics Association, Midwest Economic Association, and Illinois Economic Association

## **IMPACT STATEMENT**

The cornerstone of my work is developing a productive feedback loop. I actively integrate experiential learning and competency-based education by incorporating real business use cases, industry-recognized platforms, and certifications into the curriculum. My professional consulting experience with large corporations provided me with exposure to current industry-accepted techniques and solutions, which I bring into the classroom through scenario-based and example-driven teaching.

As an applied scientist, my research focuses on the practical application of theory, further supporting my efforts to provide students with hands-on learning experiences. I have actively mentored students in their career planning, research efforts, and practical applications of their studies. I also support outreach initiatives and strive to provide a unique and enriching learning experience for my students.

Overall, my efforts have been focused on equipping students with a strong foundation in in-demand skills, preparing them to be professionally and career-ready. I aim to foster their intellectual curiosity, training them for lifelong self-learning and growth.

## CHOWDHURY, MOHAMMED

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2022

Statistics/Decision Sciences

Predictive Analytics, Applied Data Mining, Business Analytics

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

Faculty Governance	CAGAS (Council on Admission, Graduation and Academic Standards, 2022-2025) for curriculum changes and development, and for new policy review and implementation. CAGAS is charged with evaluating students who do not meet the entrance requirements of WIU and the summer meetings are to review those students. CAGAS is also charged with evaluating for student's late registration, late withdrawal, and course overload
4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.	15 students were engaged in DS535 course to work on DHS data from several Asian and African countries for research publications on fertility, infant mortality, maternal mortality, fecundability, and child malnutrition
3.1.1. Support and engage university-wide recruiting and admissions activities.	Encourage high school students to choose WIU as the college in two meetings (Future Business Leader of America meeting and High School students seeking admission to WIU) in Spring 2024
1.3.2. Expand "competency based" educational opportunities to ensure curriculum relevancy.	Continuously update syllabus to include new materials relevant to job requirements (Text Mining, Simulation and web analytics) in DS 435 and DS 500 course
University/College/Unit Committees	Decisions Sciences Curriculum and Assessment Committee
University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Graduate Committee

### EDUCATION

#### Initial Academic Preparation

2013 Doctorate of Philosophy, The George Washington University: Statistics

#### Other Relevant Education

2021 Master in Quantitative and Computational Finance, Georgia Institute of Technology

2008 Master of Arts in Mathematical Statistics, Ball State University,

2002 Master of Science in Statistics, University of Chittagong, Bangladesh

2000 Baccalaureate of Science in Statistics, University of Chittagong, Bangladesh

#### Professional Licenses/Certifications

2019 Google Cloud Platform (GCP) Professional Certificate

### **Professional Qualifying Experience**

2014–2015	Biomedical Post-Doctoral Scholar at National Institute of Health
2015–2022	Assistant Professor of Statistics and Data Sciences at Kennesaw State University
2022–2022	Senior Biostatistician, Moderna
2022–2024	Assistant Professor of Decision Sciences, CBT, WIU.

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Peer Reviewed Scholarly & Grants**

Khan MR, Chowdhury MR, Rafiq AA, Shah AG, Zahangir, MS (2020): “COVID-19 Epidemic Models: A Study from Georgia State in the USA” *American Journal of Biomedical Science and Research*. 10 (3), 295-302.

Chowdhury MR (2020): *Nonparametric models for longitudinal data: With implementation in R*, Colin O. Wu, Xin Tian, Boca Raton, FL: CRC Press, *Biometrics* 76 (1), 363-364.

Chowdhury MR, Gadidov BO, Le LI, Wang YA, VanBrackle LE (2021): “Time-variant nonparametric extreme quantile estimation with application to US temperature data” *South African Statistical Journal* 55 (2), 87-108.

Zahangir MS, Chowdhury MR, Nahar MZ, Khan HR (2021): “Trends and determinants of knowledge and awareness of HIV/AIDS among married women in Bangladesh: An urban-rural comparison” *Demografie* 63 (3), 158-171

Khan, HR, Rafiq AA, Palle KO, Faysel MO, Gabbidon KE, Chowdhury MR, Reddy PH (2021): “Sex differences in cardiovascular disease and cognitive dysfunction in rural west elderly Texans” *Journal of Alzheimer's disease reports* 5(1), 213-226.

Haskin SA, Kimitei SY, Chowdhury MR, Rahman AK (2022): “Longitudinal Predictive Curves of Health Risk Factors for American Adolescent Girls” *Journal of Adolescent Health* 70 (2), 322-328.

Lowhorn RJ, Chowdhury MR, Kimitei SY, Haskin SA, Masum MO, Rahman AK (2024): “Comorbidities and their association with COVID-19 mortality in Mexico between January 2020 and August 2021” *Plos one*, 19(4), 1-14.

### **Other Professional Contributions**

Organized and delivered a Short Course on “Side by Side Learning of R and Python Programming” at Conference on Statistical Practice sponsored by American Statistical Association in February 2020.

Organized and delivered a workshop on Text Mining using R and Python for Students Participating DataFest competition organized by WIU and sponsored by American Statistical Association in Spring 2023.

Reviewer, *Journal of Alzheimer's Disease Reports*

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have been actively contributing for the betterment of our students and faculty. I have been writing recommendation letters for our students PhD admission, permanent residents, and jobs.

**CONRAD, CRAIG**

Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2001  
Administration, Marketing

**STATUS AND FACULTY QUALIFICATION**

**Participating / Practicing Academic (PA)**

2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	National Advisory Board of the College of Business and Technology
2.3.2. Evaluate and encourage additional program-based accreditations relevant to program distinctiveness.	ABET Accreditation WIU contact for accreditation activities.
2.3.2. Evaluate and encourage additional program-based accreditations relevant to program distinctiveness.	AACSB Peer Review Team Memeber ( Spring 2024).
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	2024 Ferguson Lecture with Amanda Gore - Gore is the CEO of The Joy Project, a businesswoman and author and award-winning speaker. She is one of four Australians inducted into the USA Speaker Hall of Fame and works with small and large companies in every industry, including Mcdonald's, Westpac, KPMG, CISCO, AMP, MDRT, Flight Centre, Google, Remax, Disney, Hilton, The Directing Selling and many more. 600 attendees

**EDUCATION**

**Initial Academic Preparation**

1994 Doctorate of Business Administration, Louisiana Tech University: Marketing: minor in Quantitative Analysis, Management

**Other Relevant Education**

1991 Master Business Administration, Western Illinois University, Macomb, IL USA  
1984 Bachelor of Science, Chemistry, Western Illinois University, Macomb, IL USA

**Employment Experience (Academic)**

1998-2001 Assistant Professor, Marketing, University of Tennessee at Martin, IL, USA  
1994-1998 Assistant Professor, Wingate University, Wingate University, IL USA



## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

Dean, College of Business and Technology, Western Illinois University – 100% appointment that demonstrates leadership by fostering academic innovation, managing faculty, and ensuring the institution's programs align with industry trends and needs.

### Professional Engagement Activities

(2024) \$200k+ Finance and Commodities Trading Laboratory Fundraising – Conceptualization, planning, securing partial funding that fosters sustained professional engagement by enhancing hands-on learning, industry partnerships, and research opportunities, equipping students with real-world skills and connecting academia with financial markets.

(2024) Named Direct Selling Educational Foundation Fellow - Direct Selling Educational Foundation Fellow demonstrating leadership in the direct selling industry, highlighting expertise and ongoing professional engagement through research, education, and advocacy for ethical business practices.

(2020-2024) Provided administrative and professional leadership to five schools (Accounting, Economics, Finance, and Decision Sciences; Agriculture; Computer Sciences; Engineering and Technology; Management and Marketing) representing almost 1600 undergraduate students and 650+ graduate students, and 150 faculty and staff, an appropriated budget of 11.4 million, and donor funding totaling over \$750,000.

(2020-2024) Positioned the college for AACSB re-accreditation success under the 2020 standards revision including the creation of Thought Leadership per Standard 9 (Societal Impact), engagement of faculty governance process to draft the

(2020-2024) 2022-2026 CBT Strategic Plan and implemented dashboard tracking via the Elate OKR platform, and accepted training as PRT member for an R1 institution and completed school visit in spring of 2024. Achieved successful reaffirmation of accreditation for business related programs in 2020-2021 review cycle with a supplemental accreditation endorsement of the accountancy program.

(2020-2024) Supported initial ABET Accreditation bid for Civil and Electrical Engineering programs and the review process for review for all individual programs (ongoing). Materially engaged and supported initiatives related to the creation of the Institute for Cyber Security Education as part of the School of Computer Sciences' bid for the Center of Academic Excellence – Cyber Defense designation through the National Security Agency. Activities included resource allocation relating to funding support for positions, donor engagement, and industry partner input.

(2020-2024) Supported contract negotiation processes as Member of Administrative Negotiation Team by conducting thorough research, preparing documentation, analyzing contract terms, and modeling financial impact to assist the WIU Administration team in achieving mutually acceptable outcomes for the organization and faculty. Results included modest faculty compensation support, revision of the Full Professor Merit system, and efficiencies related to contractual reviews.

(2020-2024) Executed collegewide crisis management response to COVID 19 operational complications resulting in the transition from traditional campus operations to fully remote operational mode for faculty, students, and support staff. Included the implementation of university policies and modifications to college specific protocols that affected over 400 class sections, faculty and administrative review processes, donor relations, and all internal communication processes.

(2020-2024) Conceptually created and implemented Targeted Research Impact Program with the primary purpose of motivating faculty to successfully engage in high quality scholarly research based on journal impact metrics resulting in a 12.5% increase in indexed journals during the first year of operation. The quality of indexed journals also increased from an average CITESCORE of 2.3 to 4.0 and a SNIPScore of 1 to 1.3 during the same time period.

(2020-2024) Engaged corporate donors, alumni, and industry representatives to secure direct funding, expand career opportunities for students, and secure partnerships that support the mission of the college.

(2020-2024) Designed and deployed technology improvements to simplify expenditure approval processes and implemented accounting controls to track expenditure approvals using an automated workflow process.

(2020-2024) Directed the funding and deployment of student facing technology improvements within the college totaling approximately \$1 million including 120 student lab computers and associated software, the renovation of large presentation space for industry engagement and course usage, and acquisition of agricultural equipment and facilities.

(2020-2024) Initiated and executed a strategy to resulting in the combination of Engineering and Engineering Technology disciplines to enrich academic excellence through curricular synergies and strengthen educational outreach related to industry partnerships.

(2021-2023) Appointed to and conducted Vice President of Finance and Administration search committee (Chair), Collective Bargaining MOU Committee (member), Quad Cities Strategic Planning Committee, and Dean's Council. Earned 2024 University Distinguished Service Award

(2023) Salesforce Associate Certification

## IMPACT STATEMENT

Firstly, overseeing five schools with nearly 1,600 undergraduate and 650 graduate students, and managing a faculty and staff of 12+0, along with an appropriated budget of \$11.4 million and direct donor funding of over \$750,000 (excluding scholarships), exemplified robust administrative leadership. The scale of operations under this leadership ensured effective resource management and alignment with the university's strategic objectives.

A notable achievement was positioning the college for successful AACSB re-accreditation under the 2020 standards revision, which included the integration of thought leadership on societal impact (Standard 9). This involved engaging faculty in governance processes to draft the 2022-2026 strategic plan and implementing a dashboard tracking system via the Elate OKR platform. Successful reaffirmation of accreditation in the 2020-2021 review cycle, with an endorsement for the accountancy program, underscored the college's focus on continuous improvement and academic excellence.

The support provided for the ABET accreditation bid for Civil and Electrical Engineering programs and the creation of the Institute for Cyber Security Education highlighted a focus on elevating the academic quality and reputation of the college. Additionally, donor and industry partner engagement bolstered these initiatives, demonstrating the ability to mobilize resources for institutional development.

The college's crisis management response during COVID-19 ensured a smooth transition to remote operations, impacting over 400 class sections and faculty processes. This decisive action maintained the college's operational continuity during a period of unprecedented disruption.

Further contributions included the establishment of the Targeted Research Impact Program, which increased the quality and quantity of scholarly publications, and the successful engagement of corporate donors to secure funding and expand career opportunities for students. This demonstrated a focus on both research excellence and student success.

Finally, technology improvements were implemented to enhance both administrative efficiency and student-facing resources, totaling \$1 million in investments. The combination of the Engineering and Engineering Technology disciplines enriched academic offerings and strengthened industry partnerships, while strategic committee appointments and a 2024 University Distinguished Service Award recognized leadership contributions to the institution's broader mission.

## CREASEY, SUSAN

Assistant Professor, 9-mo/acad yr, Unit B: joined WIU in 2001

Marketing

Services Marketing, Retailing Management

### STATUS AND FACULTY QUALIFICATION

#### Participating / Instructional Practitioner (IP)

1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Provided numerous site visits with local/regional businesses for students to observe firsthand current practices in marketing.
1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.	Marketing Club Faculty Advisor with monthly activities for personal and professional development
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Faculty mentor for the National Retail Federation -Student Program traveling to New York City with two students to interact with industry professionals and learn best practices in retail marketing.
4.1.4. Convey an understanding of global issues and an appreciation for the interconnected nature of the world economic environment.	Faculty leader for a collaborative study abroad experience to Costa Rica between the School of Management and Marketing and the School of Agriculture.
1.1.1. Foster a supportive learning environment throughout the students’ academic lifecycle critical to retention and graduation.	Active engagement on the Outreach Committee which oversees recruitment and retention efforts including monthly interactions with the Living Learning Community for business students, coordination of peer engagement activities, and promotion of disciplines to prospective students.
3.3.1. Utilize effective communications with alumni to facilitate broader advocacy opportunities.	Oversight and coordination of social media efforts graduate assistants for the School of Management and Marketing across various platforms with the purpose of increasing engagement with alumni and community partners.

### EDUCATION

#### Initial Academic Preparation

1992 Master of Business Administration, Western Illinois University

#### Other Relevant Education

1991 Bachelor of Science, Western Illinois University

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Professional Engagement Activities**

(2019-2024) Provided consulting services for over 150 hours to small businesses, focusing on social media marketing, promotional activities, product assortment, sales and pricing, directly aligned with core teaching topics in services marketing and retailing management.

(2019-2024) Academic Advisor for the Marketing Club student organization. Providing 4-5 guest speakers, community service and marketing activities each semester.

(2019-2023) Served on local community committee to assist retailers design marketing activities, develop promotional plan, source and review product assortment for specific retailers. Developed and implemented a visual merchandising plan and suggest staffing needs.

(2024) Faculty Lead on Study Abroad in Costa Rica for Business Students. Taught the travel study course, arranged the itinerary and travelled with the students on a 10-day experience.

(2024) Present a marketing presentation for Small Business and Development Retail Competition.

(2023) Directed a student-led services marketing consulting project of a service organization to increase exposure and provide promotional guidance to enhance real-world learning experiences.

(2022-2023) Faculty mentor for students attending the National Retail Federation – Student Program.

(2022) Directed a student-led services marketing consulting project of a service venue, facilitating real-world learning experiences that bridged academic theory and business practice.

(2019-2022) Plan and execute all social media for a local community organization.

(2019-2022) Served as Merchandise Coordinator for local community organization, sourcing, buying, pricing and selling.

## **IMPACT STATEMENT**

As faculty in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive career readiness, which fosters personal and professional growth. My teachings have centered on experiential learning and practical experiences, equipping students with the skills and knowledge necessary to be competitive and knowledgeable in today's business environment.

Through the development and delivery of career-readiness courses, I implement simulations and student led consulting into the curriculum. This approach ensures that students not only gain theoretical insights but also acquire hands-on experience, making them competitive candidates for productive employment upon graduation.

Each semester, I arrange numerous site visits and guest speakers. These opportunities with local businesses have allowed me to bring current industry practices into the classroom, ensuring that our students are familiar with marketing practices. This alignment with industry needs directly contributes to students' readiness for decent work, particularly in sectors that are critical to societal growth.

Each fall, I teach a freshmen introductory course. Many of these students are first generation. It is vital that we set these students on the right path to be successful in their college career. We cover not only a wide array of business topics, but prepare them professionally to be a prepared student and assist them with career ready materials. This course has been key in enabling freshmen to overcome barriers to upward social mobility, aligning with CBT's mission of creating a more equitable and prosperous future for all. In summary, my contributions have focused on providing students with experiential learning taking them out of the classroom and

into the retail environments. These opportunities allow for students to extend their knowledge and see first-hand the impact marketing has in real time.

## DU PLESSIS, ANDRIES

Instructor: Joined WIU in 2022

Management

International Management, Strategic Management, Supply Chain Management

### STATUS AND FACULTY QUALIFICATION

#### Participating / Instructional Practitioner (IP)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Led multiple Project Management field trips with students to the Project Management Institute Quad Cities Chapter events including Morgan Mays, the Project Manager on the Upgrade of Infrastructure Project in Bettendorf in the BettPlex area, and a presentation on “AI in Project Management” facilitated by Mr. Jefferson Corrent from John Deere
2.1.3. Increase faculty participation in professional engagement.	Spring 2024: Serve as Vice President on the Board of the Project Management Institute (PMI) Quad Cities Chapter.
3.1.1. Support and engage university-wide recruiting and admissions activities.	Participated in the Future Business Leaders of America event on the Macomb campus connecting with high school students for professional development and networking representing the School of Management and Marketing. Presented and participated at the Iowa FBLA event in Cedar Rapids.
3.1.1. Support and engage university-wide recruiting and admissions activities.	Faculty representative for the College of Business and Technology at DECA event in Chicago.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Faculty leader accompanying students to Atlanta, GA to attend the Material handling Institute event, MODEX. The event provides an immersive experience for students to engage with industry professionals, learn about innovative changes in the supply chain industry, and network with peers from other college
University/College/Unit Committees	Serve as a member on the following school-level committees: Outreach, Supply Chain Curriculum, Management Curriculum and Strategic Planning committees. Serve as an ex-officio member on the College Assessment Committee providing critical information and data relevant to business course assessment within the MGT 490 capstone course
2.2.1. Increase the CBT relevancy to regional constituents as an innovative ‘education solutions partner’.	Provide consultative guidance to the Hauberg Estate in Rock Island with issues related to Strategic Planning in an effort to increase awareness and accessibility of the estate.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Led several field trips to production sites including John Deere Harvester Works Factory in East Moline, and the John Deere Parts Distribution Warehouse. These events allow supply chain students to interact firsthand with our corporate partners, and better understand industry practice
3.2.2. Support \$100 million university-wide capital campaign through alumni and partner engagement.	Volunteered at the WIU booth at the John Deere Classic in Silvis IL to connect with alumni, and our community and regional partners.

## **EDUCATION**

### **Initial Academic Preparation**

2002 MBA

### **Other Relevant Education**

1985 Post Graduate Diploma in Teaching

1984 Bachelor of Commerce

### **Professional Licenses/Certifications**

2024 Disciplined Agile Scrum Master (DASM)

2023 Certified Associate of Project Management (CAPM)

2017 Member of Chartered Institute of Procurement and Supply (UK) MCIPS

### **Professional Qualifying Experience**

2018 – 2022 Owner, Prado Business Consultants

2003 – 2022 Supply Chain and Procurement manager, Paula Jewellery

2001 – 2003 Operations Manager, Indevco Business Consultants

2000 – 2001 Regional Manager, Aspen Pharmacare International

1998 – 2000 Export Manager, International Healthcare Distributors

1997 – 2000 Export Sales Executive, HHD Pharmaceuticals

1993 – 1997 Consul Trade, South African Consulate General, Marseille France

1991 – 1993 Third Secretary Trade, South African Embassy, Paris France

1988 – 1990 Trade and Industry Advisor, Department of Trade and Industry

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Professional Engagement Activities**

(2019-2022) Provided 100 hours of consulting services to Small and Medium Sized enterprises focusing on assisting small companies to become suppliers to larger organizations.

(2019-2022) Organized and participated in several Industry related Trade Exhibitions

(2024) Assisting Hauberg Estate in Rock Island with Strategic Planning.

(2023-2024) Attended DECA in Chicago and represented the CBT at the Event

(2023 – 2024) Attended and presented at the FBLA Iowa events in Iowa City and Cedar Rapids and Springfield IL.

(2024) Actively served on the Board of Directors for the PMI Quad Cities Chapter.

(2023) Participated in Field Trip for students to ProMat Trade Exhibition in Chicago.

(2024) Accompanied students to the MODEX Trade Exhibition in Atlanta GA.

(2023-2024) Accompanied students on field trips to John Deere Harvest Works, John Deere Parts Distribution Facility and ADM in Decatur IL.

(2024) Attended MHI (Material Handling Institute) Teaching conference in Raleigh NC, July 2024

(2023-2024) Presented to school students regarding Supply Chain Opportunities and International Business at Rock Island High School and Moline High School.

(2022) Completed the Best Practices in Teaching Online course – Oct 2022

(2023 – 2024) Assisted at the ConNext meetings for school students at WIU Quad Cities campus

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Strategic Themes: Student Success, Innovation and Institutional Distinctiveness, Financial Stability and Legacy and Societal and Global Impact. My teaching has aimed to bridge the gap between theory and practice by talking about my own experiences in industry and continually looking at practices that will prepare the students for the respective careers so that they can thrive and be successful.

My hands-on experience in industry allowed me to bring theory to life and help students to understand concepts better and also by using videos that bring the concepts home.

My involvement with industry associations and being on the board of the Quad Cities PMI board helped me to open doors for students and broaden their connections

I have also mentored students to assist them in obtaining their project management certification

In summary, my contributions have focused on empowering students to understand what can and will be expected of them when they go into their respective fields and also to never stop learning if they want to be successful.



## FELD, TARA

Associate Dean/MBA Director, 12-mo, Tenured: joined WIU in 1998

Economics/ Managerial Economics

Applied Microeconomics

### STATUS AND FACULTY QUALIFICATION

#### Participating / Practicing Academics (PA)

<p>2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.</p>	<p>2023-2024 Serve in a leadership capacity on the College of Business and Technology's National Advisory Board. The board assists with strategic planning for the entire college, curriculum review to ensure curriculum currency and relevancy in alignment with various accrediting agencies and industry needs, and provides support for college wide initiatives to improve the student experience</p>
<p>1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.</p>	<p>2023-2024 Oversight of the MBA Advisory Committee which recently completed a comprehensive review of the MBA core curriculum to ensure alignment with our strategic mission, educational objectives of the MBA program, and industry needs with respect to career readiness</p>
<p>4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.</p>	<p>2023-2024 Support and amplify the college's connection with the Creating Entrepreneurial Opportunities (CEO) program through multiple avenues including hosting an annual CEO Summit as well as assisting with the expansion of dual credit opportunities to new CEO chapters regionally</p>
<p>2.2.1. Increase the CBT relevancy to regional constituents as an innovative ‘education solutions partner’.</p>	<p>2023-2024 Continued engagement as the Vice President of the Board of Directors of Alternatives, a not-for-profit committed to improving the quality of life of aging adults and their families. This organization is funded by the Illinois Department on Aging with a \$5 million budget to provide a broad range of services including care coordination, money management, adult protective services, and educational programming to a regional service area encompassing ten counties.</p>
<p>3.2.2. Support \$100 million university-wide capital campaign through alumni and partner engagement.</p>	<p>2023-2024 In collaboration with the CBT Development Officer and CBT Leadership, increase efforts for continued fundraising for the Finance and Commodities Trading Lab and other CBT Initiatives through connections with alumni and donors.</p>
<p>2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.</p>	<p>2023-2024 Active member representing Western Illinois University on the Governance Board for Advancing Smart Logistics (ASL), a groundbreaking National Science Foundation (NSF) initiative that uses cutting-edge technology, rigorous testing, and strategic partnerships to improve mid- and last-mile logistics. ASL's primary goal is to encourage collaboration between academic researchers, private firms, public agencies, and community partners to design, manufacture, test, and commercialize innovative smart logistics equipment providing an economic engine for the State of Illinois. This effort is crucial for advancing logistics within the Midwest with substantial implications for workforce development and economic advancement of the region.</p>

## EDUCATION

### Initial Academic Preparation

1998 Doctorate of Philosophy, University of South Carolina: Economics

### Other Relevant Education

1990 Bachelor of Science, Jacksonville University, Economics and International Business

### Professional Qualifying Experience

2021-present Associate Dean and MBA Director, Western Illinois University

2022-2023 Acting Director, School of Management and Marketing, Western Illinois University

2019-2021 Interim Associate Dean and MBA Director, Western Illinois University

2018-2019 Interim Chair, Department of Economics and Decision Sciences, Western Illinois University

1998-2017 Assistant/Associate Professor of Economics, Western Illinois University

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

Babin, J., Feld, T., Lin, J. and Mitchell, K (2021) The Best of Both Worlds? A Controlled Comparison of Hybrid and Online Economics Student Outcome. *Journal of Education for Business*, 2021 [Pedagogical; peer-reviewed]

### Other Professional Engagement Activities

(2019-present) Associate Dean, College of Business and Technology providing operational and administrative support to the Dean of the College of Business and Technology which houses five schools (AFED-Accounting, Finance, Economics, and Decision Sciences; Agriculture, Computer Sciences, Engineering and Technology; Management and Marketing) with 1300 undergraduate majors across 20 programs, 500 graduate students enrolled in seven graduate programs and/or three post-baccalaureate certificates, and approximately 90 faculty and staff. Serve as the administrative officer for the college on a variety of college and university boards/committees including key areas such as strategic planning, curriculum, and assessment.

(2019-present) Director of the Master of Business Administration (MBA) offering both a traditional, campus-based program, as well as a fully online program. The Director coordinates all aspects of the program including recruitment, admissions, curriculum review and development, corporate outreach, advising, and coordination of course scheduling.

(2019-present) Graduate advisor for the post-baccalaureate certificate in Supply Chain Management working collaborating with discipline-based faculty on admissions, curriculum, industry engagement, and program management.

(2019-present) Responsible for the oversight of the CBT Advising Center which includes a Director of Advising and four academic advisors on the Macomb and Quad Cities campuses focusing on retention and student success initiatives.

(2019-present) College of Business and Technology Assessment Coordinator for twenty undergraduate programs, seven graduate programs, and seven graduate certificates ensuring timely collection and reporting of annual assessment activities for compliance with the university's Higher Learning Commission accreditation.

(2020-present) Vice President, Board of Directors for Alternatives-a nonprofit organization that promotes independence and quality of life for older adults, adults with disabilities, and their families. Alternatives serves ten counties in Illinois, with a \$5 million budget to coordinate care for families, provide adult protective services, and money management services, Board members provide general consultative services on policies and procedures related to operations, budget,

personnel, governance, and risk management. As a member of the Governance Committee, we review policies and procedures to maintain compliance with federal and state grant requirements. As a member of the Finance Committee, we provide financial oversight of the organization including budget allocation, review of financial agreements/contracts, grant compliance, and audit preparation.

(2016-present) Macomb Chamber of Commerce liaison to the College of Business and Technology participating in monthly events to promote activities within the college and network with community business leaders to strength connections between the university and business community.

(2022-2023) Acting Director, School of Management and Marketing overseeing daily operations, managing personnel, and ensuring compliance with contractual obligations for 26 faculty across 4 undergraduate programs and a graduate certificate.

(2021) Member, Master's thesis committee for Ms. Pawonee Khadka completing degree requirements in the MS in Quantitative Economics. Thesis title: "Ultimatum Bargaining with Earned Endowments and Framed Scenarios"

(2020) Member, Master's thesis committee for Ms. Geraldine Guarin, completing degree requirements in the MS in Quantitative Economics. Thesis title: The Impact of Knowing a Counterpart's Gender in Stag Hunt Bargaining"

(2018-2019) Chair, Department of Economics and Decision Sciences coordinating daily operations, managing personnel, and ensuring compliance with contractual obligations for 14 faculty across three undergraduate degree programs, two graduate degrees (Master of Arts in Economics and Master of Science in Applied Statistics and Decision Analytics), and a graduate certificate in Business Analytics

## **IMPACT STATEMENT**

As the Associate Dean of the College of Business and Technology, I provide operational and administrative support to the Dean of the College of Business and Technology which houses five schools (AFED-Accounting, Finance, Economics, and Decision Sciences; Agriculture, Computer Sciences, Engineering and Technology; Management and Marketing). Job responsibilities include operationalizing the strategic mission of the college through consultation and leadership on matters relating to the budget, recruitment and retention of faculty, staff, and students, curriculum management, technology upgrades, and providing strategic oversight on a variety of college and university boards/committees. These efforts support our broader university and college mission and our purpose- "To prepare the next generation of business and technology innovators to thrive in an evolving, interconnected global economic environment".

Additionally, engagement in the broader community is profoundly rewarding. In my role as Vice President on the Board of Directors of Alternatives, a not-for-profit agency serving a ten-county area in Illinois coordinating care for seniors and their families, I provide consultative services on a wide array of operational and governance policies that enable our workforce to efficiently and effectively deliver services to improve the quality of life of our clients. Strategic guidance on issues relating to personnel, financial resource allocation and oversight, and risk management are critical. Active board participation is very rewarding and provides an opportunity to leverage my business skills and network to meaningfully impact the regional community we serve.

Representing Western Illinois University as a member on the Governance Board for Advancing Smart Logistics (ASL), groundbreaking National Science Foundation (NSF) initiative that uses cutting-edge technology, rigorous testing, and strategic partnerships to improve mid- and last-mile logistics, provides another outlet for leveraging my business skills to directly impact the lives of those living in the greater region. ASL's primary goal is to encourage collaboration between academic researchers, private firms, public agencies, and community partners to design, manufacture, test, and commercialize innovative smart logistics equipment providing an economic engine for the State of Illinois. This effort is crucial for advancing logistics within the region with substantial implications for workforce development and economic advancement. The consortium includes 8 Illinois institutions of higher education, the Illinois Innovation Network (IIN), and various governmental and industry partners throughout the Midwest region.

**FORD, AMY**

Senior Instructor, 9-mo/acad yr: joined WIU in 2006

Accounting/Managerial Accounting

Professional Skills Development, Introduction to Accounting, Principles of Financial Accounting, Principles of Managerial Accounting, Accounting for Managers and Management Decisions, Cost Accounting, Intermediate Managerial Accounting, Advanced Managerial Accounting

**STATUS AND FACULTY QUALIFICATION**

**Participating / Scholarly Practitioner (SP)**

1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Fall 2023 and Spring 2024: Led the School of AFED 197 courses to promote professional skills development and improve student retention.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Fall 2023: Attended IMA Student Leadership Conference
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Spring 2024: Led WIU's CMA Exam scholarship program where 5 students were awarded CMA Exam Scholarships
1.2.1. Enhance teamwork/leadership/communication/and ethical decision-making skills.	2023-2024: Developed course assessment for all modalities (in person, livestream and online) to incorporate learner to learner engagement
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Spring 2024: Incorporated IMA Robotic Process Automation (RPA) series and IMA Data Analytics and Visualizations certificate into courses
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Organized ACE (Accounting Career Explorations) held at the QC campus
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Student Chapter of the Institute of Management Accountants faculty advisor

**EDUCATION**

**Initial Academic Preparation**

2002 Masters of Accountancy, Western Illinois University

**Other Relevant Education**

2001 Bachelor of Business, Accountancy, Western Illinois University

### **Professional Licenses/Certifications**

2002 Certified Public Accountant  
2011 Certified Management Accountant

### **Professional Qualifying Experience**

2002-2006 General Services Supervisor, McGladrey & Pullen, LLP  
2007-2023 Accounting Consultant, E.A. Mellinger Foundation

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Peer Reviewed Scholarly & Grants**

Pryor, Charles R., Gray, Stephen S., Ford, Amy. (2023, September). "Mother Earth Mulch: Analyzing the Impact of Cost Allocation on Cost Center Performance" IMA Educational Case Journal. Vol. 16, No 3. (basic: pedagogical)

### **Other Intellectual Contributions**

Presentations at Academic or Professional Meetings

Pryor, Charles R., Gray, Stephen S. Ford, Amy (2022, March). Mother Earth Mulch: An Analysis of Incremental Costs. Paper presented at the *MBAA North American Accounting Society*.

Pryor, Charles R., Gray, Stephen S. Ford, Amy (2021, March). The Pitfalls of Cost Allocation in Performance Evaluation at the *Academy of Finance*.

### **Other Professional Engagement Activities**

(2014-2024) Prepared hundreds of accounting certification review videos and lectures as a Gleim Instruct Video Lecturer, Gleim Publications.

(2019-2024) Reviewer and contributor for thirty-two certification review texts published by Gleim Publications

(2025) CMA Part 1 and CMA Part 2

(2024) CMA Part 1 and CMA Part 2

(2024) FMAA

(2024) CPA Review FAR

(2024) CPA Review BAR

(2023) CMA Part 1 and CMA Part 2

(2023) CPA Review BEC

(2023) CPA Review FAR

(2023) CPA Review AUD

(2022) Cost/Managerial Accounting Exam Questions and Explanations, 13<sup>th</sup> edition

(2022) Financial Accounting Exam Questions and Explanations, 22<sup>nd</sup> edition

(2022) CPA Review BEC

(2022) CPA Review FAR

(2022) CPA Review AUD

(2022) CMA Part 1 and CMA Part 2

(2021) CPA Review BEC

(2021) CPA Review FAR

(2021) CPA Review AUD

(2021) CMA Part 1 and CMA Part 2

(2020) CPA Review BEC

(2020) CMA Part 1 and CMA Part 2  
(2020) CIA Part 3  
(2019) CPA Review BEC  
(2019) CMA Part 1 and CMA Part 2  
(2019) CIA Part 3

(2019-2023). Presented sessions on the CMA exam at two Institute of Management Accountants Student Leadership Conferences.

(2019-2024) Presented nine webinars as part of the CMA Exam Candidates Series for the Institute of Management Accountants.

(2024) Presented webinar on the new FMAA exam for the Institute of Management Accountants.

(2019-2024) Successfully renewed registered Certified Public Accountant (CPA) license, ensuring continued compliance with professional standards and maintaining expertise in accounting education.

(2019-2024) Successfully renewed Certified Management Accountant (CPA), ensuring continued compliance with professional standards and maintaining expertise in accounting education (30 hours annual CPE required)

## **IMPACT STATEMENT**

My most significant activity which impacts my profession is my work as an exam certification expert for the Certified Management Account (CMA) exam. I am one of the industry leaders in the world regarded for my expertise in the area of the CMA exam. I received a top CMA exam score in 2011 and since then have continued to maintain a high level of expertise in the CMA. I review content updates and present on the CMA exam regularly at professional conferences and meetings. For example, I research and review new exam content in advance of the material being testable. I also participated significantly in Gleim's new 2024 edition for BAR based on the new 2024 CPA exam content.

My expertise in certification exams helps me to stay current on the topics and materials in our profession. I incorporate technology and leading innovations into my courses. I have specifically added two IMA certificate series to my courses: Robotic Process Automation (RPA) and IMA Data Analytics and Visualization

## GATELY, J. BRAXTON

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2023

Economics

Experimental Economics, Behavioral Economics, Applied Microeconomics

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

University/College/Unit Committees	AFED Academic Integrity Committee.
University/College/Unit Committees	AFED Undergraduate Assessment Committee
3.1.1. Support and engage university-wide recruiting and admissions activities.	Participated in multiple recruitment and retention events, including Discover Western, FBLA, Economics Day, and helped organize an end-of-semester pizza dinner for economics majors; MSQE Bridge Program Expansion Subcommittee Chair, Spring 2024 – present
2.1.3. Increase faculty participation in professional engagement.	Published two papers in peer reviewed journals and received a National Science Foundation grant. Member: Economic Science Association, Missouri Valley Economic Association, Southern Economic Association, Midwest Economic Association, American Economic Association
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Invited two guest speakers from industry & academia to perform a Q&A with my Principles of Microeconomics students in Spring 2024.

### EDUCATION

#### Initial Academic Preparation

2021 Doctorate of Philosophy, University of Arkansas: Economics

#### Other Relevant Education

2018 Master of Arts, University of Arkansas: Economics

2016 Bachelors in Business Administration, Hardin-Simmons University: Economics

#### Professional Licenses/Certifications

2021 oTree Certificate, Nuffield College, Oxford, UK

#### Professional Qualifying Experience

2021–2023 Postdoctoral Research Associate, Baylor University

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

- Gately JB and Alsharawy, A. (2024). "Post-Play Communication of Emotions Facilitates Prosociality and Cooperation." *Frontiers in Behavioral Economics*. 3:1304833. (basic: peer)
- Aimone, J.A., and Gately, J.B. (2023). "Interdisciplinary Research Ethics and Norms Conference" National Science Foundation Grant #2241261. (applied: peer).
- Gately, JB (2023). "At Least I Tried: Partial Willful Ignorance, Information Acquisition, and Social Preferences." *Review of Behavioral Economics*. Vol. 10(3), 163-187. (basic: peer).

### Other Intellectual Contributions

- Lamicchane, K., Gately, J.B., and McCrea, A.S. (2024, March). Strangers Like Me: Does Group Affiliation Serve as a Noisy Signal of Agents' Types? Paper presented at the *Annual Meetings of the Midwest Economics Association*, Chicago, IL.
- Lamicchane, K., Gately, J.B., and McCrea, A.S. (2023, October). Strangers Like Me: Does Group Affiliation Serve as a Noisy Signal of Agents' Types? Paper presented at the *Annual North American Meetings of the Economic Science Association*, Charlotte, NC.
- Gately, J.B., and McGee, P.J. (2023, October). E Pluribus Unum: Repeated Multilevel Public Goods and Identity. Paper presented at the *Annual North American Meetings of the Economic Science Association*, Charlotte, NC.
- McCrea, A.S., Gately, J.B., and Mahmood, M.A. (2022, November). How Far I'll Go: Coordination amongst Disparate Types. Paper presented at the *Annual Meetings of the Southern Economics Association*, Ft. Lauderdale, FL.
- McCrea, A.S., Gately, J.B., and Mahmood, M.A. (2022, November). How Far I'll Go: Coordination amongst Disparate Types. Paper presented at the *Annual North American Meetings of the Economic Science Association*, Santa Barbara, CA.
- McCrea, A.S., Gately, J.B., and Mahmood, M.A. (2022, November). How Far I'll Go: Coordination amongst Disparate Types. Paper presented at the *Annual North American Meetings of the Economic Science Association*, Santa Barbara, CA.
- Gately, J.B. (2022, October) Nobody Lives Here: Willful Ignorance and Property Rights in Dictator Games. Paper presented at the *Annual Meetings of the Missouri Valley Economic Association*, St. Louis, MO.
- McCrea, A.S., Gately, J.B., and Mahmood, M.A. (2022 - 2023). Strangers Like Me: Does Group Affiliation Serve as a Noisy Signal of Agents' Types? Funded by the Center for Growth and Opportunity.
- McCrea, A.S., Gately, J.B., and Mahmood, M.A. (2022, March). How Far I'll Go: Coordination amongst Disparate Types. Paper presented at the *Annual Meetings of the Midwest Economics Association*, Minneapolis, MN.
- Gately, J.B. (2021, November) Well, At Least I Tried: Partial Willful Ignorance, Information Acquisition, and Social Preferences. Paper presented at the *Annual Meetings of the Southern Economics Association*, Houston, TX.
- Gately, J.B. (2021, October) Well, At Least I Tried: Partial Willful Ignorance, Information Acquisition, and Social Preferences. Paper presented at the *Annual Meetings of the Missouri Valley Economics Association*, Virtual Meetings.
- Gately, J.B. (2021, October) Well, At Least I Tried: Partial Willful Ignorance, Information Acquisition, and Social Preferences. Paper presented at the *ESA Virtual Job Market Seminar*, Virtual Meetings.
- Gately, J.B. (2021, June) Paved with Good Intentions: Information Acquisition and Group Identity in Public Goods Games. Paper presented at the *Economic Science Association Global Around-the-Clock Meetings*, Virtual Meetings.



Gately, J.B. (2020, November) Well, At Least I Tried: Partial Willful Ignorance, Information Acquisition, and Social Preferences. Paper presented at the *Annual Meetings of the Southern Economics Association*, Virtual Meetings.

Gately, J.B. (2020, June) Well, At Least I Tried: Partial Willful Ignorance, Information Acquisition, and Social Preferences. Paper presented at the *Economic Science Association Global Around-the-Clock Meetings*, Virtual Meetings.

Gately, J.B. (2016 – 2021). Distinguished Doctoral Fellowship at the *University of Arkansas*, Fayetteville, AR.

### **Other Professional Engagement Activities**

(2024, March) Organized 3 sessions at the Annual Meetings of the Midwest Economics Association. Coordinated paper submissions and session submissions, and managed three sessions at a scholarly meeting.

(2022) Writing for Citing Workshop participant at the Annual North American Meetings of the Economic Science Association. Interfaced with other academics and attended seminars on successful academic writing.

(2021) Continuing Education Workshop for Early Career Researchers participant at the Annual North American Meetings of the Economic Science Association. Interfaced with other academics and attended seminars on current best practices in Experimental Economics.

## **IMPACT STATEMENT**

As an Assistant Professor at Western Illinois University, my work aligns closely with the college's strategic goals, particularly in promoting student success, innovation, and societal impact. Through my teaching in courses like Principles of Microeconomics and Graduate Price Theory, I strive to create a supportive learning environment that fosters both academic excellence and professional readiness. I prioritize student engagement by incorporating experiential learning opportunities and mentorship, which aligns with the college's focus on retention, persistence, and preparing students for the workforce.

My research contributions support the strategic goal of Innovation and Institutional Distinctiveness. I am committed to advancing interdisciplinary research, demonstrated through my publications in journals such as *Frontiers in Behavioral Economics* and *Review of Behavioral Economics*. These projects focus on complex issues like decision-making under uncertainty and social preferences, and they directly contribute to the university's research profile. Additionally, my involvement in grant-funded projects, such as my collaboration on National Science Foundation grants, reinforces the college's objectives by increasing the impact and visibility of our scholarly activities.

I also emphasize Societal and Global Impact in both my research and service activities. My work on economic experiments related to conflict, cooperation, and public goods addresses important societal challenges, aligning with the college's goal of contributing to social and economic mobility. I am deeply committed to mentoring students from diverse backgrounds and fostering inclusivity within the university. I aim to cultivate a sense of global awareness and social responsibility in my students, ensuring that my contributions align with the broader goals of the college.

## GATES, JANICE

Senior Instructor, 9-mo/acad yr, joined WIU in 1997

Management & Marketing

Management

### STATUS AND FACULTY QUALIFICATION

#### Participating / Instructional Practitioner (IP)

University/College/Unit Committees	School of Management and Marketing Curriculum and Assessment Committee for Management Discipline.
University/College/Unit Committees	Undergraduate Assessment Coordinator - Management
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Faculty Advisor, Sigma Iota Epsilon Honors Fraternity that recognizes scholastic excellence and promote cooperation between the academic and practical aspects of management and allied majors within the field of business.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	CBT/SOC (College of Business and Technology Student Organization Council Advisor
University/College/Unit Committees	Writing in the Disciplines Committee
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Ohio Valley Conference Outstanding Faculty Award Winner demonstrating impact on students, consistent professional development, community involvement, institutional service, and contributions made to the department and university, including in areas such as curriculum development.

### EDUCATION

#### Initial Academic Preparation

1992 Master of Business Administration, Western Illinois University

#### Other Relevant Education

1973 Bachelor of Science in Education, Western Illinois University

#### Professional Qualifying Experience

1990-1996 Western Illinois University

1989-1998 Wal-Mart

1974-1989 Farm Credit Services

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Other Intellectual Contributions

#### Textbook/Chapter Reviews

2022, Ad Hoc Reviewer, Intense Chapter Review, Chapter 5, McGraw Hill, Bateman, Konopaske, and Snell, "Management," 7<sup>th</sup> Edition.

2022, Ad Hoc Reviewer, Digital Aspects of Textbook, McGraw Hill, Kinicki and Breaux, "Management: Practical Introduction," 2<sup>nd</sup> Edition.

2022 Ad Hoc Reviewer, Intense Chapter Review, Chapter 11, Pearson, Mollica and Coomber, "Management: An Interactive Approach," 1<sup>st</sup> Edition.

### Presentations

2020, "Starting a Small Business," Liberty High School Business Class, Liberty IL, 2020 P

### Consulting

2023, Tee-shirt business, Macomb IL---7 hours---decisions about future of business, types of jobs to accept, sourcing issues/concerns, Sports Academy, Miami, FL---14 hours---work on new logo, what services to add, cost computations for fees for students, where to look for sponsorships that have not been tapped yet, new business cards, updating look of Facebook page, Restaurant, Burlington, IA---10 hours---dine in or not, new location or not, new drinks or not, new menu items to consider, work to do on current building if we would sell it and move.

2022, Boutique, Quincy, IL---12 hours---how to create an alliance of businesses to fight business going east in Quincy and not enhancing the downtown area, developing some customer promotions, reaching out to conventions—advertise yes or no, Candy Store, Mountain Home, AR---12 hours---pricing of homemade candies versus buying candies, how many varieties of handmade candies and fudge per day, packaging, store hours, what venues of advertising to use, customer surveys, Cupcake business—Macomb IL---11 hours---packaging, pricing, how to limit work with having a full-time job, advertise by word of mouth or publicly, Furniture making business, Aiken SC---8 hours---designing business card and creating a marketing plan for a part-time venture.

2021, Home Décor Business, Parkville MO---15 hours---looking at merchandise mix due to the pandemic, developing more of an online presence, looking at pros and cons of doing so, making entrance to business handicapped accessible, new product lines to add, adding new vendors, Construction Company, Ellisville IL---12 hours---changing scope of business from building homes to more commercial cement work, what jobs to accept and which jobs to not accept, retirement and impact on the company, advertising new emphasis of business, Quilt Shop, Jamesport MO---6 hours—brightening up the store, proper display of quilts, when to put merchandise on sale, how to compete with other quilt businesses in the area, possibly offering quilting classes, Gift Shop, Quincy, IL---10 hours—dealing with problem vendors, changing types of merchandise, different promotions, theme buying pros and cons, Boutique, Quincy IL---15 hours---delegating to part-time employees—how much and what activities, 6<sup>th</sup> Street promotional activities getting the enthusiasm back for it, quantities to order for 2022 and the future, transitioning to more of an owner and working another job part-time.

2020, Cupcake/Cookie Business, Macomb IL---6 hours—looking at pros and cons of shutting down the business to focus on another family business, discussed how to properly close a business, tax implications of closing, Bakery, Hazel Crest IL---40 hours---discussed quitting a full-time job to focus on business, expansion of product lines, pricing, delivery issues during the pandemic including safety for staff and customers, requiring a deposit and holding firm to deposit due date or no product will be made, Craft Business, Quincy IL---18 hours—reorganization of displays in shop, how to balance demand for masks versus having other merchandise to sell, requirements for shoppers for safety due to COVID, order taking versus just having merchandise in the shop for sale.

2019, Cupcake/Cookie Business, Macomb IL---12 hours—moving from out of the home to a storefront, looking at pros and cons of such a move, effect on product lines, time management, costs, Custom made furniture business, Aiken SC—36 hours---move from word of mouth advertising to a social media presence, what product lines to add, keeping better records of costs, creating a portfolio of jobs that have been done, Boutique, Quincy IL—10 hours—store hour change, new vendors and their requirements for payment, adding part-time help, goals for 2020 sales, Chamber of Commerce, Emporia,

Kansas---20 hours---reviewed materials for business owners and made suggestions for changes, developed a brochure on the use of social media for advertising, did some individual store consulting on setup and first impressions from the street and developed plans for them for improvements.

**Other Professional Engagement Activities**

(2018–2024) **Chairman, McDonough District Hospital Auxiliary Gift Shop:** Oversee full operations, including budgeting, inventory control, purchasing, vendor relations, and merchandising. Lead promotional events, streamline processes, and implement pricing strategies to boost profits. Manage volunteer training and coordinate shop upgrades for continuous improvement and customer engagement.

(2017-Present) **McDonough District Hospital Auxiliary Board Member:** Served Secretary (2019-2021) and Treasurer (2021-2024). Oversaw meeting documentation, budget preparation, scholarship funding, event planning, and investment management. Collaborated with hospital administration on auxiliary initiatives and managed financial decisions, including estate gifts and operational expenses.

**GHIMIRE, SHANKAR**

Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2015

Economics/ Managerial Economics

Game Theory, Behavioral Economics, Applied Microeconomics

**STATUS AND FACULTY QUALIFICATION****Participating / Scholarly Academics (SA)**

University/College/Unit Committees	Graduate Curriculum and Assessment Committee, Quantitative Economics
University/College/Unit Committees	College of Business and Technology AACSB Committee
University/College/Unit Committees	Undergraduate Decision Sciences Curriculum and Assessment Committee
University/College/Unit Committees	Undergraduate Economics Curriculum and Assessment Committee

Note, departed in December 2023.

**EDUCATION****Initial Academic Preparation**

2013 Doctorate of Philosophy, Western Michigan University, Applied Economics

**Other Relevant Education**

2020 Master of Science, Western Illinois University, Applied Statistics and Decision Analytics

2020 Post Baccalaureate Certificate, Western Illinois University, Business Analytics

2010 Master of Arts, Western Michigan University, Economics

2007 Bachelor of Arts, St. Cloud State University, Community Development /Economics

2015 Master of Arts, University of Memphis: Economics

2013 Baccalaureate in Business Administration, University of Memphis: Business Economics

**Professional Qualifying Experience**

2013-2015 Visiting Assistant Professor, Maryville College

**SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT****Peer Reviewed Scholarly & Grants**Ghimire, S. & Kapri, K. (2023). Household Income, Migration Networks, and Migration Decisions. *European Journal of Development Research*, 1-24.Kapri, K., Ghimire, S., & Dulal, R. (2023). Public vs. Private Education and the Labor Market Disparities in Nepal: Evidence from the Blinder-Oaxaca Decomposition. *The Journal of Developing Areas*, 57(3).

- Ehrlich, J., Ghimire, S., Sadler, T., & Sanders, S. (2023). Policy and Policy Response on the Court: A Theoretical and Empirical Examination of the Three-Point Line Extension in Basketball. *Journal of Sports Economics*. DOI: 10.1177/15270025221111790
- Saeed, M. & Ghimire, S. (2022). Environmental Effects of Commodity Trade vs. Service Trade in Developing Countries. *Commodities* 1(2), 115-126.
- Hossain, A., Ghimire, S., Valeva, A., & Harriger-Lin, J. (2022). Does Globalization Encourage Women Employment? A Cross Country Panel Study. *World*, 3(2), 206-218.
- Devkota, S., Ghimire, S., & Upadhyay, M. (2021). What Factors in Nepal Account for the Rural–Urban Discrepancy in Human Capital? Evidence from Household Survey Data. *Economics*, 9(2), 83.
- Boudreaux, C., Ehrlich, J., Ghimire, S., & Sanders, S. (2021). Application of the Pythagorean Expected Wins Percentage and Cross-Validation Methods in Estimating Team Quality. *Mathematics and Sports*, 2(2).
- Babin, J., Ghimire, S., & Samarasinghe, M. (2020). How has the Introduction of the Euro Impacted the Trade Performance of the Eurozone? Evidence from Disaggregated Exports and Imports Data. *Academy of Economics and Finance Journal*, 20102.
- Ghimire, S., Valeva, A., & Zheng, R. (2020). “What Explains the Overwhelmingly Positive Perception towards Microfinance Institutions? Application of Firth’s Logistic Regression in a Small Sample?”. *The Economics and Finance Letters*.
- Ehrlich, J., Ghimire, S., & Sanders, S. (2020). NFL Team Revenue Distribution and Revenue Sharing: A Median Voter Theorem. *Managerial Finance*.
- Ehrlich, J., Ghimire, S., Khraiche, M., & Raza, M. (2020). COVID-19 Countermeasures, Sporting Events, and the Financial Impacts to the North American Leagues. *Managerial Finance*.
- Ghimire, S., Ehrlich, J. A., & Sanders, S. D. (2020). Measuring individual worker output in a complementary team setting: Does regularized adjusted plus minus isolate individual NBA player contributions?. *PLoS One*, 15(8), e0237920.
- Ehrlich, J., & Ghimire, S. (2020). COVID-19 Countermeasures, Major League Baseball, and the Home Field Advantage: Simulating the 2020 Season Using Logit Regression and a Neural Network. *F1000Research* 9 (414), 414.
- Kapri, K. P., & Ghimire, S. (2020). Migration, Remittance, and Agricultural Productivity: Evidence from the Nepal Living Standard Survey. *World Development Perspectives*, 100198.
- Ghimire, S., & Kapri, K. P. (2020). Does the Source of Remittance Matter? Differentiated Effects of Earned & Unearned Remittances on Agricultural Productivity. *Economics*, 8(1), 8.
- Ghimire, S., & Paudel Sharma, N. (2019). R&D, FDI, and Innovation: An Analysis of Patent Applications in the OECD Countries. *Journal of Development Innovations*, 3(2): 1-11.
- Ghimire, S., Clifford, D., & Costa, G. (2019). Do Microfinance Institutions Help with Business Expansion? Evidence from Rural Nepal. *Academy of Economics and Finance Journal*, 10, 15-24.
- Ghimire, S. & Tomasik, R. (2019). Globalization and the US Economy: An Analysis of Outsourcing and Labor Restructuring. *Journal of Economic Insight*, 45,(2), 69-89.

#### **Grant Awards**

2022 - Broadband READY Grant (\$50,000), IL Dept. of Commerce & Economic Opportunity Expanding Broadband Adoption and Utilization in the Rural Communities of Western Illinois

### Other Intellectual Contributions

2022-2023:

1. "Frequent vs. Lumpy: Impact of Remittance Patterns on Consumption and Poverty", *American Economic Association Conference, New Orleans, LA, January 2023*.
2. "Frequent vs. Lumpy: Impact of Remittance Patterns on Consumption and Poverty", *Southern Economic Association Conference, Fort Lauderdale, FL, November 2022*.
3. "Environmental Change and Agriculture Productivity: Evidence from Cluster Analysis and System-GMM Estimation", *Invited Speaker, Dominican University, River Forest, IL, November 2022*.
4. "Microfinance Institutions and the Management of their Financial Sustainability in the post-COVID World", *Illinois Economics Association Conference, Chicago, IL, November 2022*.
5. "Microfinance Institutions and the Management of their Financial Sustainability in the post-COVID World", *Scientific Cooperation for the Future Conference, Antalya0, Turkey, October 2022*.

2021-2022:

1. "Frequent vs. Lumpy: Impact of Remittance Patterns on Consumption and Poverty", *National Business and Economics Society Conference, Mani, HI, March 2022*.
2. "Microfinance and Innovation", *Academy of Economics and Finance Conference, Online, February 2022*.

2020-2021:

1. "Public-Private Education and the Labor Market Outcomes in Nepal", *Nepalese Academics in America (NACA) Conference, Online, April 2021*.
2. "Does Remittance Promote Entrepreneurship", *Southern Economic Association Annual Conference, Online, November, 2020*.

2019-2020:

1. "Microfinance Institutions: What Explains the Overwhelmingly Positive Perception towards Them?", *Academy of Economics and Finance Conference, Atlanta, GA, Feb. 2020*.
2. "Estimating and Predicting Team Quality in MLB: Comparing Pythagorean Expected Wins and Alternative Models from Contest Theory", *Midwest Sports Association Meeting, Pella, IA, November 2019*.
3. "NFL Revenue Sharing and the Median Voter Theorem", *Midwest Sports Association Meeting, Pella, IA, November 2019*.
4. "Agricultural Productivity and Migration: Evidence from the Nepal Living Standard Survey", *Southern Economic Association Annual Conference, Fort Lauderdale, FL, November, 2019*.
5. "Agricultural Productivity and Migration: Evidence from the Nepal Living Standard Survey", *Illinois Economic Association Annual Conference, Chicago, IL, November 2019*.
6. "Brain Gain Initiative for Tourism and Sustainable Development in Nepal", *Brain Gain Initiative Conference in Chicago, IL, August 2019*.

### Other Professional Engagement Activities

(2019-2024) Director of the WIU Kiva Lending Team. Since 2007, our Kiva Lending Team has made 116 loans to developing and under-developed countries. We have made an impact on borrowers in 45 countries and 15 sectors. We are in the 96th percentile of all Kiva lenders, making 750% more loans than the average Kiva lender, yet our default rate is only 1.39%, .43% less than the average Kiva lender. By participating in the Kiva Lending Team, students gain valuable insight to managing a portfolio using financial terms while helping under-privileged all around the world become financially independent \$25 dollars at a time.

(2020-2024) Provided consulting services for over 150 hours to small and medium-sized enterprises, focusing on supply chain optimization and operational efficiency improvements, directly aligned with core teaching topics in operations management.

(2021-2023) Developed and presented a series of executive education programs for senior management on leadership and innovation in the digital age, impacting over 500 participants from diverse industries.

(2019-2024) Served as Vice President of the local chapter of the American Marketing Association, leading initiatives that connected academic research with industry practices.

(2020) Published a practice-oriented white paper on the ethical implications of AI in business, influencing public discourse and shaping industry standards as outlined in AACSB Standard 2.

(2022-2024) Actively served on the Board of Directors for the Finance Professionals Network, contributing strategic insights to enhance the organization's educational outreach with minimal time commitment.

(2021) Participated in the annual Business Strategy Conference, where cutting-edge practices in strategic management were discussed, reinforcing teaching methodologies with current industry trends.

(2023) Successfully renewed Certified Public Accountant (CPA) license, ensuring continued compliance with professional standards and maintaining expertise in accounting education.

(2020-2022) Delivered keynote presentations at three national conferences on entrepreneurship and innovation, sharing insights directly related to course content on business development.

(2024) Completed a six-month sabbatical dedicated to professional development, including advanced research in emerging marketing technologies, which enhanced teaching materials and methodologies.

(2022-2023) Directed a student-led consulting project in collaboration with a Fortune 500 company, facilitating real-world learning experiences that bridged academic theory and business practice.

(2019-2024) Engaged in over 120 hours of continuing professional education in finance, attending specialized seminars and workshops to stay updated with the latest industry practices.

## **IMPACT STATEMENT**

My teaching philosophy is centered around empowering students to thrive in the realm of business analytics. As an educator, my objective is to cultivate a classroom atmosphere conducive to ACE learning: Active, Cooperative, and Engaged learning. I firmly believe that active interaction with course material, coupled with collaborative learning experiences, is pivotal for students to grasp and apply concepts effectively to real-world contexts. By prioritizing active participation, cooperation, and engagement, I aim to furnish my students with the essential skills needed to excel in their future endeavors within the field of business analytics.



## GRAY, STEPHEN

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 1997

Finance

Personal Finance, Real Estate, Derivatives, Portfolio Management

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Fall/Spring 2024: Organized alumni and industry leaders to share their experiences with three different classes for a total of eight sections. They addressed topics like personal investing, residential/commercial lending, and portfolio management.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Fall/Spring 2024: Attend/Participate student-focused events to show support. Events include: AFED Open House, CBT Ice Cream Social, CBT New Student Orientation, Ferguson Lecture, Student Recognition Reception, SCM Day, CBT Executive in Residence Program, and Meet the Firms.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Spring 2024: Accepted invitations to address student organizations on setting financial goals. Addressed Alpha Sigma Alpha and Ag Business Club.
3.3.1. Utilize effective communications with alumni to facilitate broader advocacy opportunities.	Fall/Spring 2024: Participated in Accounting/Finance advisory board meetings to facilitate communication with alumni and supporters to discover collaborative opportunities.
3.1.1. Support and engage university-wide recruiting and admissions activities.	Fall/Spring 2024: Participated in (4) Discover Western recruiting events, consisting of the table fair and discipline breakout sessions.
3.1.1. Support and engage university-wide recruiting and admissions activities.	Spring 2024: Planned and facilitated a game for the student activities portion of the Future Business Leaders of America 2024 Western Area Conference.
2.2.1. Increase the CBT relevancy to regional constituents as an innovative 'education solutions partner'.	Fall 2023: Coordinated REALS (Real Estate and Appraisal Learning Summit) which connects students with internship opportunities and permanent employments in various industries. This engagement enhances students' professional skills and employability, bridging the gap between academic learning and practical application.
2.2.1. Increase the CBT relevancy to regional constituents as an innovative 'education solutions partner'.	Spring 2024: Helped coordinate Finance Forward: Exploring Career Opportunities and Financial Literacy Essentials which provided students with opportunities to enhance their knowledge of personal finance.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Organized a panel of nine business professionals and university administrators to evaluate Stock Pitch presentations in FIN 575 - Portfolio Management.

Faculty Governance	Assistant Director, Accounting, Finance, Economics, and Decision Sciences (AFEDS), 2023-2024; Chair, College of Business & Technology Faculty Council Board of Directors, 2023-2024; Secretary, College of Business & Technology Faculty Council Board of Directors, 2022-2023; Chair, AACSB Committee, 2020-2021; Member, Council on Intercollegiate Athletics (CIA), 2019-2021; Member, Real Estate & Appraisal Learning Summit Committee (REALS), 2022-2024; Member, Finance Forward Committee, 2023-2024; Member, Undergraduate Curriculum Assessment Committee – Finance, 2021-2024; Member, Strategic Planning Committee – Finance, 2021-2024; Member, Finance Curriculum Committee, 2019-2024; Scholarship Advisor, Pi Kappa Phi Fraternity, 2020-2024
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## EDUCATION

### Initial Academic Preparation

2017 Doctorate of Business Administration, University of Wisconsin-Whitewater: Finance

### Other Relevant Education

1997 Master of Business Administration, Western Illinois University: Finance

1994 Bachelor of Science, Western Illinois University: Agriculture Education

### Professional Licenses/Certifications

1992-2024 Insurance Producer License, Department of Insurance, State of Illinois

2014-2024 Locksmith License, Department of Financial and Professional Regulations, State of Illinois

### Professional Qualifying Experience

1999-2024 Owner, Security Lock Shop

2005-2024 Owner, A-1 Property Management Services

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

Gray, S. and Premti, A. (2024). "Transaction-based lending and real earnings management", *Managerial Finance*, Vol, 50 No. 5, pp 890-907. <https://doi.org/10.1108/MF-12-2022-0581>. (basic: peer)

Pryor, C., Gray, S. and Ford, A. (2023). "Mother Earth Mulch: analyzing the impact of cost allocation on cost center performance", *IMA Educational Case Journal*, Vol. 16, No. 3, Art. 1, September 2023. (pedagogical: peer)

Pryor, Charles R.; Gray, Stephen S.; Lynch, Nicholas C. (2022), "Helping retirement plan participants understand their net worth", *Journal of Accountancy*. 233(4), 22-26. (basic: peer)

Gray, S. and Premti, A. (2021), "Transaction-based lending and accrual quality", *Managerial Finance*, Vol. 47 No. 1, pp.36-58. <https://doi.org/10.1108/MF-01-2019-0012>. (basic: peer)

Pryor, Charles R.; Lynch, Nicholas C.; Gray, Stephen S. (2020), "When Factoring Receivables Can Help SMEs Improve Cash Flow", *Journal of Accountancy*. 230(6), 32-36. (basic: peer)

### **Other Intellectual Contributions**

Gray, S., Pryor, C., & Ford, A. (2022, March). Mother Earth Mulch: An Analysis of Incremental Costs. Paper presented at the *North American Accounting Society Annual Meeting*, Chicago, IL.

Gray, S., Pryor, C., & Lynch, N. (2021, March). Helping Pension Participants Understand Their Net Worth. Paper presented at the *Academy of Finance Annual Meeting*, Chicago, IL.

Gray, S., Pryor, C., & Ford, A. (2021, March). A Case Analysis: The Pitfalls of Cost Allocation in Performance Evaluation. Paper presented at the *Academy of Finance Annual Meeting*, Chicago, IL.

Gray, S. & Premti, A. (2019, October). Transaction-Based Lending and Accrual Quality. Paper presented at the *Financial Management Association Annual Meeting*.

Gray, S. (2017-2021). Member – Editor’s Committee, *Journal of Finance Issues*.

### **Other Professional Engagement Activities**

- Member, AFEDS Undergraduate Admissions/Recruitment Team, 2021-2022
- Member, Finance Unit B Search Committee, 2021-2022
- Member, Marketing, Alumni, and Corporate Relations Committee, 2020-2021
- Member, Food Service Request for Proposal Review, 2019-2020
- Panelist, New Faculty Orientation, 2022
- Developer, Video – WIU Retirement Options, 2022

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered on bridging the gap between academic theory and practical application, equipping students with the skills and knowledge necessary to thrive in today's dynamic job market.

I utilize multiple guest speakers every semester in each of my classes to give presentations on a variety of topics. These topics include career development, credit, mortgage loans, investing, and investment portfolio management. Not only do my students expand their topic-specific knowledge, but they also develop contacts with industry professions that often result in career opportunities.

A significant activity that has a great impact on my Financial Health class is that I require them to obtain their personal credit report at [annualcreditreport.com](http://annualcreditreport.com). Even with all the advertising surrounding credit reports and credit scores, they are amazed to learn that their personal financial history is contained in one single report, but at the same time they develop an awareness of the importance of establishing a positive credit history as a contributing member of society. Another activity that all my classes benefit from is that I collaborate with local financial advisory branch offices to collect and distribute their monthly newsletters that have been written for their clients. Students indicate that these publications give them the opportunity to apply concepts that they learn in the classroom to their personal lives. In addition, the financial advisors serve as guest speakers in my classes.

To promote philanthropic activity, I provide students with an opportunity to identify a project that they can conduct individually, or as a group, whereby they can give the gift of time, talent, or money. While some students choose to participate in established causes, others choose to originate, plan, and participate in their own activity.

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

## GUPTA, AASTHA

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2022

Economics/ Managerial Economics

Game Theory, Applied Microeconomics, Digital Economy

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Spring 2024: Added a new software tool — Mathematica -- in ECON 381 (Economic Problem Solving). It helps broadens the skills of the students as per the needs of both corporate and academic worlds.
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Fall2023/Spring 2024: Engaging discussions in all courses for students to understand the real-world implications of the economic concepts.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Fall 2023/Spring 2024: Incorporating case studies that require students to apply the economic concepts in analyzing real-world business scenarios. The students are expected to come up with out of the box solutions if they were in a leadership position such as a manager or CEO of a company.
1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.	Fall 2023/Spring 2024: ECON 538 (Economics for Managers) has been updated to include the changes in managerial decisions in the digital world. This ensures that students are prepared for the new challenges in the ever-changing world.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Spring 2024: Invited Mr. Christopher Washburn, Director of Customer Analytics at FNBO to guide students on securing internships and jobs. Moreover, I invited alumni to interact with students and present their research.

### EDUCATION

#### Initial Academic Preparation

2022 Doctorate of Philosophy, Southern Methodist University: Economics

#### Other Relevant Education

2017 Master of Arts, Southern Methodist University: Economics

2014 Master of Arts, University of Delhi: Economics

2012 Baccalaureate of Arts, University of Delhi: Economics

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Gupta A (2023). “Deceptive Advertising, Regulation, and Naive Consumers” International Journal of Industrial Organization. Vol. 91. (basic: peer)

### Other Intellectual Contributions

- Gupta, A. (2024, May). Regulating the Influencers: Who Gains from FTC Regulation. Paper presented at the *International Industrial Organization*, Boston, MA.
- Gupta, A. (2024, March). Regulating the Influencers: Who Gains from FTC Regulation. Paper presented at the *Annual Meeting of the Midwest Economic Association*, Chicago, IL.
- Gupta, A. (2024, February). Regulating the Influencers: Who Gains from FTC Regulation. Paper presented at the *Disclosure, Information Sharing and Secrecy Workshop*, Online.
- Gupta, A. (2023, September). Deceptive Advertising, Regulation, and Naive Consumers. Invited lecture at the *College of Business and Technology, Western Illinois University*, Macomb, IL.
- Gupta, A. (2023, February). Global Revolution – Innovation, Ethics and Sustainability. Invited keynote lecture at the *Department of Commerce, University of Delhi, India* (Online).
- Gupta, A. (2022, November). Consumer Naivety and Price Competition. Paper presented at the *Annual Meeting of the Southern Economic Association*, Ft. Lauderdale, FL.
- Gupta, A. (2022, November). Deceptive Advertising, Regulation, and Naive Consumers. Paper presented at the *Annual Meeting of the Southern Economic Association*, Ft. Lauderdale, FL.
- Gupta, A. (2022, November). Regulating the Influencers: Who Gains from FTC Regulation. Paper presented at the *Annual Meeting of the Illinois Economic Association*, Chicago, IL.
- Gupta, A. (2022, November). Regulating the Influencers: Who Gains from FTC Regulation. Invited lecture at the *Stuart School of Business, Illinois Institute of Technology*, Chicago, IL.
- Gupta, A. (2022, October). Regulating the Influencers: Who Gains from FTC Regulation. Paper presented at the *Annual Meeting of the Missouri Valley Economic Association*, St. Louis, MO.
- Gupta, A. (2022, February). Influencer Advertising and Disclosure Regulation. Invited lecture at the *Department of Economics, Krea University, India* (Online).
- Gupta, A. (2022, January). Influencer Advertising and Disclosure Regulation. Invited lecture at the *Department of Economics, Providence College*, Providence, RI.
- Gupta, A. (2021, December). Influencer Advertising and Disclosure Regulation. Invited lecture at the *Department of Economics, Colorado College, Colorado* (Online).
- Gupta, A. (2021, November). Influencer Advertising and Disclosure Regulation. Invited lecture at the *Department of Economics, Indian Institute of Technology, Jodhpur, India* (Online).
- Gupta, A. (2021, November). Influencer Advertising and Disclosure Regulation. Paper presented at the *Annual Meeting of the Southern Economic Association*, Houston, TX.
- Gupta, A. (2021, October). Influencer Advertising and Disclosure Regulation. Paper presented at the *Brown Bag Seminar, Department of Economics, Southern Methodist University*, Dallas, TX.
- Gupta, A. (2021, August). Influencer Advertising and Disclosure Regulation. Paper presented at the *Microeconomics Workshop, Department of Economics, Southern Methodist University*, Dallas, TX.
- Gupta, A. (2021, August). Influencer Advertising and Disclosure Regulation. Paper presented at the *Annual Meeting of the European Association for Research in Industrial Economics*, Online.

- Gupta, A. (2021, January). Influencer Advertising and Disclosure Regulation. Paper presented at the *Econ Ph. D. Alumni Conference, Southern Methodist University*, Dallas, TX.
- Gupta, A. (2020, November). Influencer Advertising and Disclosure Regulation. Paper presented at the *Annual Meeting of the Southern Economic Association*, Online.
- Gupta, A. (2020, October). Deceptive Advertising, Regulation, and Naive Consumers. Paper presented at the *Microeconomics Workshop, Department of Economics, Southern Methodist University*, Dallas, TX.
- Gupta, A. (2020, March). Deceptive Advertising, Regulation, and Naive Consumers. Paper presented at the *Brown Bag Seminar, Department of Economics, Southern Methodist University*, Dallas, TX.
- Gupta, A. (2019, November). Deceptive Advertising, Regulation, and Naive Consumers. Paper presented at the *Texas Economic Theory Camp*, Austin, TX.

## IMPACT STATEMENT

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered on bridging the gap between academic theory and practical application, equipping students with the skills and knowledge necessary to thrive in today's dynamic job market.

Through the development and delivery of career-readiness courses, I have emphasized experiential learning by integrating real-world projects into the curriculum. This approach ensures that students not only gain theoretical insights but also acquire hands-on experience, making them competitive candidates for productive employment upon graduation.

Moreover, recognizing the growing importance of digitization, I identified critical skills needed in today's digital economy and designed a new course to address this gap, while I have also incorporated digitization themes into other courses. The course prepares students with an economic understanding of the digital landscape. This broadened perspective gives students a valuable edge in navigating the fast-changing global economy.

In addition to curricular contributions, I have mentored both undergraduate and high school students, helping them navigate the complexities of digital economics. This mentorship has deepened their understanding of the subject and better prepared them for the demands of the workforce.

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

**HOWE, MICHELLE**

Instructor, 9-mo/acad. yr, joined WIU in 2011  
Business Communication

**STATUS AND FACULTY QUALIFICATION**

**Participating/Instructional Practitioner (IP)**

1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Fall 2023/Chair of Outreach Committee. Organized faculty to attend Discover Western events, IBEA/NBEA, and high school workshops to engage with students and high school educators. These engagement activities are part of recruitment and retention.
University/College/Unit Committees	Fall 2023/Spring 2024: Served as secretary to the CBT Diversity, Equity, Inclusion, and Belonging committee. Increasing DEIB efforts is part of the CBT strategic plan.
4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Fall 2023/Spring 2024: Presented to 15 area high schools/CEO programs on topics related to professional development (LinkedIn, Resumes, Interviewing skills). These workshops fill curricular gaps and provide an opportunity to recruit students.
3.3.1. Utilize effective communications with alumni to facilitate broader advocacy opportunities.	Fall 2023: Developed a School of Management and Marketing newsletter that was sent to alumni. Connecting with alumni provides opportunities for them to give back to WIU financially or with their time.
4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Fall 2023/Spring 2024: Serve as Women in Business advisor. This organization promotes inclusion for women in business and guides women on preparing for careers in the workforce.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Serve as Board Member for the McDonough County Creating Entrepreneurial Opportunities (CEO) Program.
4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Faculty Advisor for WIU Women in Business student organization

**EDUCATION**

**Initial Academic Preparation**

2011 Master of Science, Western Illinois University: College Student Personnel

**Other Relevant Education**

2009 Bachelor of Science, Western Illinois University: Agriculture

2007 Associate of Science, Spoon River College: Agriculture

**Professional Licenses/Certifications**

2020 Certified Professional Resume Writer  
2017 Instructor, Career Development Facilitator classes  
2016 Myers Briggs Type Indicator certification  
2016 Strong Interest Inventory certification  
2015 Global Career Development Facilitator certification

### **Professional Qualifying Experience**

2011 – 2017 Assistant Director, WIU Career Development Center

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

Howe, M.C. (2023, November). *Chatting with ChatGPT*. Presentation for the Illinois Business Education Association, Springfield, IL.

Howe, M.C. (2023, April). *Current Trends in Resume Writing*. Presentation for the National Business Education Association, Kansas City, MO.

Howe, M.C. (2022, November). *Current Trends in Resume Writing*. Presentation for the Illinois Business Education Association, Springfield, IL. Howe, M.C.

(2022, February). *What's in a resume? Current trends in resume writing skills*. Presentation for the Illinois Association of Career & Technical Education, Normal, IL.

### **Other Professional Engagement Activities**

(2018-2024) Presented resume, interviewing, LinkedIn, and email communication workshops to various high schools, businesses, and CEO programs across Illinois.

(2023-2024) Assisted Dr. Zimmerman in planning the ConNext conference for high school students. This conference promoted SCM careers and opportunities.

(2022-present) Patient Ambassador for Horizon Therapeutics/Amgen (70 hours)

(2018-present) Career and resume consulting (50 hours) for various organizations

(2018-2024) Served as a conference judge at Illinois FFA and PAS events for job interviewing state/national competitions.

(2018–2024) Paired Women in Business students with professional mentors. Also sent students to the Women Lead Change conference in the Quad Cities.

(2018-2023) Attended Illinois Business Education association meetings and FBLA conferences to connect with high school business teachers and high school students.

## **IMPACT STATEMENT**

As a faculty member in the College of Business & Technology, I have actively guided students in their career development through a comprehensive approach that includes workshops, personalized coaching, and community engagement. With multiple certifications, including Professional Certified Resume Writer and the Global Career Development Facilitator, I equip students with essential skills in resume writing, interviewing, and business communication.

My professional engagement has allowed me to present resume and interviewing workshops at numerous high schools, reaching



students in various regions. I've collaborated with local CEO programs to enhance their business communication skills and have conducted tailored sessions on professional public speaking. My involvement with organizations like the Illinois Business Education Association and FBLA has further expanded my network and resources

I also foster relationships with local employers, arranging for guest speakers that connect students with real-world experiences. Notably, I have paired students with professional mentors through the Women in Business program, emphasizing the importance of networking in career advancement.

My commitment extends to community service, as I serve on various committees and mentor local high school students through leadership programs. I have also organized events like the NextGen Talent Expo and the CEO regional conference, promoting career readiness among youth.

Through these efforts, I strive to empower students to achieve their career goals, providing them with the tools and opportunities necessary to succeed in a competitive job market.

## HUMPHREY, SUZANNE

Associate Faculty, 9-mo/acad yr, joined WIU in 2007  
Management & Marketing  
Business Communications

### STATUS AND FACULTY QUALIFICATION

**Participating / Instructional Practitioner (IP)**

### EDUCATION

#### Initial Academic Preparation

1993 Master of Business Administration, St. Ambrose University

#### Other Relevant Education

1977 Master of Science, Western Illinois University  
1975 Bachelor of Science, Western Illinois University

#### Professional Qualifying Experience

2018-Present Flaherty's Irish Candy Company  
2008-Present Eastern Iowa Community College District

#### Professional Licenses/Certifications

2021 Certificate from Cengage Learning in "Strategies for Collaboration and Engagement"  
2018 Certificate from McGraw Hill in Digital Product Training

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Professional Engagement Activities

(2019-2024) Flaherty's Irish Candy Company - Spearheaded the annual marketing campaign by collaborating with owners and website designers to optimize user online experience (resulting in a 15% increase in online conversion rate), coordinating and scheduling media placements to enhance brand visibility, revising promotional materials to strengthen brand messaging, and implementing comprehensive strategies across social media, website, print, and B2B promotions, leading to a 20% growth in business accounts (over 100 hours annually).

(2019-2023) Professional Development and Training: Webinar on "How Can I Use AI to Draft Course Materials" (CITR, 2023); Certificate from Marketplace "Train the Trainer" (2021); Zoom Training (CITR, 2021); Webinars and Bootcamps on Online Teaching, Zoom Integration, and Hybrid Instruction (CITR, 2020); Faculty Workshops on Web-Based Instruction and Best Practices for Teaching Online (2020); Webinar Training on Connect from McGraw Hill (2019).

**IMPACT STATEMENT**

Not available

## Hunt, Ryan J, J.D.

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2005

Business Law

Legal Environment of Business, Law of Commercial Transactions, Law of Business Organizations

### STATUS AND FACULTY QUALIFICATION

#### Participating / Practice Academics (PA)

1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Advise and direct students interested in law school as a professional contact and reference.
1.2.1. Enhance teamwork/leadership/communication/and ethical decision-making skills.	School of Management and Marketing Grade Appeals/Academic Integrity Committee.
University/College/Unit Committees	School of Management and Marketing Department Personnel Committee
3.1.1. Support and engage university-wide recruiting and admissions activities.	Serve as invited speaker to local, high school CEO students.
3.1.2. Update and expand transfer pathways and articulation agreements.	Review syllabi of courses from other institutions whose Business Law courses are ambiguous under existing articulation agreements on behalf of transfer students as a member of the Business Law Curriculum Committee.
3.3.1. Utilize effective communications with alumni to facilitate broader advocacy opportunities.	Participated in panel discussion with recent WIU alums about law school and the practice of law at the WIU Law Day Symposium.
University/College/Unit Committees	Human Resource Management Curriculum Committee
University/College/Unit Committees	School of Management and Marketing Scholarship Committee
University/College/Unit Committees	College of Business and Technology Scholarship Committee

### EDUCATION

#### Initial Academic Preparation

1996 Juris Doctorate (J.D.), Drake University Law School

#### Other Relevant Education

1993 Baccalaureate in Political Science, Knox College

#### Professional Licenses/Certifications

1996 Iowa State License to Practice Law

1997 Illinois State License to Practice Law

#### Professional Qualifying Experience

2006–2024 Proprietor, Ryan J. Hunt, Esq., Attorney at Law. Provided professional legal services to individuals, small businesses, and not-for-profit corporations, as well as pro bono legal services to charities and students.

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Peer Reviewed Scholarly & Grants**

### **Other Intellectual Contributions**

Presentations at Academic or Professional Meetings

Hunt, R.J. (2024, March). “Causing Problems: A Look at the Federal Circuit Court Split on the Causation Standard Required in Retaliation Claims Under the FMLA,” paper presented at the *Midwest Academy for Legal Studies in Business Conference*, Chicago, IL.

Hunt, R.J. (2019, March). “What’s In a Name? A Survey of the Topics Included in Legal Environment of Business Courses,” paper presented at the *Midwest Academy for Legal Studies in Business Conference*, Chicago, IL.

### **Other Professional Engagement Activities**

(2019-2024) Provided legal consulting services of over 500 hours to individuals, small and medium-sized businesses, charitable, religious and non-profit organizations directly aligned with core teaching topics in operations management.

(2019-2024) Engaged in over 30+ hours of continuing education in law, ethics and the legal profession, attending specialized seminars and workshops to stay updated with the latest industry practices.

(2019-2024) Successfully renewed Illinois law license, ensuring continued compliance with professional standards and maintaining expertise in the legal field.

(2019-2023) Actively served on the Board of Directors for the Argyle Bible Church, an Illinois not-for-profit corporation, contributing strategic insights to enhance the organization’s religious and educational outreach, and providing legal advice and direction on employment issues, corporate governance, and drafting corporate policies.

(2021, 2022, 2024) Invited speaker to the McDonough County CEO program for high school students, informed and advised students on practical business law issues, and provided career counseling and advice.

(2022) Served as chairman of the Nominating Committee of McDonough Telephone Cooperative (a cooperative with over \$26 million in assets), met with the CEO and committee members to research and select potential board members, presented nominating committee report at the organization’s annual meeting.

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered on bridging the gap between academic theory and practical application, equipping students with the skills and knowledge necessary to thrive in today’s dynamic job market.

Through the development and delivery of career-readiness courses, I have emphasized experiential learning by integrating internships, micro-credentials, and real-world projects into the curriculum. This approach ensures that students not only gain theoretical insights but also acquire hands-on experience, making them competitive candidates for productive employment upon graduation.

Moreover, my involvement in executive education programs and consulting projects with local businesses has allowed me to bring current industry practices into the classroom, ensuring that our students are well-versed in the latest trends and challenges facing the workforce. This alignment with industry needs directly contributes to students' readiness for decent work, particularly in sectors that are critical to societal growth.

I have also mentored students from underrepresented backgrounds, guiding them through the complexities of career planning and professional development. This mentorship has been pivotal in enabling these individuals to overcome barriers to upward social mobility, aligning with CBT's mission of creating a more equitable and prosperous future for all.

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

## KOO, WANMO

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2014  
Marketing / Management and Marketing

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

3.1.3. Increase the availability and accessibility of student scholarships and tuition assistance.	As a chair of the Scholarship Committee, I was in charge of announcing and selecting scholarships available for SMM students.
1.2.1. Enhance teamwork/leadership/communication/and ethical decision-making skills.	Employed multiple group discussions and group term projects in courses that I taught.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Students taking MKTG 329 practiced and applied multiple marketing research techniques through in-class computer activities.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	A member of American Collegiate Retailing Association (ACRA) and International Textile & Apparel Association (ITAA)
4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.	Working on manuscripts for the American Collegiate Retailing Association (ACRA) annual conference and International Journal of Interactive Mobile Technologies
2.2.2 Leverage and engage alumni, advisory boards, professional affiliations, and corporate connections to ensure curricular alignment with leading industry best practices	Active Member: American Collegiate Retailing Association (ACRA), 2011-current, International Textile & Apparel Association (ITAA), 2011-current; International Scholar Award Committee at International Textile & Apparel Association (ITAA), 2022-current – charged with reviewing proposals, nominations, and applications for international scholar award sponsored by ITAA

### EDUCATION

#### Initial Academic Preparation

2014 Doctorate of Philosophy, University of Tennessee, Knoxville: Retail and Consumer Sciences (Minor in Statistics)

#### Other Relevant Education

2010 Master of Sciences, University of North Texas: Merchandising

2008 Bachelor of Science, Chungbuk National University, South Korea: Fashion Design and Information

2008 Bachelor of Arts, Chungbuk National University, South Korea: English Language and Literature

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

Koo W (2023). “Ways to Implement Effective Product Placement on YouTube” *International Journal of E-Business Research*. Vol. 19. (applied: peer).

Koo W (2020). “Critical Omni-Channel Service Elements Affecting Satisfaction and Loyalty” *International Journal of E-Business Research*. Vol. 16, 32-46. (applied: peer).

### Other Intellectual Contributions

Koo, W. (2023, March). Different importance of omni-channel integration elements based on demographic and channel preference factors. Paper presented at the *American Collegiate Retailing Association Annual Conference*.

### Serving as a reviewer for peer reviewed journals

Reviewer of *International Journal of Human-Computer Interaction* (SSCI indexed)

- The relative effects of trust and distrust on information acceptance from mobile word-of-mouth and the moderating role of event significance and the aggregate preference (2021)

Reviewer of *International Journal of Retail & Distribution Management* (SSCI indexed)

- A classification model for formal high-end menswear retailers in Italy (2021)
- Classification model for formal menswear retailers in Italy (2020)

Reviewer of *International Journal of Interactive Mobile Technologies* (Scopus Indexed CiteScore 4.2)

- A mobile application prototype designed to support physical therapy assessment learning processes (2023)
- Mapping of mobile learning research directions and trends in Scopus-indexed journals: A bibliometric analysis (2022)
- The impact of using the “Go-Chemist!” app on students’ chemistry motivation in atomic structure (2022)
- Depression detection through smartphone sensing: A federated learning approach (2022)
- A fuzzy-based routing protocol for highway environment in vehicular Ad Hoc networks (2022)
- The impact of computer and mobile based teaching on kindergarten students in acquiring social values (2022)
- A novel approach for product recommendation using smartphone sensor data (2022)
- Data mining designing with algorithm C4.5 method to predict competency exam’s graduation in vocational high school (2022)
- Bilingual color learning application as alternative color learning for preschool student (2021)
- A survey on improving QoS in service level agreement for cloud computing environment (2021)
- Mobile-assisted language learning in L2 Korean using WeChat: A case study (2021)
- Exploiting cloud computing and web services to achieve data consistency, availability, and partition tolerance in the large-scale pervasive systems (2021)
- Exploring factors influencing mobile learning in higher education – A systematic review (2021)
- Improve the performance of transport layer of TCP protocol in wireless sensor network (2020)
- Visualization of learning and memorizing processes using mobile devices: Mind mapping and charting (2020)
- Digital Murāja’ah with mobile technology to learn basic Qur’an recitation (2020)
- Flood disaster identification and decision support system using crowdsourced data based on convolutional neural network and 3S technology (2020)
- ARChem3D, augmented reality-based mobile application for supporting chemistry learning
- Learning style tendencies based on Fleming’s VARK learning style among TVET students
- Enhanced of attendance records technology used geospatial retrieval based on crossing number (2020)
- The behavioural intentions of secondary school students to use tablet as a mobile learning device (2020)
- Cardless banking system in Malaysia: An extended TAM (2019)
- Priority task scheduling for the cloud computing environment (2019)



- An integrated conceptual model for m-government acceptance in developing countries: The case study of Jordan (2019)
- CROLIST: A mobile app for collaborative grocery list management (2019)

Reviewer of *International Journal of E-Business Research* (**Scopus Indexed CiteScore 2.5**)

- The rise of AI-driven advertising - personalization, automation, and the future of e-commerce marketing (2024)
- What makes consumers adopt a wearable fitness device? (2023)
- An evaluation of the latest vat rules in the EU implications for e-commerce (2021)
- Changing m-commerce transaction styles up to 2020 macro-economic changes (2021)
- The ranking of electronic business models in the online game industry, based on the fuzzy Delphi method and AHP (2021)
- Recommendation agents in online shopping (2021)
- Profiling mobile wallet users through artificial neural networks (2021)
- Integrating keyword segmentation and budget allocation decisions in sponsored search advertising (2021)
- Contributions of retail automation via social media in metamorphosing the Indian retail practices (2021)
- Technological disruption in marketing communications (2021)
- Customer experience in omnichannel retail environment typology of customer touch points (2021)
- Blockchain technology—The future of online hotel booking systems (2021)
- Customers' shopping behaviour and engagement in social media brands communities (2020)
- Understanding predictors of Online shopping and empirical investigation of self-determination theory (2020)
- Investigating the impact of gender on online shopping behavior - Indian customers perspective (2020)
- Prioritizing the components of online environment to assess customer experience (2020)
- Factors influencing the intention of intentional students to shop online in China (2019)
- Dimensions of social media marketing capabilities and their contribution to firm performance (2019)

Reviewer of *Journal of Global Fashion Marketing*

- Consumer perception of quality of clothing products: a lesson for the business sector raising from Czech evidence (2021)
- Thrift Shopping for Clothes: To Treat Self or Others? (2019)

Reviewer of *International Journal of Marketing Studies* - Reviewed more than 30 full manuscripts

Reviewer of *International Business Research* - Reviewed more than 20 full manuscripts

Reviewer of *International Journal of Economics, Business and Management Research (Editorial Board Member)* (2022 – current) - Reviewed 10 full manuscripts

Reviewer of *International Conference of Clothing and Textile* (2022) - Reviewed three abstracts

### **Other Professional Engagement Activities**

(2022) Received *Future Leader Award*, College of Human Ecology, Chungbuk National University, South Korea.

(2022-current) Served as a member of *International Scholar Award Committee* at International Textile & Apparel Association (ITAA).

(2023) Attended the *International Scholar Award Committee* meeting during the International Textile & Apparel Association conference in Baltimore, MD to discuss ways to invite rising foreign scholars who are hard to travel to the United States.

(2023) Assisted the *International Bazaar* during the International Textile & Apparel Association conference in Baltimore, MD.

(2019-current) Served as a faculty liaison between the School of Management and Marketing and the National Retail Federation.

(2020) Taking student groups to *NRF Foundation Student Program 2020* in New York City.

(2018 – 2024) Served as a chair of *Scholarship and Awards Committee* at School of Management and Marketing.

(2020 – 2024) Served as a member of *Department Personnel Committee* at School of Management and Marketing.

(2018 – 2024) Served as a member of *Curriculum Committee* at School of Management and Marketing.

(2018 – 2024) Served as a member of *Scholarship and Awards Committee* at College of Business and Technology.

(2019 – 2022) Served as a member of *Council on General Education* at Western Illinois University.

(2015 – 2022) Served as a member of *University Technology Advisory Group* at Western Illinois University.

## IMPACT STATEMENT

As a faculty member of the School of Management and Marketing in the College of Business and Technology, I have actively contributed to scholarly, service, and outreach activities for the evaluation period.

In my applied studies published in Scopus-indexed journals, I focused on applying well-known basic consumer theories to up-to-date and rising marketing contexts of omnichannel marketing and product placement on social media to solve gaps in relevant studies and provide practical guides for business practitioners. For that, original theories were modified with strong literature support so that they can be applied to new research contexts, and future researchers will adopt those modified theories in similar contexts.

I have made significant intellectual contributions by serving as a reviewer of multiple SSCI-indexed, Scopus-indexed, and other peer-reviewed journals. During the evaluation period, I have reviewed more than 110 full-length papers. I have done my best to offer productive comments to authors and have been able to learn research trends through review processes.

I have also actively engaged in outreach and extracurricular activities. I attended the American Collegiate Retailing Association Annual Conference for paper presentation and networking and have served on the International Scholar Award Committee at International Textile and Apparel Association. I attended the International Scholar Award Committee meeting during the International Textile & Apparel Association conference to discuss ways to invite rising foreign scholars who are hard to travel to the United States.

I have also served as a faculty liaison between the School of Management and Marketing and the National Retail Federation. I have actively attended periodic meetings in which educators from different NRF university members presented to discuss and learn opportunities for students. In addition, I have supported NRF student ambassadors so that they can successfully complete the annual requirements assigned by NRF. I also took student groups to the NRF Foundation Student Program held in New York City.

## LEE, HONGBOK

Professor, Tenured: joined WIU in 2002

Finance

Investments, Investment Security Analysis, Financial Management

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

University/College/Unit Committees	MBA Advisory Committee representing the Finance core discipline.
University/College/Unit Committees	Chair, Undergraduate Finance Curriculum and Assessment Committee.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Coordinator of Finance Student Information Fair
3.2.1. To encourage the cultivation of strong support from college advisory board members.	Active engagement with Accounting and Finance National Advisory Board
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Fall 2023 Sabbatical Recipient with research focus.

### EDUCATION

#### Initial Academic Preparation

2002 Doctorate of Philosophy, University of Missouri: Finance

#### Other Relevant Education

1998 Master of Science, University of Illinois: Economics

1983 Bachelor of Economics, Kyungpook National University: Economics (Major), Business Administration (Minor)

#### Professional Qualifying Experience

1983–1996 Korea Exchange Bank, Seoul, Korea

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly Papers

Yan, Z., and Lee, H. (2023). "Insurance Contracting with Adverse Selection and Moral Hazard" *Journal of Finance Issues*. Vol. 21(2). pp. 75-100. (basic: peer)

Yoon, S.S., Lee, H., and Oh, I. (2023). "Differential Impact of Fintech and GDP on Bank Performance: Global Evidence" *Journal of Risk and Financial Management*. Vol. 16 (7). 304. (basic: peer)

Waggle, D., Moon, G., and Lee, H. (2022). "Retirement Glide Path Options in an Uncertain, Low-Interest-Rate Environment" *Journal of Financial Planning*. Vol. 35(3). pp. 68-88. (basic: peer)

Kim, T., Lee, H., Park, K., and Waggle, D. (2021). "Capital Budgeting Practices: Evidence from Korea" *Managerial Finance*. Vol. 47(2). pp. 189-208. (basic: peer)

Moon, G., Lee, H., and Waggle, D. (2020). "Long-Run Equity Performance of Firms that Restate Financial Statements" *Managerial Finance*. Vol. 46 (1). pp. 92-108. (basic: peer)

### **Other Intellectual Contributions**

#### **Proceedings from Scholarly Meetings**

Lee H., Moon, G., and Waggle, D. (2021). "Achieving a Nest-Egg Goal with a Target Return" In *Proceedings of the 2021 Academy of Finance Meeting*. pp. 1-19.

DeBoeuf, D.A., Lee, H., and Gray, S. (2020) "Retirement Planning and Asset Allocation Determinants" In *Proceedings of the 2020 Academy of Finance Meeting*. pp. 118-126.

#### **Presentations at Academic Meetings**

Yoon, S.S., Lee, H., and Pryor, C. (2024) "The United Nations Sustainable Development Goal 5: Does National Governance Quality Matter?" Paper presented at the *MBAA International (Academy of Finance) Annual Meeting*, Chicago, IL.

Lee, H., and Yoon, S.S. (2023) "Capital Market and Fintech in Korea" Paper presented at the *MBAA International (Academy of Finance) Annual Meeting*, Chicago, IL.

Yan, Z., and Lee, H. (2023) "A Principal-Agent Model of Insurance Contracting under Information Asymmetry" Paper presented at the *MBAA International (Academy of Finance) Annual Meeting*, Chicago, IL.

Lee, H., and Yoon, S.S. (2022) "A Path to Financial Deepening: The Korean Case" Paper presented at the *MBAA International (Academy of Finance) Annual Meeting*, Chicago, IL.

Lee, H., Moon, G., and Waggle, D. (2021) "Achieving a Nest-Egg Goal with a Target Return" Paper presented at the *MBAA International (Academy of Finance) Annual Meeting*, Virtual Meeting.

Lee, H., and Moon, G. (2020) "A Review of CEO Pay and Shareholder Wealth" *MBAA International (Academy of Finance) Annual Meeting*, Chicago, IL. [Accepted for presentation; Conference cancelled due to COVID-19]

DeBoeuf, D.A., Lee, H., and Gray, S. (2020) "Retirement Planning and Asset Allocation Determinants" *MBAA International (Academy of Finance) Annual Meeting*, Chicago, IL. [Accepted for presentation; Conference cancelled due to COVID-19]

#### **Serving as an Editor-in-Chief for a Peer-Reviewed Publication**

Lee, H. (2021-2023). Editor-in-Chief, *Journal of Finance Issues*.

#### **Serving as an Officer in a Recognized Academic Society or Association**

Lee, H. (2020-2021). President, *Academy of Finance*.

Lee, H. (2019-2020). Program Chair and President-Elect, *Academy of Finance*.

### **Receiving an Award for Research**

Yoon, S.S., Lee, H., and Pryor, C. (2024) *Best-in-Track Award* for “The United Nations Sustainable Development Goal 5: Does National Governance Quality Matter?” at the *MBAA International (Academy of Finance) Conference*, Chicago, IL.

Lee, H., and Yoon, S.S. (2023) *Best-in-Track Award* for “Capital Market and Fintech in Korea” at the *MBAA International (Academy of Finance) Conference*, Chicago, IL.

Yan, Z., and Lee, H. (2023) *Best-in-Track Award* for “A Principal-Agent Model of Insurance Contracting under Information Asymmetry” at the *MBAA International (Academy of Finance) Conference*, Chicago, IL.

### **Other Professional Engagement Activities**

(2023) Completed a six-month sabbatical dedicated to professional development, including research in retirement planning; gender inequality in financial inclusion across the world; and Capital Market and Capital Formation in Korea.

(2021-2023) Reviewed for the Best-in-Track Awards for the *MBAA International (Academy of Finance) Conference*.

(2021-2024) Discussed papers presented at the *MBAA International (Academy of Finance) Conference*.

(2020-2024) Served on the Editorial Advisory Board for *Managerial Finance*, assisting Editor-in-Chief by providing reviewing service.

(2020-2023) Served as an external reviewer of promotion applications for the Pennsylvania State University, Abington; the University of St. Thomas; and Indiana University South Bend. Served.

(2020) Reviewed an online finance course (Investments) for the University of Minnesota Crookston.

(2020-2024) Served as a reviewer for scholarly journals including *Applied Economics*, *Applied Economics Letters*, *Asia Pacific Management Review*, *Asian Academy of Management Journal of Accounting and Finance*, *European Research on Management and Business Economics*, *International Journal of Finance and Economics*, *Managerial Finance*, *Research in International Business and Finance*, *Review of Industrial Organization*, and *The Engineering Economist*.

(2020-2021) Reviewed textbooks for McGraw-Hill and Wiley.

(Ongoing) Member: Financial Management Association International, Academy of Finance, Korea-America Finance Association, Phi Kappa Phi National Scholastic Honor Society

## **IMPACT STATEMENT**

During the past five years, I published five papers in well-recognized academic journals such as *Managerial Finance* (indexed by Scopus and Thomson’s Emerging Sources Citation Index), *Journal of Risk and Financial Management* (indexed by Scopus), and *Journal of Financial Planning*. I made seven presentations at academic conferences, receiving three Best-in-Track Awards for my papers. I value collegiality when working on my research projects, as evidenced by the two journal articles I coauthored with my colleagues, Drs. Zhiqiang Yan and Soon Suk Yoon. These papers include Yan and Lee (2023) and Yoon, Lee, and Oh (2023). I reviewed numerous papers for highly regarded scholarly journals. My research contributes to finance academia in general and the quality of teaching in my classroom.

I served as Editor-in-Chief of the *Journal of Finance Issues* and a member of the Editorial Advisory Board for *Managerial Finance*. I held leadership positions in an international scholarly organization, the Academy of Finance: President, 2020-2021, and Program Chair, 2019-2020. I also served as an external reviewer of promotion applications for other universities.

## LEEZER, LAURA

Instructor, 9-mo/acad yr, joined WIU in 1996  
Management and Marketing  
Marketing

### STATUS AND FACULTY QUALIFICATION

**Supporting / Instructional Practitioner (IP)**

### EDUCATION

#### Initial Academic Preparation

1998 Master of Science in Education, Western Illinois University

#### Other Relevant Education

1984 Bachelor of Science, Western Illinois University

#### Professional Qualifying Experience

1995–Present Senior Vice President and Senior Business Development and Marketing, Clocktower Banks - Experienced banking professional with over 30 years of expertise at Clocktower Banks, specializing in customer service, sales, and community engagement. Proven leader in fostering client relationships and delivering financial solutions.

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Other Professional Engagement Activities

(1985-2024) Macomb Chamber of Commerce: Active member supporting local businesses through networking, collaboration, and community involvement for over three decades.

(1995-2024) Illinois Bankers Association, Member): Engage in industry discussions and advocacy for banking policies and professional development.

(2000-Present) Professional Woman's Network International, Member: Contribute to global networking initiatives, promoting women's professional growth and leadership.

(Ongoing) Swanson Consulting, Macomb, IL: Conduct workshops and seminars focused on sales, customer service, marketing, and communication for businesses and organizations. Provide tailored products and services to individual and business clients, enhancing operational efficiency and growth. Instruct clients on professional growth and development plans, promoting sustained career and personal success.

(2017-2024) Youth Assistance Programs Fund Board, Member

(2000-2024) Community and Quality of Life Committee, Board Member

(2017-2019) Big Brother Big Sister, Board Member

(2017-2023) Salvation Army, Advisory Board Member

(2018-2023) Macomb Convention and Visitors Bureau, Advisory Board Member

(2018-2022) Macomb Downtown Residential Development Corporation, Marketing /PR

(2022-2024) McDonough County CEO Board Member

(2021-2022) Macomb Beautiful Associate, City Mural Project Committee Member

(2017-2024) McDonough District Hospital Outreach Committee

(2017-2024) Macomb City Planning Commission, Commissioner

(2012-2024) McDonough County Community Foundation,

Contributing Author: Published works in *Becoming The Professional Woman*, *Customer Service and Professionalism*, and *The Young Woman's Guide for Personal Success*.

**Continuing Professional Education Activities:**

(2010-2024) BAI-Bank Administration Institute, ongoing monthly training and compliance, 2010-Present

**IMPACT STATEMENT**

LU, LU

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2022  
 Intermediate Accounting I / Intermediate Accounting II  
 Intermediate Accounting III / Data Analytics

**STATUS AND FACULTY QUALIFICATION**

**Participating / Scholarly Academics (SA)**

3.1.3. Increase the availability and accessibility of student scholarships and tuition assistance.	Wrote a recommendation letter for student Tia Schroder for the AICPA Legacy Scholarships.
1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.	Advised Commodity Trading Lab team performing evaluation of the relevance of data and software tools to the current curriculum.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Participated in Accounting Career Explorations 2024 in the Quad Cities. This event brought together students, faculty, and industry professionals to explore career opportunities in accounting. I engaged with students, providing guidance on career paths, industry trends, and the necessary skills for success in the accounting field.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Participated in the QC College Career Fair, engaging with students to facilitate connections between academic preparation and career opportunities in accounting.
University/College/Unit Committees	Member: Accounting Curriculum Committee for the School of Accounting, Finance, Economics, and Decision Sciences.
University/College/Unit Committees	Member: Accounting Assessment Committee School of Accounting, Finance, Economics, and Decision Sciences

**EDUCATION**

**Initial Academic Preparation**

2022 Doctorate of Philosophy, Temple University

**Other Relevant Education**

2014 Master of Accountancy, University of Missouri – Kansas City  
 1999 Bachelor of Science in Accounting, Tsinghua University

**Professional Licenses/Certifications**

2001 Certified Public Accountant (Canada)  
 2007 Certified Public Accountant (China)  
 2014 Certified Public Accountant – Passed all sections of the CPA exam (California, 2014), license pending.  
 2023 Alteryx Designer Core Micro-Credential: Data Transformation  
 2023 Alteryx Designer Core Micro-Credential: Data Manipulation



2023 Alteryx Designer Core Micro-Credential: Data Preparation  
2023 Alteryx Designer Core Micro-Credential: General Knowledge  
2023 Alteryx Foundation Micro-Credential

### **Professional Qualifying Experience**

2014 Tax Research Specialist, H&R Block  
2007–2012 China Service Manager, Tricor Consultancy (Beijing) Limited  
2000-2007 Assistant Manager, KPMG Huazhen CPAs  
1999-2000 Associate Auditor, Pan-China CPAs

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Intellectual Contributions**

Liu, C., & Lu, L. (2024, June). To Hide or Highlight? Emphasis on Corporate Integrity Culture and Foreign Corrupt Practices Act Violation. Paper presented at the *11th International Conference of the Journal of International Accounting Research (JIAR)*, Taipei, TW.

Bogenschneider B and Lu L (2023) "Anatomy of an eBay fraud." *International Journal of Ethics and Systems* (pedagogical: peer).

### **Other Professional Engagement Activities**

(2022-2024) Engaged in over 40 hours of continuing professional education in accounting, attending specialized seminars and workshops to stay updated with the latest industry practices.

(2023-2024) Participated in the annual meetings of the American Accounting Association, where cutting-edge practices in accounting were discussed, reinforcing teaching methodologies with current industry trends.

(2023) Successfully renewed Certified Public Accountant (CPA) license of Canada and China, ensuring ongoing compliance with professional standards and maintaining expertise in accounting education both in North America and internationally.

(2024) Served as a discussant at the American Accounting Association annual meetings for two concurrent papers on audit and financial reporting, providing insights directly relevant to course content in accounting.

(Ongoing) Member: American Accounting Association

## **IMPACT STATEMENT**

As a faculty member at Western Illinois University since 2022, I have actively contributed to the advancement of accounting education through a blend of research, teaching, and service. My work during this period has focused on integrating practical insights with academic rigor to enhance student learning and career readiness.

Since August 2022, I have delivered a range of undergraduate and graduate accounting courses, including Accounting Analytics and Intermediate Accounting I, II, and III. My emphasis on incorporating real-world data, analytics tools, and case-based learning into the curriculum has equipped students with the skills necessary to thrive in a data-driven accounting environment. These hands-on learning opportunities help students connect theoretical knowledge with industry applications, preparing them for the evolving demands of the profession.

In parallel, I have remained dedicated to research that bridges academic and practical perspectives. My ongoing projects, including studies on audit quality and corporate governance, reflect the intersection of regulatory frameworks and financial reporting. Presenting at major conferences such as the American Accounting Association Annual Meeting and the Journal of International

Accounting Research Conference has allowed me to contribute to scholarly conversations while bringing cutting-edge research insights back into the classroom.

Beyond my teaching and research, I have also contributed to the Accounting Curriculum Committee and served on the Search Committee for the Economics position at the school level. These roles have allowed me to participate in shaping the future direction of our academic programs and supporting the recruitment of high-quality faculty.

Through my work over the past two years, I have remained committed to fostering student success, advancing accounting research, and contributing to the broader academic community.

## LUDLUM, LISA

Associate Faculty, 9-mo/acad yr, joined WIU in 2012

Accounting & Auditing

Financial Reporting Quality & Fraud, Audit Quality

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Faculty advisor for the WIU student chapter of the National Association of Black Accountants. Members meet weekly and have speakers and professional development activities.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Partner with a local organization and provide the graduate advanced audit class an opportunity to plan and perform a real world audit.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Organized John Deere campus visit and professional presentation during the Spring 2024 semester.
4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Active participant in the WIU Diversity, Equity and Inclusion campus meetings
University/College/Unit Committees	Graduate Accounting for Curriculum and Assessment
University/College/Unit Committees	Undergraduate Accounting Curriculum and Assessment Committee
University/College/Unit Committees	Accounting Strategic Planning Committee

### EDUCATION

#### Initial Academic Preparation

In progress, ABD Doctorate of Philosophy, University of South Alabama: Business Analytics; coursework and comps completed May 2023; currently working on dissertation: relationship of remote auditing and audit quality

#### Other Relevant Education

2011-2017 (ABD) Doctor of Business Administration, Kennesaw State University: Accountancy

1995 Master of Accountancy, Western Illinois University: Accountancy

1981 Bachelor of Business, Western Illinois University: Accountancy

#### Professional Licenses/Certifications

1995 Certified Public Accountant  
1995 Certified Internal Auditor  
1996 Certified Management Accountant  
2016 QuickBooks Advanced Pro Advisor

### **Professional Qualifying Experience**

1996 – 2012 Assurance Director, RSM McGladrey (Career positions held during this tenure: Audit Associate, Senior, Manager & CPE Instructor, Internal Control Specialist and Director)  
2010 – 2011 Adjunct Instructor, Western Illinois University  
2005 – 2006 Adjunct Instructor, Carl Sandburg College  
1995 - 1996 Instructor 9mos/acad year, Monmouth College

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Intellectual Contributions**

2021 Technical Reviewer Textbook, Solution Manual & Test Bank Kimmel et al Financial Accounting 10e Wiley Publishing  
2020 PowerPoint Reviewer for Wiley Publishing – Kimmel et al Survey of Accounting  
2020 Interactive Tutorial reviewer for Wiley Publishing – Weygandt et al Financial Accounting  
2020 Solution Walkthrough Video creator for Wiley Publishing – Weygandt et al Managerial  
2020 Writing a study guide Landin – Payroll Accounting 2021 (contract with MPS North America)  
2020 Writing a study guide for Richardson – Accounting Information Systems 3e (contract with MPS North America)  
2019 Participated in the Institute of Internal Auditors feedback interview regarding the IIA textbook  
2019 eBook Reviewer for Wiley Publishing – Kimmel et al Managerial Accounting

### **Other Professional Engagement Activities**

(2023-2024) QuickBooks Consulting, system setup and troubleshooting (landscape company, farm implement dealer & manufacturer).

(2020-2024) Accounting System Conversion to QuickBooks Online and monthly write-up and financial reporting (Homeless Shelter 8-10 hrs per month).

(2019-2024) Provide pro-bono auditing services to Georgetown Home Owners Association. (Real world project for Acct 580 Advanced Auditing Course)

(2021) Accounting System Conversion to QuickBooks Online (Curtis Group).

(Ongoing) Monthly write-up and financial reporting (Nonprofit Organization 8-10 hrs per month).

(2020) Accounting System Conversion to QuickBooks Online (Nonprofit Organization)

(2020) Accounting System Conversion to QuickBooks Online (Manufacturing Company).

(2013-2019) Provide pro-bono accounting advice and training to Delta Sigma Pi (WIU nonprofit student business organization) and supervise the organization's Annual Financial Review.

(2019) Accounting System Conversion to QuickBooks Online & Training client personnel (Nonprofit Organization).

Maintaining professional certifications and license, including Continuing Professional Education: CPA, and other certifications: CMA & CIA Continuing Education Highlights:

September 2019 CITR Workshop: Using Rubrics in Western Online

September 2019 CITR Workshop: Why Download Assignments When You Can Grade Them Online? Western Online: TurnItIn Grademark™ and Feedback Studio

October 2019 CITR Workshop: Teaching via Videoconference: Prepare, Deliver and Engage! Sharing Best Practices and Strategies for Student Engagement and Collaboration

November 2019 McGraw-Hill Garrison Managerial Accounting Reversed Class

December 2019 Training and Certification as a QuickBooks Online ProAdvisor

**Continuing Professional Education Activities:**

- July 2019 AICPA PPE Fraud Schemes, Detecting and Preventing Fraud (1 hr CPE)
- August 2019 CIRA Accounting & Auditing Special Issues (2 hrs CPE)
- October 2019 Wiley: Preparing Students for the Future of Work: Closing the Skills Gap with Data Analytics (1 hr CPE)
- February 2020 QuickBooks Online Update Webinar (1.5 hrs CPE)
- May 2020 Intuit QuickBooks Virtual Conference CPE
- July 2020 Certification as a QuickBooks Online Advanced ProAdvisor (13.5 hrs CPE)
- August 2020 Intuit Multicurrency (1 hr CPE)
- September 2020 AICPA: Nonprofit External Financial Statement Walkthrough (2 hrs CPE)
- December 2020 Purdue University Income Tax School (16 hrs CPE)
- May 2021 CipherTrace Certified Examiner Training: Intermediate Level (8 hrs CPE) Blockchain, Cryptocurrency, and Financial Crime Investigation using Cryptocurrency Forensic Tools Continuing Education Activities
- June 2021 AICPA Data Analytics in Accounting: How to Help Your Students Become Better Critical Thinkers (1.5 hrs CPE)
- June 2021 AICPA Preparing for Change: What NFPs need to know (2 hrs CPE)
- July 2021 Recertification as a QuickBooks Online ProAdvisor (Advanced) (3.5 hrs CPE)
- January 2022 AICPA Faculty Data Analytics (1.5 hrs CPE)
- March 2022 AICPA Statement of Functional Expenses: GAAP vs. Tax Reporting (2 hrs CPE)
- June 2022 AICPA Not-for-Profit Strategic Planning (2.0 hrs CPE)
- June 2022 AICPA Strategic planning for agility in finance and operations (2 hrs CPE)
- July 2022 Recertification as a QuickBooks Online ProAdvisor (Advanced) (16 hrs CPE)
- September 2022 Ideagen ESG: How do internal audit and risk fit in? (1 hr CPE)
- January 2022 through May 2023 doctoral coursework in the Business Analytics PhD program at the University of South Alabama.
- September 2022 AICPA 2024 CPA Exam testing technology and research (1 hr CPE)
- October 2022 Webcast Score Business Goals with Sentiment Analysis with Alteryx (1 hr CPE)
- October 2022 Ideagen Audit & Risk Insights (1 hr CPE)
- September 2023 FASB Accounting Educators webcast (2.5 hrs CPE)
- October 2023 When Pretty Hurts: Beauty Premia and Penalties in eSports (1 hr)
- October 2023 AICPA Faculty Hour (1.5 hr CPE)
- October 2023 Ideagen Global Audit Framework (1 hr CPE)
- November 2023 AICPA Townhall Series: Tax planning (1 hr CPE)
- December 2023 AICPA Faculty Hour (1 hr CPE)
- January 2024 AICPA Townhall Series: (2 hrs CPE)
- March 2024 Annual Accounting Educators Seminar (AAES) (7 hrs CPE)
- April 2024 AICPA Common errors in not-for-profit financial statements (2 hrs CPE)
- July 2024 weARE webcast (1 hr CPE)

- August 2024 AICPA Town Hall Series: specialized knowledge – profession updates (2 hrs CPE)

Member: American Accounting Association

## IMPACT STATEMENT

Feedback from my students, both current and former, consistently lets me know that my biggest impact on them is how I use my professional background as a CPA to illustrate the classroom concepts with very tangible real-world experiences in accounting and auditing. I feel it is my professional responsibility, as a CPA, to help each student develop to the best of their ability to become ethical and competent professionals who are fluent in the language of business (accounting) and prepared for the challenges of the profession by focusing on three pillars of success: technical knowledge, technology skills and professional soft skills.

**Technical Knowledge:** I approach my teaching with a continuous process improvement and problem-solving mindset that requires evaluation and identification of areas to improve each time I teach a class. My commitment to life-long learning for myself and my passion to share what I have learned with my students translates to a positive classroom experience with good learning outcomes supported by data and anecdotal testimony from former students reporting how something they learned in one of my Audit classes stuck with them and helped them succeed on the AUD section of the CPA exam.

**Technology Skills:** As evidenced by my continuing professional education activities above, I invest a significant amount of time in keeping up-to-date on professional standards, practices and technology skills that I can pass-on to my students and give them opportunities to develop relevant skills that are sought after in the job market. My technology delivery includes both instructor-led hands-on in-class activities and independent student assignments. Application Assignments, many of which use technology tools, are generally worked on in class every other class meeting. Current technology that I have incorporated in my courses include the following:

- Computer assisted audit techniques (CAATs) using ACL generalized audit software; used in:
  - Acct 451 for Data Analytics
  - Acct 457 for Data Analytics and Forensic techniques
  - Acct 480 for Data Analytics, Statistical Sampling and other CAATs)
- QuickBooks Online cloud accounting software (used in Acct 451); this software is used in conjunction with a case I developed that is modeled after a small retail clothing business that covers an entire accounting and reporting cycle.
- Tableau Visualizations (used in Acct 580) for data analytics and interpretation
- Task-Based Simulations (used in Acct 580) to practice CPA exam questions & problems
- Excel Worksheet tools including random number generator, data cleaning, extraction and transformations, pivot-tables and v-lookup for financial statement templates. (used in Acct 451, Acct 457, Acct 480, and Acct 580).
- Confirmation.com, an electronic automated confirmation system for confirming cash deposited in financial institutions used in auditing financial statements.

Current professional literature and feedback from employers that recruit at WIU continue to emphasize the ever-increasing demand for technology skills and these skills are ever changing and evolving; therefore, I am always looking to incorporate relevant technology skills and business analytics into my course curriculum.

**Professional Soft Skills:** In addition to technical knowledge and technology skills, I embed ethics and many other professional soft skills into my course curriculum by:

- Modeling professional relationship building, networking and mentoring inside and outside of the classroom.
- Requiring goal setting and related action plans for each of my courses and periodic assessment of goal progress and adjustments of action plans if progress on goal achievement is not satisfactory.
- Resume writing and feedback for improvements targeted for the accounting profession.
- Professional behavior in the workplace, interacting with supervisors, peers and clients.
- Providing encouragement and incentives to attend academic and professional presentations.

By focusing on these three pillars of success, I believe I can make a positive impact on my students' future in accounting and auditing and indirectly a positive impact on the profession through my students.

Finally, in my role as Faculty Advisor for the WIU Student Chapter of the National Association of Black Accountants, I have mentored and championed students from diverse backgrounds that are under-represented in the accounting and business professions to help them bridge the opportunity gap in the workforce. This position has allowed me to develop relationships with students beyond the classroom and help these students lay the groundwork for a successful career.

## MAN, KASING

Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2006  
Decision Sciences, Data Analytics

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

University/College/Unit Committees	School of AFED, Departmental Personnel Committee.
University/College/Unit Committees	Graduate Coordinator for Applied Statistics and Decision Sciences.
University/College/Unit Committees	Chair, Graduate Committee for Curriculum and Assessment.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Team Mentor, DataFest Competition.
2.2.1. Increase the CBT relevancy to regional constituents as an innovative 'education solutions partner'.	Coordinated and Participation in Data Science related regional workshops for regional industry.

### EDUCATION

#### Initial Academic Preparation

1996 Doctorate of Philosophy, University of Chicago: Statistics: minor in Finance

#### Other Relevant Education

1989 Master Business Administration, University of Chicago

1984 Master of Philosophy, Chinese University of Hong Kong: Finance

1982 Baccalaureate in Business Administration, Chinese University of Hong Kong: Marketing

#### Employment Experience (Academic)

1999-2005 Assistant Professor, Management (OB/HR), Western Illinois University, IL, USA

1999-2003 Assistant/Associate Professor, Syracuse University, Syracuse, NY, USA

1993-1999 Lecturer/Assistant Professor, Georgetown University, Washington, D.C, USA

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Lin, H., Man, K., Wang, J., & Wu, C. (2020). Price discovery and persistent arbitrage violations in credit markets. *Financial Management*, 49(1), 207–233. <https://doi.org/10.1111/fima.12261>



Chen, P., Man, K., Wang, J., & Wu, C. (2019). The role of duration and trades in the information assimilation process of the U.S. Treasury market. *Advances in Pacific Basin Business, Economics and Finance*, 7, 155–200. Emerald Publishing Limited. <https://doi.org/10.1108/S2514-465020190000007007>

### **Other Intellectual Contributions**

(2022) “Hybrid ARFIMA wavelet artificial neural network model for DJIA Index Forecasting” submitted to *Computational Economics*.

(2019-2024) Treasurer of the Central Illinois Chapter of the American Statistical Association (CIASA)

(2020) College of Business and Technology faculty award for Excellence in Teaching

## **IMPACT STATEMENT**

Teaching is one of the most important components in my professional activities as a faculty member. I take teaching very seriously and spend a great portion of time in course preparation, teaching-related activities, and keeping myself up-to-date in the latest advance of the field. My class lectures are based on a comprehensive set of lecture notes that I prepared based on the textbook. For each course, over 100 pages of lecture notes were distributed. During the past few years, I have had the opportunity to teach a number of applied statistics and business analytic related courses at a variety of levels, from undergraduate business core (DS 303) to advanced graduate level course (DS 535). Also, I converted the following courses to online format: DS 303 and DS 435G (in Fall 2020), DS 535 (in Spring 2021). In addition, I involved in the assessment exam DS 604 (MS program) and DS 603 (PBC) in recent semesters.

Students sometime perceive quantitative-oriented course to be difficult, but, overall, I am fortunate to have received high evaluations from my students. In addition to numerical summary of teaching evaluation, it is also important to look at students’ feedback. Many of the written comments are quite positive. Copy of the quantitative summaries, student written comments are available upon request. In addition, course materials such as the syllabus, lecture notes, homework are also available upon request.

**MELKUMIAN, ALICE**

Professor, 9-mo/acad yr.; joined WIU in 2003

Macroeconomics/ Monetary Economics

Financial Economics

**STATUS AND FACULTY QUALIFICATION**

**Participating / Scholarly Academics (SA)**

University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Graduate Coordinator, MS-Quantitative Economics program - charged with admitting students into the graduate program, communicating with prospective students, helping international students to overcome barriers to growth and equity through education. 2023-2024
University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Chair of Curriculum for Graduate and Undergraduate programs - charged with revising curriculum for BB, BA, and MS programs, updating and improving current curriculum so students would be exposed to and take career-readiness courses and experiential learning by bringing in practical and applied experience which would make them competitive candidates and productive employees after graduation. 2023-2024
University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Graduate Committee Member – charged with graduate curriculum revision, entry/admission standards, recruitment and retention initiatives; our graduate curriculum and mentorship helped international students to overcome barriers to growth and equity through education. 2023-2024
University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Member of Departmental Personnel Committee – charged with reviewing/evaluating portfolios of faculty member in probationary years, supporting faculty engagement in research, promoting collaboration between faculty. 2023-2024
University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Student Learning Assessment (graduate and undergraduate) – charged with conducting exit assessment of BB, BA and MS students, 2023-2024
University/College/Unit Committees	Accounting, Finance, Economics, and Decision Sciences Graduate Committee Member – entry/admission standards, recruitment and retention initiatives, 2023-2024
University/College/Unit Committees	Western Illinois University Member of University Sick Leave Bank Committee - charged with providing/reviewing additional paid leave for employees who have exhausted their accrued sick and vacation leave benefits as the result of a catastrophic illness or injury, 2019 – 2024.

**EDUCATION**

**Initial Academic Preparation**

2003 Doctorate of Philosophy, Economics, West Virginia University

**Other Relevant Education**

2002 Master of Arts, Economics, West Virginia University

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Peer Reviewed Scholarly & Grants**

Melkumian AA (2023). "A Soft Stagflation", *Journal of Research in Business, Economics, and Management*, Vol 18 (1). (basic: peer)

Melkumian AA, Babin JJ, Lin JL (2021). "Does Economics Inequality Impact the Number of Arrests in NFL Stadia", *Journal of Economic Insight*, Vol 47(1). (basic: peer)

### **Other Intellectual Contributions**

Presentations at Academic or Professional Meetings

Melkumian, A A, (2024, March). Value of the British Pound under Alternative to EU Membership. Paper presented at *The Midwest Economics Association meeting* in Chicago, IL.

Melkumian, A A, (2024, March). On the Emergence of International Currencies: An Experimental Approach. Paper discussant at the *Midwest Economics Association meeting* in Chicago, IL.

Melkumian A A, (2024, March). Session "Macro/Labor Economics". Chair of the session at the *Midwest Economics Association meeting* in Chicago, IL.

Melkumian, A A (2023, May). Real Estate/Current Taxation workshop for Cameroon Professionals Network in the Nordics. Workshop Facilitator. (A virtual workshop).

Melkumian, A A (2022, October). A Soft Stagflation. Paper presented at *The Missouri Valley Economic Association meeting* in St. Louis, Mo.

Melkumian, A A, (2022, October). Asymmetry in Exchange Rate Pass-Through to Trade Prices. Paper discussant at *The Missouri Valley Economic Association meeting* in St. Louis, MO.

Melkumian, A A, (2022, October). Brexit and the Value of the Pound Sterling. Paper presented at *The Missouri Valley Economic Association meeting*. Conference was held virtually.

Melkumian, A A, (2022, October). Identification of a Sovereign Debt Shock in the Euro Area via Narrative Restrictions. Paper discussant at *The Missouri Valley Economic Association meeting*. Conference was held virtually.

### **Other Professional Engagement Activities**

(2023-2024) Departmental representative at Undergraduate and Graduate Graduation ceremonies representing the department, celebrating graduates' achievements.

(2019-2024) Referee, *Journal of Economic Development and Business Policy*

(2019-2020) Volunteering/organizing event performances in-town and out-of-town for Macomb High School Marching Band.

(2019-2020) Volunteering/organizing/supporting sporting events for Macomb High School cross country team and for track and field team.

(Ongoing) Member: Missouri Valley Economics Association, Midwest Economic Association

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's mission of preparing students for professional careers and life-long learning in the continuously evolving world. My teaching and research have centered on analyzing global markets, business strategies, examining economics and global influence in the US and of the US on the world at large.

Through development and delivery of such concepts as exchange rate policies, consumers' behavior, fiscal and monetary policies, and the international financial system, I introduced the complicated topics and presented them in such a way that students would learn to express their views on the topics and participate in class discussions productively. By bringing together the academic theory and applications I equipped students with the skill and knowledge necessary to be successful in today's constantly changing job market.

My service on the curriculum committee (graduate and undergraduate) focused on continuously updating and improving the current curriculum so students would be exposed to and take career-ready courses and experiential learning by introducing practical and applied experience which would make them competitive candidates and productive employees after graduation.

I have developed and implemented a new course that introduced students to and taught them the applications of fundamentals of constantly evolving financial markets and the markets' instruments. The course delivered the skills to guide students through complexities of the current financial world and has been pivotal in enabling college graduates to be successful in seeking jobs created by international investment firms, international banking institutions, and multinational business corporations, which aligns with CBT's mission of creating a more equitable and prosperous future.

As the graduate coordinator for MS in Quantitative Economics I brought CBT and WIU students from around the world to learn and develop skills that were critical to societal growth. Our graduate curriculum and mentorship helped international students to overcome barriers to growth and provided innovative and applied education in a globalized economy.

My research in different areas in financial, monetary, and macroeconomics has been published in peer reviewed journals and has allowed me to bring current theoretical and applied practices from my research fields into the classroom, ensuring that our students are well-versed in the latest trends and developments in the economy, in their prospects in the job market, in their readiness for current challenges of the seeking and retaining a job. This directly contributes to students' preparedness for the workforce.

In summary, my contributions have focused on helping students with life-long learning in a globalized economy while fostering the highest levels of academic standards, integrity, and ethics, therefore, supporting CBT's goal of fostering societal growth and equity through education.

## MHANGO, MARY

Professor, 9-mo/acad yr, Tenure: joined WIU in 2013

Fashion Merchandising/Fashion Retail

Fashion Retail, International Business, and Entrepreneurship.

### STATUS AND FACULTY QUALIFICATION

#### Supporting / Additional (A)

- Chairperson: Assessment Committee, College of Business and Technology 2021- 2024: oversees various aspects related to the annual program and general education assessment and the assessment of business core, critical to the maintenance of AACSB accreditation.
- Chair (2020 – 2021) & member of, the Marketing Curriculum Subcommittee, 2018 – 2024: charged with undergraduate and graduate curricular revision, and retention initiatives.

### EDUCATION

#### Initial Academic Preparation

2006 Doctorate of Philosophy, Iowa State University: Fashion Merchandising

#### Other Relevant Education

1984 Master of Arts, Mount Saint Vincent University, Canada: Family and Consumer Sciences Education.

1974 Baccalaureate, University of Missouri: Clothing and Textiles (Fashion Merchandising)

#### Professional Qualifying Experience

2018–2024 Professor, School of Management and Marketing

2013–2017 Chair, Dietetics, Fashion Merchandising and Hospitality Department (DFMH), College of Education and Human Services, Western Illinois University

2006–2013 Program Coordinator and Professor, Family and Consumer Sciences Department, Marshall University, West Virginia, USA.

2003–2006 Research Graduate Assistant, Apparel Merchandising and Design, Iowa State University.

1994–2002 Founding Chair, Department of Home Economics Education, University of Botswana, Gaborone, Botswana.

1989–1994 Chair, Department of Home Economics, University of Malawi, Zomba, Malawi.

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

Presentations at Academic or Professional Meetings

2022: Panelist in International Textile and Apparel Association Webinar Series

#### Other Professional Engagement Activities

Manuscripts Reviewer for Refereed Journals

2018 -2024 *Clothing & Textile Research Journal (CTRJ)*

2019–2021 *Career and Technical Education Research (CTER) Journal*

- Reviewer of manuscripts for the *Clothing & Textile Research Journal (CTRJ)*, published by the International Textile and

Apparel Association (ITAA), 2019-2024

- Reviewer for the *Career and Technical Education Research (CTER)* published by the Association for Career and Technical Education Research (ACTER), 2019-2023
- Member of, Council for International Education (CIE), WIU. 2021- 2024

Juror, American Association of Family and Consumer Sciences (AAFCS) Apparel Design  
2023 AAFCS ATD, professional (2 entries) and undergraduate (5 entries)

Juror, International Textile and Apparel Association (ITAA) Design Exhibitions

2022 ITAA Design Exhibition at Undergraduate Student (UGS) level (15 entries)

2021 ITAA Design Exhibition at Graduate Student (GRS) level (10 entries)

2020 ITAA Design Exhibition at GRS (3) and UGS (2 entries) levels.

### **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's assessment of the core curricular content of the undergraduate and MBA programs. My work has centered on providing feedback to the curricula process and constructive revision of core courses.

Through planning and delivery of international business classes, I have focused on experiential learning by integrating simulations and research-based team projects into the curriculum. Students learning activities focus on the role of marketing and distribution in international trade as well as the impact of competition, political and economic environments, regulation, culture, and technology.

## PILLUTLA, PADMAJA

Associate Professor, 9 mo/ acad yr, Tenure-Track: joined WIU in 2000

Finance

Investments, Corporate Finance and Personal Financial Planning

### STATUS AND FACULTY QUALIFICATION

#### Supporting / Practice Academic (PA)

University/College/Unit Committees	Member, College of Business and Technology Assessment Committee
University/College/Unit Committees	School of AFED Finance Curriculum and Assessment Committee
University/College/Unit Committees	School of AFED Departmental Personnel Committee

### EDUCATION

#### Initial Academic Preparation

2000 Ph.D., Finance; Minor: Economics, Washington State University, Pullman, WA

#### Other Relevant Education

1989 Post Graduate Diploma in Business, Institute of Rural Management at Anand, Anand, India,

1987 Undergraduate Degree, Major: Civil Engineering, Osmania University, Hyderabad, India,

#### Professional Qualifying Experience

1989-1993, Finance Executive, National Dairy Development Board

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

(2019 -2024) Dress for Success – Quad Cities - Serve on the Board of Directors and Executive Committee of Dress for Success Quad Cities, a nonprofit organization dedicated to empowering women in the greater Quad Cities area through job search support, career development services, and professional attire. Contribute approximately 100 hours annually to board meetings, finance oversight, fundraising initiatives, and organizational strategy. As a Finance Committee member, oversee financial planning and reporting, while coordinating fundraising efforts to sustain programs. Played a key role in facilitating internships for WIU-QC accounting students. (500+ hours)

(2019-2024) Midwest Business Administration Association - Served as Treasurer of the Academy of Finance at the Midwest Business Administration Association, on the editorial board of the *Journal of Finance Issues*, and as a reviewer for the same journal. Additionally, co-presented research at the Academy of Finance meetings in 2020 and 2021

(2019) Family Resources - Served as a Board of Directors member for Family Resources, a nonprofit that strengthens children, families and individuals by providing quality services that engage community resources to create effective solutions with \$9 million in assets, contributing 115 hours in 2019. Actively participated on the Finance and Transition Committees, overseeing financial planning, budget preparation, and policy formulation. Led strategic discussions during the organization's disaffiliation process, ensuring long-term financial sustainability and effective governance. (100+ hours)

#### Other Professional Engagement Activities

- Member, College of Business and Technology Assessment Committee (2019-2024)

- Member, Accounting & Finance DPC (2019 – 2021)
- Member, Finance Assessment, Recruitment and Curriculum Committee (2019-2024)
- Member, University Recruitment Committee (2021)
- Member, University Distinctiveness Committee (2021)
- Member, University Strategic Planning Committee (2021)
- Treasurer, Scholastic Boosters Club, Pleasant Valley High School, Bettendorf, Iowa (2019-2020)

**IMPACT STATEMENT:**

As a Practicing Academic and as the only faculty member who teaches finance on the WIU-QC campus, I take mentoring students very seriously. As the only contact in Finance at QC, students often come in to ask about career opportunities, career growth, career paths and career development. I do keep in touch with changing QC metro needs and business needs, and I connect the students to appropriate businesses for internships, job offerings etc.

I bring my knowledge of Finance to local businesses, particularly not-for profits, by way of sitting on several Boards. On these Boards, I usually volunteer to be on their finance/ fund raising committees to offer my expertise. I also connect these businesses with student talent at WIU and have, in the past, placed our students as interns in these organizations I connect with.

Professionally, I am active in the Academy of Finance and am on the executive board and serve as the treasurer of Academy of Finance within MBAA.



**PRYOR, CHARLES R.**

Professor, 9-mo/acad yr, Tenured: joined WIU in 2008  
Financial Accounting/Managerial Accounting

**STATUS AND FACULTY QUALIFICATION****Participating / Scholarly Academics (SA)**

University/College/Unit Committees	Chair of the MBA Advisory Committee.
University/College/Unit Committees	Chair of the Accounting Curriculum Committee.
University/College/Unit Committees	Chair of the Accounting Assessment Committee.
University/College/Unit Committees	Chair of the Accounting Graduate Committee.
University/College/Unit Committees	Member of the Accounting Strategic Planning Committee.
University/College/Unit Committees	Member of the Department Personnel Committee.
University/College/Unit Committees	Member of the Academic Integrity Committee for the School of AFED.

**EDUCATION****Initial Academic Preparation**

2008 Doctorate of Philosophy, Mississippi State University: Accounting

**Other Relevant Education**

2003 Baccalaureate in Accountancy, Mississippi State University (Meridian)

**SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT****Peer Reviewed Scholarly & Grants**

Pryor, Charles R.; Gray, Stephen S.; Ford, Amy (September 2023) Mother Earth Mulch: Analyzing the Impact of Cost Allocation on Cost Center Performance. Institute of Management Accountants (IMA) Educational Case Journal. (pedagogical: peer)

Pryor, Charles R.; Gray, Stephen S.; Lynch, Nicholas C. (April 2022) Helping Retirement Plan Participants Understand Their Net Worth. Journal of Accountancy. (applied: peer)

Pryor, Charles R.; Lynch, Nicholas C.; Gray, Stephen S. (December 2020) When Factoring Receivables Can Help SMEs Improve Cash Flow. Journal of Accountancy. 230(6). (applied: peer)

### **Other Intellectual Contributions**

Presentations at Academic or Professional Meetings

Yoon, Soon Suk; Lee, Hongbok; Pryor, Charles. (April 2024) "The United Nations Sustainable Development Goal 5: Does National Governance Quality Matter?" at the Academy of Finance's annual peer-reviewed conference. (Best in Track Award)

Pryor, Charles R.; Gray, Stephen S.; Ford, Amy. (March 2022) Mother Earth Mulch: An Analysis of Incremental Costs at the North American Accounting Society's annual, peer-reviewed conference.

Pryor, Charles R., Gray, Stephen S., Lynch, Nicholas C. (March 2021) Helping Pension Participants Understand Their Net Worth at the Academy of Finance's annual, peer-reviewed conference.

Pryor, Charles R., Gray, Stephen S. (March 2021) The Pitfalls of Cost Allocation in Performance Evaluation at the Academy of Finance's annual, peer-reviewed conference.

Pryor, Charles R., Lynch, Nicholas C.; Gray, Stephen S. (Spring 2020) Should You Ever Advise Invoice Factoring for Your Small Business Clients? Academy of Finance's annual, international, peer-reviewed conference. *Accepted but conference was canceled due to COVID-19.*

### **Other Professional Engagement Activities**

(2019-2021) Volunteered as a budget analyst for Georgetown Homeowners' Association

(2019-2021) Served on the Board of Directors for Georgetown Homeowners' Association

Served as a conference submission reviewer for the North American Accounting Society (numerous occasions)

## **IMPACT STATEMENT**

I strongly believe in service to others; in fact, I chose to work in academia because it affords me the opportunity to enrich the lives of others in the same way that my own teachers and education have added value to my life. Through my teaching, I facilitate the personal and professional growth of students in ways that undoubtedly have life-long impacts. In addition, my service on committees facilitates communication and coordination across the university, which supports the missions of the department, the college, and the university. I am active on numerous committees that collectively help to ensure that the very best quality and scope of education is obtained by our students. I have also engaged in significant service activities in the broader community, like serving on the Board of Directors of the Georgetown Homeowners' Association and chairing the Association's Budget Committee. Lastly, I actively contribute to the profession of accountancy through scholarly activity focused on providing life-long learning opportunities for practicing accountants.

## PTUKHIN, YEVGENIY

Associate Professor, 9-mo/acad yr, Tenure-Track; joined WIU in 2022

Decision Science/Statistics

Item Response Theory, Monte Carlo simulations

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Spring 2024: Participated in the January 2024 FBLA event, engaging with high school students to promote business programs and career opportunities. Strengthened relationships with future college candidates, enhancing recruiting efforts by showcasing the benefits of our academic offerings.
University/College/Unit Committees	Fall 2023/Spring 2024: Participated in Scholarship Committee
University/College/Unit Committees	At-Large Member of the College of Business and Technology Scholarship Committee
4.1.3. Propagate a well-developed sense of justice/citizenship/and social responsibility among campus community.	Fall 2023/Spring 2024 University Conduct hearings and proceedings.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Virtual Consultant in Datafest
University/College/Unit Committees	At-Large Member of the College of Business and Technology Scholarship Committee

### EDUCATION

#### Initial Academic Preparation

2018 Doctorate of Philosophy, Southern Illinois University: Quantitative methods

#### Other Relevant Education

2009 Master of Sciences, Texas Tech University: General Business

2006 Master of Sciences, Southern Illinois University: Math

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Ptukhin, Y., Sheng, Y. (2019). Comparing two maximum likelihood algorithms for mixture Rasch models. *Behaviormetrika*. 46, 1, 101-119. <https://doi.org/10.1007/s41237-019-00076-6> (basic:peer)

Ptukhin, Y., Sheng, Y. & Headrick, T. (2022). Derivation of the percentile-based Tukey distributions. *Behaviormetrika* 49, 1, 149-163. <https://doi.org/10.1007/s41237-021-00155-7> (basic:peer)

Wang, C., Lin, Y., Ptukhin, Y., Elson, J., & Liu, S. (2024). Air quality in the car: how CO2 and body odor affect drivers' cognition and driving performance? *Science of the total environment*, 911,168785.  
<https://doi.org/10.1016/j.scitotenv.2023.168785> (applied:peer)

### Other Intellectual Contributions

Ptukhin, Y., Sheng, Y., Headrick, T. (2022). Derivation of the Percentile Based Parameters for Tukey HH, HR and HQ Distributions. In: Wiberg, M., Molenaar, D., González, J., Kim, JS., Hwang, H. (eds) *Quantitative Psychology*. IMPS 2021. Springer Proceedings in Mathematics & Statistics, vol 393. Springer, Cham. [https://doi.org/10.1007/978-3-031-04572-1\\_11](https://doi.org/10.1007/978-3-031-04572-1_11)

Ptukhin, Y., & Sheng, Y. (2024). Comparison of DIF detection algorithms. In: Wiberg, M., Molenaar, D., González, J., Kim, JS., Hwang, H. (eds) *Quantitative Psychology*. IMPS 2023. Springer Proceedings in Mathematics & Statistics

Ptukhin, Y., Sheng, Y., Headrick, T. (2021). Derivation of the Percentile Based Parameters for Tukey HH, HR and HQ Distributions. *The 86th Annual Meeting of the Psychometric Society, 2021*

Ptukhin, Y., Sheng, Y. (2023). Comparison of DIF detection algorithms. *The 88th Annual Meeting of the Psychometric Society, 2023*

Ptukhin, Y., & Sheng, Y. (2024). The impact of non-normality on DIF detection for dichotomous items. *Annual Meeting of the Pacific Northwest Section of the Mathematical Association of America.*

### Other Professional Engagement Activities

(2023-2024) Reviewer, Journal of Classification

(2022) Invited research talks at other colleges or universities “Assessing the quality of the model based on residuals” – Wittenberg University – Feb, 14<sup>th</sup>, 2022

(2021) Participation in professional events that focus on the practice of business, management, and related issues “Community of respect” – seminar on diversity and inclusion – Monmouth College, Dec, 2021

(2023-2024) Participated in Western Illinois University conduct hearings.

(2023-2024) Virtual consultant for the ASA DataFest

(Ongoing) Member: Psychometric Society

## IMPACT STATEMENT

As a faculty member, I developed a new version of DS 510 course, focused on the revision of undergraduate material in calculus, linear algebra, probability, and mathematical statistics. Also, I updated the approach in DS 303 course, introducing R as a statistical package, making the curriculum more competitive for the job market. Recently, the requirements for analytical jobs are becoming more technical, so this update should serve our students in the long prospect. Hope, that my efforts support CBT's mission of “preparing students for professional careers and life-long learning in a globalized economy”.

It is also my hope that the CBT's vision concentrated on technology focused programs will bring more students in the future. In particular, the area of Decision/Data Science is projected to grow in the future, so the corresponding programs should become more popular.

I loved teaching at WIU, and I want to thank all the people who supported me here at CBT. Especially, I want to thank the colleagues in AFED department and the dean's office.

## RANDS, GORDON

Professor, 9-mo/acad yr, Tenured, joined WIU in 1998

Management

Environmentally Sustainable Business Management, Corporate Social Performance, Business Ethics

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

University/College/Unit Committees	Management Curriculum and Assessment Committee
University/College/Unit Committees	Chair of the School of Management and Marketing Department Personnel Committee.
University/College/Unit Committees	Member of the College Personnel Committee
University/College/Unit Committees	MBA Advisory Committee
University/College/Unit Committees	MBA Ad-Hoc sub-Committee - Analytics Review

### EDUCATION

#### Initial Academic Preparation

1994 Doctorate of Philosophy, University of Minnesota, Business Administration  
Major Field: Management Minor Field: Research Methods

#### Other Relevant Education

1984 Master of Organizational Behavior, Brigham Young University  
1975 Bachelor of Science in Natural Resources, University of Michigan

#### Professional Licenses/Certifications

#### Professional Qualifying Experience

1980 Employee Relations & Organization Development, Procter & Gamble, Albany Georgia

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Kanashiro P., Rands G. & Starik M (2020) "Walking the Sustainability Talk: If Not Us, Who? If Not Now, When?" *Journal of Management Education*, 44 (6), 822-851. (pedagogical: peer)

Arevalo, J., Mitchell, S.F., Rands, G. & Starik, M. (2020) "Guest Editors' Introduction to the Special Issue: Sustainability in Management Education." *Journal of Management Education*, 44:6, 683-698. (pedagogical: editorial)

### Other Intellectual Contributions

Starik, M., Rands, G.P. & Deason, J.P. (2023). "Introduction to the *Handbook of multi-level climate action: Sparking and sustaining transformative approaches*." In Starik, M., Rands, G.P., Deason, J.P. & Kanashiro, P., eds., *Handbook of multi-level climate actions: Sparking and sustaining transformative approaches*. Edward Elgar Publishing. (pedagogical:editorial)

Starik, M., Rands, G.P., Deason, J.P. & Kanashiro, P., (2023). Eds., *Handbook of multi-level climate actions: Sparking and sustaining transformative approaches*. Edward Elgar Publishing. (pedagogical:editorial)

Rands, G.P., Kanashiro, P. & Rands, P.J. (2022), "Case Study: The Paris Climate Change Agreement: Walmart & Amazon as Sustainability Leaders." In D. Collins & P. Kanashiro, *Business ethics: Best practices for designing and managing ethical organizations* (3<sup>rd</sup> ed.), Sage. (applied:editorial)

Starik M, Kanashiro P & Rands G (2021). "Why Focus on Faculty Personal Sustainability?" In M. Starik & P. Kanashiro, eds., *Faculty personal sustainability: Walking the sustainability talk*, Edward Elgar Publishing. (pedagogical:editorial)

Rands, G. & Kanashiro, P (2021, June). Can Walmart and Amazon help lead business to meet the Paris climate goals? Paper presented at the *Annual Meeting of the International Association for Business and Society*, Virtual. (applied:peer).

Rands, G., Kanashiro, P. & Shamsuddoha M. (2021, June). Rainforest Action Network's palm oil campaign and its impacts on food industry supply chain policies. Paper presented at the *Annual Meeting of the International Association for Business and Society*, Virtual. (applied:peer)

Kanashiro, P., Rands, G. & Starik, M. (2020, July). We academics should walk our sustainability talk. Paper presented at the *Annual Meeting of the International Association for Business and Society*, Virtual. (pedagogical:peer)

Kanashiro, P., Rands, G. & Starik, M. (2020, June). Walking the sustainability talk outside and inside the classroom. Paper presented at the *Biennial Conference of the Group for Research on Organizations and the Natural Environment (GRONEN)*, Virtual.

Arevalo, J., Mitchell, S.F., Rands, G. & Starik, M. (2020). Eds., Special Issue on Sustainability in Management Education. *Journal of Management Education*.

Editorial Review Board, *Organization & Environment*, 2019-2024.

Editorial Review Board, *Business and Society Review*, 2020-2024.

Annual Meeting Submissions Reviewer, Organizations and the Natural Environment Division and Social Issues in Management Division, *Academy of Management*, 2020-2024.

Annual Meeting Submission Reviewer, *International Association of Business and Society*, 2020-2024.

Session Chair, "Managing Sustainability and Environmental Issues." (2020, August). Session presented at the Virtual *Annual Meeting of the International Association for Business and Society*.

Session Chair, "Climate Change 2." (2020, August). Session presented at the Virtual *Annual Meeting of the Academy of Management*.

Session Chair, "Climate Change." (2020, August). Session presented at the Virtual *Annual Meeting of the Academy of Management*.

Workshop Organizer and Co-Leader, "Faculty Sustainability Behavior Incorporation Into Teaching." (2020, June). Session presented at the Virtual *Biennial Conference of the Group for Research on Organizations and the Natural Environment (GRONEN)*.

Discussion Leader, "Session for Prospective Authors, Journal of Management Education." (2019, August). Session presented at the *Annual Meeting of the Academy of Management*, Boston, MA.

#### **Other Professional Engagement Activities**

(2019-2021) First Counselor, Nauvoo Illinois Stake Presidency, Church of Jesus Christ of Latter-day Saints (2019-2021), The Stake Presidency selects, trains counsels with and supervises the work of leaders of stake organizations (youth, children, Sunday school, etc.) and local congregations, develops resources and assign topics for monthly speakers throughout the stake, oversees special events such as disaster response, and instructs and counsels individual members of the stake. During this time the stake included twelve congregations in western Illinois, northeastern Missouri, and southeastern Iowa, with a total membership of over 3600 individuals

### **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered preparing students to contribute to the development of ethical, socially responsible and environmentally sustainable organizations. All of these are dimensions of organizations which are becoming increasingly demanded by society, and knowledge and skills in these areas are increasingly desired among employees by business leaders.

Throughout the study period (and throughout my career at WIU) I have required students in my Management and Society class to engage in community service to non-profit organizations. During the COVID epidemic I expanded this to include online service and service to struggling small businesses and individuals in need. During the study period this resulted in over 3500 hours of service being provided by my students. Many of them commented that this experience opened their eyes to the positive impact that community service can have, and reported plans to continue to be involved in such service beyond the course

I frequently point out that the insights students are gaining from my courses (which are not part of the business core curriculum will set them apart from most of their future co-workers, thereby providing them with opportunities to make valuable contributions to their organizations and, in turn, to advance their careers. My assignments have typically required students to engage in personal reflection regarding the personal implications of course concepts, and the implications of social problems and events for business, government and individuals. I thereby believe that I am not only helping students develop skills that will serve them well in their careers, but in their personal lives as members of families and communities.

**RESCH, JON**

Instructor, 9-mo/acad yr, joined WIU in 2020  
 Management and Marketing  
 Supply Chain Management

**STATUS AND FACULTY QUALIFICATION**

**Participating / Instructional Practitioner (IP)**

1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Modex 2024--accompanied students to Modex in Atlanta, GA (March 2024) for educational workshops and the industry trade show.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Organized Night of Networking (April 2024) for students in collaboration with ASCM-Two Rivers Chapter and PMI-Quad Cities with speakers from Collins Aerospace.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Had eight guest speakers from industry during AY 23-24
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Participated in the Fall 2023 and Spring 2024 SCM advisory board meetings
1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.	Attended five educational seminars at Modex 2024

**EDUCATION**

**Initial Academic Preparation**

1996 Master of Business Administration, Utah State University: Management

**Other Relevant Education**

1980 Bachelor of Science, The Ohio State University: Metallurgical Engineering

**Professional Qualifying Experience**

1999-2020 – Manager, Supply Management, Deere & Company

1993-1999 – Plant Metallurgist, Autoliv

1982-1989 – Manager, Quality Engineering, Rockwell International



## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Professional Engagement Activities**

- (2024) Attended four days at Modex 2024 with students in Atlanta, GA. Participating in educational seminars, interacting with companies on the trade show floor, and hearing from the keynote speaker.
- (2024) Participated in the SCM Advisory board meeting in Fall 2023 and Spring 2024

## **IMPACT STATEMENT**

As an educator in the field of supply chain management (SCM), my primary goal is to create impactful learning experiences that not only equip students with industry-relevant knowledge but also directly enhance their employability and social mobility. Through a combination of hands-on learning opportunities, professional networking events, and collaboration with industry partners, I strive to prepare students to excel in a global workforce, particularly in SCM, a field that plays a critical role in today's economy.

One of the most significant recent experiential learning opportunities I facilitated was accompanying students to Modex 2024 in Atlanta, GA. This four-day event provided a unique platform for students to engage in educational seminars, participate in workshops, and interact with industry professionals at the trade show. Students were able to hear from a keynote speaker who shared insights on the future of the supply chain industry, exposing them to the latest trends and challenges. This immersive experience allowed students to bridge the gap between theoretical knowledge and real-world application, enhancing their career readiness and boosting their confidence in navigating the job market.

I also actively engage students in collaborative opportunities with peers, faculty, community members, and industry partners. A key event I organized was the Night of Networking in April 2024. Collaborating with ASCM-Two Rivers Chapter and PMI-Quad Cities, we hosted an evening with speakers from Collins Aerospace, giving students a chance to build meaningful industry connections. This event is critical for fostering professional networks that are essential for students' entry into the workforce, particularly for those from underrepresented backgrounds who may not have established professional connections. Such opportunities help level the playing field by giving students access to industry insiders and potential employers.

In addition to these networking and experiential opportunities, I consistently leverage my professional affiliations and advisory board connections to benefit students. Throughout the 2023-2024 academic year, I organized eight guest speaker sessions from SCM professionals, providing students with direct insights from the field. I also actively participated in the SCM advisory board meetings in Fall 2023 and Spring 2024, ensuring that the curriculum remains aligned with current industry needs. By engaging with alumni and corporate connections, I help create a pathway for students to enter the workforce with relevant skills and professional relationships.

Lastly, I am committed to expanding competency-based education to ensure that students are equipped with practical, industry-relevant skills. The five educational seminars I attended at Modex 2024 are directly informing updates to the curriculum to include the latest technological advancements and strategic thinking in supply chain management.

Together, these activities contribute significantly to increasing the social mobility of our students. By providing them with real-world experience, industry exposure, and professional networks, I aim to empower students to secure meaningful employment in the SCM field, ultimately transforming their career trajectories and improving their economic prospects.

## SADLER, THOMAS

Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2005

Economics/ Managerial Economics

Environmental Economics, Energy Economics, Applied Microeconomics

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Student mentoring resulting in published. research projects, honors projects and master's theses.
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Promote intellectual curiosity and commitment to lifelong learning by participating in and helping to coordinate Econ Day at WIU.
2.1.3. Increase faculty participation in professional engagement.	Co-author with other faculty and attend professional conferences with other faculty, increasing faculty participation in professional engagement.
University/College/Unit Committees	Member, University Lincoln Laureate Committee, 2022 – 2024: charged with selecting the annual Lincoln Laureate
University/College/Unit Committees	Member, University Provost's Faculty Excellence in Scholarship Committee: charged with selecting the outstanding faculty with scholarship
University/College/Unit Committees	Member, College Personnel Committee, 2023 – 2024: charged with addressing college personnel issues
University/College/Unit Committees	Member, School of Accounting, Finance, Economics, and Decision Sciences Graduate Committee, 2022 – 2024: charged with graduate curriculum revision, entry/admission standards, recruitment and retention initiatives.
University/College/Unit Committees	Chair, School of Accounting, Finance, Economics, and Decision Sciences Grade Appeals Committee, 2022 – 2024: charged with overseeing grade appeals

#### Initial Academic Preparation

1998 Doctorate of Philosophy, University of Tennessee – Knoxville: Economics

#### Other Relevant Education

1993 Master of Arts, University of Missouri – Columbia: Economics

1991 Bachelor of Arts, Western Illinois University: Economics

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

- Sadler, T. R. (2024). "Economics of the Name, Image, and Likeness Landscape: Payoffs, Social Norms, and the Collective Action Problem," *American Behavioral Scientist*. (basic: peer reviewed)
- Sadler, T. R. (2023). "An Economic Evaluation of the European Union's 2030 Climate Plan," *Global Business & Finance Review*. Vol. 28, No. 1. (basic: peer reviewed)
- Ehrlich, J., Ghimire, S., Sadler, T. R. and Sanders, S. (2023). "Policy and Policy Response on the Court: A Theoretical and Empirical Examination of the Three-Point Line Extension in Basketball," *Journal of Sports Economics*. Vol. 24, No. 2. (basic: peer reviewed)
- Sadler, T. R., Bucher, S. B. and Sehgal, D. (2022). "The Driving Forces of Energy-Related CO2 Emissions in the United States: A Decomposition Analysis." *Energy & Environment Research*. Vol. 12, No. 2. (basic: peer reviewed)

### Other Intellectual Contributions

- Sadler, T. R. (2024). *Absolute Essentials of International Economics*. Routledge.
- Sadler, T. R. (2023). *Understanding Global Crises: From Covid to Climate Change and Economic Collapse*. Routledge.
- Sadler, T. R. (2022). *Pandemic Economics*. Routledge.
- Sadler, T. R. (2020). *Energy Economics: Science, Policy, and Economic Applications*. Lexington.
- Sadler, T. R. (2023). Absolute Essentials of the Global Economy [Summer Stipend Award]. Office of Sponsored Projects, Western Illinois University.
- Sadler, T. R. (2021). Catastrophe Convergence: The Coronavirus, Climate Crisis and Economic Contraction [Summer Stipend Award]. Office of Sponsored Projects, Western Illinois University.

### Other Professional Engagement Activities

- Sadler, T. R. (2024). Housing and Food Insecurity on Campus [Conference Presentation]. Midwest Economics Association.
- Sadler, T. R. (2023). Economics of the NIL Landscape: Payoffs, Social Norms, and the Collective Action Problem [Conference Presentation]. Illinois Economics Association.
- Sadler, T. R. (2022). A Sugar Tax in the United States: Would It Create Triple Dividend? [Conference Presentation]. Midwest Economics Association.
- Sadler, T. R. (2022). An Economic Evaluation of the European Union's 2030 Climate Policy Plan [Conference Presentation]. Academy of Business Economics.
- Sadler, T. R. (2021). A Trail of Disruption: The Coronavirus Pandemic in India [Invited Presentation]. Jaipuria Institute of Management, India.
- Sadler, T. R. (2021). Pandemic Economics [Invited Presentation]. University of the West Indies.
- Sadler, T. R. (2021). The Impact of the Coronavirus Pandemic on Businesses, Pollution, and the Environment [Conference Presentation]. Academy of Business Economics.
- Sadler, T. R. (2021). Economics of Optimal Disease Control [Conference Presentation]. Midwest Economics Association.
- Sadler, T. R. (2021). The Birth of Pandemic Economics [Conference Presentation]. Academy of Economics and Finance.

Sadler, T. R. (2020). Theories of Economic Shutdown [Conference Presentation]. Missouri Valley Economic Association.

Member, Missouri Valley Economics Association, Midwest Economic Association, Illinois Economic Association, Academy of Business Economics

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I actively contribute to the mission of the college. The mission has four strategic themes: student success, innovation and institutional distinctiveness, financial sustainability and legacy, and societal and global impact.

With student success, I strive to provide an outstanding learning environment in my courses in order to increase the percentage of students who continue from year to year. I foster a supportive learning environment, engaging with students inside and outside of the classroom. I work with students during their academic careers at WIU to increase graduation rates within the CBT. I help students enhance their skill sets, including problem solving, analytical abilities, and ethical decision making, and learn about the labor market in order to increase employment rates. These actions contribute to the academic experience, personal growth, and career readiness of students.

With innovation and institutional distinctiveness, I maintain a robust research agenda and publish with quality publishers, enhancing the quality and impact of scholarly activities. With intellectual contributions, my publications include both books and refereed journal articles. I bring the topic material from these sources into the classroom, linking scholarly activity with teaching. I regularly present at academic conferences, resulting in intellectual contributions to the college and university.

With financial sustainability and legacy, I focus at the level of the faculty member on student enrollment and retention. I contribute to sustainable trends by serving as a mentor to my students. In addition to discussing topical material, I discuss job market trends, the acquisition of appropriate skill sets, and other areas important to student development and growth. I help to organize campus events, discuss affordability concerns, and develop financial literacy skills among students.

With societal and global impact, I teach issues of social and economic mobility in courses such as the Economics of Poverty and Inequality and The Global Economic Environment. I promote diversity and equity in the classroom and propagate a sense of social responsibility in courses such as Environmental Economics and Energy Economics. I also convey an understanding of global issues in my courses that have international components.

In summary, to contribute to the college mission, I actively promote student success, value innovation and institutional distinctiveness, support financial sustainability and legacy, and discuss societal and global impact.

**2019 - 2024**

**SAWHNEY, RAJEEV**

Professor, 9-mo/acad yr, Tenured; joined WIU in August 1999

Management & Marketing

Operations Management, Quality Management, Supply Chain Management, Strategic Management

**STATUS AND FACULTY QUALIFICATION**

**Participating / Additional (A)**

University/College/Unit Committees	School of Management and Marketing Curriculum and Assessment Committee
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	External Examiner on Ph.D. thesis in other business school: Ashutosh Srivastava, "A Study of the Awareness of UNSDG and An Analysis of the Organisational Social Sustainability Measures on Supply Chain Performance" – March 2024. IILM-University, India
2.1.3. Increase faculty participation in professional engagement.	Sabbatical – fall 2023

**EDUCATION**

**Ph.D. in Production & Operations Management, 1999**

Ivey Business School, University of Western Ontario, Canada

**Master of Business Administration, 1988**

Boston University, Massachusetts, USA

**Master of Arts (Economics-Honors), 1981**

Delhi School of Economics, Delhi, India

**Bachelor of Arts (Economics-Honors), 1979**

Delhi University, Delhi, India

**SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

**Peer reviewed journal publications**

Sawhney, R., & Sumukadas, N. (January 2024). Deploying AMT for Scale versus Scope: A Contingency Approach. *Journal of Strategic Innovation and Sustainability*, 19(1). (Basic: peer reviewed)

Sawhney, R. (December 2019). Does the Customer Matter? Designing A Responsive Criminal Justice System. *Law Enforcement Executive Forum* 19(4): 15-25. (Applied: peer reviewed).

**Other Intellectual Contributions**

Sawhney, R. (December 2019). Does the Customer Matter? Designing A Responsive Criminal Justice System. *Law Enforcement Executive Forum* 19(4): 15-25. (Applied: peer reviewed).

Invited Session Chair: “Trust Building in Supply Chain”. November 23-25, 2024 Decision Science Institute Annual Conference, Phoenix. – accepted June 2024

Sawhney, R. and Sawhney, S. “Developing trust in supply chains: Exploring the role of Personality”. November 23-25, 2024 Decision Science Institute Annual Conference, Phoenix. Accepted June 2024.

Sawhney, R., and Sumukadas, N. “Deploying AMT to Acquire Manufacturing Flexibility or Efficiency: Lessons from the Field”. November 18-20, 2023 Decision Sciences Institute Annual Conference, Atlanta.

Sawhney, R., Sumukadas, N, and Sawhney, S. Addressing the Challenges of Examining Advanced Machine Technologies by Using Contingency Approach. MBAA International Conference, (virtually) Chicago, March 2022.

Sawhney, R. and Sumukadas, N. Deploying AMT to Acquire Manufacturing Flexibility or Efficiency: Does Strategy Matter? November 2021, Decision Science Institute Annual Conference (virtual).

Sawhney, R. and Sawhney, S. “An Empirical Investigation of Developing Trust Using Self-Development Modalities: Implications for Buyer-Supplier Relationships. December 2019, International POMS conference, Mumbai, India.

Sumukadas, N., Sawhney, R, and Sawhney. S. “Factors affecting product recall preparedness”. November 2019, Decision Science Institute Annual Conference, New Orleans.

Sawhney, R. and Sawhney. S. “Reducing Logistics Cost: Interface Between Logistics and New Product Design”. November 2019, Decision Science Institute Annual Conference, New Orleans.

### **Other Professional Engagement Activities**

External Evaluator for faculty in other business school – Dr. Amulya Gurtu, University of Wisconsin. Promotion from Associate Professor to full Professor (Sept. 2021).

## **IMPACT STATEMENT**

My commitment to teaching stems from the elation that I derive from the job, as well as from the contentment I draw from being a catalyst in the development of competent and capable managers. In my tenure at WIU I have taught five undergraduate and eight graduate level courses, demonstrating my content knowledge across diverse topics of operations, quality, supply chain, and strategic management. Some of the teaching materials on these courses have been based on my consulting experience and the learning from the grants. One of the prime topics that cut across all these courses is the issue of environmental greening and sustainable development. Students are required to examine real challenges in these and other operations-quality related areas faced by local businesses in the form of a term project. Here the thrust is to conduct applied research projects, which provide real life skills to our students.

I firmly believe that active research is an important contributor to attaining excellence in one’s teaching duties. A faculty member who is involved in research is more likely to bring the latest developments into the classroom setting, thus enhancing the learning experience of students. I incorporate a significant amount of my own research into the curriculum - exposing the students to the latest developments in their area, both at the conceptual and applied fronts. My students have benefited immensely from my research activities. *I firmly believe that service* can and should be integrated with teaching and research duties as it provides an excellent forum for reaching out to students, colleagues, and the community. In the 18 years as a faculty member at WIU I have served in many lead positions at conferences and in the community.

## SHAMSUDDOHA, MOHAMMAD

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2019

Supply Chain Management

Supply Chain, Circular Economy, Supply Chain Technology, Sustainability

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Arranged fourteen guest speaker sessions where students learn about the company's real-life day-to-day operations. I also encourage students to participate in supply chain days, industry visits, case competitions, career fairs, and the like.
2.1.3. Increase faculty participation in professional engagement.	Attended two conferences and forums to learn updated knowledge on Supply Chain technologies and transformations. It helps me to add more value in the classroom.
3.1.1. Support and engage university-wide recruiting and admissions activities.	Recruited many international students from Bangladesh and other parts of Asia. Answer the queries sent to me before they come here. Participate in Bangladeshi student association meetings, mentor them to continue their education at WIU, and ask for help to recruit more new students. Last year, WIU had more than 30 students from Bangladesh.
4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.	Published twelve papers, including book chapters and journal articles. A few of my papers engaged graduate supply chain students and got success through publishing in a scopus-listed journal.
4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Cultivated a strong relationship with diverse students from Bangladesh, Nigeria, Egypt, Saudi Arabia, Ghana, Congo, India, Nepal and Sri Lanka. I always meet them in the cultural and religious centers and meet them regularly.

### EDUCATION

#### Initial Academic Preparation

2014 Doctorate of Philosophy, Curtin University, Australia

#### Other Relevant Education

2006 Master of Philosophy (MPhil), University of Chittagong: Customer Service

1999 MBA, University of Chittagong: Marketing

1997 BBA, University of Chittagong: Marketing

#### Professional Qualifying Experience

2002-2019 Professor of Marketing, University of Chittagong

2014-2019 Chairman, Nahar Agro Group (Part-time)

2010-2015 Research Assistant, Curtin University

2002-2010 Project Lead, Mirsharai Farms Limited (Contractual)

2000-2002 Sales and Relationship executive, HSBC Bangladesh

1996-2010 Marketing and SCM Director, Nahar Agro group (Contractual)

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

- Khan EA, Chowdhury MMH, Hassan HK, Mahmud AS, and Shamsuddoha M (2024). "Sustainable recycling management: Configuration of risk factors and resilience strategies". *Journal of Business & Industrial Marketing*. (applied: peer)
- Ikpe V and Shamsuddoha M (2024). "Functional model of supply chain waste reduction and control strategies for retailers—The USA retail industry". *Logistics*. Vol. 8(1). (basic: peer)
- Kashem MA, Shamsuddoha M, and Nasir T (2024). "Digital-era resilience: Navigating logistics and supply chain operations after COVID-19". *Businesses*. Vol. 4(1). (basic: peer)
- Kashem MA, Shamsuddoha M, and Nasir T (2024). "Sustainable transportation solutions for intelligent mobility: A focus on renewable energy and technological advancements for electric vehicles (EVs) and flying cars". *Future Transportation*. Vol. 4(3). (applied: peer)
- Bala B, Ibragimov A, Shamsuddoha M, and Abdursauopov R (2023). "Modeling of mangrove forests and ecotourism of the Sundarbans in Bangladesh". *Journal of Coastal Conservation*. Vol. 27(6). (applied: peer)
- Shamsuddoha M and Woodside AG (2023). "Sustainability process innovations resulting in new value-added byproducts: Principal lessons from second-order system-dynamics engineering (SOSDE)". *Journal of Business & Industrial Marketing*. Vol. 38(11). (applied: peer)
- Haque A, Nuruzzaman M, and Shamsuddoha M (2023). "Bureaucratic behaviour, and its influence towards competitiveness—Analysing the supply chain of Bangladeshi clothing industry". *International Journal of Business and Society*. Vol. 24(1). (applied: peer)
- Haque A, Tarofder AK, Maru TI, Raisal I, and Shamsuddoha M (2023). "Brand image and smartphone purchase intention in Malaysia: The mediating role of perceived value and perceived quality". *International Journal of Business and Society*. (basic: peer)
- Moradi S, Khan MM, Hossain NUI, Shamsuddoha M, and Gorod A (2023). "Modeling and assessing seismic resilience leveraging systems dynamic approach: A case study of Society 5.0". *International Journal of Critical Infrastructure Protection*. Vol. 43. (basic: peer)
- Shamsuddoha M, Nasir T, and Hossain NUI (2023). "A sustainable supply chain framework for dairy farming operations: A system dynamics approach". *Sustainability*. Vol. 15(10). (applied: peer)
- Kashem MA, Shamsuddoha M, Nasir T, and Chowdhury AA (2023). "Supply chain disruption versus optimization: A review on artificial intelligence and blockchain". *Knowledge*. Vol. 3(1). (basic: peer)
- Islam MS and Shamsuddoha M (2023). "Assessing sustainability governance and its dimensions". *FIIB Business Review*. Vol. 12(2). (basic: peer)
- Khan EA, Shamsuddoha M, Sajib S, Nuruzzaman M, and Haque AA (2023). "COVID-19 and entrepreneurial mindset". *Frontiers Media SA*. (basic: peer)
- Shamsuddoha M, Quaddus MA, and Woodside AG (2022). "Environmental sustainability through designing reverse logistical loops: Case research of poultry supply chains using system dynamics". *Journal of Business & Industrial Marketing*. Vol. 37(4). (applied: peer)
- Shamsuddoha M and Woodside A (2022). "Achieving radical process innovations by applying technology-mindset transformations via second-order system-dynamics engineering". *Journal of Business Research*. Vol. 147. (applied: peer)



- Hassan HMK, Ibragimov B, and Shamsuddoha M (2022). "Entrepreneurship education and social entrepreneurial intentions: The mediating effects of entrepreneurial social network". *Frontiers in Psychology*. Vol. 13. (basic: peer)
- Haque A, Chowdhury NA, Hossain U, and Shamsuddoha M (2022). "Customer loyalty for retailers' growth in Bangladesh: Do retailer qualities (attributes and awareness) influence satisfaction and loyalty?" *International Journal of Quality and Innovation*. Vol. 1(1). (basic: peer)
- Kashem MA, Shamsuddoha M, Nasir T, and Chowdhury AA (2022). "The role of artificial intelligence and blockchain technologies in sustainable tourism in the Middle East". *Worldwide Hospitality and Tourism Themes*. Vol. 15(2). (basic: peer)
- Hossain M and Shamsuddoha M (2020). "Social entrepreneurship: A new genre of entrepreneurship". *Business Perspective Review*. Vol. 2(3). (basic: peer)
- Shamsuddoha M, Alamgir M, and Sohel (2020). "The mediating role of perceived value in the relationship between destination image and tourists' satisfaction". *International Journal of Educational Research and Technology*. Vol. 10(2/3). (basic: peer)

### **Other Intellectual Contributions**

#### **Chapters in Scholarly Books**

- Shamsuddoha M, Koul S, and Taylor IW (2024). "Eco-efficient dairy waste treatment: Validating a sustainable system dynamics framework" *Operations Research Forum*. Vol. 5. Cham: Springer International Publishing.
- Kashem MA, Shamsuddoha M, and Nasir T (2023). "Smart manufacturing: A review toward the improvement of supply chain efficiency, productivity, and sustainability" In *Advanced Technologies and the Management of Disruptive Supply Chains: The Post-COVID Era* (pp. 13–33). Cham: Springer Nature Switzerland.
- Shamsuddoha M and Kashem MA (2022). "A revolutionary paradigm shift in supply chain management: The blockchain mechanism" In *Exploring the Latest Trends in Management Literature* (Vol. 1, pp. 15–33).
- Shamsuddoha M, Kashem MA, and Nasir T (2023). "Smart Transportation Logistics: Achieving Supply Chain efficiency with green initiatives" In *Data Analytics for Supply Chain Networks* (pp. 243–258). Cham: Springer International Publishing.
- Shamsuddoha M, Kashem MA, and Nasir T (2023). "Revolutionizing supply chain management: A bibliometric analysis of Industry 4.0 and 5.0" In *Advanced Technologies and the Management of Disruptive Supply Chains: The Post-COVID Era* (pp. 35–54). Cham: Springer Nature Switzerland.
- Shamsuddoha M, Kashem MA, and Qudrat-Ullah H (2023). "The sustainable management of plastic contents recycling in Bangladesh: A system dynamics approach" In *Managing Complex Tasks with Systems Thinking* (pp. 325–346). Cham: Springer Nature Switzerland.
- Shamsuddoha M, Nasir T, and Ibne Hossain NU (2023). "Integrating circular economy and reverse logistics for achieving sustainable dairy operations" In *Data Analytics for Supply Chain Networks* (pp. 211–226). Cham: Springer International Publishing.
- Shamsuddoha M and Nasir T (2023). "Principal lessons learned from COVID-19: Prescriptive and long-lasting strategies for sustainable supply chain improvement" In *Advanced Technologies and the Management of Disruptive Supply Chains: The Post-COVID Era* (pp. 81–105). Cham: Springer Nature Switzerland.
- Shamsuddoha M (2022). "Sustainable outcomes through the structured forward supply chain: A system dynamic approach" In *Understanding the Dynamics of New Normal for Supply Chains: Post COVID Opportunities and Challenges* (pp. 55–80). Cham: Springer International Publishing.

Haque A, Tarofder AK, Shamsuddoha M, Nuruzzaman M, Rahman MM, Abusharar MM, and Tor-Kadioglu C (2022). "Integrated effects of marketing stimuli on customer loyalty in Palestine grocery supply-chain: Does satisfaction perform mediating role?" In *Global Islamic Marketing Conference* (pp. 95–120). Singapore: Springer Nature Singapore.

### **Presentations at Academic or Professional Meetings**

Shamsuddoha, M. (2023). Sustainable Dairy Operations: Circular Economy and Reverse Logistics Perspectives. 2023 International System Dynamics Conference. A. B. King, J. P. Ansah and S. Chung. Chicago, USA, System Dynamics Society.

Shamsuddoha, M. (2023). Transitioning to Sustainable Golf Tourism: A System Dynamics Approach to Regional Planning 2023 International System Dynamics Conference. J. P. A. a. S. C. A. B. King. Chicago, USA, System Dynamics Society.

Haque, Ahasanul, Arun Kumar Tarofder, Tarekol Islam Maru, Ismail Raisal, and Mohammad Shamsuddoha. "Brand image and smartphone purchase intention in Malaysia: the mediating role of perceived value and perceived quality." (2023). 11th Annual International Research Conference.

Haque, A., Tarofder, A. K., Shamsuddoha, M., Nuruzzaman, M., Rahman, M. M., Abusharar, M. M., & Tor-Kadioglu, C. (2022). Integrated effects of marketing stimuli on customer loyalty in Palestine grocery supply-chain: Does satisfaction perform mediating role? Paper presented at the Global Islamic Marketing Conference.

Shamsuddoha, M., Kashem, M. A., & Koul, S. (2022). Systemic review of AI reshaped blockchain applications. Paper presented at the International Conference on Advanced Network Technologies and Intelligent Computing.

Shamsuddoha, M. (2021). A simulation study of a large farm validating sustainable practices. Paper presented at The 2021 System Dynamics Conference (Virtually), Chicago. <https://systemdynamics.org/conference-2021>  
[https://webportal.systemdynamics.org/documents/Tentative\\_Schedule.html](https://webportal.systemdynamics.org/documents/Tentative_Schedule.html)

Shamsuddoha, M. (2021). Integrating Circular Economy and Reverse Logistics for Sustainable Dairy Operation. Paper presented at the 2021 System Dynamics Conference (Virtually), Chicago. <https://systemdynamics.org/conference-2021/> & [https://webportal.systemdynamics.org/documents/Tentative\\_Schedule.html](https://webportal.systemdynamics.org/documents/Tentative_Schedule.html)

Shamsuddoha, M. & Nasir, T. (2020) Unpredictable supply-demand in the COVID-19 situation: A Simulation Study, XVIII Latin American System Dynamics Conference. Colombia, October 26-30, 2021.

Shamsuddoha, M., & Nasir, T. (2020). Integrating agility, volatility and sustainability perspectives: a case study for an effective supply chain model under Covid-19. Extended abstract presented at the Proceedings of the 2020 Winter Simulation Conference (Virtual). [https://informs-sim.org/wsc20papers/by\\_area.html](https://informs-sim.org/wsc20papers/by_area.html)

Shamsuddoha, M., & Nasir, T. (2020, July 19-24). Sustainable Supply Chain Practices: A Case Study on A Large Livestock Farm Operations. Extended abstract presented at the 38th International Conference of the System Dynamics Society (Virtual due to COVID 19), Bergen, Norway.

### **Internal Grants**

1. WIU Summer Grant 2021 recipients. Project worked on sustainable supply chain practices: a simulation study on a large livestock farm operations

### **Other Professional Engagement Activities**

(2020-2024) Provided voluntary consulting services for over 150 hours to an overseas livestock company focusing on sales, marketing and supply chain improvements, directly aligned with core teaching topics in supply chain.

(2019-2024) Invited over 70 guest speakers in the classroom to present real-life stories to students. More than 500 students participated in these sessions since 2019.

(2019-2024) Served as a member of the System Dynamics Society and as a reviewer on multiple occasions.

Editor, Businesses MDPI, 2024, [https://www.mdpi.com/journal/businesses/special\\_issues/GPO06LM3W6](https://www.mdpi.com/journal/businesses/special_issues/GPO06LM3W6)

Handling Editor, Frontiers in Education 2024.

Handling Editor, Frontiers in Psychology 2024

Editor, MDPI Special Issue on Application of Systems Dynamics (SD) Simulation and Systems Modeling Language (SysML) in the Systems Resilience and Sustainability Management of Systems for 2021.

Editor, Journal of Culture, Politics and Innovation, GLOCALISM, Milano, ISSN 2283-7949, <https://glocalismjournal.org/> (for 2021).

Guest Associate Editor in Frontiers Journal of Organizational Psychology for 2021. <https://www.frontiersin.org/my-frontiers/overview>.

Editor, Finance & Economics Review, MI, USA (2019-2020)

Member, System Dynamics Society, USA (2019-2024)

Member, Traffic Club of Chicago, USA

Member, Risk Management Association, USA

Advisor, Supply Chain Student Association, WIU, USA

Advisor, Bangladeshi Students Association, WIU, USA

## IMPACT STATEMENT

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Leadership in three areas: research, teaching and services. My effort is always centered on bridging the gap between academic theory and practical application, equipping students with the skills and knowledge necessary to thrive in today's dynamic job market. For example, I included many guest speakers (over 70 in the last five years), deployed rigorous simulation projects from the Harvard Publishing site, and Vensim provided multiple case studies and many more. Also, I put the highest effort in quick grading even though I keep weekly assignments, quizzes, presentations, case studies, research projects, essay writing, and current event writing. I also put effort into writing AI and plagiarism-free writing, which will help them deal with corporate and business environments.

I have worked with many students from different backgrounds, supporting their career planning and professional development. This guidance has played an essential role in helping them navigate obstacles and achieve upward mobility, which reflects departmental and CBT's commitment to fostering a more inclusive and prosperous future for all. I also provide over 50 recommendation letters for students looking for jobs. I passionately mentor them, and answer their questions even outside my office hours.

For international students, I help a lot with recruitment, mainly from Bangladesh and other Asian countries. I have successfully helped more than 150 students in the last five years. I also help graduated students pursue industry jobs and higher studies at the Ph.D. level at different renowned universities. I helped several students with their immigration process as well so that they could utilize their talents in the USA. My dedication and contributions have focused on students' success in getting relevant jobs/success, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

**SHIKE, SARAH E.**

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2005  
Management

**STATUS AND FACULTY QUALIFICATION**

**Participating /Scholarly Academic (SA)**

University/College/Unit Committees	Served as a member of the College of Business Best Practices in Teaching Online Committee where we sought ways to improve online learning and deter academic dishonesty in online learning.
University/College/Unit Committees	Management Faculty Search Committee, Chair
4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Represented College of Business and Technology and Management Faculty and Organized an activity for the Future Business Leaders of America (FBLA) event held at WIU.
3.1.1. Support and engage university-wide recruiting and admissions activities.	As a Strategic Plan Consultant for Mercado on 5th, enhanced faculty engagement by fostering collaboration with diverse communities. This role strengthens faculty-student relationships, promotes inclusivity, and aligns academic initiatives with community needs, ensuring meaningful outreach and cultural awareness.
4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	The Junior Achievement Classroom Presenter program aligns with K-12 education by enhancing students' career readiness, financial literacy, and entrepreneurial skills. It also supports student recruiting by building early awareness of career pathways and fostering connections between schools and community partners.

**EDUCATION**

**Initial Academic Preparation**

2021 Doctor of Business Administration, University of North Carolina, Charlotte

**Other Relevant Education**

2003 Master of Business Administration, Western Illinois University

2021 Bachelor of Science, Southern Illinois University

**Professional Licenses/Certifications**

2001 Logistics and Supply Chain in Mexico Certificate, Universidad Panamericana, Guadalajara, Mexico

**Professional Qualifying Experience**

2019-Present Co-Farm Manager, Bent Brook Farms, Pawnee, IL

2009-Present Co-Owner, Shike Farms, Alexis, IL

2009–2012 Faculty Assistant, Value-Added Sustainable Development Center at the Illinois Institute for Rural Affairs at Western Illinois University, Macomb, IL

2005-2009 Director/Program Manager, Interim Director, Faculty Assistant Western Illinois Entrepreneurship Center, Offices of Technology Transfer and Executive Studies at Western Illinois University, Macomb, IL

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Intellectual Contributions**

Shike, S.E.B. (2023) "A Conceptual View of the Relationship Between Adventure and Extreme Sports and Recovery from Work, & Job Performance" *Full paper accepted for presentation at the North American Management Society (NAMS) track of the 2024 MBAA International Conference.* (basic: peer)

Shike, S.E.B. (2023) "ChatGPT: Business School Friend or Foe?" *Paper in progress accepted for presentation at the North American Management Society (NAMS) track of the 2023 MBAA International Conference.* (pedagogical: peer).

Shike, S.E.B. (2021). Does Gender Matter? A moderated model for family climate and psychological ownership of the family firm as experienced by next-generation family members (Publication No. 28492650) [Doctoral dissertation, The University of North Carolina at Charlotte]. ProQuest Dissertations & Theses Global.

Shike, S.E. (2020) "Ethical Culture: The gateway from university characteristics to loyalty." *Paper in progress accepted for presentation at the North American Management Society (NAMS) track of the 2020 MBAA International Conference.* (basic: peer).

Shike, S.E., Binkley, M., Rutherford A. (2020) "B Corporation Certification: Not a Means to an End. The Impact of B Certification Process on Internal Control Quality and Financial Performance" *Paper in progress accepted for presentation at the North American Management Society (NAMS) track of the 2020 MBAA International Conference.* (basic: peer).

Shike, S.E. (2022). "Clarifying the Gray: A course for understanding and promoting integrity and academic excellence in the College of Business and Technology at WIU" Western Illinois University. Summer Stipend Award (competitive internal grant).

### **Other Professional Engagement Activities**

(2024) Strategic Plan Consultant for Mercado on 5<sup>th</sup>, Moline, IL

(2023, 2024) Annual Conference Attendee *North American Management Society, MBAA International*

(2021) "Know your Audience" Invited Presentation, Knox County CEO

(2021) "Small Business Response to COVID-19" Lecture Recording, Knox County CEO

(2020) Late-Stage Doctoral Participant Consortium (*competitive application*)

(2020) Semester Administrative Education Leave: Dissertation Research

(2019) "Quantitative Methods" Online Course by Harvard Business Publishing

(2019) "Best Practices in Teaching Online" Online Course CITR, Western Illinois University

(2019) Reviewer of multiple chapters, case studies, and online resources for Kinicki/Williams textbook, McGraw Hill

(ongoing) Member: Southern Management Association, North American Management Society, Phi Kappa Phi Honor Society

## **IMPACT STATEMENT**

As a management faculty member in the College of Business and Technology (CBT), I am actively involved in activities that support the college and university's vision, mission, and strategic plan. My work is centered on finding ways to continually improve students' academic experience, provide opportunities for them to grow personally and professionally, and support student growth and learning that should ultimately position them for success in their future careers and upward social mobility.

I work to foster strong connections with students both inside and outside the classroom by planning and participating in several student recruitment and retention activities each year. Additionally, I challenge students to think conceptually and apply academic theory to real-world scenarios by integrating experiential learning opportunities into each course I teach. Activities include inviting guest speakers to the classroom or taking classes to attend on-campus speakers and assigning current events discussions, course projects, and business simulations into the course curriculum. These types of activities grow in various areas as they require students to engage in course material at a deeper level.

Attending academic conferences and participating in consulting activities at local businesses and non-profits support my personal and professional growth, which in turn benefits students and supports CBT efforts. Participating in these activities can yield much about research, education, and workforce trends. I enjoy looking for ways we might leverage what is gleaned during these activities to support our students and institutional goals.

## STEWART, SUSAN

Professor, 9-mo/acad yr, Tenured: joined WIU in 2008

Human Resource Management/Management

Counterproductive Workplace Behaviors, Personnel Selection, Gender/Diversity Issues

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.2.1. Enhance teamwork/leadership/communication/and ethical decision-making skills.	Advised our student chapter of the Society for Human Resource Management which has been awarded a Superior Merit Award every year by the national Society for Human Resource Management for providing superior growth and development opportunities to its student members.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Directed student-led consulting projects in collaboration with a variety of organizations, facilitating real-world learning experiences that bridged academic theory and business practice.
2.1.3. Increase faculty participation in professional engagement.	Created and deliver the Faculty First Friday Speaker Series in which I invite internationally recognized scholars to speak to the CBT faculty on a variety of topics related to research in an effort to reinforce a culture of scholarship in the CBT especially for junior faculty members.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Organized a Human Resource Management Program Celebration which included an Internship Best Practices workshop, keynote speakers (including myself), and appetizers/refreshments for 50 alumni and community supporters.
1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.	Renewed WIU alignment of the Human Resource Management program with the guidelines set forth by the Society for Human Resource Management HR Curriculum Guidebook and Templates. Member: Great River Human Resource Association, Society for Human Resource Management, Society for Industrial and Organizational Psychology
3.1.1. Support and engage university-wide recruiting and admissions activities.	Volunteered at the John Deere Classic Golf Tournament, distributed Western Illinois University items, worked in tent, and answered questions from visitors.
Faculty Governance	Coordinator: Faculty First Friday Speaker Series, 2022-2024; Chairperson: Human Resource Management Curriculum Committee, 2019-2024

### EDUCATION

#### Initial Academic Preparation

2001 Doctorate of Philosophy, University of Tennessee: Industrial and Organizational Psychology

### Other Relevant Education

- 1995 Master of Arts, Roosevelt University: Industrial and Organizational Psychology
- 1994 Advanced Certificate, Roosevelt University Stress Institute: Stress Management
- 1992 Baccalaureate in Arts, Eastern Illinois University: Psychology and Speech Communication (double major)

### Professional Qualifying Experience

- 2019–2024 Independent Consultant, Various Organizations
- 2019–2022 Senior Consulting Psychologist, Management Resource Group

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

- Stewart, S. M. (2023). The role of tests and assessments for hiring and developing business leaders. *Journal of Strategic and International Studies*, 17(1), 72-77. (basic: peer)
- Barnes, H. A. & Stewart, S. M. (2022). Misconceptions about introverted leaders: How quiet personality types influence the workplace. *International Journal of Management Development*, 2(3), 217-235. (basic: peer)
- Weber, R. J. & Stewart, S. M. (2022). Recruiting, hiring, and retaining members of Generation Z. *Journal of Contemporary Business Issues*, 25(1), 26-33. (basic: peer)
- Stewart, S. M. & Davison, H. K. (2021). Generation Z workers and sexual harassment. *International Journal of Human Resources Development and Management*, 21(4), 243-251. (basic: peer)
- Davison, H. K., LeBreton, J. M., Stewart, S. M., & Bing, M. N. (2020). Investigating curvilinear relationships of explicit and implicit aggression with workplace outcomes. *European Journal of Work and Organizational Psychology*, 29(4), 501-514. (basic: peer)
- Weber, R. J. & Stewart, S. M. (2020). Issues for consideration before becoming an animal-friendly employer. *Academy of Business Research Journal*, 1, 37-44. (basic: peer)
- Stewart, S. M. & Davison, H. K. (2019). Teenage workers need sexual harassment training, TeensToo. *Industrial and Organizational Psychology*, 12(1), 58-63. (basic: peer)
- Stewart, S. M. & Davison, H. K. (2019). Construct validation of a non-self report measure of workplace deviance. *Journal of Contemporary Business Issues*, 24(1), 56-71. (basic: peer)
- Grant: The Pennsylvania State System of Higher Education Faculty Professional Development Council Grant (2023) – grant recipient with Dr. Susan Fiorentino and Dr. Vipanchi Mishra of West Chester University of Pennsylvania (\$7,700)

### Other Intellectual Contributions

Nonpeer-Reviewed/Practitioner Publication

- Flanagan, L. & Stewart, S. M. (2021). Meeting the grand challenge of hiring and developing business leaders. *Management Resource Group Insights*. Published online/white paper.

### Conference Proceedings

- Stewart, S. M., Davison, H. K., & Mishra, V. (2024). Sexual harassment of teenage workers: A call for legal and organizational action. *Proceedings of the Midwest Academy of Legal Studies in Business Conference*, Chicago, IL.



- Stewart, S. M. (2023). The role of tests and assessments for hiring and developing business leaders. *Proceedings of the International Academic Conference on Business, Economics, Finance and Accounting*, Key West, FL.
- Billiet, J. M. & Stewart, S. M. (2022). Gender wage gap issues. *Proceedings of the International Conference on Social Science, Arts, Business and Education*, Las Vegas, NV.
- Williams, J. L., Stewart, S. M., & Davison, H. K. (2020). Situational cues matter: Personality, justice, and positive workplace outcomes. *Proceedings of the Academy of Management Conference*, Virtual.
- Stewart, S. M. & Weber, R. J. (2019). How to remain competitive when recruiting, hiring, and retaining members of Generation Z. *Proceedings of the Academy of Business Research Conference*, San Antonio, TX.
- Weber, R. J. & Stewart, S. M. (2019). Issues for consideration before becoming an animal-friendly employer. *Proceedings of the Academy of Business Research Conference*, San Antonio, TX.

### Conference Presentations

- Stewart, S. M., Davison, H. K., & Mishra, V. (2024, April). *Sexual harassment of teenage workers: A call for legal and organizational action*. Paper presented at the Midwest Academy of Legal Studies in Business Conference, Chicago, IL.
- Stewart, S. M. (2024, April). *Teaching and pedagogy*. Chairperson at the annual conference of the Midwest Academy of Legal Studies in Business Conference, Chicago, IL.
- Stewart, S. M. (2024, April). *Sexual harassment*. Chairperson at the annual conference of the Midwest Academy of Legal Studies in Business Conference, Chicago, IL.
- Stewart, S. M. (2023, January). *The role of tests and assessments for hiring and developing business leaders*. Paper presented at the International Academic Conference on Business, Economics, Finance and Accounting, Key West, FL.
- Billiet, J. M. & Stewart, S. M. (2022, June). *Gender wage gap issues*. Paper presented at the International Conference on Social Science, Arts, Business and Education, Las Vegas, NV.
- Stewart, S. M. & Davison, H. K. (2022, April). *Sexual harassment of teenage workers: Incubator for research and organizational action*. Session presented at the annual conference of the Society for Industrial and Organizational Psychology, Seattle, WA/Virtual.
- Davison, H. K., Sterling, A., Stewart, S. M. & Mishra, V. M. (2022, April). *The intersection of sexual harassment with other social categories: A mashup*. Session presented at the annual conference of the Society for Industrial and Organizational Psychology, Seattle, WA/Virtual.
- Flanagan, L. & Stewart, S. M. (2021, October). *Meeting the grand challenge of hiring and developing business leaders*. Paper presented at the annual conference of the Midwest Academy of Management, Davenport, IA.
- Stewart, S. M. (2021, October). *Leading, managing, and learning in view of today's grand challenges*. Chairperson at the annual conference of the Midwest Academy of Management, Davenport, IA.
- Stewart, S. M. (2021, October). *Tips on academic career success*. Panelist in the Doctoral Consortium at the annual conference of the Midwest Academy of Management, Davenport, IA.
- Stewart, S. M. (2021, October). *A discussion of dissertation topics and research ideas*. Facilitator in the Doctoral Consortium at the annual conference of the Midwest Academy of Management, Davenport, IA.
- Stewart, S. M. & Davison, H. K. (2021, April). *Continuing discussions regarding sexual harassment of teenage workers*. Roundtable/Conversational Hour presented at the annual conference of the Society for Industrial and Organizational Psychology, Virtual.

- Williams, J. L., Stewart, S. M., & Davison, H. K. (2020, August). *Situational cues matter*. In J. L. Schoen (Chairperson), Latest findings in conditional reasoning: Risk-propensity, faking, and aggression. Symposium presented at the annual conference of the Academy of Management, Virtual.
- Stewart, S. M. (2020, August). *CSR, family-work conflict, and self-expression*. Symposium Chairperson at the annual conference of the Academy of Management, Virtual.
- Stewart, S. M. & Davison, H. K. (2020, April). *Continued discussions regarding sexual harassment of teenage workers*. Roundtable/Conversational Hour presented at the annual conference of the Society for Industrial and Organizational Psychology, Virtual.
- Stewart, S. M. & Weber, R. J. (2019, October). *How to remain competitive when recruiting, hiring, and retaining members of Generation Z*. Paper presented at the annual conference of the Academy of Business Research, San Antonio, TX.
- Weber, R. J. & Stewart, S. M. (2019, October). *Issues for consideration before becoming an animal-friendly employer*. Paper presented at the annual conference of the Academy of Business Research, San Antonio, TX.
- Davison, H. K., Stewart, S. M., & Garner, B. (2019, April). *"I Don't Want to Work, I Want to Bang on the Drum All Day": Insufficient effort responding on the CRT for Achievement Motivation*. In J. L. Schoen (Chairperson), Latest findings in conditional reasoning: A new scale, new analyses, and new samples. Symposium presented at the annual conference of the Society for Industrial and Organizational Psychology, Washington, DC.
- Stewart, S. M. (2019, April). *Important discussions regarding sexual harassment of teenage workers*. Roundtable/Conversational Hour presented at the annual conference of the Society for Industrial and Organizational Psychology, Washington, DC.

#### **Invited Addresses**

- Stewart, S. M. (2023, April). *Human resource analytics*. Presentation made to faculty and students at Analytics Is Everywhere event at Western Illinois University, Moline, IL.
- Stewart, S. M. (2023, March). *Faculty success and mentoring as it relates to research/scholarly engagement*. Presentation made to new faculty at Western Illinois University, Macomb, IL.
- Stewart, S. M. (2022, July). *Sexual harassment of teenage workers*. Ignite HR Roundtable for members of the Great River Human Resource Association, Quad Cities, IL/IA.
- Stewart, S. M. (2021, January). *Sexual harassment among Gen Z workers*. Workshop for members of the Cyclone Chapter of the Society for Human Resource Management, Virtual.
- Stewart, S. M. (2020, February). *Sexual harassment among Gen Z workers*. Workshop for members of the Great River Human Resource Association, Quad Cities, IL/IA.
- Stewart, S. M. (2019, November). *An integrative typology of personality assessment for aggression: Implications for predicting counterproductive workplace behavior*. Paper presented in the Psychology Department Colloquium Series at Western Illinois University, Macomb, IL.
- Stewart, S. M. & Sears, K. (2019, April). *Psychology in the workplace*. Presentation made to faculty and students in the Psychology Program at Western Illinois University, Moline, IL.

#### **Internal Research Awards**

- Cecil P. McDonough Professor in Business Endowed Award (2019-2021, 2024-2026)
- Mini-Sabbatical Award, Western Illinois University (2023)
- Provost Award for Excellence in Scholarly Activities, Western Illinois University (2022)
- College of Business and Technology Faculty Award for Excellence in Scholarly Activities (2022)
- Summer Stipend Award (2022)
- Award of Excellence for WIU Core Value of Personal Growth, Western Illinois University (2020)
- Award of Excellence for WIU Core Value of Academic Excellence, Western Illinois University (2019)

### **Other Professional Engagement Activities**

(2019-2024) Developed and presented a series of training programs for senior management on leadership, employment law for supervisors, human resources for supervisors, sexual harassment, and coaching/mentoring impacting over 500 participants from diverse industries.

(2019-2024) Developed and presented a series of training programs for employees on creating a respectful workplace culture, personality differences at work, conflict management, mentoring/coaching, and generational differences at work impacting over 500 participants from diverse industries.

(2019-2022) Provided consulting services for over 500 hours to small, medium-sized, and large enterprises, focusing on the selection and development of senior level executives, directly aligned with core teaching topics in human resource management and organizational behavior.

(2019-2024) Directed student-led consulting projects in collaboration with a variety of organizations, facilitating real-world learning experiences that bridged academic theory and business practice.

(2019-2024) Participated in annual conferences including the Society for Industrial and Organizational Psychology conference, where cutting-edge practices in human resource management and organizational behavior were discussed, reinforcing teaching methodologies with current industry trends.

(2019-2024) Advised our student chapter of the Society for Human Resource Management which has been awarded a Superior Merit Award every year by the national Society for Human Resource Management for providing superior growth and development opportunities to its student members.

(2019, 2020, 2022) Developed and taught a course titled "Business Practices and Culture of Ireland" which included taking students to Ireland, enhancing international contacts, and providing students with global business exposure.

(2022-2024) Created and deliver the Faculty First Friday Speaker Series in which I invite internationally recognized scholars to speak to the CBT faculty on a variety of topics related to research in an effort to reinforce a culture of scholarship in the CBT especially for junior faculty members.

(2024) Contributed to Human Resource Management Program such that it was ranked second by Forbes Advisor in the top 10 highest-ranked list of online programs for colleges and universities across the country.

(2024) Organized team of students to attend the Society for Human Resource Management State Council Summit hosted by the University of Iowa's Tippie College of Business; students made a presentation, engaged in discussions, exchanged ideas, and built valuable connections with fellow attendees from various institutions.

(2024) Made arrangements for students to attend the Society for Human Resource Management Annual Conference and Expo held in Chicago, IL.

(2023) Completed a mini sabbatical dedicated to the completion of a peer-reviewed journal article, now in press at the *International Journal of Management Practice*, which also enhanced teaching materials and methodologies.

(2023) Renewed WIU alignment of the Human Resource Management program with the guidelines set forth by the Society for Human Resource Management HR Curriculum Guidebook and Templates.

(2023) Organized a Human Resource Management Program Celebration which included an Internship Best Practices workshop, keynote speakers (including myself), and appetizers/refreshments for 50 alumni and community supporters.

(2002) Served as the advisor to a team of students who participated in the Illinois State Society for Human Resource Management Case Competition, our team won first prize in the state of Illinois.

(2021) Published a practice-oriented white paper on the challenge of hiring and developing business leaders, influencing public discourse and shaping industry standards.

(2020-2022) Delivered three keynote presentations at two regional chapters of the Society for Human Resource Management on sexual harassment of young workers, sharing insights directly related to course content on human resource management.

(2019-2024) Reviewer: Journal of Applied Psychology, Personality and Individual Differences

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered on bridging the gap between academic theory and practical application, equipping students with the skills and knowledge necessary to thrive in today's dynamic job market.

Through the careful development and delivery of my courses, I have emphasized experiential learning by integrating internships, micro-credentials, and real-world projects into the curriculum. This approach ensures that students not only gain theoretical insights but also acquire hands-on experience, making them competitive candidates for productive employment upon graduation.

Moreover, my involvement in executive education programs and consulting projects with local businesses has allowed me to bring current industry practices into the classroom, ensuring that our students are well-versed in the latest trends and challenges facing the workforce. This alignment with industry needs directly contributes to students' readiness for decent work, particularly in sectors that are critical to societal growth.

I have also mentored students from underrepresented backgrounds, guiding them through the complexities of career planning and professional development. This mentorship has been pivotal in enabling these individuals to overcome barriers to upward social mobility, aligning with CBT's mission of creating a more equitable and prosperous future for all.

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

## TAM, STEVEN

Professor, 9-mo/acad yr, Tenured: joined WIU in 2023

Management

Strategic Management, Entrepreneurship

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

University/College/Unit Committees	College AACSB Committee
University/College/Unit Committees	Departmental Management Curriculum Committee
3.1.1. Support and engage university-wide recruiting and admissions activities.	Assigned freshman retention activities for the School of Management and Marketing, focusing on strategies to improve student engagement and retention.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Internship Coordinator for all students across the eight business undergraduate majors as well as four graduate programs.
1.3.2. Expand “competency based” educational opportunities to ensure curriculum relevancy.	Capsim Simulation Assessment metrics provide valuable data on student performance across key business competencies. This data informs curriculum development by identifying skill gaps, aligning learning outcomes, and enhancing competency-based education through targeted, experiential learning activities and assessments.

### EDUCATION

#### Initial Academic Preparation

2013 Doctorate of Philosophy, University of Surrey: Management

#### Other Relevant Education

1990 Master of Business Administration, University of Central Missouri: Business Administration

1988 Bachelor of Science in Business Administration, University of Central Missouri: Computer Information Systems

#### Professional Qualifying Experience

2012–2023 Assistant Professor to Professor, Fort Hays State University

2003–2012 Instructor, City University of Hong Kong

2001–2003 Demonstrator, University of Hong Kong

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### **Peer Reviewed Scholarly & Grants**

- Yeo, S.F., Tan, C.L., Tseng, M.L., Tam, S. and San, W.K. (2022). “Factors influencing organic food purchase decision: fuzzy DEMATEL approach” *British Food Journal*. Vol. 124(12), 4567-4591. (basic: peer)
- Tam, S. (2022). “Humor and learning styles: toward a deeper understanding of learning effectiveness in the virtual environment” *Qualitative Research Journal*. Vol. 22(2), 143-156. (basic: peer)
- Tam, S. (2022). “SME learning: leave it as a mess or solve it like a maze” *Development and Learning in Organizations*. Vol. 36(2), 1-4. (basic: peer)
- Tam, S. (2021). “More is none? Exploring how SMEs describe their best practices in performance measurement” *Strategic HR Review*. Vol. 20(5), 173-178. (basic: peer)
- Tam, S. and Gray, D.E. (2021). “Is there a decision to make, boss? From understanding SME growth to managing employees’ learning preferences” *Journal of Strategy and Management*. Vol. 14(4), 511-528. (basic: peer)

### **Other Intellectual Contributions**

Proceedings from Scholarly Meetings

- Evans, J., Gabel, A. and Tam, S. (2021). The strategic limits of collaborative legal strategy. In *Proceedings of the Annual Meeting of the Academy of Legal Studies in Business (ALSB)*.
- Tam, S. (2019). Do you like to laugh? A study between learning motivation and learners’ styles in the virtual environment. In *Proceedings of the Evidence-Based Practice International Conference 2019, Hong Kong Shue Yan University*.

Presentations at Academic or Professional Meetings

- Evans, J., Gabel, A. and Tam, S. (2021, August). The strategic limits of collaborative legal strategy. Paper presented at the *Annual Meeting of the Academy of Legal Studies in Business (ALSB)*, Online.
- Tam, S. (2019, October). Do you like to laugh? A study between learning motivation and learners’ styles in the virtual environment. Paper presented at the *Evidence-Based Practice International Conference 2019, Hong Kong Shue Yan University*, Hong Kong.

### **Other Professional Engagement Activities**

- Manuscript Ad-hoc Reviewer, *Journal of Strategy and Management*, 2023 – Present
- Manuscript Ad-hoc Reviewer, *Development and Learning in Organizations*, 2022 – Present
- Manuscript Ad-hoc Reviewer, *International Journal of Production Economics*, 2021 – Present
- Manuscript Ad-hoc Reviewer, *International Journal of Production Research*, 2021 – Present
- Manuscript Ad-hoc Reviewer, *Asian Academy of Management Journal*, 2016 – Present
- Manuscript Ad-hoc Reviewer, *Chinese Management Studies*, 2016 – Present
- Manuscript Ad-hoc Reviewer, *International Journal of Human Resource Management*, 2016 – Present

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to teaching excellence, scholarly research and service. I focus on student success from their learning process to career development. I strive to go the extra mile to coach/mentor students well to achieve great student satisfaction and retention.

Through the development and delivery of career-readiness courses, I have emphasized experiential learning by integrating simulation

and real-world projects into the curriculum. This approach ensures that students not only gain theoretical insights but also acquire hands-on experience, making them competitive candidates for productive employment upon graduation.

I drive interdisciplinary research in management that examines organization theory to address areas such as corporate strategy, workplace learning, leadership styles, and organizational performance/growth. These relevant areas add currency of knowledge for students in the courses that I am teaching.

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education.

**TARRANT, CECIL V.**

Instructor, 9-mo/acad. yr, joined WIU in 1999  
Business Communication

**STATUS AND FACULTY QUALIFICATION****Participating/Instructional Practitioner (IP)**

University/College/Unit Committees	College of Business and Technology Curriculum Committee
University/College/Unit Committees	College of Business and Technology Grade Appeals Committee
University/College/Unit Committees	School of Management and Marketing Grade Appeals and Academic Integrity Committee
University/College/Unit Committees	Curriculum Coordinator for Business Communications discipline
University/College/Unit Committees	University Committee Writing Instruction in the Discipline (WID)

**EDUCATION****Initial Academic Preparation**

2004 Master of Arts, Middle Tennessee State University: Economics/Information Systems

**Other Relevant Education**

1988 MBA, Western Illinois University: Office Systems

1987 B.B, Western Illinois University: Management/Finance

**Professional Qualifying Experience**

2005-2011 Instructor, Spoon River College (part-time)

1994-1999 Instructor, Middle Tennessee State University

1992-1993 Accountant, Springwood Associates

1990-1991 Dept. Chair/Instructor, Springfield College in Illinois

**SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT****Other Professional Engagement Activities**

(2023) Editorial review of manuscript for Business Communication: Through College and Career by Tom and Elaine Winship, Stukent Publications.



(2021-2022) Editorial review of manuscript for (proposed title) Professional Business Communications by Ryan Hales, Stukent Publications.

**University:**

Writing Instruction in the Discipline (WID) (Fall 2019-Spring 2022)

Parking Appeals Committee (Fall 2017-Spring 2022)

Faculty Senate, Senator (Fall 2016-Summer 2019)

- Faculty Senate Nominating Committee (Fall 2016-Spring 2019)

**College:**

CBT Curriculum Committee member---meets one or two times per month for the academic year.

(Fall 2014-Spring 2016; Fall 2017-Present)

- Secretary (Fall 2022 – Spring 2023)

CBT Grade Appeals Committee member---meets as needed (Fall 2018-Present)

**Department:**

Grade Appeals & Academic Integrity Committee (2013-Present)

Curriculum Coordinator for BCOM 320 (2013-Present)

Department Curriculum Committee (2013-Present)

- Committee Chair (2019-2022)

## **IMPACT STATEMENT**

Non-retained prior to vita preparation.

## LUDLUM, LISA

Associate Faculty, 9-mo/acad yr, joined WIU in 2012

Accounting & Auditing

Financial Reporting Quality & Fraud, Audit Quality

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Faculty advisor for the WIU student chapter of the National Association of Black Accountants. Members meet weekly and have speakers and professional development activities.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Partner with a local organization and provide the graduate advanced audit class an opportunity to plan and perform a real world audit.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Organized John Deere campus visit and professional presentation during the Spring 2024 semester.
4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Active participant in the WIU Diversity, Equity and Inclusion campus meetings
University/College/Unit Committees	Graduate Accounting for Curriculum and Assessment
University/College/Unit Committees	Undergraduate Accounting Curriculum and Assessment Committee
University/College/Unit Committees	Accounting Strategic Planning Committee

### EDUCATION

#### Initial Academic Preparation

In progress, ABD Doctorate of Philosophy, University of South Alabama: Business Analytics; coursework and comps completed May 2023; currently working on dissertation: relationship of remote auditing and audit quality

#### Other Relevant Education

2011-2017 (ABD) Doctor of Business Administration, Kennesaw State University: Accountancy

1995 Master of Accountancy, Western Illinois University: Accountancy

1981 Bachelor of Business, Western Illinois University: Accountancy

#### Professional Licenses/Certifications

1995 Certified Public Accountant

1995 Certified Internal Auditor

1996 Certified Management Accountant  
2016 QuickBooks Advanced Pro Advisor

### **Professional Qualifying Experience**

1996 – 2012 Assurance Director, RSM McGladrey (Career positions held during this tenure: Audit Associate, Senior, Manager & CPE Instructor, Internal Control Specialist and Director)  
2010 – 2011 Adjunct Instructor, Western Illinois University  
2005 – 2006 Adjunct Instructor, Carl Sandburg College  
1995 - 1996 Instructor 9mos/acad year, Monmouth College

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Intellectual Contributions**

2021 Technical Reviewer Textbook, Solution Manual & Test Bank Kimmel et al Financial Accounting 10e Wiley Publishing  
2020 PowerPoint Reviewer for Wiley Publishing – Kimmel et al Survey of Accounting  
2020 Interactive Tutorial reviewer for Wiley Publishing – Weygandt et al Financial Accounting  
2020 Solution Walkthrough Video creator for Wiley Publishing – Weygandt et al Managerial  
2020 Writing a study guide Landin – Payroll Accounting 2021 (contract with MPS North America)  
2020 Writing a study guide for Richardson – Accounting Information Systems 3e (contract with MPS North America)  
2019 Participated in the Institute of Internal Auditors feedback interview regarding the IIA textbook  
2019 eBook Reviewer for Wiley Publishing – Kimmel et al Managerial Accounting

### **Other Professional Engagement Activities**

(2023-2024) QuickBooks Consulting, system setup and troubleshooting (landscape company, farm implement dealer & manufacturer).

(2020-2024) Accounting System Conversion to QuickBooks Online and monthly write-up and financial reporting (Homeless Shelter 8-10 hrs per month).

(2019-2024) Provide pro-bono auditing services to Georgetown Home Owners Association. (Real world project for Acct 580 Advanced Auditing Course)

(2021) Accounting System Conversion to QuickBooks Online (Curtis Group).

(Ongoing) Monthly write-up and financial reporting (Nonprofit Organization 8-10 hrs per month).

(2020) Accounting System Conversion to QuickBooks Online (Nonprofit Organization)

(2020) Accounting System Conversion to QuickBooks Online (Manufacturing Company).

(2013-2019) Provide pro-bono accounting advice and training to Delta Sigma Pi (WIU nonprofit student business organization) and supervise the organization's Annual Financial Review.

(2019) Accounting System Conversion to QuickBooks Online & Training client personnel (Nonprofit Organization).

Maintaining professional certifications and license, including Continuing Professional Education: CPA, and other certifications: CMA & CIA Continuing Education Highlights:

September 2019 CITR Workshop: Using Rubrics in Western Online

September 2019 CITR Workshop: Why Download Assignments When You Can Grade Them Online? Western Online: TurnItIn Grademark™ and Feedback Studio

October 2019 CITR Workshop: Teaching via Videoconference: Prepare, Deliver and Engage! Sharing Best Practices and Strategies for Student Engagement and Collaboration

November 2019 McGraw-Hill Garrison Managerial Accounting Reversed Class

December 2019 Training and Certification as a QuickBooks Online ProAdvisor

**Continuing Professional Education Activities:**

- July 2019 AICPA PPE Fraud Schemes, Detecting and Preventing Fraud (1 hr CPE)
- August 2019 CIRA Accounting & Auditing Special Issues (2 hrs CPE)
- October 2019 Wiley: Preparing Students for the Future of Work: Closing the Skills Gap with Data Analytics (1 hr CPE)
- February 2020 QuickBooks Online Update Webinar (1.5 hrs CPE)
- May 2020 Intuit QuickBooks Virtual Conference CPE
- July 2020 Certification as a QuickBooks Online Advanced ProAdvisor (13.5 hrs CPE)
- August 2020 Intuit Multicurrency (1 hr CPE)
- September 2020 AICPA: Nonprofit External Financial Statement Walkthrough (2 hrs CPE)
- December 2020 Purdue University Income Tax School (16 hrs CPE)
- May 2021 CipherTrace Certified Examiner Training: Intermediate Level (8 hrs CPE) Blockchain, Cryptocurrency, and Financial Crime Investigation using Cryptocurrency Forensic Tools Continuing Education Activities
- June 2021 AICPA Data Analytics in Accounting: How to Help Your Students Become Better Critical Thinkers (1.5 hrs CPE)
- June 2021 AICPA Preparing for Change: What NFPs need to know (2 hrs CPE)
- July 2021 Recertification as a QuickBooks Online ProAdvisor (Advanced) (3.5 hrs CPE)
- January 2022 AICPA Faculty Data Analytics (1.5 hrs CPE)
- March 2022 AICPA Statement of Functional Expenses: GAAP vs. Tax Reporting (2 hrs CPE)
- June 2022 AICPA Not-for-Profit Strategic Planning (2.0 hrs CPE)
- June 2022 AICPA Strategic planning for agility in finance and operations (2 hrs CPE)
- July 2022 Recertification as a QuickBooks Online ProAdvisor (Advanced) (16 hrs CPE)
- September 2022 Ideagen ESG: How do internal audit and risk fit in? (1 hr CPE)
- January 2022 through May 2023 doctoral coursework in the Business Analytics PhD program at the University of South Alabama.
- September 2022 AICPA 2024 CPA Exam testing technology and research (1 hr CPE)
- October 2022 Webcast Score Business Goals with Sentiment Analysis with Alteryx (1 hr CPE)
- October 2022 Ideagen Audit & Risk Insights (1 hr CPE)
- September 2023 FASB Accounting Educators webcast (2.5 hrs CPE)
- October 2023 When Pretty Hurts: Beauty Premia and Penalties in eSports (1 hr)
- October 2023 AICPA Faculty Hour (1.5 hr CPE)
- October 2023 Ideagen Global Audit Framework (1 hr CPE)
- November 2023 AICPA Townhall Series: Tax planning (1 hr CPE)
- December 2023 AICPA Faculty Hour (1 hr CPE)
- January 2024 AICPA Townhall Series: (2 hrs CPE)
- March 2024 Annual Accounting Educators Seminar (AAES) (7 hrs CPE)
- April 2024 AICPA Common errors in not-for-profit financial statements (2 hrs CPE)
- July 2024 weARE webcast (1 hr CPE)
- August 2024 AICPA Town Hall Series: specialized knowledge – profession updates (2 hrs CPE)

Member: American Accounting Association

## IMPACT STATEMENT

Feedback from my students, both current and former, consistently lets me know that my biggest impact on them is how I use my professional background as a CPA to illustrate the classroom concepts with very tangible real-world experiences in accounting and auditing. I feel it is my professional responsibility, as a CPA, to help each student develop to the best of their ability to become ethical and competent professionals who are fluent in the language of business (accounting) and prepared for the challenges of the profession by focusing on three pillars of success: technical knowledge, technology skills and professional soft skills.

**Technical Knowledge:** I approach my teaching with a continuous process improvement and problem-solving mindset that requires evaluation and identification of areas to improve each time I teach a class. My commitment to life-long learning for myself and my passion to share what I have learned with my students translates to a positive classroom experience with good learning outcomes supported by data and anecdotal testimony from former students reporting how something they learned in one of my Audit classes stuck with them and helped them succeed on the AUD section of the CPA exam.

**Technology Skills:** As evidenced by my continuing professional education activities above, I invest a significant amount of time in keeping up-to-date on professional standards, practices and technology skills that I can pass-on to my students and give them opportunities to develop relevant skills that are sought after in the job market. My technology delivery includes both instructor-led hands-on in-class activities and independent student assignments. Application Assignments, many of which use technology tools, are generally worked on in class every other class meeting. Current technology that I have incorporated in my courses include the following:

- Computer assisted audit techniques (CAATs) using ACL generalized audit software; used in:
  - Acct 451 for Data Analytics
  - Acct 457 for Data Analytics and Forensic techniques
  - Acct 480 for Data Analytics, Statistical Sampling and other CAATs)
- QuickBooks Online cloud accounting software (used in Acct 451); this software is used in conjunction with a case I developed that is modeled after a small retail clothing business that covers an entire accounting and reporting cycle.
- Tableau Visualizations (used in Acct 580) for data analytics and interpretation
- Task-Based Simulations (used in Acct 580) to practice CPA exam questions & problems
- Excel Worksheet tools including random number generator, data cleaning, extraction and transformations, pivot-tables and v-lookup for financial statement templates. (used in Acct 451, Acct 457, Acct 480, and Acct 580).
- Confirmation.com, an electronic automated confirmation system for confirming cash deposited in financial institutions used in auditing financial statements.

Current professional literature and feedback from employers that recruit at WIU continue to emphasize the ever-increasing demand for technology skills and these skills are ever changing and evolving; therefore, I am always looking to incorporate relevant technology skills and business analytics into my course curriculum.

**Professional Soft Skills:** In addition to technical knowledge and technology skills, I embed ethics and many other professional soft skills into my course curriculum by:

- Modeling professional relationship building, networking and mentoring inside and outside of the classroom.
- Requiring goal setting and related action plans for each of my courses and periodic assessment of goal progress and adjustments of action plans if progress on goal achievement is not satisfactory.
- Resume writing and feedback for improvements targeted for the accounting profession.
- Professional behavior in the workplace, interacting with supervisors, peers and clients.
- Providing encouragement and incentives to attend academic and professional presentations.

By focusing on these three pillars of success, I believe I can make a positive impact on my students' future in accounting and auditing and indirectly a positive impact on the profession through my students.

Finally, in my role as Faculty Advisor for the WIU Student Chapter of the National Association of Black Accountants, I have mentored and championed students from diverse backgrounds that are under-represented in the accounting and business

professions to help them bridge the opportunity gap in the workforce. This position has allowed me to develop relationships with students beyond the classroom and help these students lay the groundwork for a successful career.

## TIWARI, MANDA

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2023

Economics, Development Economics, Health Economics, Applied Microeconomics

### STATUS AND FACULTY QUALIFICATION

#### Participating/Scholarly Academics (SA)

4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Spring 2024: Represented Economics at the Future Business Leaders of America conference connecting with students from various high schools fostering an interest in economics, a field crucial for upward mobility.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Hosted informal gatherings for both economics majors and non-majors for the purpose of creating a welcoming and supportive learning environment as part of our retention initiatives. This is particularly important for our first-generation students and international student cohorts.
2.2.2. Leverage and engage alumni/advisory boards/professional affiliations/and corporate connections.	Fall 2023: Actively engaged with alumni during our Economics Day event. Interactions with alumni and industry partners and facilitating networking opportunities for both current and prospective students to assist with career preparation.
University/College/Unit Committees	Economics Undergraduate Curriculum and Assessment Committee
University/College/Unit Committees	Economics Graduate Curriculum and Assessment Committee

### EDUCATION

#### Initial Academic Preparation

2021 Doctorate of Philosophy, University of Iowa: Economics

#### Other Relevant Education

2017 Master of Arts in Economics, University of Iowa

2015 Master of Science in Mathematics, Missouri State University

2011 Bachelors of Science in Mathematics, Missouri State University

#### Professional Licenses/Certifications

2021 Data Scientist with R, Data Camp

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Tiwari, M. (2023). Financial incentives and delivery care: Evidence from the Safe Delivery Incentive Program in Nepal. *Health Economics*, 32(10), 2372-2389. (basic: peer)

Tiwari, M. (2024). Land ownership and nutrition in Nepal. *Review of Development Economics*.  
<https://onlinelibrary.wiley.com/doi/10.1111/rode.13124> (basic: peer)

### **Other Intellectual Contributions**

Tiwari, M. (2021, November). Financial incentives and delivery care: Evidence from the Safe Delivery Incentive Program in Nepal. Paper presented at *Southern Economic Association Conference*, Houston, TX

Tiwari, M. (2024, March). Land ownership and nutrition in Nepal. *Review of Development Economics*. Paper presented at *Midwest Economic Association Conference*, Chicago, IL

Mayfield, W., Tiwari, M., Jamtgaard, K., DeSpain, R., Dicke, R. (2022) *The Effects of Missouri Parents as Teachers Participation on Child Outcomes*, Institute of Public Policy, University of Missouri, Columbia.

Buckler, Z., Tiwari, M., Haxton, C. (2022) *Missouri Department of Corrections Community Reentry Funding Initiative*, Institute of Public Policy, University of Missouri, Columbia.

(Ongoing) Member: Economics Science Association (ESA), Midwest Economic Association (MEA), Nepali Academics in America (NACA), Missouri Valley Economic Association

## **IMPACT STATEMENT**

As a faculty member of the College of Business and Technology and a researcher interested in reducing poverty and improving overall well-being in society, I have consistently worked toward creating a space for students that emphasizes upward mobility. I strive to connect economic theory with real-world issues, current events, and data. I am also a strong proponent of incorporating software and technology into classes whenever feasible, as knowledge of AI tools and software can enhance students' job prospects. Additionally, I am actively engaged in activities beyond the classroom, having mentored students both formally and informally regarding their career paths and graduate school options.



## VALEVA, ANNA

Associate Professor, 9-mo/acad yr, Tenured: joined WIU in 2003

Decision Sciences

Statistics, Applied Probability

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Organized (in collaboration with Dr. Rong Zheng) the annual ASA DataFest @WIU, an intense two-day data analytics team competition
2.1.3. Increase faculty participation in professional engagement.	Fall 2023 and Spring 2024: Organized full day professional workshops under the American Statistical Association traveling courses initiative: Fall 2024 Causal Inference with R, Spring 2024 Data and Ethics. These day long workshops presented both faculty and students with an opportunity for continued professional education and engagement.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Spring 2024: mentored the WIU team of 4 graduate students ahead of their participation in the Iowa Business Analytics Case Competition
3.1.1. Support and engage university-wide recruiting and admissions activities.	Spring 2024: Presented interactive data visualization activities during the Future Leaders of America conference for high school students interested in business careers.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Fall 2023-Spring 2024: Graduate advisor for the M.S. in ASDA program.
Faculty Governance	Served on the Faculty Senate Council Writing Instruction in the Disciplines (WID) committee, collaborating with faculty to integrate writing-intensive courses into the curriculum, enhancing student proficiency in discipline-specific writing and supporting competency-based education initiatives through tailored assessments.
University/College/Unit Committees	College of Business and Technology Faculty Board of Directors
University/College/Unit Committees	College of Business and Technology Strategic Planning Committee
University/College/Unit Committees	College of Business and Technology Best Practices in Online Education

### EDUCATION

#### Initial Academic Preparation

2002 Doctor of Philosophy in Statistics and Applied Probability, University of California Santa Barbara.

### **Other Relevant Education**

2002-2003 Postdoctoral Training: Visiting Assistant Professor at the Institute of Statistics and Decision Sciences (currently Department of Statistics), Duke University.  
1997 Master of Science, University of California Santa Barbara: Statistics.  
1995 Master of Science, Sofia University, Bulgaria: Mathematics.

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Peer Reviewed Scholarly & Grants**

Hossain, A., Ghimire, S., Valeva, A., Harriger-Lin, J. (2022). "Does Globalization Encourage Female Employment? A cross-Country Panel Study.", *World* 2022, 3, 306-218. <https://doi.org/10.3390/world3020011>. (applied: peer)

Ghimire, S., Valeva, A., & Zheng, R. (2020). "What Explains the Overwhelmingly Positive Perception towards Microfinance Institutions? Application of Firth's Logistic Regression in a Small Sample?", *The Economics and Finance Letters* 7 (2), 276-288. (applied: peer)

Acknowledgements for contribution to the statistical analysis in Vasileiadis, G., et al (July 2019), Loss of Pronation-Supination in Patients with Heterotopic Ossification around the Elbow, *Journal of Shoulder and Elbow Surgery*, Volume 28, Issue 7, pp. 1406-1410. (applied: peer)

### **Other Intellectual Contributions**

Presentations at Academic or Professional Meetings

Co-author (with Ms. Asrifa Hossain and Dr. Shankar Ghimire) of a peer-reviewed presentation "Education, Globalization, and Women's Labor Force Participation", presented by Ms. Asrifa Hossain at the virtual Midwest Economics Association's 85th Annual Meeting, March 22-26, 2021.

Co-author (with Dr. Rong Zheng and Dr. Shankar Ghimire) of a peer-reviewed paper, *Microfinance Institutions: What Explains the Overwhelmingly Positive Perception towards Them?*, presented by Dr. Ghimire at the 57th Annual Academy of Economics and Finance Conference, Atlanta, GA, February 2020.

### **Other Professional Engagement Activities**

Graduate Adviser, MS in Applied Statistics and Decision Analytics, August 2022-present.

Committee Chair, M.S. Thesis, June 2021-July 2022, John Ginos, M.S. in Applied Statistics and Decision Analytics, Spatiotemporal Models for Predicting Real Estate Sale Prices.

Committee Chair, M.S. Thesis, June 2019-July 2020, Brittany Erickson, M.S. in Applied Statistics and Decision Analytics, Processing and Classification of Chest Radiographs for Tuberculosis Diagnosis.

(2023-present) Served as President of the Central Illinois Chapter of the American Statistical Association, organizing professional workshops and data analytics competitions.

(2022) Presenter (Data Visualization for Analytics) for a joint workshop on Analytics for Accounting (with Dr. Lu Lu, AFED), part of the Analytics Everywhere AFED open house day, WIU QC.

(2020-2022) Reviewer for peer-reviewed journals: Statistics and Probability Letters, Expert Systems.

(Spring 2024) Organized and presented an interactive Data Visualization activity during the Future Business Leaders of America conference on the WIU campus.

(June 2024) Served as a judge for the final round of the American Statistical Association National Data Visualization Poster Competition, grades 10-12.

(2021- 2023) Attended the annual Data Visualization Society Conference, Outlier, where cutting-edge practices in data visualization were discussed, aligning teaching content with current industry trends.

(2024) Engaged in a semester long national working group dedicated to statistical and data science pedagogy and participated in the biannual conference [eCOTS 2024 | CAUSEweb](#)

(2020-2024) Attended a multitude of specialized seminars and workshops in statistics, data science, data visualization, and best pedagogical practice, to stay updated with the latest academic and industry practices (e.g. Tableau for Teaching User Group, American Statistical Association Section on Statistical Learning and Data Science, American Statistical Association Section on Statistics and Data Science education, Chicago Chapter of the American Statistical Association seminar series of both industry and academic research leaders, Data Visualization Society sponsored seminars, Duke University research seminars, JMP Statistical Software conferences and workshops, etc.).

President, Central Illinois Chapter of the American Statistical Association.

Member: American Statistical Association, Data Visualization Society.

## **IMPACT STATEMENT**

Since July 1, 2019 my most impactful activities have been in the areas of collaborative research, facilitating data analytics competitions and professional development events, as well as graduate student mentorship. I have two peer reviewed journal publications in Fall 2020 and Spring 2022, which focus on economic policy aimed at facilitating upward social mobility and societal growth, namely, effect of microfinance institutions and effect of globalization on female workforce participation. In addition, I have advised M.S. thesis student research (thesis committee chair for two students, and a member of the thesis committee for one student), served as a graduate adviser (MS in ASDA), engaged in new course development, organized Data Analytics team competitions, mentored WIU student teams in their preparation for analytics competitions, and engaged both current and prospective students with discipline relevant workshops and events in addition to the regular classroom experience. I have kept abreast of discipline relevant methodologies, pedagogical practice, and industry standards by participating in conferences, workshops, and regular professional seminars, thus ensuring contemporary instruction and student mentorship, which position CBT graduates for success in fast-paced technological business careers.

## WESTEN, CHERYL

Senior Instructor, Associate Faculty, 9-mo/academic year, Non-Tenure-Track: joined WIU in 2001

Accounting/Financial & Managerial Accounting

Master of Accountancy Graduate Advisor/Coordinator, Beta Alpha Psi Faculty Advisor and CPA Faculty Mentor

### STATUS AND FACULTY QUALIFICATION

#### Participating / Instructional Practitioner (IP)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Fall 2023 Organize and host the annual Meet the Firms career fair for accounting and finance which connects students with firms for potential internship or full-time positions. The event helps to build the bridge from the student academic experience to professional employment.
4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Spring 2024 Plan and oversee the annual spring Accounting Challenge where area high school and community college students are invited to campus to learn more about accounting, participate in team building activities and test their accounting knowledge for scholarship money and prizes.
4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Spring 2024 Developed and presented on accounting for small businesses to high school student entrepreneurs in the McDonough County CEO program.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Fall 2023 & Spring 2024 Beta Alpha Psi hosts approximately 10- 15 accounting and finance professionals to present on trending topics in their industry. Allowing students to engage with professionals in the field and applying knowledge learned in the classroom to actual work experience.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Fall 2023 Assisted with golf networking event where accounting and finance students participated in a golf lesson with the WIU golf teams and members of the AFED advisory board. Students, alumni and professionals were able to network while learning new golf and business skills.
University/College/Unit Committees	Graduate Coordinator and Advisor for the Master of Accountancy program charged with graduate curriculum revision, entry/admission standards, recruitment and retention initiatives, overseeing MAcc Teaching Support Assistants and CPA Project Scholars.
University/College/Unit Committees	Member of school-level committees including the Undergraduate and Graduate Accounting Curriculum Committee, Recruiting Committee, and Scholarship Committee.
1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	Faculty Advisor for Beta Alpha Psi. The WIU BAP Chapter was earned superior/gold status for all ten years of my tenure as advisor.

3.3.1. Utilize effective communications with alumni to facilitate broader advocacy opportunities.	Oversight of graduate assistant outreach activities with alumni via LinkedIn student-alumni page, and the weekly newsletter for the School of Accounting, Finance, Economics, and Decision Sciences.
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## EDUCATION

### Initial Academic Preparation

2000 Masters of Business Administration, Western Illinois University, Finance

### Other Relevant Education

1992 Baccalaureate in Business, Western Illinois University, Accountancy

### Professional Licenses/Certifications

1994-present Registered Certified Public Accountant

### Professional Qualifying Experience

2019-present Accounting Consultant, West Central Management LLC  
2002-present Owner/operator of commercial & residential building  
2017-2022 Owner/operator of multi-building storage facility  
2000-2019 Owner/operator of residential real estate corporation with management of over \$15 million in real estate assets. Business activities included analyzing financial statements, developing and monitoring internal controls, liaison with bank, software & website managers, preparation of tax workpapers, corporate filings and payroll returns.  
1997 – 2002 Accountant, Western Illinois University Business Services, Macomb, IL  
1995 - 1997 Accounting Manager, Union National Bank, Macomb, IL  
1993 –1995 Staff Auditor, McGladrey & Pullen, Galesburg, IL

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Other Professional Engagement Activities

(2023-2024) Developed and presented on accounting for small businesses to high school student entrepreneurs in the McDonough County CEO program.

(2005-2024) Engage with professionals to present on trending business and accounting topics to WIU students in weekly professional presentations or workshops (typically 6 – 8 presentations a semester).

(2006-2024) Organize and host the annual Meet the Firms career fair for accounting and finance students each fall. Students can engage with firm representatives from various companies to network and learn more about internship and career opportunities.

(2009-2024) Plan and oversee the annual spring Accounting Challenge where area high school and community college students are invited to campus to learn more about accounting, participate in team building activities and test their accounting knowledge for scholarship money and prizes.

(2005-2024) Participated in and accompanied students to mid-year and annual Beta Alpha Psi conferences, where current business topics are presented by leaders in the industry. Conference participants engage in active networking events, leadership skills training, and area community service activities.

(2019, 2020, 2021) Directed accounting student case competition teams in the BAP KPMG Best Practice team competition at the regional BAP meeting.

(2009-2024) Faculty mentor for student participating in the annual Moss-Adams Project Run With It competition at the annual BAP meeting. Students are placed in consulting teams to collaborate with charitable organizations to assist with real-world problems.

(2008-2023) Host the BAP alumni and friends annual golf outing. The event allows students to connect with alumni and firm representatives in a fun golf scramble.

(2021-2024) Support students interested in taking the CPA exam by guiding them through the requirements to become a CPA from the educational requirements - all the way to licensing.

(2017-2024) Manage MAcc Teaching Support Assistants including overseeing the operation of the accounting/finance tutor lab, updates to LinkedIn student/alumni group page with current internship/job posts, and the weekly AFED student newsletter.

(2019-2024) Engaged in over 150 hours of continuing professional education in accounting and finance, attending professional presentations and workshops to stay updated with the latest industry practices.

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's Thought Leadership focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. As faculty advisor of Beta Alpha Psi (BAP), most all of our activities center around preparing the student to transition from a student to a professional. We host 6- 8 professional topic presentations ranging from getting your elevator pitch and resume ready for the career fair to how AI is impacting and will impact business in the future. The presentations are open to all students on all campuses. Even after covid, we have continued to make membership and many events accessible for online students. Also, students' have opportunities to network with professional at the career fairs (like Meet the Firms which is hosted by BAP), informal dinners after presentations, and at events like golf outings or football tailgates. All current members of the organization serve as mentors to in-coming candidates to help foster community within the organization. BAP participates in teambuilding activities and community service activities like Make Macomb Beautiful with our local NABA chapter to help promote not only the student experience but to benefit the community.

Other ways that myself and BAP have been able to improve the community is by hosting the Accounting Challenge event each spring. We invite area high school and community college students to come to campus, learn more about accounting, participate in the teambuilding activities, show-off their accounting knowledge with a friendly Kahoot game and really demonstrate their skills in a financial accounting exam. Scholarship prizes are given to the top place finishers. For the past several years, the competition has been open to WIU accounting principles students to participate in too.

As primarily an accounting principles instructor, I am constantly promoting career readiness even at the sophomore level. I require that my principle students attend at least two "career builder" presentations (a professional speaker from their chosen field) with a third that can be done for extra credit. Additionally, I will take my entire class to Accounting Career Exploration day, Accounting Challenge professional panel, and the Real Estate Summit presentations. Every class period begins with announcements about CBT student groups presentations and any career events going on for that week.

In my work with the Master of Accountancy (MAcc) teaching support assistants (TSA), most everything they do is striving to

provide a more equitable future for all students. The majority of the TSA's duties focus on tutoring accounting and finance students, so no student (willing to do the work) will be left behind. Additionally, there is a student website and weekly student newsletter that goes out to all AFED students. I work with the TSA's to make sure the newsletter contains that week's student group activities, updated information about internship/job listings, and current scholarship opportunities. TSA's reach out individually to all new accounting and finance transfer students and freshman to personally welcome them to WIU and help with any questions the student may have as they navigate through the transition to a new school.

With advising for the MAcc students, in addition to visiting all classes to let them know about the program, I am always informing students about assistantship opportunities on campus and scholarship opportunities. I have had three of the CPA review graduate students this past semester receive scholarship money to assist with the costs of sitting for the CPA exam! I meet with every graduate student at least once a semester to go over the curriculum, career and scholarship opportunities or anything else they want to discuss.

Also, I've had the opportunity to help guide students with the CPA process. From pre-planning coursework, to applying to take the exam, studying for the exam, sitting for the exam, and all the way through getting licensed. I was able to compile a complete step-by-step guide for students use a reference tool to help with the process. This requires that I stay current with changes in the exam and different state legislation regarding requirements to sit and changes to those requirements.

Looking over all the things that I am a part of at WIU, almost 100% of my energy is spent on mentoring students of all nationalities and backgrounds be successful and experience growth through their education but also outside of the classroom by providing and encouraging interactions with fellow business students, organizations and professionals. Accounting career opportunities are available and by providing opportunities for students to engage and learn more about the profession, they will be able to find work with potential for upward mobility.

## WESTERN, BRUCE

Associate Instructor, 9-mo/academic year, Non-Tenure-Track: joined WIU in 2015  
Human Resource Management

### STATUS AND FACULTY QUALIFICATION

#### Participating/Instructional Practitioners (IP)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Developed a new course: Unions, Labor Relations, and Collective to fill a curriculum gap. The interactive class provides students with an opportunity to engage with industry experts, and work through hands on experiences with mock grievances, arbitration, and collective bargaining exercises
1.2.1. Enhance teamwork/leadership/communication/and ethical decision-making skills.	Provide multiple presentations to McDonough County CEO high school students on topics related to human resource management as well as professional skills such as personal responsibility, integrity, follow through, and time management
3.1.1. Support and engage university-wide recruiting and admissions activities.	Active participant in recruitment and retention efforts representing the Human Resource Management discipline. This includes engaging with prospective students and families at Discover Western events, and strengthening student-faculty relationships with the Business Studies Living Learning Community.
4.1.3. Propagate a well-developed sense of justice/citizenship/and social responsibility among campus community.	Active member of the University Conduct Board. Assist a team of individuals in reviewing student conduct cases. Members attend interviews with students and make decisions on appropriate discipline. This also allows the team to communicate social responsibility to students.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Faculty advisor for the WIU Society for Human Resource Management (student chapter). Our guest speakers are from varied areas of industry. Students in SHRM have opportunities to work together, work with faculty advisors, and work with community and industry partners.
University/College/Unit Committees	Chair of the Human Resource Management Curriculum and Assessment Committee

### EDUCATION

#### Relevant Education

1998 Master of Business Administration, Western Illinois University

1989 Bachelor of Business, Western Illinois University



### **Professional Qualifying Experience**

2023-2024	Assistant Director/WIU School of Management and Marketing
2021-2022	Interim Chief Human Resources Officer, WIU Human Resources
2022-present	Manager, Owl Storage
2018 to 2022	Manager, Shady Lane Storage
2014 to 2022	Owner/Operator, Western Storage
1991-2020	Human Resources/McDonough District Hospital

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Professional Engagement Activities**

(2023-2024) Assistant Director/WIU School of Management and Marketing. Served as the administrative officer of a business focused unit and had the responsibility for supporting and promoting operational continuity, resolving student facing communications, and supporting programmatic operations.

(2021-2022) Interim Chief Human Resources Officer, WIU Human Resources. Key partner with University Leadership to set the overall strategic vision for Human Resources. Oversight and responsibility for all talent acquisition and development, benefits and labor relations, promotion of a highly diverse and high functioning workforce, development and assimilation of University Human Resource policies and procedures while identifying trends and innovations in all aspects of Human Resources. Served as the subject matter expert for the University in all that encompasses Human Resources.

(2018 to present) Owner/Operator/Manager of storage facilities in Macomb, IL. Responsibilities included oversight of all business activities including marketing, finances, budgets, collections, monthly/annual reporting, and meeting with customers.

(1991-2020) Human Resources, McDonough District Hospital. Oversight of all recruitment efforts within the hospital; responsible for all interviews, background checks, and employment offers; coordinated all onboarding activities; oversaw the hospital performance management system; assisted with payroll activities, including garnishment of wages; oversight of hospital workers' compensation process; reviewed employee incidents/accidents ensuring all appropriate paperwork was processed; processed appropriate paperwork to the Illinois Industrial Commission; responsible for the oversight of all OSHA paperwork in regards to employee injuries, including the OSHA 300 Log;

(2015 to present) Advisor, WIU Society for Human Resource Management (student chapter). Meet regularly with the Executive Board of the student chapter of SHRM and assist with operations of the organization. Have assisted with moving the student chapter to a superior level of student recognition with the national SHRM. Guest speakers are from varied areas of industry. Students in SHRM have opportunities to work together, work with faculty advisors, and work with community and industry partners.

(2020 to present) Presenter, Sexual Harassment Prevention Training. Annually assist non-profit organizations with their Illinois mandated sexual harassment prevention training.

(2019 to present) Presenter, McDonough County CEO Program. Annually present to McDonough County CEO students. Topics range from what human resource management is to taking personal responsibility, follow through, and time management. Integrity is also covered in these sessions.

(2024) Developed the Unions, Labor Relations, and Collective Bargaining course for the School. Students were given the opportunity to meet many guest speakers who have experience with collective bargaining. Guest speakers led students through hands on experiences with mock grievances, arbitration, and collective bargaining exercises.

(2015 to present) Assist with recruitment efforts in attending Discover Western events. Also assist with student relationships with attending Business Studies Living Learning Community events.

(2023 to present) Member, University Conduct Board. Assist a team of individuals in reviewing student conduct cases. Members attend interviews with students and make decisions on appropriate discipline. Social responsibility is conveyed to students who appear to this board.

(2023 to present) Judge, OSE Leadership Awards. Active team member with reviewing leadership criteria and applications in determining students and organizations eligible for leadership awards.

(2016 to 2022) Mentor. Served for many years as both a student and new faculty mentor. I meeting regularly with student and faculty as they transition to WIU.

(2017 to 2023) I have served on many search teams using my recruitment and HR experience. I have served on the School, the College of Business, and the University level for a number of search committees.

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology, I have always attempted to actively contribute to the Thought of Leadership focus. Through the development and delivery of classes, I assign "hands on" experiences in completing projects that are directly related to what they will be doing in the HR field. I also draw on the expertise of industry leaders by having them come into my classes as guest speakers. This gives students the opportunity to interact with individuals in the business field. I assist in equipping students with the knowledge and the necessary tools that will assist to transition them directly into HR positions in the business world.

My continued work in the business field allows me to bring real world examples into the classroom. My many years of HR experience is drawn into the classroom, along with bringing current events related to business and HR into the classroom.

I work with students from many different backgrounds. I stress to all my students the importance of diversity, equity, and inclusion. Since I teach HR courses, I take time in all my classes to talk about discrimination in the workplace and the fact that there is no place for that in business. There are many discussions in my courses about DEI. I hope that by having these conversations in the classroom, students will understand the importance of that being transferred into the work environment.

In summary, my contributions have focused on giving students the tools necessary to achieve positions that will assist them in finding positions within the HR field, while furthering their careers.

## WIENCEK, DONNA M

Assistant Professor, 9-mo/acad yr, non-Tenure-Track: joined WIU in 2011

Marketing

Marketing Technology

### STATUS AND FACULTY QUALIFICATION

#### Participating / Instructional Practitioner (IP)

University/College/Unit Committees	School of Management and Marketing Curriculum and Assessment Committee member for Marketing
University/College/Unit Committees	College of Business and Technology Online Best Practices Committee
4.1.4. Convey an understanding of global issues and an appreciation for the interconnected nature of the world economic environment.	Coordinated the Atlantis Program, enhancing global awareness by facilitating cross-cultural academic exchanges, providing guidance for international study opportunities, and promoting intercultural competence through collaborative projects, preparing students to engage in the global workforce.
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Supervised an independent honors study - Marketing Principles (Fall 2023): Research Analysis of effective non-profit marketing strategies and collateral to build awareness and reach.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Advisor for the National Millennial and Gen Z Community (NMGZ), to bring together a community of millennial thinkers who strive to change the conversation about the millennial generation.
University/College/Unit Committees	School of Management and Marketing Scholarship Committee.

### EDUCATION

#### Initial Academic Preparation

1999 Master of Business Administration – Lewis University: Marketing

#### Other Relevant Education

1992 Bachelor of Arts Marketing and Administration

#### Professional Licenses/Certifications

2023 Microsoft Discover Data Analysis

2023 Microsoft Get Started Building with Power BI

2023 Introduction to Digital Transformation with Google Cloud

2023 Microsoft Foundations of User Experience and Design Thinking

2022 Salesforce Trailblazer Virtual Bootcamp for Salesforce Associate

Ongoing Google Fundamentals of Digital Marketing Course and Digital Garage Certification

Ongoing Google AdWords

Ongoing Google Cloud Digital Leader Training Course and

### **Professional Qualifying Experience**

2009- 2024 Owner, Innovative Solutions Research & Consulting Services, Mokena, IL  
2005–2009 Strategic Market Research Manager, Federal Signal Corporation, University Park, IL  
2004–2009 Account Group Manager - Synovate, Inc., Chicago, IL  
2003–2004 Senior Market Research Specialist - Robert Bosch Tool Corporation, Mount Prospect, IL

## **SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT**

### **Other Professional Engagement Activities**

(2021-2023) American Marketing Association – Chicago Chapter: Member, Board Member and Director - Marketing Insights Committee

(2019-2023) National Millennial and Gen Z Community WIU Advisor: Invited to be the WIU Advisor for NMGZ. Assist Chairman and Chief Connectivity Officer of IW Group, Inc., and founder of The National Millennial Community with recruiting and advising qualified WIU students throughout the academic year. The group's overall mission is to give a voice to young people on issues of importance to Millennials and Gen Z. WIU members have benefited from joining this organization from networking, meeting, and working with members and C-Suite executives on current and future marketing and public relations project initiatives and obtaining full-time jobs.

(2021) The Quirks Event Chicago (September 30 and October 1, 2021): Invited to attend as a guest. Engaged with industry leaders and attended various presentations that addressed current challenges faced by market research professionals and clients. Proven best practice approaches and case studies were addressed.

(2020) ZIPPIA: Marketing Trends: Experts Weigh in On What to Expect in 2020: Featured as an expert in an article on marketing trend expectations for 2020. As one of nine experts who contributed to the article, I addressed questions on what the biggest trends will be in the world of marketing in 2020, what types of skills young people entering the marketing field will need in the coming years and how I envisioned technology impacting marketing in the next five years. To view the article, visit [zippia.com/advice/marketing-trends-for-2020](http://zippia.com/advice/marketing-trends-for-2020).

(2019-2024) Engaged with local business owners and executives on a knowledge management research project and explored avenues for student engagement.

(2019-2020) WIU Marketing Club Engagement with Other Universities - Faculty Advisor, Marketing Club: Developed a rapport with the Professor of Marketing and Faculty Advisor, President and Vice-President of the LIU Marketing Society at Long Island University, Brooklyn (LIU). WIU Marketing Club and LIU Marketing Society executive board and members collaborate and benchmark ideas relating to a variety of marketing events and guest speaking engagements.

(2019) Wesley Village Faculty Advisor, Marketing Club: Built a rapport with the CEO, Director of Marketing and Director of Fundraising. Obtained and advised client projects. Marketing Club members worked with executives, staff and residents to conduct secondary research, develop questionnaires, conduct in-person interviews and focus groups, develop marketing collateral, social media content, videos, and promote commercial and fundraising events.

## **IMPACT STATEMENT**

Impact statement not available due to budget related non-retention decisions.

## Yan, Zhiqiang

Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2009

Insurance and Finance

Insurance Company Operations, Insurance Economics, Contract Theory

### STATUS AND FACULTY QUALIFICATION

#### Supporting / Scholarly Academics (SA)

University/College/Unit Committees	Served on College of Business and Technology Curriculum Committee – charged with 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.
University/College/Unit Committees	Finance Undergraduate Curriculum and Assessment Committee
University/College/Unit Committees	School of Accounting, Finance, Economics, and Decision Sciences School Personnel Committee

### EDUCATION

#### Initial Academic Preparation

2009 Doctorate of Philosophy, Georgia State University: Risk Management and Insurance

#### Other Relevant Education

2004 Master of Arts, University of Oklahoma: Economics

1999 Bachelor of Arts, Wuhan University (China): Economics

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Yan, Z., and Lee, H (2023). "Insurance Contracting with Adverse Selection and Moral Hazard" *The Journal of Finance Issues*. Vol. 21 No. 2, 75-100. (basic: peer)

Hong, L., Yan, Z., and Zhuang, B. (2021). " Optimal Insurance Coverage with Default Risk " *The Journal of Insurance Issues*. Vol. 44 No. 2, 31-44. (basic: peer).

#### Other Intellectual Contributions

##### Presentations at Academic or Professional Meetings

Yan, Z., and Lee, H (2023, March). A Principal-Agent Model of Insurance Contracting under Information Asymmetry. Paper presented at the *Academy of Finance Annual Meeting*, Chicago, IL.

Hong, L., Yan, Z., and Zhuang, B. (2020, March). Mossin's Theorem with Default Risk. Paper was accepted for presentation at the *Academy of Finance Annual Meeting*, Chicago, IL, but the conference was cancelled due to COVID-19.

##### Serving as an Editor for a Peer-Reviewed Publication

Serve on the Editorial Board of the Journal of Finance Issues, 2022 – present

**Receiving an Award for Research (e.g., “Best Paper” Award, Fellowships, etc.)**

Yan, Z., and Lee, H (2023). *Best-in-Track Award (Risk Management and Insurance)* for “A Principal-Agent Model of Insurance Contracting under Information Asymmetry” at the *Academy of Finance Annual Meeting*, Chicago, IL

**Referee Service for Academic Journals**

Journal of Finance Issues, 2022, 2023.

## IMPACT STATEMENT

During the past five years, I published two papers in the following two peer-reviewed academic journals. When I worked on my research projects, I collaborated with not only my colleague at Western (Dr. Hongbok Lee) but also with scholars from other universities (Dr. Liang Hong at University of Texas at Dallas and Dr. Boyi Zhuang at University of Alabama). The collaboration and publication with scholars from research universities made a positive impact on Western as a regional comprehensive university.

I also presented two papers at academic conferences, and one of the papers, “A Principal-Agent Model of Insurance Contracting under Information Asymmetry”, won the Best-in-Track Award at the Academy of Finance meeting in March 2023. In addition, I contributed to the academia by serving on the Editorial Board of Journal of Finance Issues and by serving as an ad hoc journal paper reviewer.

Moreover, as a faculty member in the College of Business and Technology (CBT), I consistently developed and delivered a few career-readiness courses, such as Principles of Risk Management and Insurance, Commercial Insurance, and Foundations of Estate Planning. I have emphasized experiential learning by integrating real-world examples and projects into the curriculum. This approach helps our students to be better prepared for careers in insurance and financial planning upon graduation.

## YANG, TAE SEOK

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2012  
Management (OB/HR)

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

4.1.4. Convey an understanding of global issues and an appreciation for the interconnected nature of the world economic environment.	Fall, 2023. Delivered special lecture for students titled "The Korean Ramyun Industry." This unique, face-to-face session provided students with an international business experience by exploring the history and competitive dynamics of the Korean ramyun market. The lecture was enriched with a tasting session at the Multicultural Center at Western Illinois University, where students sampled a variety of ramyun products from competing companies, offering them a hands-on, culturally immersive learning opportunity.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Fall, 2023 to Spring, 2024. Served as the advisor for the WIU Badminton Club, in enhancing student engagement and satisfaction with campus life. Particularly helped international students adjust to their new environment, providing them with a supportive community and fostering a sense of belonging through active participation in the club.
University/College/Unit Committees	Fall 2023/Spring 2024. Served the DPC. Coordinated the revision of the evaluation criteria for the School of Management and Marketing to ensure consistency with the standards used by the School of Accounting, Finance, Economics, and Decision Sciences (AFED).
University/College/Unit Committees	Management Program Curriculum and Assessment Committee
3.1.1. Support and engage university-wide recruiting and admissions activities.	Served as Faculty Facilitator at Discover Western recruiting events representing the Management Discipline.

### EDUCATION

#### Initial Academic Preparation

2011 Doctorate of Philosophy, University of Texas at Arlington: Management (OB/HR)

#### Other Relevant Education

2006 Master of Art, University of Tulsa: Industrial and Organizational Psychology

2002 Baccalaureate in Business Administration, Sungkyunkwan University: Business Administration

#### Employment Experience (Academic)

2018–2024 Associate Professor, Management (OB/HR), Western Illinois University, IL, USA

2012–2018 Assistant Professor, Management (OB/HR), Western Illinois University, IL, USA

2011–2012 Visiting Assistant Professor, Management (OB/HR), University of Texas at Arlington, Texas, USA

2007–2011 Lecturer, Management (OB/HR), University of Texas at Arlington, Texas, USA

2006–2010 Graduate Teaching Assistant, Management (OB/HR), University of Texas at Arlington, Texas, USA

2004–2005 Graduate Teaching Assistant, Industrial/Organizational Psychology, University of Tulsa, Oklahoma, USA

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

- Son, S., & Yang, T.S. (2023). How leader humility influences team reflexivity: A team level analysis. *Team Performance Management*. 29 (5/6), 225-241. (basic: peer)
- Son, S., Yang, T., & Park, J. (2023). How organizational politics and subjective social status moderate job insecurity–silence relationships. *Journal of Management & Organization*, 29(2), 266-286. (basic: peer)
- Son, S., Yang, T.S., & Park, J. (2022). Learning goal orientation and promotive voice: A moderated mediation model. *Current Psychology*. 41, 8354-8367. (basic: peer)
- Jung, S., Yang, T.S., & Park, J. (2019). Testing a mediated moderation model: Conceptual and methodological considerations. *Korean Journal of Psychology: General*, 38 (3), 323-346. (basic: peer)

### Other Intellectual Contributions

#### Presentations at Academic or Professional Meetings

- Yoon, Y.-J, Seo, J.-G., & Yang, T. S. (2024, April). Blind Loyalty: The Interplay of Member Trait Loyalty and Leader Group Prototypicality. Poster presented at the *Society for Industrial and Organizational Psychology Annual Meeting*, Chicago, IL.
- Yoon, Y.-J., Seo, J.-G., & Yang, T.S. (2024, April). Giving advice to an angry leader in a sunk cost situation: The interplay between member trait loyalty and leader emotional displays. Presented at the *Midwestern Psychological Association Annual Meeting*, Chicago, IL.
- Hyde, S.A., Casper, W.J., Yang, T.S., & Wayne, J.H. (2023, October). Thriving and Enrichment Across Roles: Testing the Cross-Domain Thriving Model. Presented at the *Southern Management Association Annual Meeting*, St. Pete Beach, FL.
- Park, J., Yang, T.S., & Son, S. (2023, August). When job reflective learning promotes employees' voice: The roles of risk-taking climate and age. Presented at the *Academy of Management Annual Meeting*, Boston, MA.
- Son, S., & Yang, T.S. (2023, March). How humble leaders cultivate reflexive teams: Moderated Mediation Model. Presented at the *North American Management Society Annual Meeting within MBAA International Conference*, Chicago, Illinois.
- Son, S., Yang, T.S., & Park, J. (2022, February). Learning goal orientation and voice behavior: The mediating role of thriving at work and the moderating role of perceived organizational career growth. Presented at the *Academy of Human Resource Development Annual Meeting*. (Online due to COVID-19).
- Son, S., Yang, T.S., & Park, J. (2021, November). The effect of decent work on career satisfaction: A moderated mediation model. Presented at the *Korean Human Resource Development Annual Fall Meeting* (Online due to COVID-19).
- Son, S., Yang, T.S., & Park, J. (2021, November). Learning goal orientation and promotive voice: A moderated mediation model. Presented at the *Korean Academy of Management Annual Fall Meeting* (Online due to COVID-19).
- Son, S., Yang, T.S., & Park, J. (2021, August). The relationship between job insecurity and employee silence: The moderating role of perceived organizational politics and subjective social status. Presented at the *Academy of Management Annual Meeting* (Online due to COVID-19).
- Yang, T.S., Pandey, A., & Endres, M. (2020, March) Greed is not good: The negative impacts of supervisor bottom-line mentality on employee outcomes. Distinguished Paper Award honors for the *North American Management Society Annual Meeting within MBAA International Conference*, Chicago, IL.



### **Other Academic Engagement Activities**

#### Conference Discussant

(2024) Conference Discussant for the 2024 Spring Korean Association of Human Resource Development conference at Chungbuk University, Cheongju, South Korea.

(2023) Conference Discussant for the 3rd social entrepreneurship and humanistic future studies international conference at Sungkyunkwan University, Seoul, South Korea (online attendance).

(2021) Conference Moderator for the 1st social entrepreneurship and humanistic future studies international conference at Sungkyunkwan University, Seoul, South Korea.

(2021) Advisor for Misoang Showcase, Sungkyunkwan University, Seoul, South Korea

Fall, 2020. Sin, Sungeun. Houston's shifting business landscape and its association with gentrification: A GIS approach. Department of Earth, Atmospheric, and Geographic Information Sciences. Western Illinois University

2019. Review portfolio of Taek Kang, Ph.D. Department of Management, Marketing, and Information Systems. University of Tennessee at Martin

(2016-2024) Journal Editorial Advisory board: Human Resources Development Quarterly

Peer-review Journal Article Reviewer: Human Resource Development Quarterly (2014-present), Group & Organization Management (2014-present), Journal of Business Ethics (2022-present), Management Decisions (2022), Asia Pacific Business Review (2021)

(2010-2024) Academic Conference Reviewer: Academy of Management,

(Multiple Years) Society for Industrial and Organizational Psychology (SIOP), Northern Academy of Management Society (NAMS) (2020, 2021)

(Ongoing) Member: Academy of Management, Society for Industrial and Organizational Psychology, RMNET, Beta Gamma Sigma

### **IMPACT STATEMENT**

Since joining Western Illinois University in 2012, I have consistently demonstrated commitment to advancing knowledge in the fields of organizational behavior and human resources. My research, which explores leadership humility, team dynamics, job insecurity, and organizational politics, has contributed to both academic discourse and practical applications in management. With a focus on interdisciplinary approaches, I have published in high-impact journals such as Journal of Applied Psychology, Journal of Management & Organization, and Current Psychology, and Team Performance Management, and my work is frequently cited in the impactful academic journals.

In addition to my research, I have actively engaged with the academic community through roles on editorial advisory boards and as a peer reviewer for prestigious journals including Human Resource Development Quarterly, Journal of Business Ethics, and Group & Organization Management. My contributions to conferences such as the Academy of Management and Society for Industrial and Organizational Psychology have enhanced my field's body of knowledge and shaped contemporary discussions on organizational behavior.

My teaching and mentorship at both undergraduate and graduate levels emphasize critical thinking, collaboration, and leadership. I have supervised student research projects and advised theses, fostering a learning environment that prioritizes intellectual curiosity and applied learning. My involvement in tenure reviews and as a conference discussant further demonstrates my dedication to academic service and my commitment to shaping the future of management education.

With over a decade of academic experience, I continue to strive toward fostering organizational environments that promote ethical leadership, employee well-being, and innovative teamwork.

## YOON, SOON SUK

Professor, 9-mo/acad yr, Tenured: joined WIU in 2013

Accounting/ Financial Accounting

Research areas: Financial Reporting, Market-based Accounting Research, Sustainability Reporting, Corporate Finance, Financial Innovation and Inclusion

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

3.1.3. Increase the availability and accessibility of student scholarships and tuition assistance.	Funded Dr. Soon Suk Yoon scholarship for accounting students and started awarding the scholarships to students.
4.1.4. Convey an understanding of global issues and an appreciation for the interconnected nature of the world economic environment.	My recent research interest include greenhouse gas emissions and gender and income equality issues. I recently published a paper on sustainability accounting standards in an SSCI indexed journal. I am also working on gender inequality issues across the world.
University/College/Unit Committees	College of Business and Technology AACSB Committee
University/College/Unit Committees	Accounting Program Curriculum and Assessment Committee
University/College/Unit Committees	Accounting Strategic Planning Committee
University/College/Unit Committees	Department Personnel Committee for School of Accounting, Finance, Economics, and Decision Sciences
University/College/Unit Committees	Master of Accountancy Graduate Committee

### EDUCATION

#### Initial Academic Preparation

1987 Doctorate of Philosophy, University of Wisconsin-Madison: Accounting

#### Other Relevant Education

1982 Master of Business Administration, Seoul National University (Korea): Accounting

1978 Baccalaureate in Commerce, Chonnam National University (Korea): International Trade

#### Professional Qualifying Experience

1978–1982 Capital Budgeting Manager, YuHan-Kimberly Corporation (Korea)

1987–2012 Accounting Professor, Chonnam National University (Korea)

### SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

#### Peer Reviewed Scholarly & Grants

Yoon SS, Lee H and Oh I (2023), “Differential Impact of Fintech and GDP on Bank Performance: Global Evidence,” Journal of Risk and Financial Management, Vol 16(7), SCOPUS (basic: peer)

- Chen H and Yoon SS (2023), “Does brain gain enhance firm value? Evidence from China” *Asia Pacific Business Review*, Vol 29(3), 501-522, SSCI (basic: peer)
- Oh I, Yoon SS, and Kim HJ (2022), “The end of rent sharing: Corporate governance reforms in South Korea,” *Asia Pacific Business Review*, Vol 28(1), 16-37, SSCI (basic: peer)
- Chen and Yoon (2022), “Does technology innovation in finance alleviate financing constraints and reduce debt-financing costs? – evidence from China,” *Asia Pacific Business Review*, Vol 28(4), 467-492, SSCI (basic: peer)
- Yoon SS, Kim HJ, and Woodruff G (2022), “A critical evaluation of the Jones models and the industry approach for the estimation of discretionary accruals,” *Asian-Pacific Journal of Accounting & Economics*, Vol 29(2), 432-450 SSCI (basic: peer)
- Chen H and Yoon SS (2019), “Government efficiency and enterprise innovation – evidence from China,” *Asian Journal of Technology Innovation*, Vol 27(3), 280-300, SSCI (basic: peer)
- Kim HJ and Yoon SS (2019), “Value-relevance of the regulatory non-GAAP adjustments in the Korean banking industry,” *Asian-Pacific Journal of Accounting & Economics*, Vol 26(1-2), 160-171, SSCI (basic: peer)

### **Other Intellectual Contributions**

#### **Textbooks (New or Major Revisions)**

Yoon SS, Choi G, Song, MS & Lee JE. (2023). *IFRS Intermediate Accounting* (13th ed.). Shinyoung Publishing Co.

Song I and Yoon SS (2020). *Principles-based Accounting Standards: Understanding the Conceptual Frameworks for Financial Reporting*, Shinyoung Publishing Co.

Yoon SS, Song I, and Kim HJ (2023). *KIFRS Financial Accounting*, 11<sup>th</sup> ed., Shinyoung Publishing Co.

Yoon SS, Kim HJ, and Johnson G (2023). *KIFRS Principles of Accounting – with Keywords in Korean*, 5<sup>th</sup> ed., Shinyoung Publishing Co.

#### **Presentations at Academic or Professional Meetings**

Yoon SS, Lee H and Pryor C (2024) “The United Nations Sustainable Development Goals 5: Does National Governance Quality Matter?” Paper presented at the 60th *MBAA International Conference*, Chicago, Illinois

Lee H and Yoon SS (2023) “Capital Markets and Fintech in Korea.” Paper presented at the 59th *MBAA International Conference*, Chicago, Illinois

Lee H and Yoon SS (2022) “A path to financial deepening: The Korean case.” Paper presented at the 58th *MBAA International Conference*, Chicago, Illinois

Chen H and Yoon SS (2021) “Does technology innovation in finance alleviate financing constraints and reduce debt-financing costs? – evidence from China.” Paper presented at the 57th *MBAA International Conference*, Chicago, Illinois

Yoon SS (2020) “The impact of cash flows from operations and other diverse cash-accompanying business activities on earnings management.” Paper presented at the 56th *MBAA International Conference*, Chicago, Illinois

Yoon SS, Kim HJ, Woodruff G (2019), “A comparison of financial reporting of ADR firms by country.” Paper presented at the 2019 *Korean Accounting Association and Asian Accounting Associations Joint Conference*, Gyeongju, Korea

#### **Receiving an Award for Research (e.g., “Best Paper” Award, Fellowships, etc.)**

Yoon SS, Lee H and Pryor C (2024) *Best in Track Awards* for “The United Nations Sustainable Development Goals 5: Does National Governance Quality Matter?” at the 60th *MBAA International Conference*, Chicago, Illinois

Lee H and Yoon SS (2023) *Best in Track Plaques* for “Capital Markets and Fintech in Korea” at the 59th *MBAA International Conference*, Chicago, Illinois

Yoon SS (2019) *Distinguished Contributions to Accounting Education Award*, at the Korean Accounting Association Annual Meeting, Gyeongju, Korea

### **Other Professional Engagement Activities**

#### **Reviewed research papers**

A finance paper submitted to Asia Pacific Business Review  
An accounting paper submitted to the International Journal of Banking, Accounting, and Finance  
An economics paper submitted to Economic Modelling  
A management paper submitted to Management and Organization Review  
A finance paper submitted to Journal of Corporate Accounting and Finance  
An international finance paper submitted to Managerial Finance  
Three business papers submitted to Asia Pacific Business Review  
A business paper submitted to International Journal of Business and Emerging Markets  
A finance paper submitted to Eurasian Business Review  
A finance paper submitted to Empirica Economics

Editorial Board, Asia Pacific Business Review, 2021-2024

Member: Korean Accounting Association, Korea Securities Association, Korean Academic Society of Business Administration

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have made remarkable intellectual contributions to literature with many scholarly paper publications and citations, in addition to actively carrying out teaching and service functions.

Over the past five years, I have published seven papers in SSCI-indexed academic journals, including Asia Pacific Business Review, Asia Pacific Journal of Accounting & Economics, Asian Journal of Technology Innovation, and one paper in Journal of Risk and Financial Management (Scopus-indexed journal). I have a record of 754 citations during 2019-2024 (cumulative 1,557 citations). One of my papers published in 2022 in Asia Pacific Business Review has the most citation record over the most recent three years, with 81 citations as of August 31, 2024. Also, I have a h-index of 12 (12 papers with 12 or more citations) and a i10 index (16 papers with 10 or more citations) since 2019.

In 2019, the Korean Accounting Association awarded me for my research, education, and service excellence. Previously, I was a laureate in numerous other scholarly awards. In addition, three accounting textbooks I coauthored are widely used in Korea. I was awarded the Academy of Finance's Best in Track Award two years in a row for the papers presented at the 59th and 60th MBAA International Conferences in Chicago.

I have been an editorial board member for Asia Pacific Business Review (an SSCI Indexed international journal) since August 2021. I reviewed numerous scholarly articles submitted to various academic journals.

## ZHENG, RONG

Associate Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2017

Applied Statistics and Decision Sciences

Decision Sciences, Data Analytics, Cluster Analysis, Model-based Clustering, Econometrics.

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Co-advised a group of 4 graduate-level students to participated in the University of Iowa Business Analytics Competition. Students worked on a real-life Business Analytics Case sponsored by the Ball Corporate and presented their results to peers from other 15 universities and judges from industries such as Google, The Ball, etc.
1.2.2. Engage students in collaborative opportunities with peers/ faculty/ community/ and industry partners.	Spring 2024: Co-host DataFest event. Have more than 40 professional judges and students participated in the academic competition event. This event is sponsored by American Statistical Association. Students got the opportunity to applied their skills on real life data.
2.1.3. Increase faculty participation in professional engagement.	Spring 2024: Attended workshop in "Causal Inferences" provided by ASA travel courses. It is a one-day (eight hour) to enhance professional knowledge in the field.
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Spring 2024: Attended a half-day workshop in "ChatGPT and LLM" provided by the South Dakota State University Data Science Symposium. It is a four-hour workshop to introduce the newly emerged technology; Member: American Statistical Association, INFORMS, Economic Science Association
2.1.3. Increase faculty participation in professional engagement.	Fall 2023: attended and co-host workshop in "Ethical Issues and Best Practices in Data and Data Analytics" provided by ASA travel course. It is a one-day workshop to discuss issues and ethics in the relevant area.
1.2.3. Promote intellectual curiosity & commitment to lifelong learning.	Fall 2023: Participate in conference and serve as a judge for student posters competition at 2023 New England Statistical Society (NESS) NextGen Data Science Day (DSD). Provided evaluations for research posters and interact with presenters.
4.1.1. Promote diversity and equity across the college leading to greater inclusion/belonging/and opportunity.	Fall 2023- Spring 2024: serve on the DEIB community to discuss relevant issues. Attended monthly meeting to discuss the diversity and equity issues/events across the college with the committee members during the academic year.
4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.	Fall 2023 - Summer 2024: Volunteered as an organizer for the non-profit organization for seminars. Invited over 60 speakers and coordinated weekly academic seminars virtually to the public. This help with create a channel for researchers to communicate their ideas and collect feedbacks.
4.2.1. Encourage scholarly activities among the faculty and students that yield positive societal impact.	Organizer: Insightful Minds in International Macroeconomics (non-profit organization for research seminars)

## EDUCATION

### Initial Academic Preparation

2017 Doctorate of Philosophy, University of Alabama: Applied Statistics

### Other Relevant Education

2015 Master of Sciences, University of Alabama: Applied Statistics

2012 Bachelor of Sciences, Henan University: Mathematics and Applied Mathematics

### Professional Licenses/Certifications

2013 SAS Certified Base Programmer for SAS

### Professional Qualifying Experience

(None)

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

Sun M, and Zheng R. (2024). A Time-Lagged Penalized Regression Model and Applications to Economic Modeling. *Journal of Statistical Theory and Practice*, 18(1), 2. (basic: peer)

Sarkar S, Melnykov V, and Zheng R (2020). "Gaussian mixture modeling and model-based clustering under measurement inconsistency". *Advances in Data Analysis and Classification*, 14(2), 379-413. (basic: peer)

Ghimire S, Valeva A, and Zheng R. (2020): "What Explains the Overwhelmingly Positive Perception towards Microfinance Institutions? Application of the Firth Logistic Regression in a Small Sample". *The Economics and Finance Letters* 7 (2), 276-288. (basic: peer)

### Other Intellectual Contributions

Melnykov Y, Zhang Y, and Zheng R (2024, May) "Model-based Clustering and Cluster Analysis Techniques: An Application to Tornadoes Data". Research presentation at *the Central Illinois Chapter of American Statistical Association Annual Meeting*, Virtual

Melnykov Y, Zhang Y, and Zheng R (2024, April) "Model-based Clustering on the Spatial-Temporal and Intensity Patterns of Tornadoes". Invited seminar presentation at *the Miami University, Department of Statistics Colloquium*. Virtual

Melnykov Y, Zhang Y, and Zheng R (2024, Feb) "Model-based Clustering on the Spatial-Temporal and Intensity Patterns of Tornadoes". Invited paper presentation at *the 2024 South Dakota State University Data Sciences Symposium*. Brookings, SD

Melnykov Y, Zhang Y, and Zheng R (2023, Aug) "Model-based Clustering on the Patterns of Tornadoes". Invited paper presentation at *the 6<sup>th</sup> International Conference on Econometrics and Statistics (EcoSta) 2023*. Virtual

Zheng R (2022, Nov) Invited Workshop Presentation "An Introduction to Statistical Quality Control and Design of Experiments" Invited seminar presentation at *the California State Polytechnic University, Pomona, Department of Nutrition and Food Science Seminar*. Virtual

Melnykov Y, Zhang Y, and Zheng R (2022, Oct) "Model-based Clustering on the Patterns of Tornadoes". Research presentation at *the International Conference on Statistical Distributions and Applications (ICOSDA) 2022*. Huntington, WV

Sarkar S, Melnykov V, and Zheng R (2020, Feb). "Gaussian mixture modeling and model-based clustering under measurement inconsistency". Invited paper presentation at *the 2020 South Dakota State University Data Science Symposium*. Brookings, SD

Zheng R. (May 2024 - current). Treasurer, *the Central Illinois Chapter of American Statistical Association*.

### **Other Professional Engagement Activities**

(2019-2024) Actively on-site supervised 20+ students to participate in academic competitions in the field of Data Analytics and Data Mining, to help them enhance professional skills by solving real-life problem. In the meantime, making connections with alumni, industrial professionals, and students from other universities in the relevant fields.

(2022-2024) Provided services as a co-host for academic competitions annually in the field of Data Analytics and Data Mining for students from the regional area and overseas. Provided students with opportunities to gain skills and collaborate with peers. Improve the institution's outreach with the industrial professionals. Events involved over 100 participants.

(2023-2024) Actively attended over 20 hours workshops in topics of "Casual Inference in R", "ChatGPT and Basics of LLM", and "Ethical Issues and Best Practices in Data and Data Analytics", to stay updated with the latest techniques and trends in the relevant fields, and stay connected with researchers in the same field.

(2019-2024) Completed reviewing services for multiple papers, book chapters, and grant applications. Provided professional feedbacks to research work in the field of applied statistics, computational statistics, data analytics, econometrics, and large language models, etc. Sharing insights through the work and maintaining expertise while reviewing research work from peers.

(2023) Served as a professional judge and participant at the NextGen Data Sciences Day 2023, by New England Statistical Society. Providing feedbacks and evaluations for students' posters to help student enhance their work and presentations. Network with judges and hosts from other universities.

(2023 - 2024) Volunteered as an organizer for the non-profit organization Insightful Minds in International Macroeconomics / Insightful Minds in Artificial Intelligence. The organizers successfully invited and hosted over 60 speakers in the field of macroeconomics, international finance, and machine learning fields. Each seminar has 30-40 participants attended virtually. It served as an open and friendly platform for researchers to communication ideas and providing professional opinions.

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed my professional skills and knowledge at the program level, university level, and community level. Since joining Western Illinois University in 2017, I have consistently demonstrated my expertise as a scholar and an educator through peer-reviewed publications in esteemed journals such as the *Journal of Statistical Theory and Practice* and *Advances in Data Analysis and Classification*, as well as teaching at both graduate and undergraduate level courses.

Beyond my scholarly output, I have been active in fostering academic growth and collaboration among colleagues, peers, and students. I have supervised numerous students in data analytics competitions, helping them apply theoretical knowledge to real-world problems. My contributions in co-organizing competitions and co-hosting seminars have had an impact on the academic community, providing a platform for students to network with industry professionals and advance their careers.

Additionally, my services in professional organizations, including my role as Treasurer of the Central Illinois Chapter of the American Statistical Association, underscores my dedication to the field. I volunteered my time in organizing international seminars through the non-profit *Insightful Minds in International Macroeconomics/Artificial Intelligence*, creating a forum for interdisciplinary collaboration between researchers in statistics, macroeconomics, and machine learning.



Last but not the least, my academic engagement through continuous learning, reviewing scholarly work, and participation in international conferences and workshops ensures my expertise remains at the forefront of statistical and data science research. Hope my commitment to enhance professional skills and engaging students in gaining quality learning experience will have a lasting and wider impact on our academic community.

## ZIMMERMAN, HONEY

Assistant Professor, 9-mo/acad yr, Tenure-Track: joined WIU in 2011

Supply Chain Management

Transportation Management, Negotiations, Strategic Sourcing

### STATUS AND FACULTY QUALIFICATION

#### Participating / Scholarly Academics (SA)

1.3.1. Facilitate experiential learning opportunities that prepare students for their career paths in a global workforce.	<ul style="list-style-type: none"> <li>• Association for Supply Chain Management (ASCM) Midwest Gateway Student Case Competition—advised a team of four in a simulation-based case competition, won 2nd place —Apr 2024</li> </ul>
4.3.1. Support the mission of regional K-12 schools with programming that fills curricular gaps and encourages social mobility.	Created, organized, and hosted the SCM ConNext career exploration mini-conference for over 100 Quad Cities regional high school and community college students. This conference allows students to explore high-paying, in-demand supply chain management and logistics careers. Students rotate through a series of breakout sessions, each led by a panel of industry professionals, to learn about career paths in sourcing & procurement, manufacturing & operations, distribution, and transportation. This event was co-promoted by the Work Based Learning initiative and career pathways programs at Black Hawk College and Eastern Iowa Community College.
3.1.1. Support and engage university-wide recruiting and admissions activities.	Created, planned, marketed, & administered the WIU CEO Leadership Summit, a half-day event for 50 students from four regional CEO programs on campus, including a keynote speaker, lunch, and two breakout sessions. CEO stands for Creating Entrepreneurial Opportunities, a program of the Midland Institute for Entrepreneurship.
1.1.1. Foster a supportive learning environment throughout the students' academic lifecycle critical to retention and graduation.	Organized and hosted the annual Supply Chain Management Day career fair with recruiting companies
3.2.1. To encourage the cultivation of strong support from college advisory board members.	Organized and hosted the semi-annual SCM Advisory Board meetings averaging 25 industry professionals.

### EDUCATION

#### Initial Academic Preparation

2021 Doctorate of Business Administration, University of Missouri-St. Louis: Logistics & Supply Chain Management

#### Other Relevant Education

2004 Master of Business Administration, Western Illinois University: Supply Chain Management, International Business

2002 Baccalaureate in Business, Western Illinois University: Management

### Professional Licenses/Certifications

- 2022 Certified Professional in Supply Management (CPSM), Institute for Supply Management (certified initially in 2013)
- 2022 Certified Purchasing Manager (C.P.M.), Institute for Supply Management (certified initially in 2007)
- 2006 Certified Six Sigma Greenbelt (SSGB), NTN-Bower

### Professional Qualifying Experience

- 2008–2011 Monozukuri (Continuous Improvement) Trainer, NTN Bower
- 2007–2008 Industrial Engineer/Engineering Standards Administrator, NTN Bower
- 2004–2007 Purchasing Specialist/Buyer, NTN Bower

## SUSTAINED ACADEMIC & PROFESSIONAL ENGAGEMENT

### Peer Reviewed Scholarly & Grants

- 2023 – National Science Foundation Engines Type 1 Grant: Advancing Smart Logistics (\$1M).  
Co-Principal Investigators Zimmerman, H., & Merret, C. from May 2023 to April 2025. Advancing Smart Logistics (ASL) Waterway Research (applied: peer)  
Objective: The ASL waterway research project investigates opportunities to apply advanced smart logistic technologies in rural, regional, inland port settings. As part of this planning grant, the team examined the Corn Belt Ports as a collective action regime by applying the buster cluster theory. The objective was to investigate the extent to which rural, regional ports along the Upper Mississippi and Illinois Rivers collaborate with local businesses, organizations, and industries to enhance coordination within the region. The end state is the design and application of strategies and technologies to streamline and improve freight movement in a rural multimodal setting. Ultimately, this ASL engine enables sustainability and economic development by advancing smart logistics.

- Brazhkin, V., & Zimmerman, H. (2019). Students' Perceptions of Learning in an Online Multiround Business Simulation Game: What Can We Learn from Them? *Decision Sciences Journal of Innovative Education*, 17(4), 363-386. (pedagogical: peer)

### Other Intellectual Contributions

- Zimmerman, H. Zsidosin, G.A., & Schupp, F. (2024). Digital Supply Chains: Industry 4.0 from a Supply Chain Relationship Perspective. In S. Yenyurt & S. Carnovale (Eds.), *Digitalization in Supply Chain Management: Trends, Challenges, and Solutions* (pp. 5-20). World Scientific Publishing Company.
- Zimmerman, H. (2024). Supply Chain Management for Educators. *National Business Education Association Annual Conference*. March 24-29, 2024. Myrtle Beach, SC.
- Zimmerman, H. (2024). Bringing Supply Chain Management to the Classroom. *National Business Education Association Annual Conference*. March 24-29, 2024. Myrtle Beach, SC.
- Zimmerman, H. & Merrett, C. (2024). Cooperation & coordination for increased port competitiveness: A study on organization innovation in regional supply chains. *2024 Corn Belt Ports and Mid-America Ports Commission Annual Meeting*, February 15, 2024. Quincy, Illinois.
- Merrett, C., Smith, C., Sinkler, R., & Zimmerman, H. (2024). Regional ports as business clusters and centers for logistics innovation. *Illinois River Carrier Association Meeting*, January 9, 2024. East Peoria, Illinois.
- Merrett, C., Smith, C., Viadero, R. & Zimmerman, H. (2023). Promoting cooperation and coordination for river port management. *Illinois Waterway Ports Annual Meeting*, August 31, 2023. Peoria, Illinois.

- Zimmerman, H. (2023). Supply Chain Management: What Educators Need to Know. *National Business Education Association Annual Conference*. Apr 4-6, 2023. Kansas City, MO.
- Zimmerman, H. (2023). The art of networking. *FBLA Western Illinois Conference*, January 20, 2023. Macomb, Illinois.
- Zimmerman, H. & Van Thyne, A. (2022). Creating valuable internship programs to help with talent management & workload challenges. *CSCMP Edge 2022: Supply Chain Conference*. September 18-22, 2022. Nashville, TN.
- Zimmerman, H. (2022). Where's my stuff? Supply chain disruptions and what it means for career opportunities. *Illinois Association of Career & Technical Education Annual Conference*, February 16-17, 2022. Bloomington, Illinois.
- Zimmerman, H. (2022). The perfect storm: Supply chain disruptions and the pandemic. *FBLA Western Illinois Conference*, January 28, 2022. Macomb, Illinois.
- Zimmerman, H., Bainter, T., & Landgraf, N. (2021). Designing an internship program to address talent management and workload challenges. *Institute for Supply Management Global Conference*, May 18-20, 2021. Virtual. (accepted initially for May 2020 in Boston, MA, canceled due to Covid-19).
- Zimmerman, H. (2021). Industry 4.0 influence in supply chains. *IPERSA Conference 2021*, Virtual, March 29-Apr 1, 2021.
- Zimmerman, H. (2021). Exploring the influence of Industry 4.0 technology on buyer-supplier relationships and supply chain agility. *IPERSA Doctoral Workshop*, February 18, 2021. Virtual presentation. (1 of 16 students accepted globally)
- Zimmerman, H. (2020). Exploring the influence of Industry 4.0 technology on buyer-supplier relationships and firm performance. *Engaged Management Scholarship (EMS) Doctoral Consortium* Poster Presentation, September 10, 2020. (Virtual presentation due to Covid-19, initially scheduled for in-person presentation at Case Western Reserve University) (invitation-only participation, 1 of 40 students accepted)
- Zimmerman, H. (2020). Industry 4.0 and buyer-supplier relationships. *CSCMP's 2020 Donald J. Bowersox Doctoral Symposium*, September 19-21, 2020. (1 of 20 students accepted globally)
- Goodwin-Sak, C., McClain-Mpofu, C., Wieck, M., Zimmerman, H., & Merritt, S. (2019) Courageous Cultures Embrace Automation: A grounded theory investigation to determine individual willingness to adopt automation in the workplace. In *Proceedings of the Engaged Management Scholarship (EMS) Conference*, Sep 5-7, 2019, Antwerp, Belgium. <http://ssrn.com/abstract=3454062>
- Zimmerman, H. (2022-2024). Secretary, *Transportation Research Forum St. Louis*.

### **Other Professional Engagement Activities**

- (2024) Reviewed conference papers for the 65<sup>th</sup> Annual Transportation Research Forum, Arlington, VA, Apr 4-5, 2024.
- (2024) Implemented Freightwaves Sonar Transportation market data tool into the Transportation Management course (SCM 340) after working with WIU administration to sign the academic partnership MOU with Sonar in Feb 2024 to use their cloud-based technology for pedagogical purposes. This "best-in-class freight data and analytics" helps students understand the transportation market. Students can analyze historical data, trends, and market shifts related to transportation rates and volumes for rail, barge, ocean, container, and truck freight through guided exploration, in-class discussions, hands-on exercises, and assignments.
- (2023-2024) Created, organized, and hosted the SCM ConNext career exploration mini-conference for over 100 Quad Cities regional high school and community college students. This conference allows students to explore high-paying, in-demand supply chain management and logistics careers. Students rotate through a series of breakout sessions, each led by a panel of industry professionals, to learn about career paths in sourcing & procurement, manufacturing & operations, distribution, and transportation. This event was co-promoted by the Work Based Learning initiative and career pathways programs at Black Hawk College and Eastern Iowa Community College.

(2023) Created, planned, marketed, & administered the WIU CEO Leadership Summit, a half-day event for 50 students from four regional CEO programs on campus, including a keynote speaker, lunch, and two breakout sessions. CEO stands for Creating Entrepreneurial Opportunities, a program of the Midland Institute for Entrepreneurship.

(2022-2024) Transportation Research Forum, National Vice President (2024) and Secretary of the TRF St. Louis Chapter

(2021) Created and helped secure the funds for the Project Management Certification Reimbursement Program, which provides a convenient and cost-effective way for supply chain management and engineering students to obtain the CAPM (Certified Associate in Project Management) certification and gain access to additional professional development resources through a PMI Global membership. Through the project management course (SCM 457G), the students are prepared for the CAPM certification and have the opportunity to be reimbursed for the costs associated with the exam, study materials, and student membership to the Project Management Institute (PMI) upon successful completion of the certification.

(2019-2024) Organized and hosted the annual Supply Chain Management Day career fair with recruiting companies (ranging from 10-45 companies participating each year) and the semi-annual SCM Advisory Board meetings averaging 25 industry professionals.

(2019-2024) Arranged and escorted students to 15 facility tours, seven professional conferences, and six professional association meetings, and hosted 12 guest speakers in the classroom.

(2019-2024) Gave presentations about the supply chain management profession or other supply chain-related topics to over 3,000 high school and 50 community college students over 60 instances, including 20 high school visits, one community college presentation, 18 CEO sessions for seven programs, 12 open house events for prospective students, and nine distinct regional events (i.e., FBLA, SRC Career Expo, etc.).

## **IMPACT STATEMENT**

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's focus on achieving productive employment and decent work, which fosters societal growth and upward social mobility. My work has centered on equipping students with the skills and knowledge necessary to thrive in today's dynamic job market.

As a faculty member in the College of Business and Technology (CBT), I have actively contributed to the institution's mission by developing and delivering career-readiness courses. I have emphasized experiential learning by integrating internships, micro-credentials, and real-world technology into the curriculum. This approach ensures that students gain theoretical insights and acquire hands-on experience, making them competitive candidates for productive employment upon graduation.

Moreover, I bring current industry practices into the classroom through field trips, professional conference participation, and guest speakers, ensuring our students are well-versed in the latest workforce trends and challenges. This alignment with industry needs not only enhances our students' readiness for decent work but also reassures the community of our institution's relevance and impact on societal growth.

I have also helped inform and recruit students from underrepresented backgrounds, guiding them through career exploration. This outreach has been pivotal in enabling these individuals to overcome barriers to upward social mobility, aligning with CBT's mission of creating a more equitable and prosperous future for all.

In summary, my contributions have focused on empowering students to achieve meaningful employment, thereby supporting CBT's broader goal of fostering societal growth and equity through education. We can all take pride in this shared commitment to societal progress as part of the CBT community.

<b>BUSINESS CORE REQUIREMENTS</b>		
<b>Discipline</b>	<b>Required Courses</b>	<b>Hours</b>
Accounting	ACCT 201: Principles of Financial Accounting and ACCT 202: Principles of Managerial Accounting	6
Business Communication	BCOM 320: Professional Preparation and Business Communication	3
Business Law	BL 230: The Legal Environment of Business/ BL 432: The Law of Business Organizations <i>for Accountancy majors</i>	3
Business Statistics	DS 303: Applied Business Forecasting & Regression Analysis	3
Finance	FIN 331: Financial Management	3
Global Studies	ECON 170: The Global Economics Environment or MGT 125: Business & Technology in a Global Society/ ACCT 477: Professional Ethics and Regulation <i>for Accountancy majors</i>	3
Information Systems	IS 340: Introduction to Information Systems	3
Management	MGT 349: Principles of Management and MGT 490: Business Strategy	6
Marketing	MKTG 327: Marketing Principles	3
Business and Technology	*BAT 190: Professional Skills Development and BAT 490: Business Core Assessment	0
<b>TOTAL</b>		<b>33</b>

\*new core requirement

## MBA Program Requirements - Fall 2024

Discipline	Required Core Courses	Hours
Accounting	ACCT 547: Corporate Financial Reporting and Analysis	3
Economics	ECON 538: Economics for Managers	3
Finance	FIN 565: Financial Management: Theory and Practice	3
Methods/Analytics	DS 533: Applied Business Forecasting and Planning	3
Information Systems	IS 524: Corporate Information Systems	3
Marketing	MKTG 576: Decision Making for Global Markets	3
<b>Concentration Area</b>	<b>Choose 3 specialization courses</b>	<b>9</b>
<b>Directed Elective</b>	<b>Choose 1 elective course</b>	<b>3</b>
<b>Capstone Experience</b>	<b>Integrative Courses</b>	
Management	MGT 590: Strategic Management	3
Assessment/Exit Course	BAT 611: MBA Outcomes	0
	<b>TOTAL</b>	<b>33</b>