



AACSB International Continuous Improvement Review Report



**Gordon Ford College of Business
Western Kentucky University**

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General Information

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PREFACE

The three overarching themes of the 2013 accreditation standards, Engagement, Innovation and Impact, are found within the culture, policies, and systems of the Gordon Ford College of Business (GFCB) and are consistent with our strategic approach to fostering high-quality business education. Our faculty-led Strategic Planning Council; alumni, employers, and executive advisors for departments and the College; experienced College leadership team; and our student advisory council all provide conduits for high-quality, impactful opportunities to advance the College.

Below are a few examples of our recent efforts to engage, to innovate, and to be impactful over the last five years.

Engagement

- Our College has embraced a comprehensive engagement program linking K-12 educators with the College and, in turn, interacted with employers and alumni for long-term student career success and satisfaction. This program is known as our “Educational Value Chain.”
- Our full-time MBA students engage in meaningful hands-on semester-long practicums with external organizations to share their applied skills.
- Many opportunities exist for our students to interact with the business community. For example, the Accounting Department hosts a “Meet the Firms” event. The Dean’s Student Advisory Council hosts a networking event that coincides with our annual Hays Watkins Visiting CEO lecture series.
- The Center for Leadership Excellence sponsors external opportunities for engagement. The ENGAGE Leadership Program involves 10-20 local business leaders who gather monthly for a luncheon and the opportunity to learn from a guest speaker. Involvement in LEAD Kentucky has allowed the Center to expand its reach across the Commonwealth of Kentucky. More than 50 physicians attended the Emerging Physician Leadership Workshop.
- The Professional Education and Knowledge (PEAK) Program, created by our College’s faculty, staff, students, and business partners, brings business leaders to campus to interact with students in various ways. The Perfect Your Interview Program allows more than 25 students per semester an opportunity to practice interviewing skills and gather feedback. Our Career Trek takes students off campus and into workplaces where they can network with alumni. The PEAK Program also assists students obtain job shadowing opportunities that enhance real-world applied learning. Approximately 500 students participated in a PEAK sponsored activity in 2016.

- As an applied College of Business, many of our courses embed real-world cases in the curriculum while others directly conduct real-world consulting with community organizations.

Innovation

- Undergraduate Course fees specific to our College, generating more than \$700,000 annually, were initiated to ensure the permanent funding of several student service initiatives and faculty development:
 - Key student service positions include: Communication Coordinator, Professional Development Specialist, and Internship Coordinator.
 - Over \$100,000 per year has been committed to incent and reward faculty for pursuing high-quality impactful research. Nine funded projects proposed by 12 of our 64 full-time faculty were awarded in the spring of 2016. Of those nine projects, four have been accepted, four are under review, and one is being prepared for submission at targeted, high-quality journals. Ten projects proposed by 15 of our 66 full-time faculty were awarded in the spring of 2017.
 - A Student Success Tutoring Center specific to our college was created in our building to provide on-site tutoring for our students.
- Our “Plus 2” online Bachelor of Science in Business Administration program was specifically designed for students who wish to build upon their associate’s degree or maintain their degree progress away from campus. Enrollment in this program has grown to over 100 students, providing justification for new faculty lines.
- A College-specific Diversity and Inclusion Committee has been examining ways to enhance the recruitment and retention of underrepresented faculty, staff, and students. For example, a privately-funded diversity scholarship was created to support the College’s diversity and inclusion program.

Impact

- Enrollment in the College has increased nearly 25 percent as the result of targeted recruitment, expanded communication efforts, increased student-focused resources, and satisfaction with our programs. As a result, our students are positively impacting our campus and our graduates are adding value to their employers and communities.
- Teaching impact can be seen with a variety of awards garnered by faculty. For example, Dr. Whitney Peake, Vitale Professor of Entrepreneurship, received the Homer L. Saunders Mentor Award from the Small Business Institute in 2017 and Dr. Kam (Johnny) Chan was selected as a Fulbright scholar in 2017.
- GFCB faculty members collectively published 348 peer reviewed journal articles in the last five years.
- According to Google Scholar, GFCB faculty research has been cited almost 30,000 times.

- GFCB student organizations such as Beta Gamma Sigma, Beta Alpha Psi, and Delta Sigma Pi are recognized annually as Premier, Superior, and Best Chapter, respectively.

For a list of examples of our efforts to engage, innovate and impact by department, please see Volume 3 Supplemental Materials found at <https://www.wku.edu/business/aacsb2018>.

EXECUTIVE SUMMARY

The last five years was a period of marked change for the Gordon Ford College of Business (GFCB). During this time, the College increased its enrollment, expanded its student-focused resources, and fostered increased engagement with its stakeholders.

Our vision to combine excellent teaching, applied research, and engagement with our key stakeholders is clearly resulting in a truly world-class College of Business. Our distinctiveness is to serve our constituents as an **applied** College of Business by appropriate applied classroom learning opportunities and effectively extending classroom learning to the practice community through six, soon to be seven, centers of excellence and an active advisory and volunteer base.

The mission of the Gordon Ford College of Business is “...to be a leader in providing high quality, **applied** undergraduate business education and select graduate programs that meet the needs of the business community.”

Some of the strategic initiatives that support the College’s mission of being a leader in providing high-quality applied undergraduate business education and select graduate programs include the following:

Recruiting and retaining well-prepared students. The number of students enrolled in the GFCB has increased by almost 25 percent since 2012, while during that same period University enrollment declined nearly seven percent. Our growth in enrollment has been accompanied with corresponding growth in retention, as measured by graduation rates, and the maintenance of high-quality students, as evidenced by ACT scores, prestigious scholarships, and Honors student participation. The average ACT score during that time rose from 22.24 to 22.89. The number of BS degrees granted during this time rose by 23 percent, as did recipients of prestigious scholarships such as the Boren, Gilman, and Fulbright. The number of GFCB students admitted who are also members of the University’s Honors program has climbed around 75 percent since 2013 and our Honors College graduates have doubled. Many factors have contributed to this success, but much is attributed to proactive leadership in new programs such as the VIP student visit program, Governor’s Scholar recruiting, Undergraduate Student Services outreach, and efforts in College marketing and branding. The success of these and other programs on campus have resulted in other programs emulating our initiatives.

Recruiting and retaining highly qualified faculty and staff. The College has been able to create several positions centering on student-focused resources. The addition of a communication

coordinator, a professional development specialist, and an internship coordinator has increased the College's ability to provide business education in an applied, meaningful way. The most recent faculty hired by our College have come from graduate programs at Georgia Southern, Houston, UC-Irvine, UC- Berkeley, West Virginia, Oklahoma State, VCU, Kentucky, Louisville, Cincinnati, and North Texas. Faculty development is supported and emphasized through fellowship rewards, research support, and training. The College implemented a new research support program, Aim High, designed to spur impactful research in high-quality research outlets.

Offering high-quality applied business programs that prepare students for lifelong learning and success in a diverse global workplace. The College has created new programs in data analytics, sustainability, and refined many programs with changes driven by a robust curricular management processes. As an undergraduate curriculum example, a team of faculty from our GFCB Curriculum Committee worked collaboratively with the WKU Department of Mathematics to conduct a multi-year experiment and develop an improved quantitative admission course that focuses on appropriate, applied mathematical concepts, ranging from basic algebra to differential calculus, and promotes higher-quality learning in many of our business classes. At the graduate level, the MBA programs surveyed employers and alumni, which resulted in new learning goals that place greater emphasis on data analysis and decision-making.

Building a recognized culture of professionalism among students, faculty, and staff. The Professional Education and Knowledge (PEAK) program is an award-winning program focused on preparing students for entry into the professional business environment. The program has found unique ways to engage alumni and business stakeholders with students to help students mature. Professionals are invited to campus to help students polish their interview skills and participate in networking events. Other activities include multi-day career-trips to experience career opportunities; students have traveled to St. Louis, Atlanta, Chattanooga, Nashville, and Cincinnati. Additionally, students are offered workshops on presentation skills, social media, personal finance, interviewing, professional dress, networking, and personal branding as well as etiquette dinners and job-shadowing opportunities.

Developing, broadening, and strengthening significant relationships with all internal and external stakeholders with a focus on alumni, business, and governmental organizations. The College has adopted a model of the "educational value chain" that encompasses K-12 through executive education. The GFCB created a coordinator of constituent engagement position to cultivate relationships with the various external stakeholders of the College, creating opportunities for involvement for alumni and establishing partnerships with K-12 educational entities. Some opportunities to strategically engage with K-12 include Junior Achievement, Advanced Placement course training, FBLA, DECA, and dual credit courses. Collaborating with K-12 institutions encourages students to be better prepared college students and creates relationships that aid recruitment. Additionally, the College has expanded its outreach to the community in executive education through the Center for Leadership Excellence, working with leaders in healthcare, education, and business. The Accounting Department has successfully

provided four Continuing Professional Education opportunities in the last two years that have impacted more than 200 participants. The applied mission of the GFCB encourages faculty to actively engage business professionals in their classrooms, and actively engage students in real business scenarios.

The College made thoughtful changes to its processes during the last five years designed to enhance our distinctiveness. Because of its long history of being faculty led, the College transitioned the leadership of the Strategic Planning Council (SPC) from a Dean-led assembly to a faculty-led initiative. The faculty spent time validating our mission, re-examining the strategic processes of the College, and adopting a new five-year plan. Additional support was directed to the Professional Education and Knowledge (PEAK) program, a faculty-led initiative that provides students the education and knowledge needed for career success through personalized advice, professional interactions, and a multitude of resources geared specifically to improve workforce preparedness. PEAK was brand new in the previous review but has since grown into a notable distinctiveness of our College. As previously mentioned, the College's faculty Research Committee created the Aim High summer research grant program, which provides faculty members a resource for receiving up to \$10,000 to support research efforts.

Situational Analysis

Western Kentucky University (WKU) was established by an act of the Kentucky Legislature as the Western Kentucky Normal School in 1906. In 1966, the legislature renamed the school Western Kentucky University. As of fall semester 2016, the University had an enrollment of more than 20,000. The University is a part of the higher education system of the Commonwealth of Kentucky along with eight other universities. In the Carnegie Foundation classification system, the University is classified as a Master's L, with a high undergraduate proportion profile. The University's mission statement commits to "... preparing students to be productive, engaged, and socially responsible citizen leaders of a global society ... providing research, service and lifelong learning for its constituents ... (and) stewarding a high quality of life for those within its reach." Along with eight public universities, the Kentucky postsecondary education system also includes a community and technical college system that includes 16 institutions. The Kentucky Council of Postsecondary Education serves as a coordinating agency for the system. By statute, WKU is governed by its own Board of Regents consisting of 11 individuals. Within the state, each four-year institution serves a primary region. WKU's region consists of 27 counties served by the main campus in Bowling Green and regional campuses in Owensboro, Glasgow, and the Elizabethtown/Radcliff/Fort Knox area. Though some College classes are offered onsite and via interactive video services to students at the regional campuses, students are unable to complete their programs at those campuses. During 2016-2017, a total 552 student credit hours were taught specifically for regional campus students by either main campus full-time faculty or part-time faculty approved by the program department chair.

The legislature serving the Commonwealth of Kentucky has decreased its support to higher education over the last decade. WKU offset this decline with tuition increases and enrollment growth. Since 2014 the University enrollment growth has experienced decline or been stagnant. The combination of these two factors has resulted in increased efficiency efforts and budget reductions at all levels of the University. The funding of part-time instruction and the maintenance of classroom technological needs have both moved from central funding to college and/or department funding. Our recently retired WKU President led an effort to reinstate higher education as a funding priority to the state and to implement a performance-based higher education funding model that would benefit WKU. Performance criteria for state funding will reward institutions for awarding more degrees in science, technology, engineering and math. Other criteria include the number of degrees awarded to low-income and minority students, total enrollment, and campus size. The formula will only apply to five percent of state funding next year. But after that, all state funding will be awarded based on the new formula.

After conducting student-engaged focus groups to determine future critical needs of our College, the GFCB implemented a \$15 per credit hour fee to permanently fund highly valued student services and support faculty development in FY16. The course fee approval includes the option of increasing fees by \$5 per credit hour in FY17 and FY18 if needed to broadly support the fiscal resources necessary to deliver high quality programming to our students and enhance the impact of the College's research program. This was the first broad-based program fee instituted by the University.

WKU's tenth president began his term on July 1, 2017 and immediately began to seek assistance from faculty and administration to formulate a pathway for a new WKU strategic direction and a proactive university budgeting model intended to align university budgeting with growth and strategic focus. The President's tagline for WKU has become "A Student-Focused Applied Research University," which is directly aligned with the College's mission to be a leader in applied business education and research. Our applied mission and efforts for programmatic growth have positioned the College well for the new era of leadership at WKU.

Reputation

The long, rich history of the Gordon Ford College of Business is traced back to 1874. Its forerunner, Bowling Green Business University (BU), was a prestigious private four-year business college that merged with Western State College in 1963. The alumni of BU include prominent business and political leaders who enhanced the College's reputation. This reputation has carried on in the state and region where the College's reputation is as the "best applied College of Business in the Commonwealth." The College serves as a leader and source of information for the chambers of commerce in the region. The reputation of the accounting program is especially stellar with unparalleled placement and scoring on the CPA exam. The reputation of the College is aided by a large alumni base and strong support within the region. Many of these alumni or friends of the College, in particular the alumni of the former BU, have contributed more than \$10 million and have committed several million more dollars in the future

to the College, including five fully-endowed professorships (more than \$1 million), several partially endowed professorships, and funds for other College initiatives.

The College is known for its highly-qualified and dedicated faculty and staff and a student-centered culture. Thus, the selection and retention of both high-performing classroom instructors who are research and/or practice qualified and goal-oriented and motivated staff are of paramount importance to the College's success in meeting its mission.

Applied Centers of Excellence further advance the GFCB's mission and reputation in the community. The centers in Applied Economics, Entrepreneurship and Innovation, Financial Success, Leadership Excellence, Professional Selling, and the BB&T Center for the Study of Capitalism have added great value, enhanced the perception of the College to stakeholders, and differentiated the College from peer institutions. The existing centers provide an important link between the College, its students, and the business community. For example, the Center for Professional Selling has become self-supporting with regard to its programs and supplementary funding for its director, including securing partial funding for construction of the sales classroom. Each center has a unique focus that engages students or stakeholders in line with the applied mission of the College. The final approval for an additional center, our Center for Applied Data Analytics, is in process and additional centers are under study, including the potential need for a center in social media that could provide guidance and consultative services produced by students and faculty of the College.

The student-focused culture of the GFCB has resulted in a professional advising and student service staff that is the envy of our WKU community. Four professional advisors, an office associate, and several student workers staff the College's excellent student advising function. The advisors also serve as part-time instructors for our GFCB Freshman Experience course, creating an opportunity to develop relationships that help to bond our students to both the College and University. These advisors also travel to the other campuses to provide academic advising to those "regional" students and reach out to students the University has accepted through partnership agreements with other educational institutions. To complete the advising picture for our students, the GFCB faculty serve as professional, discipline-specific mentors and assist the academic advisors as appropriate. Consistent with the GFCB Professional Education and Knowledge (PEAK) initiatives, the College has been proactive in obtaining a full slate of student services staff both to enhance the students' business education and to ensure that our students are career-ready at graduation. The College has hired a part-time Student Success Center director who manages the student staff of our new tutoring center, a full-time center that focuses on ensuring our students are successful in the more challenging, quantitative core courses in our curriculum.

Challenges

As with most states, Kentucky's support for higher education has declined significantly. To highlight the magnitude of this concern, it is worth noting that the percentage of WKU's budget

provided by state appropriations has declined from 42 percent in 1999 to only 17.9 percent in FY17. To help offset this shortfall, tuition at WKU has increased during this period, with 50.9 percent of WKU's FY17 budget provided by tuition, as compared to 28 percent in 1999. Even with the increased tuition levels, financial challenges for the University have persisted due to the University's unsuccessful prediction of tuition revenue. WKU has experienced several years of overestimated tuition revenues that resulted in significant budget reallocations at the University level. Until the most recent fiscal year, budget reallocation models did not recognize the efficiency and enrollment gains within individual units.

As a result, over the last five years, the GFCB has faced increased budgetary pressures including a \$690,000 reduction in recurring funds and a \$700,000 reduction in one-time funds while simultaneously supporting the strategically driven 25 percent increase in undergraduate and graduate enrollment. These pressures manifest themselves primarily in the hiring and retention of high-quality faculty and provision of mission-critical student services. Although the University has been fortunate to avoid systemic layoffs and furloughs experienced by universities in other parts of the state and country, the state-level budget reductions and inaccurate revenue predictions have resulted in changes to our ratio of professors to instructors and compensation levels for existing faculty that are not market-driven based on AACSB salary surveys. Wage compression and wage inversion pressures have increased in our College, particularly for traditional research-productive faculty in accounting, finance, and management.

Further, the growth in enrollment has not been met with additional growth in faculty; thus, increased enrollments and retirement of faculty have resulted in increased class sizes and additional large auditorium sections for a variety of basic-level courses that were once taught in a smaller classroom setting. The proactive procurement of an undergraduate course fee was used to offset the need to secure permanent funding of key staff and student support positions. In addition, the fee was argued to be an appropriate source of funding to support the need to provide professional development that would attract, incent, and promote successful high-quality research and practice-based faculty. The College has a need to examine additional supplementary funding programs and other College-based revenue generating programs, such as fee-based executive education programs or increased student course fees, to address the critical funding shortfall currently experienced in the number of positions and compensation levels.

An additional challenge is the need for a modern business education facility. The current building, Grise Hall, contains the entire College of Business and two additional departments from the Potter College of Arts and Letters (Sociology and Political Science). It was built during the enrollment boom of the 1960s and has experienced many physical and mechanical failures over time. The most significant failure involves the environmental conditions associated with an outdated and difficult HVAC system. While repairs are made when needed, the building and its infrastructure provide a less-than-optimal learning environment and the design does not accommodate the pedagogical requirements of modern business schools. Unless the two outside departments are relocated, the building is currently at capacity, which limits the ability to add

space for faculty, staff, and classrooms. A new business building has been designed and awaits the availability of state funding or an alternative WKU-approved funding model.

The state government has begun to emphasize a more vocational approach to higher education. This emphasis coupled with the reality of increased tuition rates for four-year universities statewide has reinvigorated the community college system in the state. The state recently passed a “Work Ready” program that awards financial aid to eligible students pursuing a two-year degree in STEM and business programs. As a result, the challenge of increased attention to two-year colleges and vocational education by the state may actually turn into an opportunity to attract transfer students from those institutions. The College has initiated multiple efforts to build relationships with the two-year institutions so that the institutions and the students view us as partners rather than simply competitors for first time, full time freshman.

Opportunities for Enhancing Degree Offerings

We view our role as more than merely a link in the educational value chain of business education. To that end, we continually investigate ways to improve the processes and services associated with business education from elementary school through continuing education of professionals. Viewing business education in this way opens possibilities for enhancing and adding to our degree offerings. For example, we have strategically increased the number of dual credit course offerings in a variety of our business disciplines over the last five years, which builds business education knowledge for the region and, more specifically for the Gordon Ford College of Business, it builds brand recognition with high school students, educators, and counselors. Our departments are continuing to look for outlets for existing dual credit courses and markets for untapped dual credit courses. In addition, the College is working collaboratively with the WKU-Glasgow administration to create dual credit sections of classes so that regional campus college students are blended in the same classroom with local high school students.

Modern business education has been significantly impacted by the exponential growth in large database analysis. While our Department of Economics has long focused on building data analytic skills, the expansion of interest and application of business data analytics has led to expanded offerings in information systems or marketing departments. The Department of Information Systems has proactively redesigned undergraduate curricula to reflect this growing need by developing an undergraduate major in Business Data Analytics and an undergraduate Certificate in Applied Data Analytics which blends well with both business and non-business majors. The proposed Center for Applied Data Analytics will also offer enhanced opportunities for our undergraduate and graduate students to apply the skills learned in the classroom while aiding companies in the region.

Alumni groups and other stakeholders have approached the College about the regional need for an applied Doctorate in Business Administration. The College has agreed to develop a market analysis for general and, potentially, discipline specific doctoral programs and review strategies

for incorporating a doctoral program while building on our existing strengths without hindering our focus on undergraduate business education. Successful models for applied doctoral programs in regional comprehensive universities around the country exist. The GFCB has the potential to add to that list.

Progress Update on Concerns from Previous Review

In the 2013 review, the Peer Review Team expressed concern about the AQ definition for transitional retirees and administrators. “As AQ definition guidelines do not provide for differentiation for transitional faculty, GFCB should consider benchmarking and tightening the faculty qualification standards for transitional retirees and administrators (2003 Standard 10: Faculty Qualifications or 2013 Standard 15: Faculty Qualifications and Engagement).”

The GFCB Administrative Council began addressing these issues prior to the team visit, as it was already an area of concern. The current GFCB Faculty Qualifications for Administrators is consistent with our new faculty qualifications guidelines in that all administrators are expected to be actively contributing to the intellectual contributions of our College. The policy also describes the process for administrators transitioning back to full-time faculty status. The second issue addresses the determination of qualification for faculty participating in the University’s Transitional Retirement Program (TRP). The GFCB TRP policy stipulates that all faculty participating in the TRP will be reviewed for maintenance of qualifications using the GFCB Faculty Qualifications Guidelines. Please refer to Appendices B, C, and F for these documents.

“The Team's review of the MBA AOL documentation indicated that some of the learning goals had not been assessed with direct measures. Going forward, the College should continue implementing its MBA AOL system and thoroughly report and document on its progress in the next reporting cycle ensuring that appropriate measures are used (2003 Standard 18: Master's Level General Management Learning Goals or 2013 Standard 8: Curricula Management and Assurance of Learning).”

Our AOL Committee began specifically collecting data on each of the learning goals for each delivery method in the MBA program immediately after the previous AACSB accreditation review. The current MBA delivery methods are: Face-to-face, Online, and Professional. The enhanced AOL process disclosed some strong areas of learning in the MBA program across delivery methods (for example, discipline knowledge as measured through the ETS[®] Major Field Test) and weaker than expected learning outcomes in certain delivery methods.

Organizational changes to committees within our college were also implemented to address this concern. For example, the Associate Dean for Graduate Programs and Research became a member of the AOL committee to facilitate communication about graduate programs and a new MBA committee was formed under the College’s Graduate Committee to address issues specific to the MBA program, including assurance of learning. This committee consists of two faculty

members who teach in each delivery method of the MBA program. The chair of the AOL Committee is an ex-officio member of MBA Committee. Graduate AOL activities, results, and recommendations from the AOL committee are reported to the MBA Committee to facilitate effective curriculum management.

In September 2015, the MBA Committee completed a review of the curriculum and learning objectives of the program. Stakeholder input was combined with faculty concerns resulting in some program changes, and changes to learning outcomes. That process and the outcomes are described more fully in the curriculum management section of this report.

STRATEGIC MANAGEMENT AND INNOVATION

Within the context of WKU's role as a regional, comprehensive master's-granting university in south-central Kentucky, the Gordon Ford College of Business's mission statement states:

*The mission of the Gordon Ford College of Business is to be a leader in providing high quality, **applied** undergraduate business education and select graduate programs that meet the needs of the business community.*

The emphasis from this statement is placed on the word "applied" as a driver for strategic initiatives, and classroom emphasis.

Since 1997, the University has followed a specific, statistically driven, corporate strategic planning model, which measures every aspect of its performance. In FY 2011-12, WKU embarked on a renewed strategic planning process designed to guide the University's next phase of growth from 2012 through 2018. That plan, found in Appendix H, was approved in the fall of 2012 and focuses on a series of measurable performance indicators.

Our College has a well-settled process for developing, executing, monitoring, and updating its strategic plan (Appendix I) and insuring its mission driven actions are within the scope of the university strategic plan, which is described in the following sections.

Strategic Management Planning Process and Outcomes

The Gordon Ford College of Business Administrative Council (GFAC) governs the College's long- and short-term operations. The Council includes the Dean, two associate deans, and six department chairs. GFAC seeks input from three primary sources for strategic decisions.

- The Business Executive Administrative Council (BEAC) is a group of selected business and professional leaders and entrepreneurs. BEAC comprises 30 members, divided into nine standing committees, with a faculty liaison on each committee to provide more information and focus. Please refer to Appendix L for a list of members.
- The Student Advisory Council (SAC) comprises the leaders of the student organizations of the Gordon Ford College of Business, drawing upon the insight and experience of selected students who assist the Dean and faculty to maintain, develop, and promote programs of the College. Please refer to Appendix M for a list of members.
- The Strategic Planning Council (SPC) is an ongoing body, with diverse and broad-based membership of faculty, staff and students, that administers the Strategic Plan by establishing priorities and developing action plans to meet the strategic objectives of the College. SPC members are volunteers who facilitate the design, advancement, and renewal of the Strategic Plan and assist the College by leading change. The SPC reports and documents the performance of action plans on an annual basis and transmits proposals to the Dean for implementation consideration. The SPC continues with a

significant change since our last review – a faculty member, instead of the Dean, now leads the SPC. Please refer to Appendix K for a list of members.

The adoption of new College strategic objectives is an example of the involvement of these groups in the strategic planning process.

In early 2014, a faculty member on SPC suggested a review of the strategic objectives, which prompted the formation of an action team. This action team solicited suggestions and then recommended reducing the seven objectives to four. The four oversight groups (BEAC, SAC, SPC, GFAC) provided additional insights and acceptance before the GFCB faculty and staff adopted them.

Those newly adopted objectives, originally brought forward by faculty, are:

Strategic Objective #1: Recruit and retain well-prepared students and highly-qualified faculty and staff.

Strategic Objective #2: Offer high-quality applied business programs that prepare students for lifelong learning and success in a diverse global workplace.

Strategic Objective #3: Build a recognized culture of professionalism among students, faculty, and staff.

Strategic Objective #4: Develop, broaden, and strengthen significant relationships with all internal and external stakeholders with a focus on alumni, business, and governmental organizations.

The SPC renewed the GFCB Strategic Plan in 2016 with input from faculty, staff, and the four oversight groups (BEAC, SAC, SPC, GFAC). That process is outlined further in Appendix I with the 2017-2022 Strategic Plan. Examples of mission-driven accomplishments over the last five years are found in Table 1.

Table 1 Strategic Planning Council Examples of Mission Driven Accomplishments 2012-2017	
Initiative	Outcomes
Faculty Awards (Goal 1)	Created a nomination process and funded on-the-spot “Dean’s Merit Award” allowing area heads to reward mission-driven accomplishments of faculty and staff. Nearly 20 awards have been made since January 2015 with more than \$5,000 invested.
Facility Upgrades (Goals 1 & 3)	Contracted significant building improvements, including HVAC, signage, water fountains, electrical capacity, plumbing, and classroom furniture and technology. Approximately \$830,000 invested.
Marketing & Branding (Goals 1, 2, 3 & 4)	Standardized GFCB communication items, increased social media presence, improved building signage. Approximately \$100,000 + staff position have been invested.
Recruiting (Goals 1 and 4)	Increased outreach to regional guidance counselors, high school principals, and educators. Approximately \$8,000 invested.
Scholarships (Goals 1, 2 and 3)	Increased number of scholarships for incoming and returning GFCB students. Increased from 31 scholarship accounts in 2012 to 53 in 2017 and the number of scholarships awarded has risen from 44 to 88.
Internships (Goals 1, 2, 3, & 4)	Invested in an Internship Coordinator to ease the internship process for departments, cultivate internship opportunities with regional and national businesses, and transition students into internships.
Student Engagement (Goals 1 & 3)	Instituted PEAK programs including “Smile, Greet, and Engage Day” that focuses on improved interpersonal communication skills. Approximately \$30,000 invested to create opportunities for hundreds of students.

Intellectual Contributions, Impact, and Alignment with Mission

As a mission-driven **applied** College of Business with an emphasis on undergraduate and graduate education, faculty are encouraged to advance their disciplines by producing high-quality research, including both practitioner and pedagogical scholarship. Applied research is referenced in our Promotion and Tenure document (Appendix N) as well as our Faculty Qualifications Guidelines (Appendix B). Further, multiple faculty with Instructional Practitioner qualifications publish in either applied, practitioner, or pedagogical journals. As further evidence of College effort to promote mission-consistent research, the Aim High program specifically states that the goal of the research project is “publication in one of the peer-reviewed journals listed on one of the departmental lists of top applied journals.” Our college leadership team developed and the faculty approved the Impact Policy found in Appendix O. This statement is directly linked to our **applied** mission as a College of Business.

An aggregate summary of member qualifications and intellectual contributions for the reporting period from Table 2-1 is summarized in Table 2. During the reporting period, GFCB faculty produced more than 730 total intellectual contributions. Of the three categories of scholarship within the portfolio, 39 percent are basic or discovery, 43 percent are applied, and 18 percent are teaching/learning. The preponderance of applied and teaching/learning scholarly activity -- 61 percent -- directly supports the applied and learning focused mission of the GFCB. Table 2-2

indicates the variety of journals in which our faculty have published in the last five years. Our continued research focus ensures that faculty are current in field content and pedagogy and incorporating relevant research materials into classrooms. Required AACSB Tables 2-1 and 2-2 are found in Appendix A.

Table 2			
Portfolio of Intellectual Contributions			
Department	Basic or Discovery	Applied	Teaching and Learning
Accounting	12	61	20
Economics	69	47	13
Finance	54	34	16
Information Systems	33	43	49
Management	80	108	30
Marketing	40	23	3
GFCB	288	316	131

Citation count may be a fundamental measure of academic impact, but it is not by any means the only measure. Google Scholar was chosen for citation counts because it provides a comprehensive coverage of publication outlets across all disciplines and a broad measure of impact on discipline-based, applied, and pedagogic scholarship. It is also widely used by other universities and colleges for citation metrics. Impact is readily apparent. Collectively, the GFCB faculty has nearly 30,000 total citations on 849 peer reviewed journal articles that have been cited by other authors (16,009 total citations since 2012). Table 3 shows Google Scholar metrics.

Table 3					
Google Scholar Metrics (11/1/17)					
		Citations			
	Cited Papers	Total	Since 2012	h-Index	i10-index
Accounting	52	3,331	913	48	44
Economics	174	3,362	1,884	69	66
Finance	210	4,724	2,565	48	98
Information Systems	163	5,105	3,803	55	57
Management	187	9,565	4,407	74	71
Marketing	63	3,468	2,437	37	37
GFCB	849	29,555	16,009	331	373
Notes: Total is the total number of citations on a single author's body of work added together. The h-Index is the largest number h such that h publications have at least h citations. The i10-Index is the number of publications with at least 10 citations.					

Financial Strategies and Allocation of Resources

The financial strategy of the Gordon Ford College of Business is to ensure that limited resources are used as efficiently as possible to meet the mission-driven needs of the College. As a result, the budgeting and allocation of financial resources within the GFCB have undergone significant and innovative modifications over the last five years. Our college leadership team has committed to an activity-based funding model so that all budgeted funds are allocated based on documented need within each unit. This model has multiple advantages. Given that each request is shared with the team and challenging requests for funding are openly discussed, all College leaders are informed about the innovative strategies being used to advance programs. The budgeting of resources in this way continues to build the existing trust of the administrative process as leaders experience their needs being met. The model reinforces the notion that we are jointly producing a high-quality business education and that formerly existing silos are not consistent with our mission. Perhaps most importantly, during a challenging fiscal period, this model forces the leadership team to focus on the most efficient use of resources to advance the College.

In addition to the unique resource allocation model of the GFCB, the College leadership team recognized the importance of building a permanent funding base for several of the significant student service areas that our students, faculty, and community stakeholders believed were critical to the continued success of the College. While the undergraduate student program fees have been previously described, the strategy used to investigate, develop, and petition these program fees is worthy of note. A task force was developed that consisted of faculty and a member of our Business Executive Advisory Council. This task force led focus groups of students which explored the students' experiences in the College, their most and least valued services, their knowledge of student services at other state universities, and their reaction to course fees that would ensure the provision of existing services and the development of new, highly-valued services. During these meetings, the students expressed that academic advising is our most valued student service. The students also made it clear that two key elements were worth their personal investment through an additional, conservative fee structure: consistent, intentional assistance with internship and career preparation and placement; and a tutoring center within our building offering assistance for some of our more challenging courses. Based on the feedback from these student focus groups, the task force recommended the College move forward in pursuit of an undergraduate student course fee. The proposal was presented to the Student Advisory Council, the Business Executive Advisory Council, and the GFCB faculty for review, with each group endorsing the plan. The provost granted permission to implement a \$15 per credit hour fee beginning in the fall of 2015 with the option of increasing the fee by \$5 per credit hour for each of the following two years. The Dean has asked each year to delay the \$5 increase. The College collected around \$683,000 for 2015-16 and \$780,000 for 2016-17, which is equivalent to an approximate \$26,000,000 endowment gift to the College from our students, assuming a three percent distribution rate from our foundation. The Dean appointed three faculty and two students to serve on the Fiscal Oversight Task Force, which reviews general expense

categories for the fees and makes recommendations to the Dean regarding fee usage. Students who have served on the committee provide particularly enlightening feedback for the faculty and the Dean. It should be noted that without these recurring funds, a substantial component of our student services and faculty development would continue to be funded from unreliable non-recurring funds.

As previously noted, historically, budget reallocations within the University's Academic Affairs division did not recognize the importance of efficiency metrics, including enrollment growth and credentials awarded. As a result, while the GFCB has increased the standard performance measures of enrollment and graduation rates over the last five years, our College has surrendered approximately \$690,000 in recurring funds and \$700,000 in one-time funds. The permanent central funding reduction has primarily impacted the resources historically used to fund faculty travel, part-time and overload instruction costs, classroom improvements, graduate assistantships, and one faculty position that served our regional campuses. Given the important role of faculty professional development, the necessity of classroom technology, and learning environment maintenance, and the instruction costs to ensure that our classes are staffed, Academic Affairs agreed that these initiatives be permanently funded through our undergraduate student fees. Unfortunately, the forfeited faculty position and graduate student assistantships have not found permanent replacement funding. The leadership team meets annually to approve the level of graduate student funding given the budgetary outlook of the College. The GFCB continues to advocate for additional faculty lines given the growth in our enrollment and graduates. Though five additional, permanently funded faculty lines for 2018-2019 were requested to meet the enrollment growth and strategies of our College, Academic Affairs approved only one new position.

As mentioned above, WKU is undergoing a budget model transition, which we anticipate will reward high growth, strategic focus programs at the university. During this one – two year transition phase, the President has implemented a Personnel Actions Approval Committee that will review all University personnel actions to ensure that only those meeting critical and strategic needs will be approved. This movement to strategic and critical needs based hiring allows our College an alternative to the phased staffing model historically used by Academic Affairs for all faculty hires, including the replacement of retirees.

As previously described, the undergraduate student course fees are a recurring, permanent part of our budget that has alleviated significant pressure from the University's continued budget decline. Going forward, the University seems willing to recognize key performance metrics and it is likely that future central budget reductions for our College will be ameliorated by continued growth in enrollment and retention which are both consistent with our efforts to provide a high-quality value-added business education that is attractive to students in our region and beyond.

**Table 4
GFCB Financial Report**

Receipts						
		13-14	14-15	15-16	16-17	4 Year % Change
	State Funds					
	Recurring State Funds (Base)	\$10,764,125	\$11,016,584	\$11,180,865	\$10,877,412	1.05%
	Non-Recurring State Funds	\$1,700,711	\$1,182,574	\$1,229,582	\$2,553,494	50.14%
	Program Fees	\$128,481	\$158,943	\$912,416	\$424,770	230.61%
	Total State Funds	\$12,593,317	\$12,358,102	\$13,322,863	\$13,855,676	10.02%
	Foundations					
	Income Generated from Endowments	\$611,231	\$627,224	\$275,786	\$494,281	-19.13%*
	Cash Gifts Received in Period	\$488,8321	\$1,256,338	\$1,358,371	\$1,234,926	152.63%
Expenses						
	Program Support – State	\$11,776,036	\$11,305,635	\$12,363,917	\$12,437,129	5.61%
	Program Support – Non-state (Foundation)	\$265,718	\$345,103	\$473,357	\$598,687	125.31%
	Student Support - Scholarships - Non-state (Foundations)	\$198,291	\$177,227	\$159,675	\$260,580	31.41%
Endowments						
	Balance as of:	12/31/14	12/31/15	12/31/16	6/30/17	3.5 Year % Change
	WKU Foundation	\$15,343,056	\$16,267,794	\$16,333,782	\$17,264,415	12.52%
	College Heights Foundation	\$1,597,467	\$1,899,258	\$1,847,898	\$2,392,187	49.75%
	Total Endowments	\$16,940,523	\$18,167,052	\$18,181,680	\$19,656,603	16.03%
*Change primarily due to reduced earnings by WKU Foundation funds.						

**Table 5
Financial Support for Strategic Initiatives**

Initiative	Start Date	First-Year Cost/Revenue	Continuing Annual Cost/Revenue	Current Source or Disposition of Funds
Communication Coordinator	7/1/15	\$62,100	\$64,185	Undergraduate fees
Professional Development Specialist	2013	\$45,544	\$47,171	70% undergraduate fees 30% WKU Career Center
Internship Coordinator	2/22/16	\$55,211	\$57,173	Undergraduate fees
Constituent Engagement Coordinator	1/3/17	\$48,990	\$48,990	Nonrecurring funds
Tutoring Center	1/25/16	\$24,699	\$25,000	Undergraduate fees
Student Advising Staffing: GA	8/14/17	\$10,060	\$10,060	Undergraduate fees
High Quality Research Support	2016	\$110,000	\$110,000	Undergraduate fees
Honors Faculty Initiatives	2010	\$5,050	\$11,500	Nonrecurring funds
Study Abroad Scholarships	2012	\$5,300	\$10,000	Donated and nonrecurring state funds
International Sabbatical Support	8/1/17	\$5,000	\$5,000	Donated and nonrecurring state funds
Diversity Scholarship	2015	\$1,000	\$1,000	Donated funds
Diversity Committee	2016	0	0	Nonrecurring state funds
GFCB Fountain Square	8/1/17	\$79,179	\$68,705	Donated and nonrecurring state funds (\$60,000 in kind donation for space)
Undergraduate Certificates	2015	0	5,000	Base budget and undergraduate fees
Graduate Certificates	2016	0	0	Base budget
PEAK Activities	2013	\$459	\$7,400	Undergraduate fees
Building renovations	2013	\$36,219	\$20,000	Donated and nonrecurring state funds
Classroom upgrades	2013	\$24,546	\$25,000	Donated, nonrecurring state funds, and undergraduate fees
Executive Training by the Center for Leadership Excellence	2015	\$595	\$1,000	Donated and participant fees provide net revenue.
Continuing Education through the Department of Accounting	2016	\$1,206	\$1,500	Excess participant fees provide net revenue to department ranging between \$200 to \$1,500 per event.

New Degree Programs

New Business Data Analytics Major

The Department of Information Systems faculty recognized the importance of preparing our students for modern business and chose to “teach out” the business informatics major and replace it with business data analytics, which became an official business program in the fall of 2016. Business data analytics is designed to prepare students for professional careers using an analytical focused approach to control, support, and enhance business operations and functions through large database

analysis and provides students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout business and society. The new major, business data analytics, replaces business informatics and, as a result, there are no new long-term resource implications to the creation of this major.

Undergraduate Certificates

The Certificate in Advanced Professionalism provides students with opportunities to develop professional and career readiness skills. The program has three main components: nine hours of courses from business, communication, and leadership departments intended to further enhance the oral and written communication and leadership of our students; three hours of an approved internship; and the completion of a variety of workshops and events designed to enhance the professionalism of students. The College courses required for this major are not necessarily part of our BS degree program. As a result, increased demand of these elective courses has a resource implication. It is important to note, however, that some classes and the advanced professionalism activities and workshops are permanently funded through our undergraduate student course fees.

The Certificate of Applied Data Analytics exposes students to how data is acquired, how to frame an analytic problem, determine which methodologies to use to solve a problem, and to build deployable models. The 18-hour certificate is based on 12 hours of core courses and six hours of advisor-approved upper-division courses. The approved electives may be from within the Gordon Ford College of Business or any other college. As with our other programs, resource constraints could become binding with continued increase in the certificate enrollment and classroom capacity constraints.

Graduate Certificates

The Graduate Certificate in Business Core Competencies is for students with undergraduate or advanced degrees in any field who want to add a solid business element to their credentials. If students later want to earn an MBA and meet MBA admission requirements, the courses within the certificate may be used as part of the MBA program. In essence, the certificate adds an engagement option for other programs on campus to incorporate some basic business knowledge. The University's Doctor in Physical Therapy and the Doctor of Medicine degree to be offered through the University of Kentucky College of Medicine – Bowling Green Campus are programs that have expressed particular interest in this certificate.

The Graduate Certificate in Business Sustainability provides preparation for business professionals and others seeking a background in sustainability issues as related to business. Businesses must comply with an increasing set of regulations as well as voluntary sustainability standards creating many opportunities for future innovation and entrepreneurship. Courses for this certificate are part of the MBA curriculum. Should students later want to earn an MBA and meet MBA admission requirements, this certificate serves as nine hours in the elective category as part of the MBA.

PARTICIPANTS

Students

The College has experienced significant enrollment growth over the last five years with our undergraduate and graduate business programs growing at nearly six percent annualized rate while the remainder of the University has declined by almost two percent a year, on average. The table below documents fall semester enrollment data.

Table 6 Enrollment							
Undergraduate Enrollment	2012	2013	2014	2015	2016	5 Year % Change	Avg. Annual % Change
Accounting	326	335	345	348	315	-3.37	-0.72
Business Economics	138	139	109	99	122	-11.59	-1.70
Business Informatics	56	53	86	106	86	53.57	15.32
Entrepreneurship	42	50	40	46	60	42.86	11.12
Finance	165	213	268	259	247	49.70	11.73
International Business	66	90	83	87	90	36.36	9.21
Management	450	520	524	532	626	39.11	8.88
Marketing	264	254	273	295	318	20.45	4.89
Total Undergraduate	1,507	1,654	1,728	1,772	1,864	23.69	5.49
Graduate Enrollment							
MAcc	2	7	11	6	7	250.00	67.69
MBA	82	106	110	117	110	34.15	8.26
Total Graduate	84	113	121	123	117	39.29	9.59
GFCB Grand Total	1,591	1,767	1,849	1,895	1,981	24.51	5.68
WKU	18,933	18,544	17,975	17,750	17,540	-7.36	-1.89

Despite the relatively open enrollment policy of the University, the average composite ACT scores and high school GPA for GFCB incoming freshmen shown in Table 7 actually increased during our period of rapid growth.

Table 7 Indicators of Quality for Incoming Freshmen							
	2012	2013	2014	2015	2016	5 Year % Change	Average Annual % Change
ACT	22.24	22.60	23.26	23.06	22.89	2.92	0.74
High School GPA	3.16	3.18	3.25	3.26	3.27	3.48	0.86

Table 8 indicates that the number of graduates, particularly our undergraduates, has also increased significantly. The table documents an almost 23 percent growth rate for our BS graduates, nearly meeting the five-year undergraduate enrollment growth shown in Table 6. Our

overall growth in graduates is 16 percent over the same five years, nearly four times greater than the growth of WKU's graduates.

Table 8							
Number of Graduates							
	12/13	13/14	14/15	15/16	16/17	5 Year % Change	Avg. Annual % Change
BS Graduates							
Accounting	61	41	50	43	64	4.92%	5.43%
Business Economics	8	15	17	11	16	100.00	22.94
Business Data Analytics	10	9	8	27	29	190.00	14.17
Entrepreneurship	6	8	6	10	6	0.00	2.08
Finance	36	35	54	65	57	58.33	14.03
International Business	12	20	33	19	19	58.33	14.50
Management	95	115	106	107	142	49.47	11.72
Marketing	51	51	65	63	63	23.53	6.07
Total BS	281	295	339	345	345	22.78	5.41
MAcc & MBA							
MAcc	4	9	12	6	9	125.00	27.08
MBA	57	43	50	36	43	-24.56	-6.93
Total MAcc & MBA	61	52	62	42	52	-14.75	-4.83
GFCB Grand Total	342	347	401	387	397	16.08	4.00
WKU	4,045	4,100	4,004	4,109	4,213	4.15	1.03

Our College has set goals for both the internationalization of our student body and the advancement of the Honors College among our students. The College successfully supports a significant number of students and faculty who participate in short-term study abroad programs. Additionally, the College hosts visiting scholars, encourages faculty to consider Fulbright programs as part of a sabbatical leave plan, and employs a professional advisor that concentrates on study abroad opportunities for our students. Students are encouraged and supported in their efforts to compete for highly competitive international scholarships such as the Boren, Gilman, and Fulbright. More than 30 of our business students have been awarded these scholarships in the last five years. We also achieved our goal of at least 10 percent of our undergraduate students having participated in a study abroad opportunity prior to graduation. In 2011-2012, six percent of our graduating seniors had studied abroad. In 2016-2017, the level had risen to 11 percent. As we continue to promote the internationalization of our curriculum, we anticipate these numbers increasing. As further evidence of the continued importance placed on internationalization, the College has recently secured funds from a private donor to assist our students with the expenses associated with studying business abroad.

Consistent with the strategic agenda of WKU, the College has targeted a 10 percent share of our student body to pursue WKU Honors College credentials to accompany the students' GFCB business credentials. To meet the goal of dual honors and GFCB credentialing, the College has

developed a plan for offering multiple honors courses, both stand-alone and embedded, to aid our honors students' abilities to progress through their business and honors curricula. Further, the College recognizes and provides incentives to our highly-committed faculty who work with these honors students on individual or small group course projects and their honors capstone projects or theses. The percentage of our GFCB undergraduate enrollment has increased from 5.5 percent to 9.4 percent over the last five years. Over that same period of time, graduates with Honors designation increased from 3.6 percent to 6.1 percent. With continued Honors College partnership and efforts by our leadership and faculty, the 10 percent goal is within reach.

Faculty and Staff

The number of faculty members in our College has not kept pace with the growth of our student body. In 2012-2013, we reported 71 full-time faculty and administrators as compared to 66 in 2016-2017. We have added five tenure-track and two non-tenure-track faculty for fall 2017, which will put us just above the 2012-2013 level of faculty staffing. The current WKU Academic Affairs staffing model allows for the immediate availability of 75 percent of a departing faculty member's salary line for immediate use. Each dean may petition for additional funds to hire replacement faculty based on a variety of measures, including productivity and enrollment growth. Oftentimes, the process is lengthy and the outcome unsure. This allocation model works well for many colleges within Academic Affairs where retiring faculty member compensation is significantly higher than a new Assistant Professor's market-based pay. However, for the College of Business, replacing retired full professors typically requires more than the allowed 75 percent and additional funds from Academic Affairs may not materialize. The market costs of hiring business faculty have continued to increase over the last five years.

During that time, WKU has created a new type of faculty position, pedagogical faculty. The faculty in these tenure-eligible positions are expected to be superior teachers with heavier course loads than research faculty and have market compensation below that of research faculty. Thus, given the rising expense of hiring research faculty, we have increased the number of Instructional Practitioners in both instructor and pedagogical positions in strategic areas while staying within our AACSB guidelines. The replacement cost constraints are expected to persist and could be a significant problem in the near term since approximately seven of our full-time SA faculty members are eligible to retire at the end of the current academic year.

Table 9 shows the transitioning nature of the GFCB faculty over the last five years. Assistant professors make up a larger portion (15.5 percent in 2012 compared with 27.3 percent in 2017) of our faculty with four of the 18 employed as non-SA pedagogical assistant professors. The reduction in the number of professor rank and tenured faculty is also evident from the table.

Table 9			
College Full-Time Faculty Profile			
Rank	Number	2016-2017 Percent of Faculty	2011-2012 Percent of Faculty
Professor	17	25.8	35.2
Associate Professor	20	30.3	32.4
Assistant Professor	14	21.2	15.5
Assistant Professor - Pedagogical	4	6.1	0.0
Executive-in-Residence/Instructor	11	16.7	16.9
Total	66	100.0	100.0
Tenure Status			
Tenured	38	57.6	70.4
Untenured Tenure Track	17	25.8	11.3
Non-Tenure Track	11	16.7	18.3
Total	66	100	100

An additional complication of the lagging growth in faculty is increased class sizes. The average class size in 2012-2013 for our undergraduate classes was 35 with three sections of lower-level courses having 230 students, on average. In 2016-2017, the average class size had risen to 39 students with eight sections of lower-level courses having 192 students, on average. Though large lectures are not part of our culture or ideal for many courses, we believe that the careful selection of faculty and courses have resulted in an efficient compromise between class size and high-quality instruction during this period of rapid enrollment growth.

While our number of faculty members has not increased substantially during this period of enrollment growth, our full-time staff has increased from 17 to 20 (18%) and our leadership team has approved an additional professional advisor to assure the continued high-quality student experience. Staff members are encouraged to pursue professional development opportunities and many participate in national and regional training in areas such as advising, career counseling, and public relations. Nearly \$4,000 in professional development was provided last academic year for three different staff members. In addition, a graduate assistant from Student Affairs has been hired for 2017-2018 to provide part-time assistance to our advising staff. The undergraduate student fee described earlier has clearly been crucial in permitting the growth of our student services staff.

Table 10			
College Full-Time Staff Profile			
Position	Number	2016-2017 Percent of Staff	2011-2012 Percent of Staff
Professional Staff	11	55	47
Office Staff	9	45	53
Total	20	100	100

Diversity – Faculty and Staff

Our College developed a long-range plan to have the GFCB community reflect the diverse nature of the business world. Our College increased the gender, race, and ethnic diversity of students, faculty, staff, and our leadership team. As evidenced in Table 11, the proportion of female faculty has grown from 23 percent to 33 percent. While not shown in the table, the share of female administrative leaders of the College increased from 22 percent to 44 percent. An active women’s faculty group, GFCB Women in Business, meets three times per semester and once during the summer to promote camaraderie and leadership among female faculty.

Table 11			
College Full-Time Faculty Diversity Profile			
	Number	2016-2017 Percent of Faculty	2011-2012 Percent of Faculty
Gender			
Female	22	33.3	22.5
Male	44	66.7	77.5
Total	66	100	100
Race/Ethnicity			
White	49	74.2	88.7
Black	2	3.0	1.4
Other	15	22.7	9.9
Total	66	100	100

Table 12			
College Full-Time Staff Diversity Profile			
	Number	2016-2017 Percent of Staff	2011-2012 Percent of Staff
Gender			
Female	19	95.0	94.0
Male	1	5.0	6.0
Total	20	100	100
Race/Ethnicity			
White	16	80.0	88.0
Black	4	20.0	12.0
Total	20	100	100

We successfully collaborated with Academic Affairs to hire both a Hispanic and an African American faculty member in the last three years. As a result of these hires and an increase in Asian hires, the percentage of non-white faculty rose from 11 percent to 26 percent. The share of non-white staff also increased from 12 percent to 20 percent. However, we are not satisfied with the progress made and continue to participate in the Ph.D. Project to enhance our access to doctoral-qualified minority candidates, encourage departmental leaders to make personal contacts with Ph.D. program administrators to identify minority Ph.D. candidates in the pipeline, and encourage our departmental leadership to participate in diversity and inclusion training as appropriate.

Diversity - Students

As seen in Table 13, gender diversity among our students has improved somewhat with female students increasing from 37 percent to almost 41 percent. Reflecting this growth, a new undergraduate student organization, called GFCB Women in Business, was established in 2016 by a group of energized female students. Racial and ethnic diversity among our students has been fairly stable over the last five years with only a slight decrease in the proportion of our undergraduate white students. However, strides have been made to highlight and promote student diversity in our college, in part, through WKU's first college-level undergraduate diversity scholarship. The scholarship is funded by generous alumni passionate about the need for diversity in business education. Applicants submit an essay explaining how their form of diversity has a positive impact on business education in the GFCB. The three award winners represent a different and important part of our GFCB family: a female racial minority, a nontraditional female student with a challenging socioeconomic background, and a male LGBTQ student.

Table 13						
Student Gender, Racial, Ethnic Diversity						
Undergraduate	Fall 2012	%	Fall 2016	%	WKU 2016	%
RACE						
American Indian/Alaska Native	2	0.13	1	0.05	29	0.00
Asian	20	1.33	37	1.98	198	1.32
Black	110	7.30	114	6.12	1,464	9.79
Hispanic (any race)	31	2.06	67	3.59	449	3.00
Native Hawaiian/Pacific Isl.	0	0.00	5	0.27	14	0.00
Nonresident Alien	156	10.35	200	10.73	802	5.36
Race Unknown	12	0.80	10	0.54	106	0.01
Two or more races	28	1.86	47	2.52	443	0.30
White	1,148	76.18	1,383	74.20	11,452	76.6
Total	1,507	100	1,864	100	14,957	100
GENDER						
Females	558	37.03	755	40.50	8,530	57.03
Males	942	62.97	1,109	59.50	6,427	42.97
Total Undergraduate	1,507	100	1,864	100	14,957	100
M.Acc and MBA						
RACE						
American Indian/Alaska Native	0	0.00	0	0.0	1	0.04
Asian	1	1.19	0	0.0	25	0.97
Black	1	1.19	5	4.27	218	8.44
Hispanic	0	0.00	1	0.85	41	1.59
Native Hawaiian/Pacific Isl.	0	0.00	0	0.00	3	0.11
Nonresident Alien	18	21.43	11	9.40	297	11.50
Race Unknown	4	4.76	1	0.85	27	1.05
Two or more races	0	0.00	0	0.00	36	1.39
White	60	71.43	99	84.62	1,935	74.91
Total M.Acc and MBA	84	100	117	100	2,583	100
GENDER						
Females	36	42.86	44	37.61	1,651	63.91
Males	48	57.14	73	62.39	932	36.80
Total M.Acc and MBA	84		117		2,583	
Grand Total	1,591		1,981		17,540	

Recent efforts to improve minority student recruitment have been addressed by our leadership team through the development of a close relationship with Jefferson Community & Technical College, an urban two-year college with a strong minority presence as evidenced by a 26 percent Hispanic and Black student population. The continued partnership is intended to increase the number of associate degree completed transfer students to our College while enhancing our student diversity. The Louisville, Kentucky, and Nashville, Tennessee, markets are the most diverse for prospective students. Our College actively participates in recruiting events targeting those regions. A new initiative to participate in a high school entrepreneurship fair that attracts high school students in economically depressed areas of Nashville, Tennessee, is being considered by our leadership team.

Our Diversity and Inclusion Committee has been revived and is reviewing our current structure, policies, and the demographic mix of our faculty, staff, and students to identify any processes which should be improved to enhance the recruiting and retention efforts for our diverse GFCB community. Dr. Chris Clements, a former diversity and inclusion advocate, has been asked to meet with our Diversity and Inclusion Committee and our leadership team to discuss best practices to promote diversity and inclusion at AACSB accredited institutions. The most recent report from the Diversity and Inclusion Committee is found in Appendix P.

Faculty Sufficiency and Deployment

All faculty are reviewed by department chairs and the Dean annually. During that process, each faculty member is determined to be either “Participating” or “Supporting,” consistent with our published guidelines found in Appendices D and E. Three versions of Table 15-1 indicate the deployment of faculty in our graduate and undergraduate courses by student credit hours (SCH) for each department and the College. Each unit exceeds the faculty sufficiency indicator of 60 percent for the department and 75 percent for the College as referenced in AACSB Standard 5. Key summary deployment information is summarized in Table 14.

Table 14	
Summary Faculty Deployment Information	
Department	Percent Participating
Accounting	92.3%
Economics	76.4
Finance	100
Information Systems	84.2
Management	78.9
Marketing	77.0
Grand Total	82.9
Plus 2 - Online BS Delivery	
Grand Total	93.0
MBA Delivery Method	
Traditional	61.1
Online	93.0
Professional	75.8
Grand Total MBA	76.8

Faculty Management and Support for Success

The College stresses the continuous development of all faculty as evidenced by resources and processes in place to assist them with achieving their professional goals. In addition to the guidance provided by department chairs and the informal mentoring provided by colleagues, a formal mentoring program was developed by faculty to ensure that all new hires within the College are engaged and supported during their first year. The WKU and GFCB Promotion and Tenure guidelines are clearly articulated and publicly posted for all faculty. The most recent version of these guidelines is found in Appendix N.

At WKU, all untenured, tenure-track faculty have annual continuance reviews provided by their tenured colleagues in the discipline, the department chair, and the Dean. In this way, new faculty are given multiple formal reviews with constructive feedback to ensure the success of their tenure application. Professional development via technical training and/or professional conference participation and presentations are supported for all four types of faculty: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). During 2016-2017, the College provided financial support of more than \$180,000 for the professional development of 61 different faculty. Each full-time faculty member has access to up to \$2,000 per year for professional development activities such as presentations at research and teaching conferences or applied workshops to maintain and advance technical and empirical skills. To further support and recognize research productive faculty, the College pays for up to \$150 of each journal submission fee and recognizes each article acceptance with a professional development award of either \$400 (general quality journals) or \$800 (high quality journals). WKU policy provides for the granting of sabbatical leave for professional development purposes every seven years. College faculty are encouraged to have international experiences tied to their sabbatical proposals which have included two Fulbright proposals, with one being granted in China for fall semester, 2017. Two College faculty have been awarded single semester sabbatical leaves for the last several years.

A generous donor provides the opportunity to recognize faculty for excellence in teaching and research through the competitive Hays Watkins Faculty Fellows program. Each fellow receives a \$6,500 stipend plus access to an additional \$1,000 in professional development funding each year for two years. As previously described, the College created a competitive program that awards over \$100,000 in multiple \$5,000-\$10,000 grants to faculty who target a high-quality outlet for their research. The College selects nine awards for public recognition at the annual College Awards Banquet. A number of these awards are coupled with a financial incentive. The Dean's office publishes an internal monthly newsletter that singles out faculty and staff for noteworthy accomplishments. Sabbaticals and endowed professorships are available for faculty. The University also provides many awards and forms of recognition. Also, as noted earlier, the Strategic Planning Council developed a more informal award, the Dean's Merit Award, that gives department chairs the flexibility to quickly recognize outstanding mission-driven contributions by faculty and staff in their units.

The College's leadership team nominates multiple faculty members to participate in the WKU Faculty Leadership Year (FLY) program. This program, cooperatively led by the GFCB Center for Leadership Excellence and the WKU Center for Faculty Development, provides important academic leadership training and administrative skill development for faculty from all academic colleges at WKU. The GFCB has been a consistent advocate of the program as it assists with both faculty development and departmental leadership succession planning. The professional development of the College's leadership team is also supported. Over the last five years, two department chairs have participated in Harvard's Graduate School of Education's Management Development Program and one department chair attended the HERS Leadership Training Institute for Women in Higher Education. One associate dean has participated in both the Harvard Management Development Program and the Fund Raising School offered through the Indiana University Lilly School of Philanthropy. Within our College, the culture for new hires through seasoned administrators is one of support for personal and professional success.

LEARNING AND TEACHING

Curricula Management and Development, AOL

Curriculum management within the Gordon Ford College of Business takes place in a shared governance model with faculty oversight and stakeholder input that yields programs consistent with the mission to be a leader in providing high quality, applied undergraduate business education and select graduate programs that meet the needs of the business community. The model uses multiple methods as part of a continuous improvement process for its academic programs, engaging stakeholder groups and faculty to ensure the relevancy of instruction. This section outlines the activities and responsibilities of participants in the curriculum management process.

GFCB Faculty

Every member of the faculty of the GFCB participates in the curriculum management process. Curriculum management is driven by the involvement of the faculty in many different roles in the College. Faculty are members of their department curriculum committees and they drive curricular changes and improvements. Faculty are expected to take an active role in AOL processes and curricular development initiatives as assessed in annual reviews and promotion and tenure decisions.

AOL Committee

An integral component to our Curriculum Management process is the Assurance of Learning Committee (AOL), which consists of representatives from each department and chaired by a faculty member. The AOL Committee serves as the quality control component of the GFCB curriculum management process. This committee works with all other components of the College to assure that graduates are meeting the standards upon which the GFCB faculty have agreed.

The AOL Committee is responsible for the review of the assurance of learning process and outcomes for both the undergraduate degree program and the MBA. The learning objectives are assessed using direct and indirect measures, which include case studies, senior exit exams, course-embedded assignments, alumni surveys, and surveys. Whenever case studies are used to measure a goal, the AOL Committee re-examines the current rubric for that goal and ensures the rubric is still an appropriate measure.

The AOL Committee works with course-specific faculty to identify assignments appropriate for conducting embedded assessments. A minimum of two AOL committee members assess the materials using already established rubrics; occasionally external assessors are also used. Assessment results are delivered to the rest of the committee, department chairs, and the appropriate curriculum committee: undergraduate or MBA. If areas needing improvement are noted, the AOL Committee may suggest curricular recommendations.

Associate Dean for Faculty and Administration

The Associate Dean for Faculty and Administration (ADFA) serves as chair of the GFCB Undergraduate Curriculum Committee (GFCB CC), and ensures that the integrity of the College's undergraduate degree program is maintained. The GFCB CC is a standing committee composed of regular and advisory members representing the faculty, administration, student services, and the AOL Committee. The representative from the AOL Committee provides an update to the GFCB CC at each meeting. The GFCB CC ensures the development of high-quality undergraduate courses, programs, and academic policies for our College. While suggestions for curricular revisions may originate from a variety of constituents, all formal curricular changes must originate from either departments or within this committee. The GFCB CC's bylaws allow the ADFA to create subcommittees whose members may be from outside the current GFCB CC membership. A subcommittee currently is reviewing the undergraduate core curriculum and has recently conducted in-person focus groups with employers in the region to determine expectations from modern business education. Recent graduates are being invited to participate in focus groups to gauge their perspectives of the core curriculum. This group's findings will be reported to the GFCB CC early spring 2018. The University Undergraduate Curriculum Committee (UCC) and WKU University Senate must approve all curricular changes approved by the GFCB CC.

Associate Dean for Graduate Programs and Research

The Associate Dean for Graduate Programs and Research (ADGR) is the chair of the Graduate Committee, and serves on the MBA Committee. The ADGR ensures that graduate degree programs maintain continuous improvement plans. The MBA Committee is composed of graduate faculty from each discipline and each MBA delivery method. The representative from the AOL Committee provides an update to the MBA Committee at each meeting. The WKU Graduate Council and the WKU University Senate must approve major curricular and program changes.

Department Chairs

Department chairs ensure that an effective curriculum management and assurance of learning process is taking place within the department programs and that faculty are aware of the learning objectives for the courses they teach. The department chairs are responsible for creating a departmental curriculum committee that involves faculty in the development of program goals and assessment processes. Additionally, chairs are asked to set aside department meeting time to discuss AOL findings and curricular issues. Department chairs also sit on the College leadership team, GFAC, where they have the opportunity to hear AOL reports and have input into curricular and program issues.

Strategic Planning Council

The Strategic Planning Council (SPC) serves the College and Dean with any strategic issue pertaining to the Gordon Ford College of Business. The council has the ability to form ad hoc action teams that address issues in a timely manner and make recommendations to the appropriate College standing committees. Members include representatives from each department, advisors, staff members, and students. The SPC may make recommendations for curricular improvement.

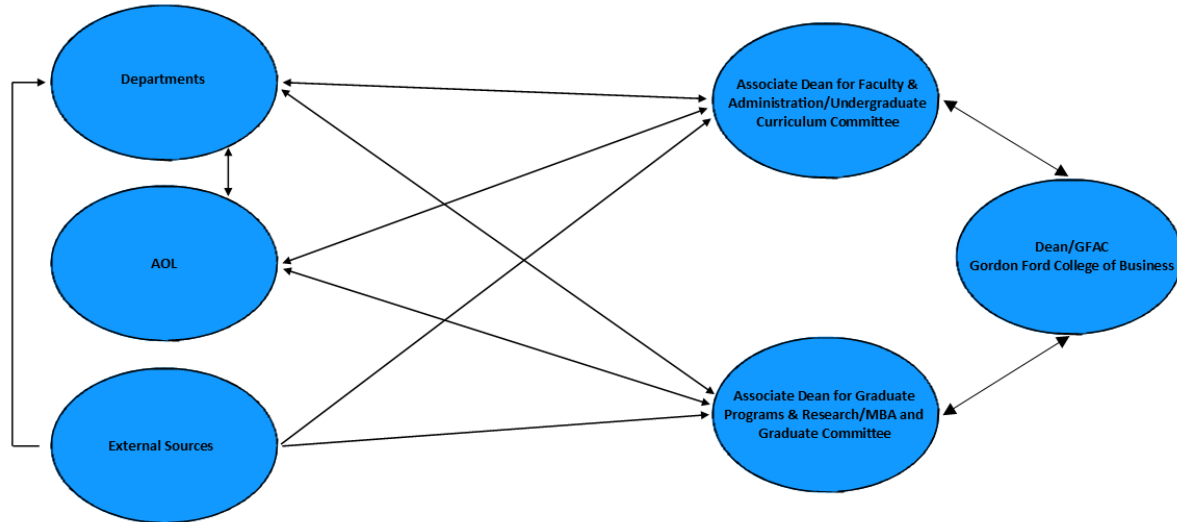
Dean

The Dean has the final authority in the curriculum management process and makes recommendations for the College to ensure that changes are consistent with the goals and objectives of the University as well as the strategic goals of the College.

A five-year plan detailing the measurement plans for the goals and objectives is developed and approved by the AOL Committee; a new plan began in August 2017 and is found in Appendix Q. This plan is shared with the faculty, GFAC, ADGR, and the ADFA. Each semester, the committee notifies the department and faculty which goal(s) is/are to be measured and provide any materials if required. Once the data collection is completed, the AOL Committee reviews results, and, if needed, the data may be collected again. The AOL Committee will then forward the results and recommendations to the ADFA, ADGR, GFAC, Undergraduate Curriculum Committee or MBA Committee, and department chairs and faculty.

The curriculum management process is illustrated in Figure 1.

Figure 1: Curriculum Management Process



Undergraduate Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Bachelor of Science degree with an emphasis in Accounting, Business Data Analytics, Business Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. The eight major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the College's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the College.

Goals and Objectives

Goal 1: Communication

Our students will be able to communicate effectively in written and oral forms

Objectives 1-5

1. Our graduates will be able to present information in a coherent and organized manner
2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates will be able to write using proper grammar and syntax

Goal 2: Legal and Ethical Awareness

Our students will demonstrate an awareness of legal and ethical issues in business and society

Objectives 6-8

6. Our graduates will recognize legal issues in business contexts
7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking

Our students will demonstrate strategic problem solving skills using integrated business knowledge

Objectives 9-11

9. Our students will be able to identify business problems.
10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models.
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions.

Goal 4: Global Awareness

Our students will be able to explain the increasingly integrated world economy and the forces behind this integration

Objectives 12-13

12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge

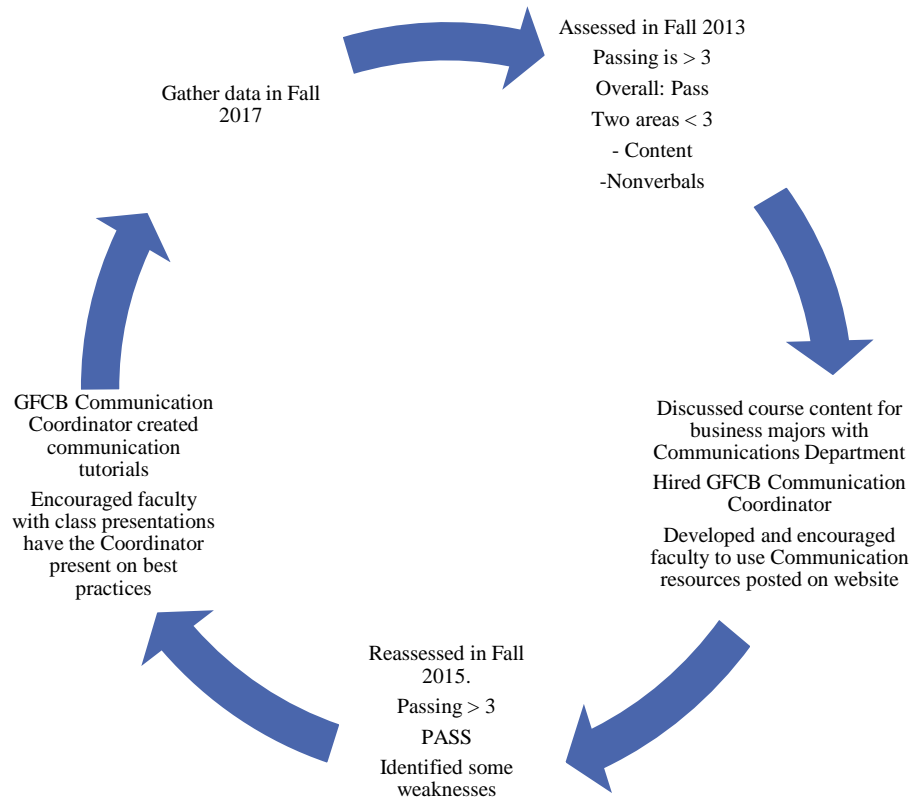
Objective 14

14. Students will be able to pass an exam of discipline concepts and terms

An example of the AOL processes with a learning objective is shown in Figure 2.

**Figure 2:
Example of AOL Activities**

Goal 1: Communication



Each department reviewed coverage of these learning objectives for core courses in their discipline in spring 2017 to serve two purposes: 1) validate the learning goals and objectives are appropriate, and 2) ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all undergraduate business majors. For a more thorough discussion of our AOL process and curricular reaction to assessment, please refer to Appendix R.

Table 15
Specific New Curricula and Course Revision Undertaken in Response to Assessment

Course	Revision	Learning Goal
FIN 330 Principles of Financial Management	Added ethics component including cases, class discussions and reading assignments on business ethics to the curriculum.	Ethical Awareness
CIS 141 Basic Computer Literacy	Implemented pedagogical changes to support different types of business communications with the use of technology. This includes using technologies for presentations, business reports and graphics along with memos and email.	Communication
BA 175 University Experience - Business	Increased ethics-related assignments and readings. Changed to a book with more emphasis on business ethics.	Ethical Awareness
FIN 499 Senior Assessment - Finance	Increased coverage of ethical issues in business by instituting a weekly discussion board using current events in the WSJ and an ethics-based essay at the end of the course.	Ethical Awareness
BA 580 Foreign Study	Added essay of the study abroad experience including reflections on business and cultural differences and their impact on business practices	Global Awareness
MGT 210	Standardized book and coverage for all instructors, emphasizing expected coverages	Communication, Global Awareness, Strategic Thinking, Discipline Knowledge
MGT 413 International HRM	Newly implemented course. The content for IHRM was based on the body of knowledge used for Global Professional Human Resources certification programs	Global Awareness
MGT 326 Managing Projects in Organizations	This course was designed in response to industry demand - to train students to more effectively serve the needs of organizations through enhanced project management and communications skills.	Communication
Revisions to a minor in International Business	A switch in emphasis to cultural, economic, political, and social dimensions impacting international business.	Global Awareness
ECON 496 International	Hired Chris Biolsi, whose expertise includes, in part, "Global Awareness" of monetary issues and experience in the field.	Global Awareness
ECON 202 Principles of Microeconomics	This class has received increased emphasis of "Global Awareness." Econ 202 now includes increased emphasis on international trade, international monetary issues, and international comparison of economic systems.	Global Awareness
FIN 300 Career Readiness in Finance	Course developed to ensure students have well-developed professional skills that are reinforced throughout the Finance curriculum.	Communication Ethical Awareness
ACCT 43- Federal Taxation – Individuals	In response to poor exit exam scores graded homework was added to the course.	Discipline Knowledge

MBA Learning Goals and Objectives

A Gordon Ford College of Business student can earn a Master of Business Administration (MBA) through three alternative delivery methods: 1) Full-Time, 2) Online or 3) Professional MBA.

In September of 2015, the MBA program conducted a survey of stakeholders (particularly employers and employed MBA alumni) that attempted to assess student-learning outcomes (SLOs) are most important for our MBA graduates. This survey was part of a scheduled five-year review of MBA learning objectives called for by the MBA policy on curriculum review.

This survey, summarized in Table 16, revealed as “most important” these five objectives (higher numbers are most favorable):

Ranked Importance	Mean	Item
1. (most important)	8.90	Make decisions and think critically
2.	6.72	Collaborate and work with others
3.	6.28	Analyze data and business information
4.	6.23	Lead and manage change
5.	5.90	Know the “best practices” in the business disciplines

This survey framed the discussion as MBA Committee sought to update and change, if necessary, SLOs that had served the program for over five years. In particular, increasing importance that our graduates be competent at “analyzing data and business information” revealed in the survey was consistent with the changes in emphasis found in information systems (IS) programs nationally. Business analytics has become a new emphasis in our Department of Information Systems. The survey’s emphasis upon decision-making led the committee to deconstruct decision-making into a quantitative and qualitative emphasis. Leadership, collaboration, and discipline knowledge goals filled out the top five as seen by our stakeholders.

The findings in the survey feedback were consistent with the experiences of the faculty representing the six departments. The findings and the committee discussion led to a set of SLOs more sharply focused. The proposed SLOs from the MBA Committee were that our graduates should be competent at: a) Discipline Knowledge, b) Qualitative Reasoning, c) Quantitative Reasoning, and d) Leadership and Collaboration.

The AOL Committee reviewed the suggested SLOs passed by the MBA Committee. The AOL Committee recommended maintaining communication explicitly as a SLO. A discussion between the AOL Chair and the MBA Committee led to a refinement of the definition of “communication.” Everyone recognized the importance of communication, but the question was, “what kind?” The MBA Committee agreed that interpersonal communication was essential to effective “Leadership and

Collaboration.” Therefore, that SLO was amended to incorporate communication. This modification is consistent with the stakeholder survey that emphasized collaboration and leadership within a team, and deemphasized public speaking and long-form writing. Thus, the fourth refined SLO became Teamwork/Collaboration, with an emphasis on working with and communicating in a team.

The MBA Committee then passed the new and now revised SLOs effective for fall 2015.

Since there is one curriculum across MBA delivery options – online, full-time, and professional – there is one set of student learning outcomes (SLOs). The exception is that the Professional MBAs have an additional SLO on Global Awareness.

Goals and Objectives

Learning Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2: Qualitative Reasoning:

MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Graduates will be able to identify and analyze organizational problems.

Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3: Quantitative Reasoning

MBA graduates will apply quantitative modeling and data analysis techniques that solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Graduates will effectively analyze business data using modern techniques and tools.

Graduates will present quantitative data and analysis and communicate in an effective manner.

Learning Goal 4: Teamwork/Communication

MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.

Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness

Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the US and other nations which impact business.

PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.

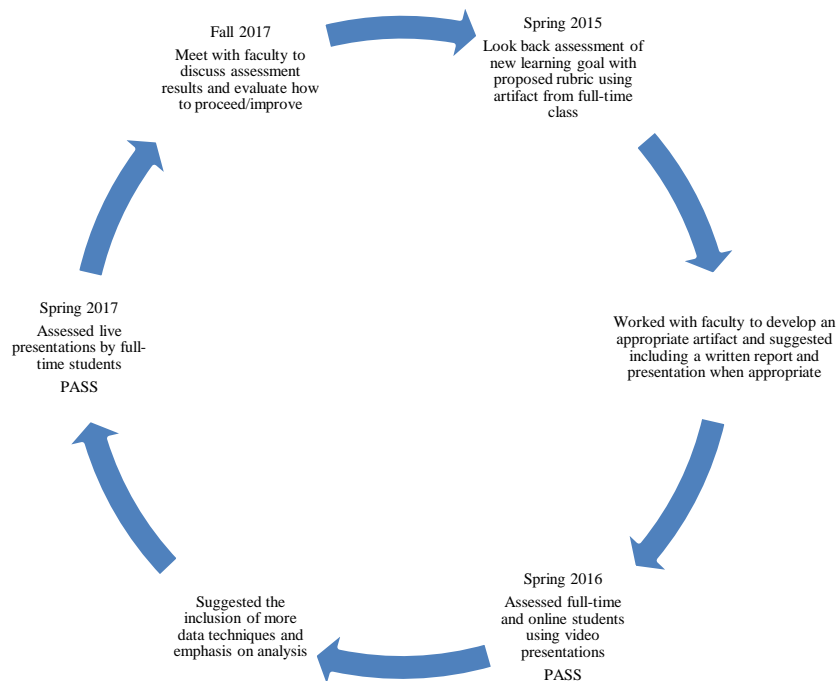
PMBA graduates will identify international business practice similarities and differences.

An example of the MBA AOL processes with a learning objective is shown in Figure 3.

Figure 3:
Example of MBA AOL Activities

Goal 3: Quantitative Reasoning

Assessment of quantitative reasoning uses student presentations of a data project which includes identifying data bases, cleaning, analyzing and presenting results in a useful format for business purposes/decisions.



ENGAGEMENT

Student Academic and Professional Engagement

Consistent with the applied mission of the GFCB, there are extensive opportunities for students to engage with businesses. Students are encouraged and supported to participate in internship programs, student organizations, and PEAK program activities. Student engagement both in and out of the classroom has been the focus of major strategic initiatives in the last five years and “student to faculty” and “student to student” interactions are highly-valued within the College. Students are provided many experiential learning opportunities, such as real-world business cases, guest lectures by business leaders, field trips, business projects using business tools such as Excel, case competitions, student consulting and, internships.

Internships: The College hired a dedicated internship coordinator in 2015. The number of students completing internships as credit-bearing classes climbed 458 percent the next year as a result of this focus.

PEAK: The award-winning Professional Education and Knowledge initiative of the College began in 2012. This program focuses on providing students with career awareness and exploration, personal improvement workshops and seminars, job shadowing and mentoring, and continued professional development and networking for alumni. One successful activity includes conducting field trips, called Career Treks, to other cities to expand students’ sense of opportunity. PEAK also provides practice interview sessions conducted by professional human resource representatives, etiquette dinners, and a variety of seminars and workshops.

Student Organizations: The number of student organizations in the GFCB continues to increase. The College provides student organizations with financial support for travel and resources. These organizations take field trips, host guest speakers, engage in service projects, and provide professional development opportunities for its student membership.

Speaker Series: In addition to guest speakers hosted in classrooms in every discipline, there are numerous programs that bring prominent speakers to campus. The Hays Watkins Visiting CEO Lecture Series, supported by an alumnus gift, hosts C-level executives in events that engage students and local businesspersons. The BB&T Center for Capitalism hosts a number of speaker events with more than 1,400 students attending those events in 2016.

Career Development/Networking: The College collaborated with the WKU Center for Career and Professional Development (CCPD) to house a dedicated career specialist for GFCB students in Grise Hall. That specialist counseled 485 students in 2016 on career issues. A GFCB-dedicated career fair was started in 2015. The College also hosts a number of networking events designed to bring students and business leaders together. The Department of Accounting hosts an annual “Meet the Firms” night, the PEAK program offers networking as a part of its annual “Career Climb” event, the

Hays Watkins Visiting CEO Lecture Series allows students to attend a networking reception following the lecture, along with many other similar events.

Student Research: Students complete research projects in a number of classes using real-world data, and the latest software. Additionally, faculty and students earn Faculty-Undergraduate Student Engagement (FUSE) grants from the WKU Office of Sponsored Programs. Grant monies fund student research and travel. Student-led research is also presented during WKU’s REACH Week, a week-long emphasis on student research projects.

Table 17	
Examples of Active Engagement and Experiential Learning	
Department	Examples
Accounting	<ul style="list-style-type: none"> • The Department hosted twelve professional speakers attended by 296 students in AY 16-17 and hosts their own recruiting event, “Meet the Firms,” where nearly 70 students interacted with 22 accounting firms and accounting related organizations. • Students in ACCT 431, Federal Taxation, participate in the Tax Free Assistance Program where they guide student clients, This class has assisted on more than 600 returns since 2013.
CIS	<ul style="list-style-type: none"> • Faculty have successfully worked with four students through grant funded projects to advance the students research skills. • Classes use guest speakers from industry to show the importance of IS issues including Brookshire Recruiting, Time Key, and WKU Social Media. • Data Analytics classes incorporate real world big data sets, such as the American Hospital Directory, into classroom experiences integrating current software such as SAS, Tableau, Microsoft Power BI, RapidMiner, and IBM Watson.
Economics	<ul style="list-style-type: none"> • Faculty escorted students on a number of field trips to academic conferences and meetings with both economists and government representatives. Their destinations have included Washington, D.C., Boston, Mass., and the Kentucky Economic Association Meetings in Lexington, Ky. • The Capitalism Book Club, sponsored by the BB&T Center for the Study of Capitalism, is in its eighth year of engaging students with economics books and authors outside of the classroom. • The Center for the Study of Capitalism Speaker Series has presented a wide range of speakers including Steve Forbes, Art Laffer, and Stephen Moore. More than 1,400 persons attended these lectures in 2016. • Faculty have published peer-reviewed research papers with students based on projects that began as in-class projects.
Finance	<ul style="list-style-type: none"> • Faculty escorted students on a number of field trips to academic conferences and educational forums, including the Financial Planning Association National Conference, the FMA International Leadership conference, and the Global Asset Management Education Forum. Additionally, students have visited with firms in Louisville, Nashville, and Bowling Green and networked on-campus at a networking event for Finance majors only.
Management	<ul style="list-style-type: none"> • Several classes offered by the Department allow students to engage directly with the business community: ENT 496 has students working with real world clients as consultants, ENT 380 also has students assisting local small business owners in completing their business plans, and in MGT 473, Training and Development, students worked with local non-profits. • The Center for Entrepreneurship and Innovation hosted speakers attended by more than 400 students, faculty and staff since 2014. • The ENACTUS team logged over 2,200 hours of student and community interactions since 2015.
Marketing	<ul style="list-style-type: none"> • Students work with real world clients in number of classes in the Department. Some examples include developing comprehensive marketing plans for non-profit clients in MKT 422, Marketing Management, developing comprehensive marketing communications plans for clients in MKT 322 Integrated Marketing, doing research projects for clients in MKT 421 Marketing Research and social media plans in MKT 331 Social Media Marketing.

Faculty Qualifications and Engagement

The College embraces the variety of faculty types identified by the 2013 Accreditation Standards. The four types -- Scholarly Academic (SA), Practicing Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP) -- are clearly defined by the leadership team. Faculty participated in the development and approval of our existing Faculty Qualifications Guidelines found in Appendix B. Of particular note in our guidelines is the built-in warning mechanism that identifies an SA faculty member as “At Risk” if he/she is within two years of converting to an “Other” status. If so, the SA faculty member is determined to be “At Risk” and is then required to develop a monitored professional development plan in consultation with their department chair that will assure maintenance of qualifications. The other faculty types are only allowed one year of “At Risk” prior to becoming “Other.” Having an indicator of vulnerability allows a proactive approach to maintenance of faculty qualifications.

As previously mentioned, the College implemented a set of guidelines for the maintenance of both administrator and transitional retiree qualifications. Both of these policies may be found in Appendices C and F. The College currently staffs all programs with a mixture of SA, PA, and IP faculty with each faculty member evaluated annually to determine qualification status. Condensed CV’s in support of each faculty member’s qualification designation are found in Appendix G.

AACSB required tables 15-1 and 15-2 are found in Appendix A, with versions of Table 15-1 for each of the following: standard version by department, Online Only Plus 2 program, and MBA by the three delivery methods. Similarly, Table 15-2 shows the deployment of faculty type across the disciplines, the Online Only Plus 2 program, each MBA delivery method, and the MAcc program using student credit hours.

Each discipline within the College, the Plus 2 program, all three delivery methods for the MBA, and the College as a whole, exceeds the requirement that at least 40 percent of the FTE faculty be SA and simultaneously meets the requirement that fewer than 10 percent of FTE faculty be Other. The only qualifications deficiency is within the Department of Marketing where the sum of SA, PA, and SP is 51.6 percent. Despite the warning period, a historically SA faculty member in marketing is “Other” and a professional development plan is in place to regain his qualified status. Regaining qualified status will result in the department’s achievement of that standard. Further, approximately 40 percent of the marketing faculty are IP. The current staffing plan request for the department is to hire an SA faculty member, which would further our efforts to meet Standard 15 guidelines. Faculty not meeting qualifications teach only five percent of the SCH of the bachelor’s program.

CONSULTATIVE REVIEW (OPTIONAL SECTION)

As part of our review, it would be beneficial for the team to discuss and provide consultative suggestions regarding the following issues.

1. Alternative funding models for the construction of a new business building, including ideas regarding a corporate-sponsored building combined with private donations and student fees.
2. Staffing models for Academic Affairs to consider that would allow for the proactive replacement of retiring SA faculty.
3. Compensation models to make equity and merit adjustments for faculty and staff. At WKU, meaningful merit adjustments for faculty and staff have not occurred since 2007 and the current budgetary outlook for the university does not appear to support those adjustments in the near future. A plan that allows our College to provide merit and equity adjustments is needed for recruitment and retention of our high-quality faculty and staff.
4. Creation of a value-added applied Doctorate in Business Administration degree. Various stakeholder groups have suggested the creation of an applied DBA program. Until April 2017, regional comprehensive universities in the Commonwealth were barred from developing additional doctoral programs by Kentucky law. Legislative changes now make creation of additional “practice doctorates” possible; however, resource constraints concern our College. A new practice/applied DBA would be in line with the mission of the GFCB and could service the business practice community. Pursuing the program would need to be contingent upon pre-funded faculty positions and a sustainable program financing model.