

Organization: Western Washington University
Business School Name: College of Business and Economics
College of Business and Economics
Parks Hall 419
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United States
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CBE EXECUTIVE SUMMARY

This report is for the accreditation review by AACSB in Fall 2021 and covers the years 2016-2021.

Western Washington University (WWU) is the third largest university in Washington and the northernmost university in the United States. The College of Business and Economics (CBE) has an enrollment of 1,486 students of the over 15,000 enrolled at WWU. CBE is comprised of five academic departments (Accounting, Decision Sciences, Economics, Finance & Marketing, and Management). Graduate programs include the Master of Business Administration (MBA) and the Master of Professional Accounting (MPAcc).

In this document, CBE's efforts to fulfill the principles and standards of the 2020 AACSB Standards are summarized.

2021 AACSB
Continuous Improvement Report

Western Washington University Fall
2021

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INTRODUCTION

Western Washington University (WWU) was founded in 1893 as the Whatcom State Normal School, as a college to train women teachers. Eventually, it evolved into a master’s level University in 1977. Business was originally a department within the College of Arts and Sciences

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and spun off as the College of Business and Economics (CBE) in 1976. CBE's present home, Parks Hall, was built in 1982.

WWU's current enrollment is approximately 15,000 students. CBE had an undergraduate enrollment of 1,486 as of the Fall of 2020, with an additional 84 graduate students.

The composition of the undergraduate students:

Department	Majors	Degrees 2020
Accounting	231	90
DSCI	265	117
Economics	263	83
Finance & Marketing	378	184
Management	349	146
Totals	1486	620

The composition of the graduate students:

Graduate Programs	Fall 2020 Enrollment	Degrees 2020
Master of Business Administration	81	24
Master of Professional Accounting	3	4
Totals	84	28

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SECTION 1 - PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REPORT

The following section is from the Continuous Improvement Review (CIR) report in 2017.

I. Identification of Areas That Must Be Addressed Prior to Next Continuous Improvement Review

The next Continuous Improvement Review will occur five years from the original review year. With this in mind, the College of Business and Economics (CBE) should closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

1. The strategic plan should become more aligned with the current strategic planning of Western Washington University as that plan evolves over the next 3 years.
2. The CBE should evaluate the policies for SA, PA, IP, and SP categories. The CBE should create better articulated policies which define the standards and progression for faculty to evolve from one category to another.
3. The CBE should evaluate their standards relative to the production of IC's and clarify the expectations for SA, PA, and SP. This review should take into account the college's desire to increase graduate enrollment.
4. The CBE should continue to strengthen their AOL efforts and should evaluate their overall learning goals relative to the number and complexity. The learning goals may need to be reduced and simplified. In addition, the AOL process should be evaluated for alternative measures and metrics.

Updates:

1. WWU's Strategic Plan was in the early draft stages at the time of the AACSB visit. It was finalized in 2018 and relevant passages were included in the CBE Strategic Plan. The CBE Strategic Plan priorities were updated in March 2020 after consultation with the Strategic Planning Task Force, Policy Council, and the CBE Advisory Board. The WWU Strategic Plan will not be revised again until 2023.
2. Policies for SA, PA, IP, and SP were revised in 2019.
3. Standards for IC were revised in 2019.
4. Learner competencies have been revamped continuously and are reflected in this report.

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SECTION 2 - REPORT ON CURRENT REVIEW CYCLE

STANDARD 1: STRATEGIC PLANNING

1.1 The school maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the school on resource allocation priorities. The strategic plan should also articulate a clear and focused mission for the school.

The following Strategic Plan was developed in 2017/2018 and revised in 2020/2021. The first version was written with input from CBE's Policy Council and Advisory Board and approved by CBE's faculty and staff in January 2018.

Although it was envisioned as a five-year plan, the strategic priorities quickly became outdated. The revision was the combined efforts of a Strategic Planning task force, the CBE Advisory Board, the EID Committee, and the Professional Readiness Task Force. This update is for 20212026.

Equity, Inclusion and Diversity is the highest strategic priority of CBE. Beyond recruiting goals, a culture that embraces EID principles is the strongest goal for CBE.

STRATEGIC PLAN 2021

CBE Mission Statement

We are a student-focused school of business and economics engaged in scholarly and professional activities that contribute to the well-being of society.

Western Washington University Mission and Values

Western Washington University is a public comprehensive institution dedicated to serving the people of the state of Washington. Together our students, staff, and faculty are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement.

As a community, we uphold certain basic values. These include:

- Commitment to student success, critical thought, creativity, and sustainability
- Commitment to equity and justice, and respect for the rights and dignity of others
- Pursuit of excellence, in an environment characterized by principles of shared governance, academic freedom and effective engagement • Integrity, responsibility, and accountability in all our work

Vision

- Western Washington University prepares and inspires individuals to explore widely, think critically, communicate clearly, and connect ideas creatively to address our most challenging needs, problems, and questions.

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Introduction

The following strategic plan represents a vision of our goals for the next five years. The Policy Council of CBE, a body consisting of the Dean's Advisory Committee (DAC) and the members of Faculty Governance Committee provided their input on the Strengths, Challenges, Opportunities and Threats (SCOT) in the Fall of 2016. In the Fall of 2017, the members of DAC presented five-year goals at a retreat. A draft of a strategic plan combined the inputs from those efforts and was distributed to the Policy Council. After receiving feedback, the plan was approved by CBE, and in 2018, by AACSB.

A Strategic Planning Task Force was initiated in Fall 2020 and Strategic Priorities were revised in Spring 2021, with input from the CBE Advisory Board, and the EID Committee. In the Fall of 2021, short- and long-term goals were set for these priorities and a risk assessment was added.

CBE Values:

Engagement

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The College values engagement in its' approach to education, research, and service. Engagement with industry advisory committees helps inform curricula and other course decisions, keeping our content relevant and preparing graduates to participate and lead in their areas of study. We also encourage students to gain practical experience and a broader perspective as we value the broader community to which we belong.

Students

We believe in the values articulated by Western Washington University, especially those of a liberal arts educational foundation including student engagement with faculty and the community, the building of professional skills, an environment with diverse perspectives, and responsibility for stewardship of resources whether they be financial, human, or environmental.

We believe to accomplish our goals our faculty must be teacher-scholars, faculty with a strong disciplinary home and expertise who are also motivated to teach and innovate in their teaching. The College mainly serves traditional-age undergraduates from the state of Washington, primarily from the western part of the state. However, we welcome students from the region, nation, and world from all backgrounds.

Research

The College seeks to recruit, select, hire, and develop teacher-scholars. We value scholarship that has a disciplinary focus and strive to keep faculty actively engaged in current issues in the field as well as engage pedagogical research. We also have a supplementary expertise in and orientation toward research that informs public policy and practical application. 5 |

Innovation

The College embraces innovative forms of student learning, research, and community engagement. Opportunities to advance student learning that lead to a process of continuous improvement are highly valued. Faculty are encouraged to experiment with new teaching formats designed to enhance student experiences. Curricula are regularly updated to better prepare students for current industry practices.

Impact

The College values the positive impact that our programs, research, and applied work have on the lives of our students and on the greater community. We believe that the College programs should go beyond technical expertise; we prepare our students to be critical thinking, ethical participants and leaders in their fields. Our faculty and staff are encouraged to make a difference in the broader community through service on advisory boards, volunteer work, and consulting.

Goals

The College supports and works toward Western Washington University's five strategic goals within the context of business and economics education and the values stated above and illustrated in the diagram below.

WWU's Strategic Goals:

1. Western provides a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research and creative activity to foster the development of engaged citizens who combine critical thinking and evidence-based reasoning to effectively address the challenges facing the state, the nation and the world.
2. Western advances understanding of and engagement with place, based upon knowledge of the region, its communities, and set within a global context.
3. Western fosters a caring community where all members are supported, where everyone has a voice and the ability to be heard, and where the definition of community is broad and inclusive.
4. Western pursues justice and equity in its policies and practices.

The College also works to support their mission and values through:

- Focusing on student learning and professional engagement
- Professional interaction between students, professionals and teacher/scholars
- Research that has an impact on the business body of knowledge
- Innovation in teaching, research and service

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CBE Strengths, Challenges and Opportunities:

Strengths

- well-trained, highly capable faculty
- commitment (reflected in practice) to students and excellence in education
- commitment to excellence in scholarship
- AACSB accreditation
- shared governance structures and processes; faculty participation in college governance • Bellingham
- Outstanding program offerings.
- Local entrepreneurial firms and startups.
- Seattle and Vancouver proximity.

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Challenges/Weaknesses

- Building space limitations
- low salaries relative to peers/market
- limited number of CBE staff
- capacity issues in many of our programs
- inadequate number of tenure-track faculty lines
- over reliance on NTT (particularly in certain core/foundation classes)
- lack of career services dedicated to CBE undergraduate students

Opportunities

- Executive education programs in Bellingham and Everett.
- Corporate support
- Expanded MBA program.
- Possible overseas programs.

Threats

- perceptions of limited CBE involvement with the rest of campus
- limited state funding
- competition from other universities
- physical distance of the college from major employers

Strategic goals for the College of Business and Economics:

CBE STRATEGIC PRIORITIES 2021-2026

1. Accessibility, Equity, Inclusion, and Diversity

GOAL 1: Increases in proportion of students, faculty, and staff and other members of the CBE community (guest speakers, advisory board members, etc.) of color.

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- ACTION PLAN:** Active student recruiting at academic (e.g., community colleges, high schools) and non-academic (e.g., places of worship, community-specific affinity centers) settings. Creating awareness of and highlighting the various scholarship options, typical starting salaries, placement rates, and ROI of business education from CBE. Short term certificate-based study tracks to welcome more students from underrepresented identities who are studying in other disciplines to still interact with the college. Implementation of First- and Second-Year Seminar programming to identify and retain CBE interested students from historically resilient identity groups. Ensure admission/evaluation/retention policies for students as well as faculty and staff reflect equitable principles. Pursue faculty exchanges with partner Universities. Meaningful incorporation of AEID considerations and qualifications into hiring decisions. Offer mentorship and support in Tenure and Promotion process for probationary faculty from historically resilient identity groups. Ensure faculty/staff evaluations include and reward the (often invisible and disproportionate) contributions that underrepresented employees make to the student experience. Program speakers from historically resilient identity groups, per their expertise. Begin to cultivate relationships with diverse under-represented industries in our existing programs (such as health care workers, construction, development, community engagement) in forming a broad service and executive education/MBA pipeline.
- GOAL 2:** The College of Business and Economics is committed to building a diverse learning community with a culture of equity and inclusion, ensuring the safety and success of all students, staff, and faculty. We will continually and collaboratively examine and evolve our policies, practices, curriculum, and impacts to identify and resolve inequities faced by underrepresented members of our community.
- ACTION PLAN:** AEID training seminar attendance, student advocate employment, EID Committee involvement, BIPOC counseling for students. Funding and implementation of the CBE Student Success Center, sustained employment of Student Advocate Team, CBE AEID Committee consultation as a process point on policy, process, and curricular proposals. BIPOC counseling for students. Add AEID development/education/work as criteria in performance reviews. Offer and incentivize CBE community AEID training.
- GOAL 3:** Increase the proportion of female faculty. CBE is currently staffed with 37% female faculty. Goal is to attain 50% in ten years.

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GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Students of Color	28%	33%	38%
Faculty of Color	23%	25%	30%
Staff of Color	5%	10%	15%
Female Faculty	37%	45%	50%

2. Globalization

GOAL 1: Increase percentage of foreign students and study abroad opportunities.

ACTION PLAN: Recruitment of foreign student partnership with Study Group
Increase fundraising for Study Abroad

GOAL 2: Curriculum: integrate more global material into curriculum.
Emphasize cross-cultural communication in curriculum.

ACTION PLAN: Curriculum review of global content.
Increase guest speakers with international experience.
Promote international job opportunities for students.

GOAL 3: Develop international partnerships.

ACTION PLAN: Pursue dual degrees with foreign Universities.
Increase international teaching opportunities for faculty.
Support of visiting scholars from partner Universities.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
STUDY ABROAD	4%	8%	30%
INTERNATIONAL TEACHING	3/YR	4/YR	6/YR
DUAL DEGREES	0	2	3
VISITING SCHOLARS	2/YR	3/YR	3/YR

3. Professional/Career Readiness

GOAL 1: Students' "Professional Portfolio"

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ACTION PLAN: 100% of CBE graduates should develop a personal “Professional Portfolio” that includes:

- a) Personal & Professional Brand Assessment
- b) Personal Mission Statement
- c) Vetted Resume
- d) Vetted LinkedIn Presence

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GOAL 2: Increased internships

ACTION PLAN: Actively encourage Internships or pertinent job experience

GOAL 3: Effective Professional Communication skills

ACTION PLAN: CBE should build skills:

- a) Written communication
- b) Speaking, both informal and formal presentations

GOAL 4: Practice Professionalism

ACTION PLAN: Students should have

- a) Live & Virtual practice sessions (e.g., mock interviews, etiquette dinners, speed networking, role playing)

GOAL 5: Mentoring

ACTION PLAN: Educating on the types of mentoring opportunities available throughout one's career

- a) Participation with informal and formal programs

GOAL 6: Student Success

ACTION PLAN: WWU Alumni Survey. Employer surveys.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Professional Readiness	Not Formalized	All Student	All Students
Mentors	ACT	CBE Alumni	CBE
Satisfaction	66% Lvl of Satisfaction	90% Lvl of Satisfaction	95% Lvl of Satisfaction

(<https://ole.wvu.edu/wels/wels-undergraduate-ext.survey/wels-undergraduate-exit-survey2019-20/>)

4. Executive Education/Outreach

GOAL 1: Offer at least Six Western Insights per year.

GOAL 2: Increased involvement of CBE advisory boards

ACTION PLAN: Guest speakers, mentorships, sponsored internships.

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GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Western Insights	6	12	12
Continuing Ed Earnings	10K	20K	50K

5. Fundraising

GOAL: Raise a minimum of 100K per year to Foundation funds.

ACTION PLAN: Active association with Development officer and Alumni Association.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Fund Raising	200K/YR	350K/YR	500K/YR

6. Curriculum

GOAL 1: Offer a state-of-the-art undergraduate program.

ACTION PLAN: Review role of ethics in curriculum.
Increase emphasis on social impact of Business and Diversity issues.
Include career readiness in the curriculum.

GOAL 2: Offer state-of-the-art graduate programs

ACTION PLAN: Strive for currency in curriculum.

GOAL 3: Expand external programs

ACTION PLAN: Offer Accounting BA in Poulsbo. Increase recruiting efforts in Poulsbo and Everett.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Bellingham UG	Reviewed 2021	Review 2023	Update 2025
Poulsbo UG	N/A	Add Accounting	Review
Bellingham MBA	Reviewed 2019	Review 2023	Update 2026
Everett MBA	Reviewed 2019	Review 2024	Update 2025

7. Social Impact

GOAL 1: Participate in programs supporting racial equity

ACTION PLAN: Participation in the Washington Employees for Racial Equity (WERE): subcommittee on opportunities for Black and Indigenous Employees. **11 |**

Sponsorship of the Deloitte Ph.D. program, contributing \$3000/year.

GOAL 2: Participate in local community charitable activities,

ACTION PLAN: Look for opportunities to make a difference in Whatcom, Snohomish, and Skagit Counties.

GOAL 3: Support social impact research and curriculum.

ACTION PLAN: Reward societal impact publications (e.g., Merrifield Research Award for Social Impact)

(Revised 5/26/2021)

(Current Draft 10/15/2021)

1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.

A Task Force was formed in Fall, 2020 to address a need for updates. A collaborative effort of this task force, the CBE Advisory Board, composed of 22 industry executives, the EID Committee, and the professional Readiness task force, combined to update the plan. Challenges and threats are addressed in the SCOT analysis and there are continued discussions in the Strategic Planning Task Force.

The first draft was distributed to the Strategic Planning Task Force, the AEDI Committee and the Professional and Career Readiness Task Force and submitted to the entire faculty for comments and resulted in the re-draft submitted to the visit team.

The Strategic Planning Task Force will add detail including responsible parties and funding by November 12, 2021. A review of this Plan will go to a 3-member sub-committee of the CBE Advisory Board who will comment. After incorporating these comments, the Strategic Plan will be submitted for entire faculty approval.

CBE has been constantly revising the strategic plan while implementing many important strategic initiatives. Many of such implementation activities since our last CIR visit are summarized below.

CBE has a strong tradition of shared faculty governance. We have used faculty champions to help with the formation and implement of our strategic initiatives. For the three most important strategic initiatives for CBE: Inclusiveness, Professional and Career Readiness, and Globalization, we have Jason Kanov (Management) and Claire Lending (Finance) that chair the AEID committee, Kristi Tyran (Management) chairs the Professional and Career Readiness task force and Shih-Fen Chen (International Business) chairs the Globalization task force. These 12

faculty champions are in regular communication with our Board members since they are all chairs of the three sub-committees (with similar focuses) under the CBE Advisory Board. Our strategic planning process is on-going. Below is a summary of the current state of our strategic plan. The Strategic Planning Task Force will be meeting again on November 12 and further details will be added to the Plan after the meeting.

Priority 1: Accessibility, Equity, Inclusion, and Diversity Ongoing

activities since last CIR visit:

- Handbook committee created from the task force
- Committee is holding bi-weekly meetings
- Attendance of seminars for committee members
- Received state funding to create a Student Success Center primarily to aid underrepresented and first-generation students.
- Partnership with HBCU: Tuskegee University.
- Creation of Student Advocate position with regular meetings with the Deans.

To facilitate the implementation of Priority 1, an AEID committee is officially chartered as a handbook committee with the following details:

Charge/Responsibilities

In recognizing that there is a moral imperative for the CBE as well as the business community at large to become more equitable, inclusive, culturally competent, antiracist, socially just, and ultimately more diverse, the CBE EID Committee aims to honor the lived experience of CBE's historically marginalized, oppressed, and underrepresented students and other stakeholders, particularly those who are BIPOC, but also including any and all groups who face systemic barriers in CBE. The committee's role is to engage members of the CBE community in ongoing examination of the state of CBE's culture with regard to equity, inclusion, diversity, cultural

competence, antiracism, and social justice (see Appendix below for definitions of these terms), and to shepherd the college through the process of making essential changes in the norms, policies, systems, structures, practices, behaviors, and culture that result in inequity, exclusion, social injustices, and consequently a lack of diversity. More specifically, the committee shall:

- 1) Review CBE equity, inclusion, diversity, cultural competence, antiracist, and social justice deficiencies and opportunities, and implement trainings, events, and programs to strengthen CBE culture in these respects.
- 2) Provide consultation and expertise to CBE leadership including the Dean's office, Policy Council, DAC, FGC, Curriculum Committee, CBE departments, CBE programs, and CBE centers regarding EID, antiracist, and social justice implications of existing and proposed policies and practices within the College.

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- 3) Research, develop, propose, and advocate for new EID, antiracist, and social justice-oriented policies and initiatives within the CBE, including but not limited to those pertaining to:
 - the curriculum (e.g., content, pedagogy, research/internship experiences)
 - the attraction, hiring, and retention of diverse faculty, staff, students, volunteers (e.g., guest speakers, advisory board members), and other CBE stakeholder populations
 - the fostering of related knowledge and skills in all members of the College.
- 4) Establish, revise, and regularly review metrics that capture our effectiveness as a college in creating a more equitable and inclusive culture.

EID Committee Membership and Meeting Practices

The committee consists of CBE faculty and staff members—there are no membership limits for these two constituent groups—and three CBE students. All faculty, staff, and student members are voting members. Each department shall have at least one representative on the committee and the CBE staff shall have at least one representative; faculty and staff members shall self-nominate, and each constituent group may develop its own process for ensuring it has at least one representative on the committee. Faculty members may be tenure track or non-tenure track. Non-tenure-track faculty members shall be compensated for their service as specified in the CBA. EID Committee work shall be recognized as a legitimate use of staff members' time. To ensure that the committee is centering representative issues, the committee will consistently seek out diverse perspectives through involvement of members of other CBE stakeholder groups and other groups on Western's campus.

The student members of the committee shall be two CBE Student Advocates (determined by the Student Advocates) and one CBE senator (determined by the CBE senators). There shall be a total of five CBE student advocates who are CBE student employees hired and supervised by the committee for a term of one academic year. Meeting attendance counts toward their hours. Annual funding for CBE Student Advocates shall be provided by the CBE Dean's Office.

Committee members are not required to be experts in or experienced with EID work, but they must be committed to the committee's charge, have an interest in EID, cultural competence, antiracism, and/or social justice work, and also regularly pursue ongoing self-education and professional development with regard to EID, cultural competency, antiracism, and/or social justice knowledge and competency. Members must also serve on at least one EID subcommittee. (Subcommittees will be formed or disbanded as needed at the discretion of the full committee.) The committee welcomes any and all members who accept and intend to meet these expectations.

The term of service for faculty and staff members is two years, with approximately half of the terms expiring each year. The term of service for students is one year. There are no term limits for any members.

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Two of the committee's faculty or staff members shall chair the committee. A co-chair term is 2 years. For continuity, the committee will elect one co-chair each year such that there is one newly elected co-chair in a given year and one returning co-chair. There are no term limits for co-chairs.

The committee shall typically meet at least five times per quarter during the academic year. Meeting notes shall be taken and submitted to Policy Council for informational and recordkeeping purposes.

Appendix – EID Definitions Definitions:

The following definitions are provided to clarify the committee's purpose and work.

Equity – Equity in an organization exists when everyone has support and access to the resources they need to be successful, and when barriers that prevent the full participation of individuals from communities most impacted by systemic oppression are identified and eliminated.

Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of societal and institutional root causes of outcome disparities.

Equity differs from equality. Equality refers to treating everyone the same irrespective of differences in needs, circumstances, and resources. But diverse communities have diverse needs, and privileges and obstacles are not distributed equally within diverse communities. Equitable policies and systems both accommodate as well as remediate these differences.

Inclusion¹ – As an experience, inclusion is the degree to which individuals feel they are esteemed members of the group or organization, their full participation is encouraged, and they are fully a part of a system’s formal and informal processes. The experience of inclusion follows when one’s concurrent needs for belongingness and uniqueness are met.

As a practice, inclusion involves providing equal opportunity for members of historically marginalized, oppressed, and/or underrepresented groups (relative to members of nonmarginalized groups) to fully participate in, contribute to, and access valued resources within an organization. It also involves leveling the playing field, supporting individuals in their efforts to be fully engaged at all levels of the organization, and encouraging them to be authentically themselves. Practices that foster belongingness at the expense of an individuals’ uniqueness (e.g., assimilation efforts) are not truly inclusive, nor are practices that honor individuals’ uniqueness but fail to promote systemic equity and belonging.

Diversity² – A group-level characteristic that refers to observable (e.g., sex, race, age, physical ability) and non-observable (e.g., gender identity, culture, cognition, education, citizenship status) demographic differences among members. Diversity focuses on

¹ Bell, M. P., Özbilgin, M. F., Beaugard, T. A., & Sürgevil, O. (2011). Voice, silence, and diversity in 21st century organizations: Strategies for inclusion of gay, lesbian, bisexual, and transgender employees. *Human resource management, 50*(1), 131-146; Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion?. *Human Service Organizations: Management, Leadership & Governance, 39*(2), 83-88; Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage; Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management, 31*(2), 212-236; Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management, 37*(4), 1262-1289; Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review, 28*(2), 176-189.

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² Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion?. *Human Service Organizations: Management, Leadership & Governance, 39*(2), 83-88; Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage; Nishii, L. H. (2013). The benefits of climate for inclusion for genderdiverse groups. *Academy of Management Journal, 56*(6), 1754-1774; Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management, 31*(2), 212-236

³<https://www.oregonlaws.org/ors/350.375>.

categories of difference that, independently or intersectionally, have a perceived commonality within a given cultural or national context and that impact potentially harmful or beneficial outcomes irrespective of individuals' competencies, capabilities, or qualifications.

Cultural Competence³ – An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Antiracism³ – Racism is a marriage of formal and informal policies and ideas that produces, normalizes, and sustains racial inequities between racial groups. Antiracism is a process of eliminating racism through the identification and change of formal and informal systems, organizational structures, policies, practices, and attitudes. Being antiracist requires action; it is not the same as being passively “not-racist”.

Social Justice⁴ – The practice of allyship and coalition work in order to promote equality, equity, respect, and the assurance of rights within and between communities and social groups. (Allyship entails leveraging personal positions of power and privilege to fight

oppression by respecting, working with, and empowering marginalized voices and communities; using one's own voice to project others' less represented voices.)

Priority 2: Globalization

Ongoing activities since last CIR visit:

A. Inward

a. Visiting Scholars

i. From China:

1. Gary Cai (Lanzhou University) - DCSI, currently working with George Zhang and Jiexun Li on research and sitting in classes offered by Christopher Califf.

³ <https://www.penguin.co.uk/articles/2020/june/ibram-x-kendi-definition-of-antiracist.html>;
<http://www.aclrc.com/antiracism-defined>

⁴ Lewis & Clark College ABC's of Social Justice: <https://www.lclark.edu/live/files/18474-abcs-of-social-justice>.

2. Haiyuen Yin (Shaanxi Normal University) – Finance, currently working with Sophie Kong on research and sitting in classes offered by Nick Wonder and Claire Lending.
 3. Liang Yan (Shaanxi Normal University) – Management and OB, currently working with Mary Sass on research and sitting in classes offered by Jason Kanov.
 4. Ting Xiao (JiangXi University of Finance and Economics) – International Economics, came in 2020.
- ii. From Sweden:
 1. Maria Pettersson (Lulea University of Technology) – Environmental and Natural Resources Law. Visited for one week, from October 28 to November 1, 2021. She presented to CBE faculty and spoke in two Business and Sustainability classes under Craig Dunn.
 - iii. From Vietnam:
 1. Thuy D.T. Hoang (Hue University) – Tourism. Visited for one day in May 2018, presented to faculty and students.
- b. Student exchange – Lanzhou University’s IMBA students traditionally come to Western for a one-week class experience. Faculty involved in teaching in the program: Peter Haug, Craig Dunn, among others. The program is currently on hold due to COVID.
 - c. Increasing number of International Students:
 - i. Field day for Whatcom Community College students – the first one was held in October 2018. The purpose is to introduce CBE to local community colleges with high percentage of international students, hopefully we can recruit more international students to come to CBE.
- B. Outward
- a. China:
 - i. Summer program --Six students participated in the summer program in July 2019. They visited Lanzhou and Shanghai for two weeks. **17 |**

Program included: classes, company and cultural visits, interaction with local students. Ed Love and Jiexun Li were the faculty leading the group. A similar program is being planned for next summer including three cities: Lanzhou, Xian and Shanghai.
 - ii. Faculty teaching abroad – A few faculty members have taught in China at Lanzhou University as well as XiDian University in Xian, China. They include George Zhang, Ed Love, Craig Dunn, Craig Mayberry, Jiexun Li, and Mary Sass.
 - iii. Currently working with Shaanxi Normal University through our visiting scholars to develop future partnership for faculty and student exchange. Two possible programs were in the planning phase, to

- have CBE faculty teaching in Xian before COVID. These programs are on hold.
- iv. In March 2020, our MBA students were planning on visiting Shanghai under Dr. Shih-Fen Chen as part of their Competing in a Global Economy class. It was cancelled due to COVID.
- b. Germany:
- i. Winter break program in Germany – Ed Love is working with two schools: Ostfalia and NBS to create possible programs during fall or spring break for our students. Ed also visited both schools in October 2019. Currently on hold due to COVID.
 - ii. Dual degree program with ESB Business School in Germany. We are working on setting up a dual degree program with ESB Business School. Students in the program will spend two years in each school, getting two degrees: one from ESB and one from Western, after 4 years. Initially, only five students will participate in this program per year. It will be expanded once we have more experience dealing with the program.
- c. Sweden:
- i. Faculty exchange with Lulea University of Technology -- Two faculty, Kristi Tyran and Cat Armstrong Soule went to teach at Lulea in September 2019. In return, Maria Pettersson came in October 2019. The future plan includes two CBE faculty going to Sweden every year once the pandemic is over.
- d. India:
- i. One of our faculty is setting up a connection for the Dean to visit with Universities in Chennai in India. The original plan was to visit in the fall of 2020 to set up student exchange program with schools in India. Currently postponed.
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- e. Vietnam:
- i. Discussion has been started with Hue University in Vietnam for possible faculty and student exchange.
 - ii. Talisa Manker, former Department Manager of DCSI visited Vietnam with the Study Group to help recruit Vietnamese students to come the Western. The goal is to do more staff development in globalization.
- f. Chile:
- i. Our Dean visited Chile in March 2019, going to the University of Santiago and Pontifical Catholic University of Valparaiso. As a result, one of our

faculty members, Steve Hanson was planning to go to Chile as part of the faculty exchange in spring of 2020; currently on hold. g. Moldova:

- i. Anca Sirbu presented a class remotely at the Technology University of Moldova (TUM).
- ii. We are currently looking at developing a future partnership with TUM to internationalize their faculty and curriculum.

C. Other related activities

- a. IBUS Advisory Board re-constituted – it is now under the management of Associate Dean, Wing Fok and our Kaiser Chair, Shih-Fen Chen
- b. International Business Speakers Series:
 - i. Global Current Issue Speaker Series –
 1. What is going on in Hong Kong? The event attracted over 100 participants. Event was held in November 2019.
 2. Who-China or the U.S. - is Benefiting From the Trade War? Event was held in January 2020. Over 70 participants, mostly external.
 - ii. U.S./China Trade War, sponsored by Ross Chair, Ted Alden. Speaker, James Green, former Senior Trade Official at the U.S. Embassy in Beijing. Over 40 participants, a mix of students and external participants
 - iii. Brinton Scott, Western Alum and Senior partner of Winston and Strum, Shanghai, spoke in December 2018, to students and faculty. Over 40 participants.

Priority 3: Professional/Career Readiness Ongoing

activities since last CIR visit:

- Task force created in 2018
- Proposal (attached for reference) completed and presented to faculty and Advisory Board in 2021.
- Proposal currently being considered by college curriculum committee for approval of two new courses.

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Priority 4: Executive Education/Outreach

Ongoing activities since last CIR visit:

Since last visit, a total of ten executive education programs have been launched:

- Disney Institute – Disney’s Approach to Business Excellence
- Business Management Certificate
- Managing in the New Reality
- Navigating a New World
- 3 Project Management Exam Prep classes
- 3 Sustainability Practitioner Certification classes

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Priority 5: Fundraising

Ongoing activities since last CIR visit:

- The Dean, Associate Dean and Director of Advancement have been visiting our board members on a regular basis.

Priority 6: Curriculum

Ongoing activities since last CIR visit:

- Mary Sass (Management) led a task force to review our current curriculum, in 2018, with the focus on all the core/required courses. The task force benchmarked our core curriculum against 39 AACSB peer schools. Proposal was completed in 2020 and attached for reference.

Priority 7: Social Impact

Ongoing activities after last CIR visit:

- The AEID committee is working on a future agenda.

*To implement the strategic plan, different funding sources have been used that include State funds, foundation funds and self-supporting funds. State funds indicate WWU Operating budget. Foundation funds are charitable donations. Self-supporting are funds gathered from added revenues collected.

State resources have not increased. WWU is funded by the state as if the enrollment is 10,000, yet it is over 15,000. The pandemic resulted in a hiring freeze and CBE is down three faculty members from retirements. Economics will recruit for 2022/2023, and likely Management in 2023/2024.

WWU is primarily a liberal arts University, and CBE's enrollment of around 1,500 has been static. Given our current faculty size and physical facilities, there is no motivation for growth. Growth is possible with the weekend MBA and Poulsbo campus. We are at full capacity in the main campus undergraduate program and MBA program. WWU is considered an alternative to the UW campus, a university that is less congested in a beautiful, outdoor setting. Several programs within CBE: Manufacturing and Supply Chain Management, and Business and Sustainability, for example, differentiate CBE from other colleges within the state. **20 |**

Risk Assessment:

1. Enrollment declines:

If the Bellingham campus were to decline in enrollment, the actions during COVID would be applied: hiring freezes, reduction of course offerings, and potential staff layoffs without the ability to rehire. The MBA program would handle enrollment declines by reverting to an every-other-year admission cycle. Poulsbo would probably survive declines by converting to shared instruction with the Bellingham campus.

ACTION PLANS:

- Prioritize modality options that are aligned with student needs.
- Continue to invest in technology to support students, staff, and faculty who cannot return to in-person learning.
- Explore options for online-only education
- Explore evening and weekend instruction opportunities to accommodate limited daytime classroom capacity
- Explore graduate program innovations. Eg: STEM MBA option which allows international MBA students two years of post-study OPT visa instead of the regular one-year visa before needing H1B sponsorship.

2. Natural Disasters/Pandemics:

Researchers believe there is a potential threat of an earthquake in Bellingham. The extent of destruction would determine the plan and potential outcomes, whether it means closing buildings, going off campus or sharing with another University. The reactions of the New Orleans area Universities during Hurricane Katrina showed that it is a mistake to assume a natural disaster this severe won't happen. COVID also was instructive, as WWU continues to navigate the path of the pandemic in 2020 and beyond.

- WWU's earthquake and other natural disaster plans can be found here:
<https://emergency.wvu.edu/emergency-management>

Summary of COVID Logistics and Planning

March 11, 2020, was the day that WWU closed its doors and announced that the remainder of Winter Quarter would be taught remotely. Two weeks remained in the quarter and only about 10% of the CBE faculty had previously taught an online course.

The University and CBE instructors, led by Accounting Professor Dawna Drum, took the initiative to train faculty on the best online teaching techniques. Perhaps half of the faculty received instruction.

Remote teaching continued through Summer 2020, and budgetary measures were taken to plan for enrollment declines anticipated in 2020/2021. Ultimately, CBE cancelled more than 40 **21** | sections planned for 2020/21, resulting in a savings of over \$250,000. No staff layoffs were incurred.

The 2020/2021 academic year unfurled, with planning established by a University COVID Committee and the entire year proceeded on-line. No face-to-face courses were offered the entire academic year.

Finally, planning for Fall 2021 offered faculty the option of teaching face-to-face or continuing remotely. Approximately 55% of classes were taught on campus. The campus reopened, with students, faculty and staff required to show proof of vaccination to attend face-to-face courses. Waivers were granted for medical or religious reasons, with weekly COVID tests required for those receiving them. Masks were required for all students and faculty in class.

The plans for Winter 2022 remove the option for faculty to teach remotely, although WWU must continue to maintain COVID policies.

In terms of AACSB preparation, the biggest impact of the compressed course offerings resulted in a one-year over-reliance of faculty classified as “other.” Statistically, this will not happen in the future, however, we will pursue ways to re-classify them in the future.

1.3 As the school carries out its mission, it embraces innovation as a key element of continuous improvement.

CBE made numerous curricular innovations since the last AACSB accreditation. The MBA program was reduced from four programs to three (full-time daytime, part-time evening, and part-time weekend in Everett), eliminating an accelerated MBA. A task force reviewed the undergraduate curriculum and recommended minor revisions that are currently under consideration. A new BS in Accounting was approved and began in the Fall of 2020. Current proposals making their way through the approval process include a dual degree with the ESB Business School in Germany and the addition of Business & Sustainability and Accounting to our satellite campus in Poulsbo.

Universities across the world realized forced innovation due to COVID, as faculty scrambled to convert their courses to remote instruction. WWU was no different. In Fall 2021, approximately 55% of CBE courses return to face-to-face instruction, with the intention of increasing to 100% in 2022.

1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its focused mission and specifies how it intends to achieve this impact

Societal impact is a key element to the WWU Strategic Plan and CBE actively supports this emphasis. An EID Task Force was formed in the Fall of 2018 with the goal of supporting disadvantaged minority students. A faculty advisor was appointed specifically for these students. This Task Force became an official CBE Committee in 2021. A grant has enabled the committee to hire five student advocates as representatives for students on this committee and provided valuable input on the need for classroom and course improvements. It also **22** | provides for the creation of a Student Success Center and a Student Success Program Coordinator.

STANDARD 2: PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

The school manages its (2.1) physical, (2.2) virtual, and (2.3) financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school's mission, strategies, and expected outcomes.

As a state institution, CBE receives funds from three sources: the state of Washington, Foundation funds, primarily composed of charitable donations, and Self-Sustaining Funds. CBE has been housed in Parks Hall since 1982. This building provides individual offices for all tenured and tenure-track faculty and accommodates non-tenure track (NTT) faculty in either individual or shared spaces. The building has space for classrooms, conference rooms and two behavioral laboratories. The building is Wi-Fi compatible.

State funds provide a minimum of \$1,000/year in travel funds for each tenured/tenure track faculty member and \$500/year for each senior Non-Tenure Track (NTT) faculty member. The college provides an additional \$30,000 in support for a total of approximately \$100,000 per year. New faculty have received three years of summer funding in the amount of \$6,000. A limited number of summer grants are provided on a competitive basis. Additional grants are awarded each year for quality publications, scored by the Colloquium Committee.

STANDARD 3: FACULTY AND PROFESSIONAL STAFF RESOURCES

3.1 The school maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school's mission.

CBE employs 62 tenured/tenure-track (TT) and 40 NTT faculty members at present. TT faculty maintain an average of a six-course teaching load, enabling CBE to cover all courses and maintain a degree completion rate of 4.2 years for students.

Faculty are qualified through initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty (A).

The faculty standards are detailed in the CBE Faculty Handbook (See appendix).

Since the last CIR visit, CBE has revised the criteria to maintain faculty qualification categories:

SA, PA, SP, and IP. The revision of the standard's qualifications was accomplished by a task force

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led by Marketing Chair, Ed Love. Since the previous AACSB visit commented more towards a clarification, and not a tightening of the standards, the task force did not make it more challenging to achieve SA. The task force intends to revise accordingly and will have a new scoring process this academic year to go forward for the next review cycle. We note that by adding one peer-reviewed article to the scoring process, CBE would still achieve the **23** | recommended thresholds. It is further noted that the faculty teaching at the graduate level maintain high intellectual contribution output level evidenced by the attached spreadsheet.

3.2 Sufficient professional staff are available to ensure high-quality support for faculty and learners as appropriate.

There are 19 staff members employed by CBE in the following functions:

6 Academic department managers

3 Dean's office staff

Operations Manager

Program Manager

Administrative Assistant

1 Information Technology Manager

2 Research Center Staff Director

Assistant Director

2 Graduate office staff

Assistant Director, MBA Program

Assistant Director, Career Services MBA Program

1 Office Assistant for the Kaiser and Ross Chairs

1 Manager of Manufacturing & Supply Chain Management (MSCM) program

1 Director of Economics Education Center

1 Student Success Specialist

1 Student Success Program Coordinator

Although the addition of more staff would increase efficiency, this group has maintained high quality service. There have been no layoffs during the pandemic.

3.4 The school has a well-documented and well-communicated processes to manage, develop, and support faculty and professional staff over the progression of their careers that are consistent with the school's mission, strategies, and expected outcomes.

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A Faculty Handbook dictates the rules and regulations with which CBE operates.

Three administrative bodies manage the college:

- The Dean's Advisory Council (DAC), consisting of the Department Chairs, Graduate Director, Operations Manager, Dean and Associate Dean
- Policy Council, which is comprised of the Dean's Advisory Council (DAC), the members of the Faculty Governance Council (FGC) and the Student Senate
- The Faculty Governance Council (FGC) is a body of five individuals, one from each academic department, who make changes to the Faculty Handbook and offer guidance to the Dean's Advisory Council (DAC).

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The following committees are in place: Curriculum; Faculty Review; Colloquium (Research); Technology; Equity, Inclusion and Diversity (EID); and Assurance of Learning.

A faculty performance plan reviews non-tenured, tenure track performance until tenure is achieved. Tenured professors are reviewed every 5 years. Failure to meet expectations in teaching, research or service results in a one-year continuing review after which the faculty member must meet the standards of tenure.

Staff are reviewed annually by their supervisors using Western's Employee Performance Assessment System (EPAS).

STANDARD 4: CURRICULUM

4.1 The school delivers content that is current, relevant, forward-looking, globally oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility with current and emerging technologies.

Although no major course substitutions were the result of the curriculum review, efforts have been made to address strategic priorities within the existing program. New courses in Marketing have been added to the Sustainability and EID curriculum. Major proposals are in development for dual-degree programs with the Modern and Classical Languages Department. The Accounting program added a writing component and Management offered a Career Readiness course. CBE added a Data Analytics Minor in 2017.

4.2 The school manages its curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency.

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At the undergraduate level, a task force, led by Management Professor, Mary Sass, reviewed the Undergraduate Core Curriculum, and benchmarked it against 39 Colleges of Business. See attached report. Major recommendations include the need for Professional and Career Readiness, and the repositioning of Ethics within the CBE Curriculum. Both changes are anticipated to be implemented in 2022/2023.

For individual majors, curriculum reviews were also carried out regularly with inputs from various stakeholders.

Accounting

In 2018 the accounting faculty interviewed many of the accounting alumni to update and strengthen the accounting curriculum. The use of Artificial Intelligence (AI) tools to perform many entry level tasks in accounting was the catalyst for the review. Over the following year, the accounting faculty gathered information. As a result, several changes were made to the content of the accounting courses, a writing expert, Lucas Walker, from the English Department, and senior and masters level communication students were hired to help hone student presentations.

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Working with accounting faculty member, Steve Smith, the writing expert did an initial pilot in the ACCT 375 class. From that pilot, other faculty added writing assignments to their classes. Lucas documented which writing skills were included in each class and helped to coordinate offerings across courses. Recently, Lucas has worked with faculty in other departments, and is teaching the Business Writing course, MGMT 319 within the CBE curriculum. In addition, Lucas is creating an online writing resource for our students.

In 2020, the accounting department launched the Bachelor of Science in Accounting degree. This degree was created to provide CPA focused students with an option to develop the critical skills mentioned in the curriculum review.

The Master of Professional Accounting (MPAcc) was also revised in 2019.

The curriculum review in the Accounting Department is an ongoing process, the faculty met this week with the Accounting Advisory Board members to discuss modifications to the current accounting curriculum to ensure that we keep up with market changes and prepare our students with the pivotal skills needed in a changing environment.

Attached please find a summary of the accounting curriculum review report.

Decision Sciences (DSCI)

Since 2017, the Department of Decision Sciences has reviewed the curriculum for the MSCM program and made important changes. In addition, a curriculum review has been done and modifications have been implemented for the MIS major program and the Business Analytics

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minor program. The curriculum reviews were undertaken to maintain currency for the programs.

Provided below is a summary of the revisions.

- **MSCM:**
 - Our MSCM program undertook a significant review of the MSCM curriculum with the MSCM Industry Advisory Board and faculty members which resulted in several changes to the curriculum. The changes were implemented into the WWU Catalog starting with the 2018-19 academic year. Summary of the changes are attached for reference.
- **MIS and Business Analytics:**
 - Revision of elective course offerings for MIS and Business Analytics students: Since 2017, in response to demand from industry, the elective offerings for MIS students have shifted to include a stronger emphasis on courses related to business analytics. Newly designed (or redesigned) course offerings include the “Programming Skills for Business Analytics,” “Data Visualization for Decision Making”, and “Advanced Business Database Systems” courses. Former MIS elective courses focusing on web-based systems development have been phased out. The new MIS elective courses are also used for the Business Analytics minor program offered by the Department of Decision Sciences.

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- Writing proficiency requirements have been redistributed to occur earlier in the MIS program:
The “writing in the major” writing proficiency content was shifted from the capstone “MIS 495 - Corporate Information Systems” course to the “MIS 321 Systems Analysis & Design” course which is the first course in the MIS concentration sequence.

Economics

In late 2019 the Economics Department initiated a review of the content of most of the courses required across the different majors. The goal was to arrive at a list of core topics for each class.

There were two important reasons for this project:

- 1) To ensure consistency across sections and instructors so that instructors in subsequent courses that used these basic courses as prerequisites would know what was included and, therefore, what they could lean on in their own courses.

- 2) To provide instructors teaching a course for the first time a guide as to what the department expects in these courses.

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The courses included in this review were ECON 206, 207, 303, 306, 307, and 375. The core topics list was developed by forming working groups comprised of all faculty that had taught a particular course in the past 2-4 years. In most cases, this was a group of 2-5 faculty per course.

The groups were instructed to compile a core topics list that would comprise no more than 70 or 80 percent of the total course content / time. This allows for instructors to include optional topics for around 20-30 percent of the time. In addition, many of the core topics identified can be covered at a basic level or a more in-depth, detailed level. We leave the decision of which ones get a deeper dive to the instructor, as long as they cover the basics of all core topics.

The project got going just a bit before COVID but then was delayed because of the pandemic. It was finished in Spring of 2021 and all core topics lists for these six courses are now complete and in use.

Finance and Marketing

The finance program conducted a comprehensive curricular review in 2018. This consisted of a review of program offerings in similar and aspirational schools. The conclusion was that, while we did not need to make major changes, we would benefit from the addition of the finance analytics elective.

On the marketing side, we regularly review our electives. Based on industry trends and input from alumni, we have updated the content in several courses and added a new digital marketing elective since 2017.

Management

The Management faculty are currently undergoing a curriculum revision. We don't have any specifics to share yet.

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Since our last CIR visit, the International Business faculty have put in place a couple of new classes:

1. Asian Business Systems and Managing Supply Networks
2. Economics of the Pacific Rim

It should be noted that the task force chairs of the Undergraduate Core Curriculum Review Task Force as well as the Professional and Career Readiness Task Force are both management faculty. Their report and proposals were described in prior sections.

Master of Business Administration

The MBA program also reviewed the MBA curriculum and made significant changes. The attendance of the MBA Director at the AACSB seminar on MBA Curriculum confirmed that the new Curriculum was providing current and appropriate topics.

Additions included:

Emerging Technologies

- Business Analytics
- Related topics include:
- Business intelligence (Tableau)
- Data mining
- Text mining
- Machine learning (Rapidminer)
- Artificial intelligence
- Information visualization
- Other topics
- Internet of Thing (IoT)
- Social media analytics
- 5G wireless standard

On the coverage of global issues, one of the required courses “Competing in a Global Environment” has been taught by Shih-Fen Chen since 2018. Shih-Fen is the Kaiser Endowed Chair in International Business, who was a former faculty member of Ivy Business School of Western Ontario, Canada. The class has strong global coverage. Additionally, in 2019 and 2020 the MBA Program worked to add a global travel trip to Shanghai. We were set to take over half of our cohort on this trip in March 2020 when COVID shut down the world and stopped us from traveling overseas. When permitted, we would like to add this opportunity back into the MBA Program and make it available to all our students to attend as part of their MBA 595 class.

Learner competence relating to global issue will be added to the assessment schedule for the next review cycle.

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The biggest programmatic change since 2017, was the consolidation of two daytime options (the six quarter "Traditional" program and the four quarter "Accelerated" program) into one five quarter “Daytime” program.

This standardized the credit hours and courses across our three programs (Daytime, Evening and Weekend).

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4.3 The school's curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum.

There are several undergraduate courses which involve projects with companies in Whatcom County. At present, the Management, Economics, Finance and Marketing departments offer courses that discuss business' role in society and positive societal impact.

4.4 The school's curriculum facilitates meaningful learner-to-learner and learner-to-faculty academic and professional engagement.

There are six key advisory boards within the college: the CBE Advisory Board, Marketing Advisory Board, Accounting Advisory Board, MSCM Advisory Board, Investment Advisory Board, and the International Business Advisory Board. These boards provide guest speakers, mentors, and assist with internship placements. This frequent interaction, coupled with industry field projects and internships provide an excellent learner-to-learner and learner-to-faculty culture. For learner-to-learner, MSCM, Marketing, and Accounting, students regularly participate in team case competitions like the Boeing Company case competition. For learner-to-professional engagement, students participate in the MSCM Advisory board meetings on a regular basis. Leadership lunches in which selected students meet with executives, are conducted quarterly.

STANDARD 5: ASSURANCE OF LEARNING

5.1 The school uses well-documented assurance of learning (AOL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's AOL work have led to curricular and process improvements.

CBE has an AOL committee comprised of members from each academic department and covering all degree programs. The committee has responsibility for establishing and tracking learner outcomes to assure quality of instruction. The marketing department representative is also the director of the MBA program while the management department representative serves as the program director of the Business and Sustainability program. The committee meets regularly, currently once every two weeks during the Fall, Winter and Spring quarters. The following programs are assessed regularly:

- A. Undergraduate Business Administration, Accounting, and MSCM **29** |
- B. Undergraduate Business Administration (Poulsbo Campus)
- C. Undergraduate Business and Sustainability
- D. Undergraduate Financial Economics

- E. Master's in professional accounting (MPAcc)
- F. Master of Business Administration (MBA) Bellingham Campus
- G. Master of Business Administration (MBA) Everett Campus

Most assessments have been done with Direct Measures. Direct Measures are primarily course embedded. Indirect Measures have been added as part of the assessment. A variety of course embedded measures are used that include short essays, calculation problems, case analysis and writing sample evaluation. The results of our Direct Measures assessment can be found in Table 5.1 in the Appendix section. Indirect Measures include student surveys, alumni surveys, and advisory board feedback. Results of the Indirect Measures can be found in Table 5.2 in the Appendix section.

Improvements have been made based on the results of the Direct Measures. More data collection and analysis will be conducted as part of continuous improvement.

On the competency concerning writing skills, Direct Measures indicate that our students are performing at a satisfactory level. Exit and alumni surveys also indicate that our graduates and alumni are comfortable with their writing competency. Feedback from our college advisory boards, however, indicates that this is an area that we can improve on. In the spirit of continuous improvement, the following changes were made in the current review cycle:

1. The Accounting Department is piloting a program in which a writing instructor has been hired to work with all the accounting faculty. This pilot program exposes students to a range of writing scenarios that they will see as professionals by supporting faculty in developing and fine-tuning writing projects that efficiently fold into the content of most courses in the major. This dispersion emphasizes the importance of writing and critical thinking as a professional, minimizes the workload on a single instructor, synchronizes writing instruction across the department and offers one-on-one writing support to students as they become more effective communicators. The program started in fall quarter 2019. Initial results are very positive.
2. Written communication classes have been added under the Management department.

Although not many curriculum changes were made, a few process improvements were made in the current review cycle:

1. The Associate Dean who is the ex officio chair of the AoL process was hired in fall of 2017. The former Associate Dean (and chair) retired and left before fall of 2016. With a gap of one full year without a formal chair, it took a little longer than normal for the new Associate Dean to locate previous assessment data. To avoid the same situation in the

future, a co-chair for the AoL committee was created. This co-chair is a faculty member so that continuation of the AoL process can be ensured in the future. **30 |**

2. An electronic folder was created in our college network to store all assessment results and is available to all faculty.
3. A process is being implemented to allow regular communication between the chairs of the AOL committee and other stakeholders such as Department Chairs, members of the curriculum committee, the full faculty and advisory board members. Regular reports of assessment results will be presented to these stakeholders by the committee chairs.

It should be noted while we assessed multiple programs in our current review cycle, not all of them have similar enrollment numbers. As the table below illustrates, the main program is the BAAM program with over 90% of the normal undergraduate enrollments. At the graduate level, the Masters in Profession Accounting program has traditionally had very low enrollment as well. The main focus of our assessment efforts has been on the BAAM programs. The six learner competency goals in the BAAM program have been assessed twice in the current review cycle.

For the Poulsbo program, a survey of students was used as an indirect measure method of assessment. That is why only one class is being used for assessment. The committee is currently working with the new CBE Poulsbo program coordinator to use multiple classes and direct measures for assessment in the future.

For the Business and Sustainability program, it is a relatively new program (started in 2013). It is also a joint degree between CBE and Huxley, College of the Environment. As such, some of the required courses are being offered by faculty from Huxley, College of the Environment. We are currently only assessing classes taught by CBE faculty for ease of control. It is, therefore, a somewhat limited number of classes we can use. The future plan is to work with faculty from the other college to increase the number of classes used for assessment.

On the issue of globalization, the committee agrees that it is an important issue that we need to assess. We will add it into all our programs.

In the winter quarter of 2022, the AoL committee will review all the learner competencies as well as the criteria for determining whether students meet the competency standards.

CBE Enrollment in self-study year

Undergraduate Programs	Fall 20	Winter 21	Spring 21
BAAM programs	924	977	971
Acct - Financial Econ program	0	5	3
Bus & Sustainability -Energy program	13	7	11
Bus & Sustainability program	44	49	45
Bus Admin - Poulsbo program	23	25	26

Totals	1004	1063	1056

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Masters Programs	Fall 20	Winter 21	Spring 21
MBA Full-Time Program	34	31	34
MBA Part-Time Program	28	23	26
MBA Everette Program	20	25	26
Master's in Professional Accounting	3	2	2
Totals	85	81	88

5.2 Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.

Three MBA programs (full-time daytime, part-time evening, and part-time weekend in Everett) are structured with slight variances in curriculum. Learning outcomes are established and tracked for each program to assure commonality. Based on the recommendations from the last review cycle's visiting team, all MBA programs have consolidated the learners' competencies to:

- ✓ Demonstrate mastery of written communication skills
- ✓ Demonstrate mastery of oral communication skills
- ✓ Synthesize functional business knowledge within a strategic organizational framework

Course embedded Direct Measures have been used for all the competencies. Results can be found in Table 5.1 attached.

STANDARD 6: LEARNER PROGRESSION

6.1 The school has policies and procedures for admissions, acceptance of transfer credit, academic progression toward degree completion, and support for career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes.

Policies and procedures for admissions:

Freshman students can be admitted as Western Students under Native Freshman status or Running Start status. Running Start students may come into Western with some earned college credits through their high schools. Transfer students are also accepted from community colleges

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and other universities. Western Washington University has Direct Transfer Agreements (DTA) with all community colleges in the state. Under the DTA, all community college students with an appropriate associate degree will be admitted and will have satisfied most or all of the General University Requirement (GUR) courses. The GUR courses typically are non-business classes that cover liberal arts disciplines.

To be admitted as a business pre-major, a student must satisfy the following:

- Minimum of 45 credits*
- Minimum of a 2.50 cumulative college-level GPA including all previous institutions
- Minimum of a 2.50 cumulative WWU GPA (if any courses completed at Western)

Note: * A Western degree, including any business degree, requires at least 180 credits. **32**

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CBE has a Student Success Specialist, a staff member, to serve as a pre-major advisor. This staff member is responsible for providing academic advising to all students before they satisfy the above requirements and throughout their pre-major status. Students must successfully complete all business foundation courses with the GPA required for their respective major. In some cases (OPS & MIS) they are then placed into a pool and admittance as a full major is decided by the department. Full majors are assigned a faculty advisor within their discipline. The faculty member, with the help of their respective academic department manager, provide academic advising for the remainder of the students' program. University-wide systems (Navigate and Degree Works) allow the Student Success Specialist and faculty advisors to follow the academic progress of all CBE students. Individual students can also check their own progress through the Degree Works online platform.

Students can receive career advice from both their faculty advisor and a university level Career Services Center (CSC). Students are referred to the CSC at all stages of their academic career. The vision and function of the Western CSC can be found in the Appendix.

Internships are a required part of several CBE programs and recommended in all. The MSCM program requires two internships as part of their degree requirements. Each department offers credit for internships, with a designated department specific professor monitoring successful completion of each internship.

6.2 Post-graduation success is consistent with the school's mission, strategies, and expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs on a current and consistent basis.

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CBE does not have a Career Service Center at the undergraduate level. All students from Western, however, have access to the Career Services Center whose director is a former staff member of CBE.

For MBA students, a dedicated staff member is hired to provide Career Services.

WWU Career Services Center Vision, Mission and Goals:

Vision

A world where everyone is empowered to achieve their career goals and live their best life.

Mission

The WWU Career Services Center empowers our community to explore, to connect, and to create their future.

Goals

To increase:

- Experiential opportunities, and professional connections for students by promoting equitable access, and engaging students and employers in volunteering, internships, and events.
- Student access and awareness of opportunities through outreach and marketing, connections to resources and tools, presentations, workshops, and career counseling. **33**

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- Equitable outcomes by modeling and advocating for equity, diversity, and inclusion with all stakeholders.
- Student self-awareness and self-efficacy through developmental and compassionate group and individual counseling.
- Tailored programs, resources, and tools by collaborating with faculty and academic partners.
- Graduate students are served by an in-house career services staff member.

The following data presents information on post-graduate placements.

CBE Placement and Salary Data (as provided by the office of Institutional Effectiveness - OIE)

Please note that you may retrieve this data here:

<https://oie.wwu.edu/employment-security-wage-data/>

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A link to OIE data with all University departments graduate outcomes here:

<https://www.wvu.edu/careers/graduateoutcomes.shtml>

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Top Employers of Graduates Employed in WA State 2018/2019 Data					
			Total Grads	% Employed	Median Wage
Accounting	Employed in WA	Total	726	100%	\$63,000.00
		Moss Adams LLP	69	10%	\$65,000.00
		Larson Gross LLC	32	4%	\$59,000.00

Page		Ernst & Young US LLP		4%	\$67,000.00
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Page			30		
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Page		Grant Thornton LLP		3%	\$70,000.00
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Page		Costco Wholesale		3%	\$63,000.00
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Decision Sciences	Employed	Total		100%	\$73,000.00
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Page	in WA		966		
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Page		The Boeing Company		15%	\$82,000.00
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Page		Microsoft Corporation		4%	\$148,000.00
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Page		Starbucks Coffee		3%	\$91,000.00
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Page			31		
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Page		Amazon		3%	\$123,000.00
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Page		Paccar Inc.		2%	\$65,000.00
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Economics	Employed	Total		100%	\$53,000.00
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Page	in WA		771		
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Page		Amazon		2%	\$101,000.00
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			17		
		The Boeing Company	16	2%	\$76,000.00
		Wells Fargo Bank NA	13	2%	\$52,000.00
		Amazon Com Services LLC	13	2%	\$140,000.00
		Keybank National Association	12	2%	\$57,000.00
Finance & Market	Employed in WA	Total	1,505	100%	\$58,000.00
		Amazon	49	3%	\$102,000.00
		Amazon Com Services LLC	36	2%	\$106,000.00
		Insight Global LLC	33	2%	\$59,000.00
		Aerotek Inc.	31	2%	\$39,000.00
		Nordstrom Inc.	27	2%	\$56,000.00
Management	Employed in WA	Total	1,247	100%	\$52,000.00
		The Boeing Company	43	3%	\$83,000.00
		Amazon	29	2%	\$96,000.00
		Nordstrom Inc.	28	2%	\$49,000.00
		Costco Wholesale	26	2%	\$58,000.00
		Amazon Com Services LLC	25	2%	\$96,000.00
		** https://www.wvu.edu/careers/graduateoutcomes.shtml			
		* https://oie.wvu.edu/employment-security-wage-data/			

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Top Industries of Graduates Employed in WA State 2018/2019 Data						
			Total Grads	% Employed	Mean Wage	Median Wage
Accounting	Employed in WA	Total	726	100%	\$68,000.00	\$63,000.00
		Professional Scientific and Technical	373	51%	\$70,000.00	\$66,000.00
		Retail Trade	120	17%	\$68,000.00	\$55,000.00
		Administrative and Support and Waste Management	94	13%	\$53,000.00	\$47,000.00
		Manufacturing	85	12%	\$72,000.00	\$68,000.00
		Finance and Insurance	84	12%	\$76,000.00	\$68,000.00
Decision Sciences	Employed in WA	Total	966	100%	\$80,000.00	\$73,000.00
		Manufacturing	337	35%	\$80,000.00	\$76,000.00
		Professional Scientific and Technical	253	26%	\$83,000.00	\$73,000.00
		Retail Trade	158	16%	\$82,000.00	\$69,000.00
		Information	137	14%	\$108,000.00	\$99,000.00
		Administrative and Support and Waste Management	98	10%	\$63,000.00	\$55,000.00
Economics	Employed in WA	Total	771	100%	\$62,000.00	\$53,000.00
		Finance and Insurance	171	22%	\$68,000.00	\$59,000.00
		Retail Trade	159	21%	\$60,000.00	\$46,000.00
		Professional Scientific and Technical	146	19%	\$69,000.00	\$63,000.00
		Administrative and Support and Waste Management	109	14%	\$44,000.00	\$38,000.00
		Accommodation and Food Services	101	13%	\$39,000.00	\$30,000.00

Finance & Marketing	Employed in WA	Total	1,505	100%	\$69,000.00	\$58,000.00
		Professional Scientific and Technical	397	26%	\$70,000.00	\$62,000.00
		Retail Trade	348	23%	\$67,000.00	\$56,000.00
		Finance and Insurance	320	21%	\$74,000.00	\$61,000.00
		Information	269	18%	\$104,000.00	\$83,000.00
		Administrative and Support and Waste Management	247	16%	\$57,000.00	\$50,000.00
Management	Employed in WA	Total	1,247	100%	\$61,000.00	\$52,000.00
		Retail Trade	336	27%	\$61,000.00	\$53,000.00
		Professional Scientific and Technical	200	16%	\$68,000.00	\$62,000.00
		Accommodation and Food Services	190	15%	\$39,000.00	\$33,000.00
		Administrative and Support and Waste Management	174	14%	\$53,000.00	\$46,000.00
		Manufacturing	172	14%	\$68,000.00	\$65,000.00
** https://www.wvu.edu/careers/graduateoutcomes.shtml						
* https://oie.wvu.edu/employment-security-wage-data/						

Top Institutions Attended by WWU Graduates 2018/2019 Data			
		# Furthering Education	% Furthering Education
College Total		939	100%

Accounting	University of Washington - Seattle		12%
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Page	Bellevue College		12%
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Page	Western Washington University		10%
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Page	Whatcom Community College		8%
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Page	North Seattle College		5%
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Decision Sciences	University of Washington - Seattle		22%
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Page	Western Washington University		7%
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Page	Western Governors University		5%
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Page	Washington State University		4%
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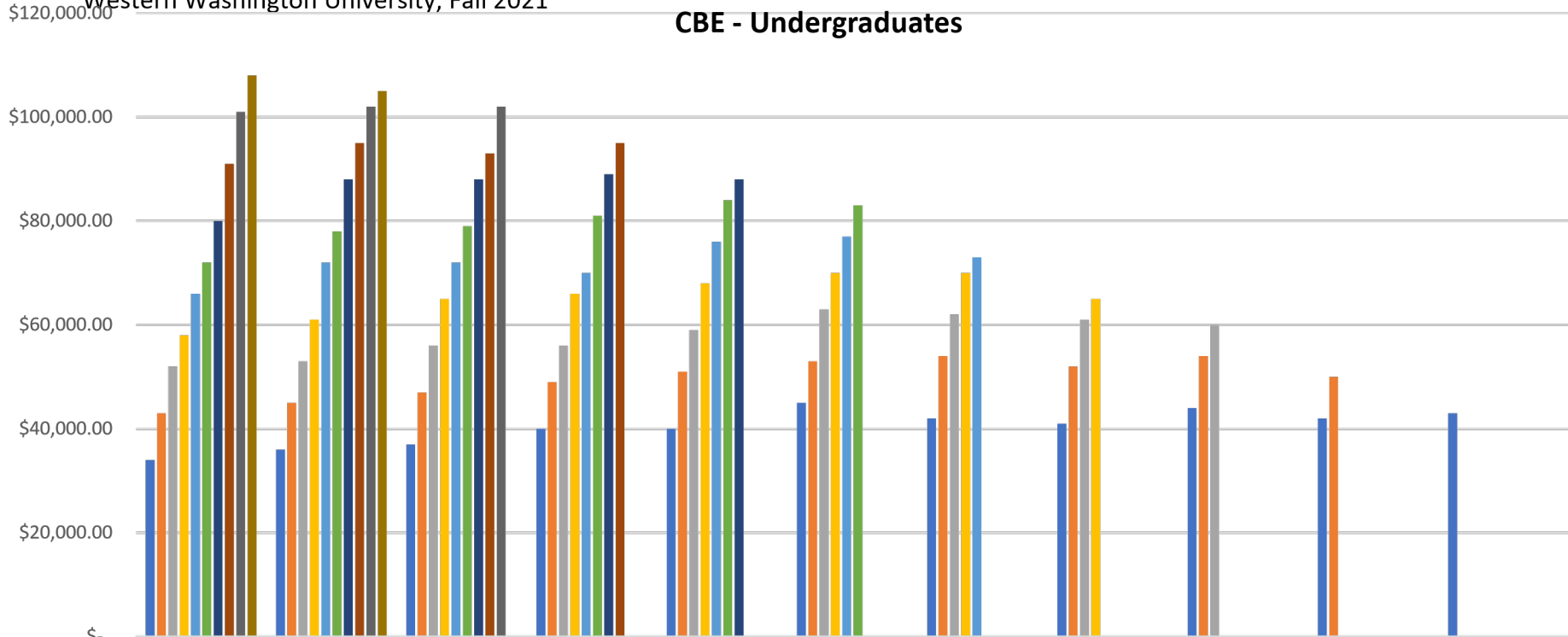
Page	North Seattle College		4%
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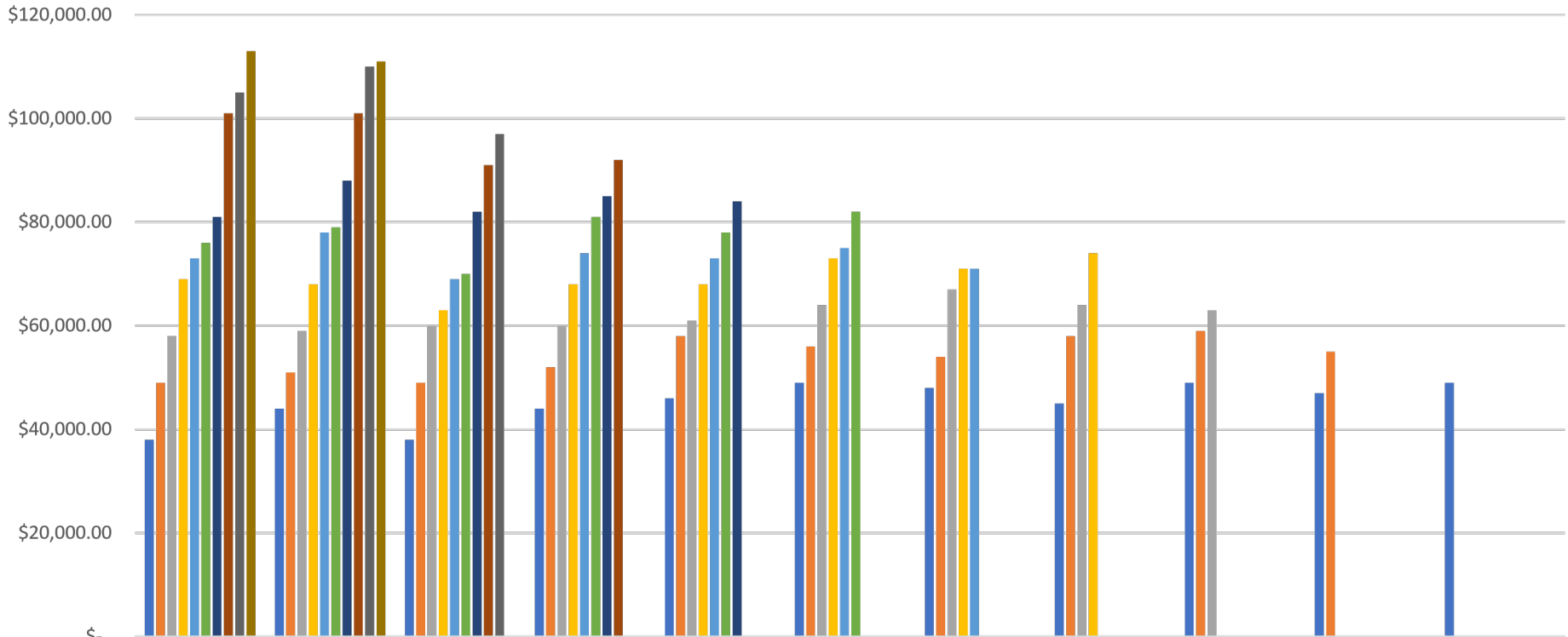
Economics	University of Washington - Seattle	24	9%
	Western Washington University	20	8%
	Bellevue College	12	5%
	Whatcom Community College	11	4%
	Western Governors University	11	4%
Finance & Marketing	Western Washington University	25	13%
	Western Governors University	18	9%
	Bellevue College	15	8%
	University of Washington - Seattle	11	6%
	Seattle University	8	4%
Management	Western Washington University	25	12%
	University of Washington - Seattle	12	6%
	Bellevue College	12	6%
	North Seattle College	8	4%
	Bellingham Technical College	7	3%
** https://www.wvu.edu/careers/graduateoutcomes.shtml			
* https://oie.wvu.edu/employment-security-wage-data/			

Median Wage Progression Over Time CBE - Undergraduates



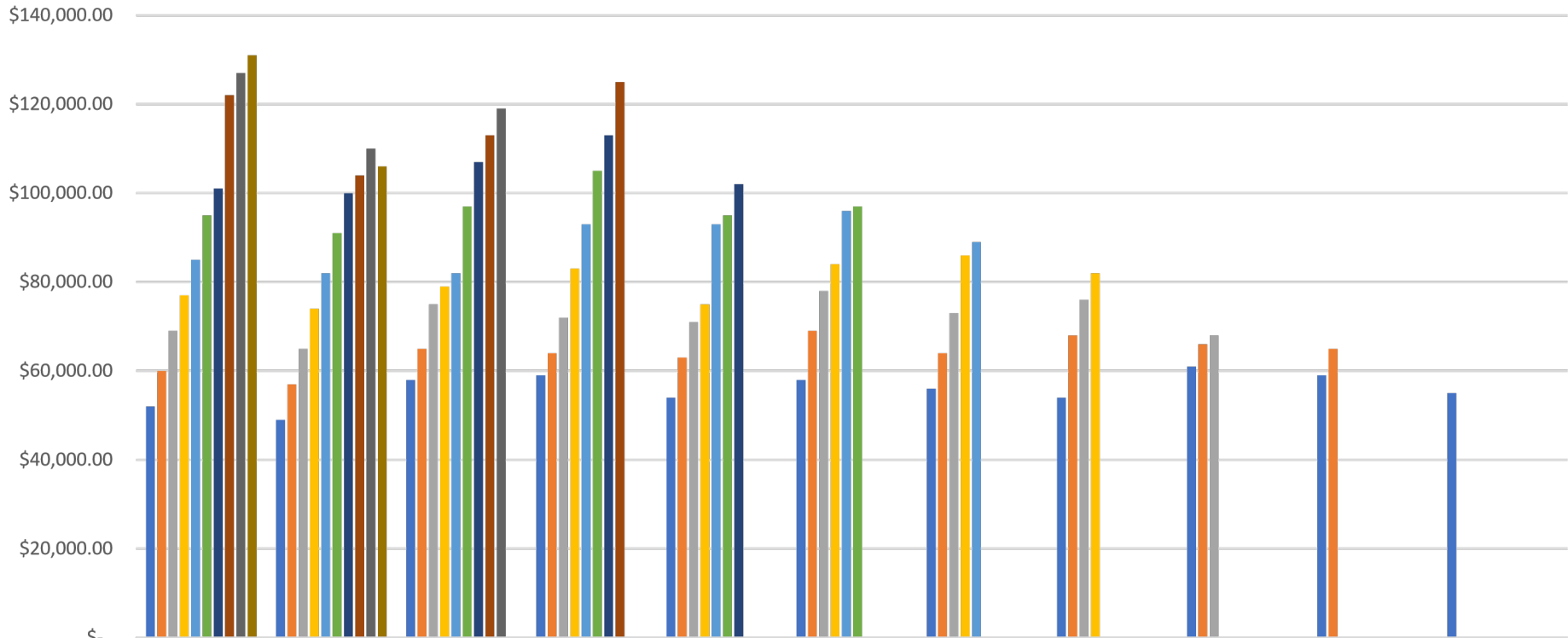
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Year 1	\$34,000.00	\$36,000.00	\$37,000.00	\$40,000.00	\$40,000.00	\$45,000.00	\$42,000.00	\$41,000.00	\$44,000.00	\$42,000.00	\$43,000.00
Year 2	\$43,000.00	\$45,000.00	\$47,000.00	\$49,000.00	\$51,000.00	\$53,000.00	\$54,000.00	\$52,000.00	\$54,000.00	\$50,000.00	
Year 3	\$52,000.00	\$53,000.00	\$56,000.00	\$56,000.00	\$59,000.00	\$63,000.00	\$62,000.00	\$61,000.00	\$60,000.00		
Year 4	\$58,000.00	\$61,000.00	\$65,000.00	\$66,000.00	\$68,000.00	\$70,000.00	\$70,000.00	\$65,000.00			
Year 5	\$66,000.00	\$72,000.00	\$72,000.00	\$70,000.00	\$76,000.00	\$77,000.00	\$73,000.00				
Year 6	\$72,000.00	\$78,000.00	\$79,000.00	\$81,000.00	\$84,000.00	\$83,000.00					
Year 7	\$80,000.00	\$88,000.00	\$88,000.00	\$89,000.00	\$88,000.00						
Year 8	\$91,000.00	\$95,000.00	\$93,000.00	\$95,000.00							
Year 9	\$101,000.00	\$102,000.00	\$102,000.00								
Year 10	\$108,000.00	\$105,000.00									

Median Wage Progression Over Time
Accounting



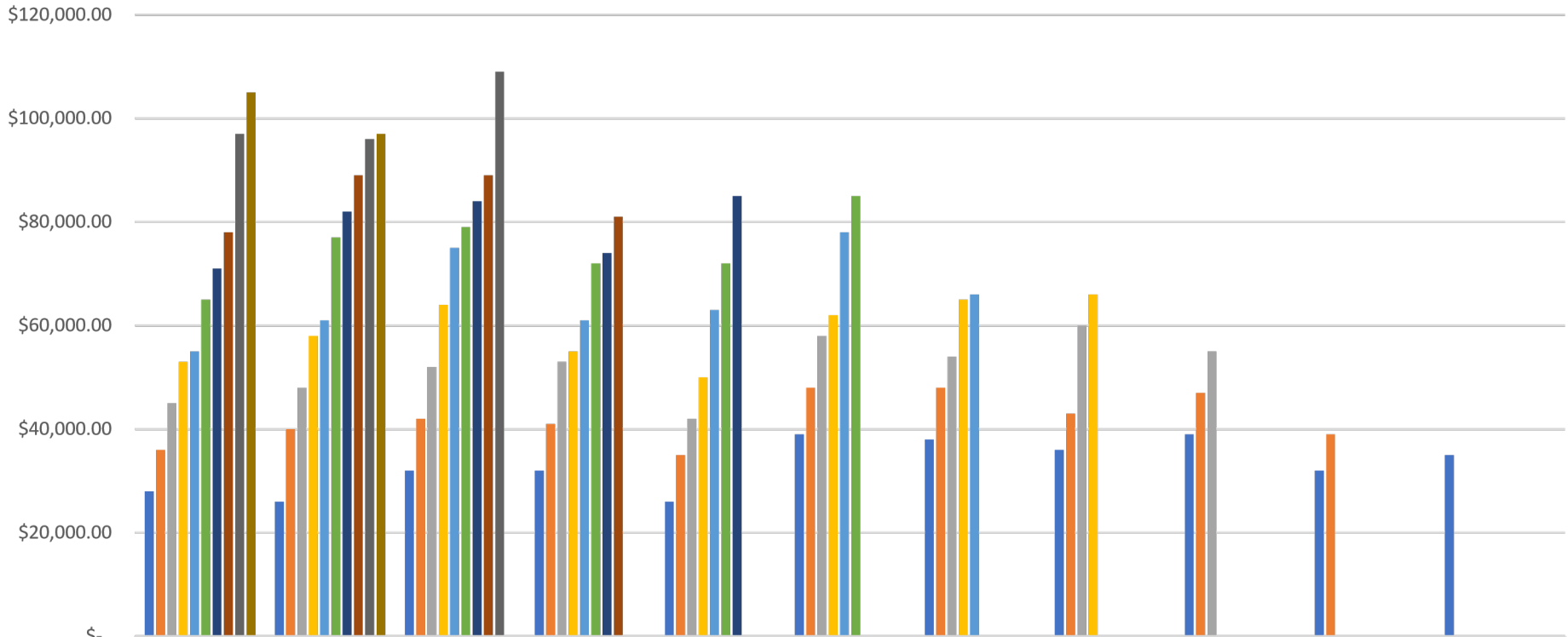
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
■ Year 1	\$38,000.00	\$44,000.00	\$38,000.00	\$44,000.00	\$46,000.00	\$49,000.00	\$48,000.00	\$45,000.00	\$49,000.00	\$47,000.00	\$49,000.00
■ Year 2	\$49,000.00	\$51,000.00	\$49,000.00	\$52,000.00	\$58,000.00	\$56,000.00	\$54,000.00	\$58,000.00	\$59,000.00	\$55,000.00	
■ Year 3	\$58,000.00	\$59,000.00	\$60,000.00	\$60,000.00	\$61,000.00	\$64,000.00	\$67,000.00	\$64,000.00	\$63,000.00		
■ Year 4	\$69,000.00	\$68,000.00	\$63,000.00	\$68,000.00	\$68,000.00	\$73,000.00	\$71,000.00	\$74,000.00			
■ Year 5	\$73,000.00	\$78,000.00	\$69,000.00	\$74,000.00	\$73,000.00	\$75,000.00	\$71,000.00				
■ Year 6	\$76,000.00	\$79,000.00	\$70,000.00	\$81,000.00	\$78,000.00	\$82,000.00					
■ Year 7	\$81,000.00	\$88,000.00	\$82,000.00	\$85,000.00	\$84,000.00						
■ Year 8	\$101,000.00	\$101,000.00	\$91,000.00	\$92,000.00							
■ Year 9	\$105,000.00	\$110,000.00	\$97,000.00								
■ Year 10	\$113,000.00	\$111,000.00									

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Western Washington University, Fall 2021
Median Wage Progression Over Time
Decision Sciences



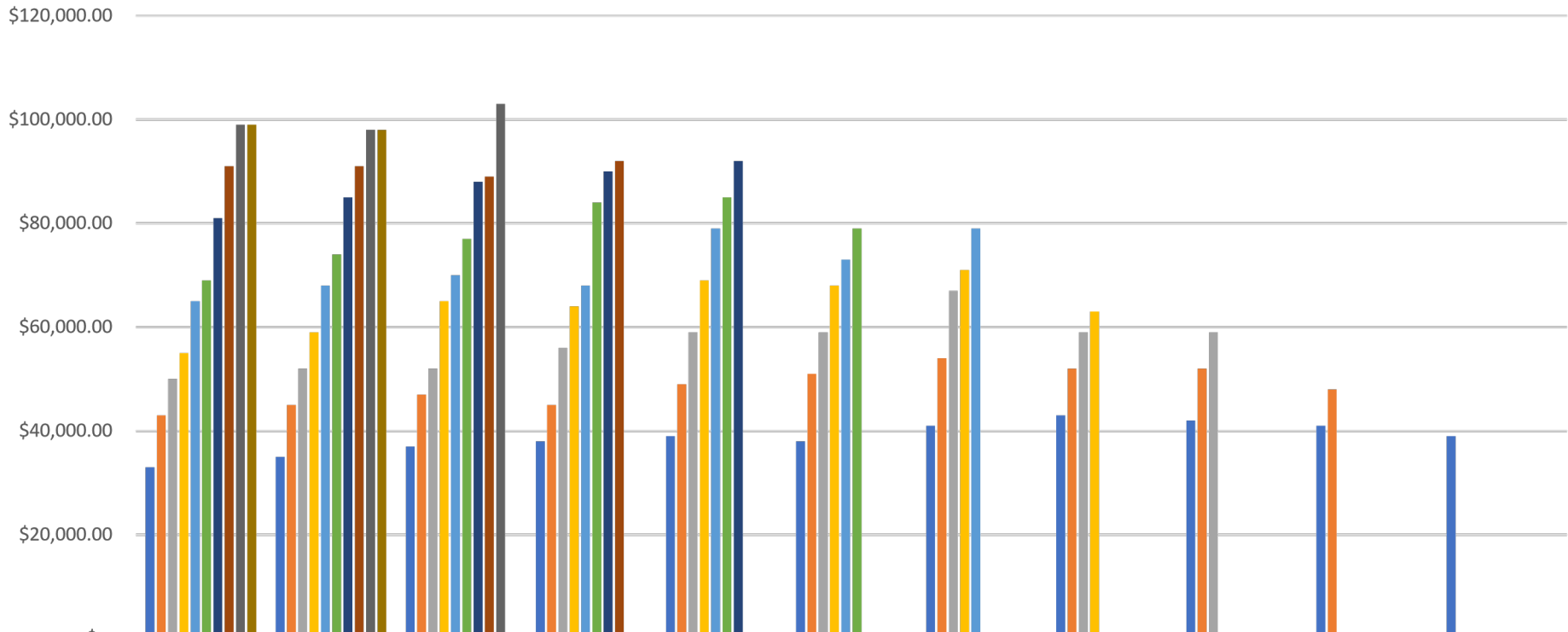
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Year 1	\$52,000.00	\$49,000.00	\$58,000.00	\$59,000.00	\$54,000.00	\$58,000.00	\$56,000.00	\$54,000.00	\$61,000.00	\$59,000.00	\$55,000.00
Year 2	\$60,000.00	\$57,000.00	\$65,000.00	\$64,000.00	\$63,000.00	\$69,000.00	\$64,000.00	\$68,000.00	\$66,000.00	\$65,000.00	
Year 3	\$69,000.00	\$65,000.00	\$75,000.00	\$72,000.00	\$71,000.00	\$78,000.00	\$73,000.00	\$76,000.00	\$68,000.00		
Year 4	\$77,000.00	\$74,000.00	\$79,000.00	\$83,000.00	\$75,000.00	\$84,000.00	\$86,000.00	\$82,000.00			
Year 5	\$85,000.00	\$82,000.00	\$82,000.00	\$93,000.00	\$93,000.00	\$96,000.00	\$89,000.00				
Year 6	\$95,000.00	\$91,000.00	\$97,000.00	\$105,000.00	\$95,000.00	\$97,000.00					
Year 7	\$101,000.00	\$100,000.00	\$107,000.00	\$113,000.00	\$102,000.00						
Year 8	\$122,000.00	\$104,000.00	\$113,000.00	\$125,000.00							
Year 9	\$127,000.00	\$110,000.00	\$119,000.00								
Year 10	\$131,000.00	\$106,000.00									

Median Wage Progression Over Time Economics



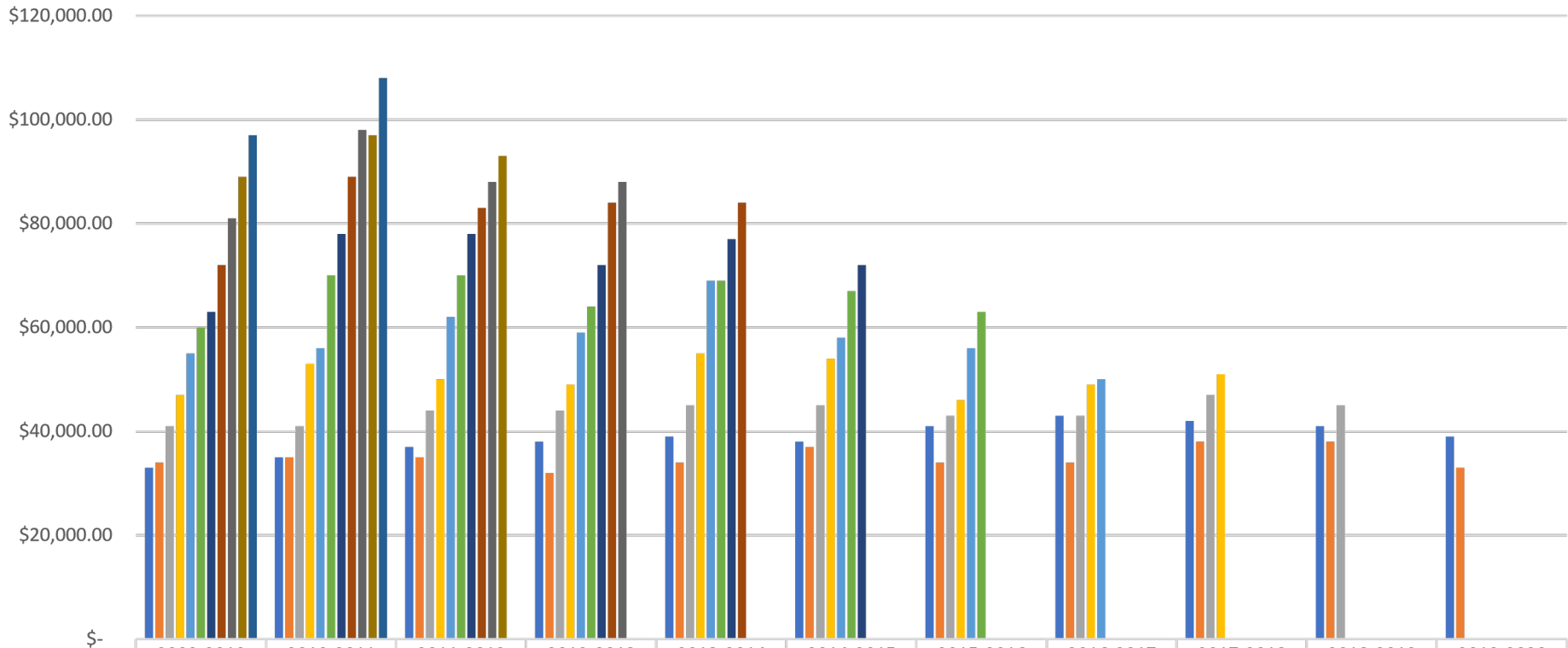
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
■ Year 1	\$28,000.00	\$26,000.00	\$32,000.00	\$32,000.00	\$26,000.00	\$39,000.00	\$38,000.00	\$36,000.00	\$39,000.00	\$32,000.00	\$35,000.00
■ Year 2	\$36,000.00	\$40,000.00	\$42,000.00	\$41,000.00	\$35,000.00	\$48,000.00	\$48,000.00	\$43,000.00	\$47,000.00	\$39,000.00	
■ Year 3	\$45,000.00	\$48,000.00	\$52,000.00	\$53,000.00	\$42,000.00	\$58,000.00	\$54,000.00	\$60,000.00	\$55,000.00		
■ Year 4	\$53,000.00	\$58,000.00	\$64,000.00	\$55,000.00	\$50,000.00	\$62,000.00	\$65,000.00	\$66,000.00			
■ Year 5	\$55,000.00	\$61,000.00	\$75,000.00	\$61,000.00	\$63,000.00	\$78,000.00	\$66,000.00				
■ Year 6	\$65,000.00	\$77,000.00	\$79,000.00	\$72,000.00	\$72,000.00	\$85,000.00					
■ Year 7	\$71,000.00	\$82,000.00	\$84,000.00	\$74,000.00	\$85,000.00						
■ Year 8	\$78,000.00	\$89,000.00	\$89,000.00	\$81,000.00							
■ Year 9	\$97,000.00	\$96,000.00	\$109,000.00								
■ Year 10	\$105,000.00	\$97,000.00									

Median Wage Progression Over Time
Finance & Marketing



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Year 1	\$33,000.00	\$35,000.00	\$37,000.00	\$38,000.00	\$39,000.00	\$38,000.00	\$41,000.00	\$43,000.00	\$42,000.00	\$41,000.00	\$39,000.00
Year 2	\$43,000.00	\$45,000.00	\$47,000.00	\$45,000.00	\$49,000.00	\$51,000.00	\$54,000.00	\$52,000.00	\$52,000.00	\$48,000.00	
Year 3	\$50,000.00	\$52,000.00	\$52,000.00	\$56,000.00	\$59,000.00	\$59,000.00	\$67,000.00	\$59,000.00	\$59,000.00		
Year 4	\$55,000.00	\$59,000.00	\$65,000.00	\$64,000.00	\$69,000.00	\$68,000.00	\$71,000.00	\$63,000.00			
Year 5	\$65,000.00	\$68,000.00	\$70,000.00	\$68,000.00	\$79,000.00	\$73,000.00	\$79,000.00				
Year 6	\$69,000.00	\$74,000.00	\$77,000.00	\$84,000.00	\$85,000.00	\$79,000.00					
Year 7	\$81,000.00	\$85,000.00	\$88,000.00	\$90,000.00	\$92,000.00						
Year 8	\$91,000.00	\$91,000.00	\$89,000.00	\$92,000.00							
Year 9	\$99,000.00	\$98,000.00	\$103,000.00								
Year 10	\$99,000.00	\$98,000.00									

Western Washington University, Fall 2021
Median Wage Progression Over Time
Management



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
■ Year 1	\$33,000.00	\$35,000.00	\$37,000.00	\$38,000.00	\$39,000.00	\$38,000.00	\$41,000.00	\$43,000.00	\$42,000.00	\$41,000.00	\$39,000.00
■ Year 2	\$34,000.00	\$35,000.00	\$35,000.00	\$32,000.00	\$34,000.00	\$37,000.00	\$34,000.00	\$34,000.00	\$38,000.00	\$38,000.00	\$33,000.00
■ Year 3	\$41,000.00	\$41,000.00	\$44,000.00	\$44,000.00	\$45,000.00	\$45,000.00	\$43,000.00	\$43,000.00	\$47,000.00	\$45,000.00	
■ Year 4	\$47,000.00	\$53,000.00	\$50,000.00	\$49,000.00	\$55,000.00	\$54,000.00	\$46,000.00	\$49,000.00	\$51,000.00		
■ Year 5	\$55,000.00	\$56,000.00	\$62,000.00	\$59,000.00	\$69,000.00	\$58,000.00	\$56,000.00	\$50,000.00			
■ Year 6	\$60,000.00	\$70,000.00	\$70,000.00	\$64,000.00	\$69,000.00	\$67,000.00	\$63,000.00				
■ Year 7	\$63,000.00	\$78,000.00	\$78,000.00	\$72,000.00	\$77,000.00	\$72,000.00					
■ Year 8	\$72,000.00	\$89,000.00	\$83,000.00	\$84,000.00	\$84,000.00						
■ Year 9	\$81,000.00	\$98,000.00	\$88,000.00	\$88,000.00							
■ Year 10	\$89,000.00	\$97,000.00	\$93,000.00								
■ Year 11	\$97,000.00	\$108,000.00									

STANDARD 7: TEACHING EFFECTIVENESS AND IMPACT

7.1 The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.

CBE Assessment Process:

- Teaching evaluation policies and procedures (multi-measure)
- Promotion and tenure standards related to teaching
- Teaching development activities (e.g., pedagogy workshops, pedagogy grants, sending faculty to teaching conferences, classroom visitation and feedback) may be funded from the travel budget.

* An example of a development program is the Master Teacher Program organized by Georgia State University. 10 faculty attended, including 3 NTT faculty.

A complete description of the review process can be found on pages 35-37 of the Faculty Handbook attached as an Appendix.

The performance plan for teaching follows the UFWW Collective Bargaining Agreement. Faculty portfolios include teaching information: evaluations, syllabi, etc. The Economics department requires peer evaluation. Adjunct faculty are reviewed by the Department Chair.

Unlike many Universities, WWU requires post-tenure reviews every 5 years. Faculty are reviewed for teaching, research and service. Tenured faculty are evaluated by their peers and failure to meet standards in any one area results in a probationary period to rectify any deficiencies. A second failure may result in termination of the faculty member. In the most recent review period, two faculty did not pass their reviews. One rectified the situation by publication of two articles. The other is in the first year of probation.

7.2 The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is current, relevant, forward looking, globally oriented, innovative, and aligned with program competency goals.

Section IX of the CBE Faculty Handbook (page 33-34) clearly specifies our hiring policies and criteria for selecting new faculty. All new faculty must undergo orientation programs offered by the Office of Academic Affairs as well as their individual departments. The orientation programs include training in teaching effectiveness, diversity, and inclusiveness. In most departments, new faculty are assigned one to two mentors. These mentors will be available until the new faculty members gain tenure. The University offers regular teaching workshops that focus on pedagogy,

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equity, inclusion, and diversity (EID), as well as technology. The CBE Technology Committee also offers regular workshops and discussion sessions inhouse. CBE faculty organize teaching seminars through several committees, emphasizing remote learning and EID.

7.3 Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong learning mindset, as supported, and promoted by the school.

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- ✓ The EID Committee promotes the active inclusion of EID material in courses.

- Policies, practices, development activities, and dedicated resources to ensure faculty are current with appropriate technologies
 - ✓ Purchase of equipment in preparation of partial face to face and partial remote teaching in the fall

- Resources available to faculty to maintain discipline expertise
 - ✓ Travel budget available to support faculty professional development.

- Recognition practices for outstanding teachers (e.g., awards)
 - ✓ Allette and Cayden Franklin Excellence in Teaching Award. One awardee per year. (\$2000)

- Examples of professional engagement of faculty
 - ✓ One faculty member is a State Representative for the 42nd Legislative District
 - ✓ One Faculty member is a Project Director for the Council on Foreign Relations

7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

- Policies and practices to ensure faculty employ inclusive pedagogy
 - ✓ The EID committee organized workshops to share experiences in developing more inclusive course materials and syllabus, etc.

Courses offered by full time faculty that can be considered “forward thinking”:

- ✓ Business Intelligence & Analytics
- ✓ Applied Text Analytics for Business
- ✓ Managerial Analytics
- ✓ Marketing & Sustainability
- ✓ Digital Marketing
- ✓ People & Money Psych Behavior
- ✓ Diversity Equity and Inclusion

STANDARD 8: IMPACT OF SCHOLARSHIP

8.1 The school’s faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.

CBE carefully monitors faculty qualifications and stresses publication in the ABCD journals to ascertain journal quality.

8.2 The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school.

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Faculty receive travel budgets to attend national conferences where they may make presentations and participate in scholarly activities. The purpose of conference attendance is to assure currency of content.

The Editor of a premier journal, Operational Research Society, is a Decision Sciences Faculty Member.

The Associate Editor of Advances in Accounting Journal is an Accounting Faculty Member.

8.3 The school’s portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school’s mission.

Intellectual contributions by CBE faculty which display evidence of societal impact.

- Alden, E. (2016). Failure to Adjust: How Americans Got Left Behind in the Global Economy.
- Alden, E. (2019). "The National and Economic Security Imperative of Helping More Americans Adapt and Thrive,".
- Baskentli, S. (2019). Consumer reactions to corporate social responsibility: The role of CSR domains. *Journal of Business Research*, 95, 502-513.
- Dorsey-Palmateer, R. M. (2019). Effects of wind power intermittency on generation and emissions. *Electricity Journal*.
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- Fok, L., Morgan, Y.-C., Zee, S. (2021). A Multi-Industry Study of Sustainability, Total Quality Management, Organizational Culture, and Performance. *International Journal of Operations and Quantitative Management*, 27(1), 45-60.
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<https://www.emerald.com/insight/content/doi/10.1108/ITP-07-2019-0366/full>
- Gottfried, M. A., Kirksey, J. J., Wright, A. C. (2019). Same-race student--teacher: Comparing outcomes for kindergartners with and without disabilities. *Remedial and Special Education*, 40(4), 225--235.
- Kanov, J., Powley, E. H., Walshe, N. D. (2017). Is it OK to Care?: How Compassion Falters and is Courageously Accomplished in the Midst of Uncertainty. *Human Relations*, 70(6), 751-777.
- Kanov, J. (2020). Why Suffering Matters! *Journal of Management Inquiry*.
<https://doi.org/10.1177/1056492620929766>
- Kanov, J.. (2018). The deeper side of sadness at work: Why being sad is not always bad. *Emotion in Management: The functions of emotion and how we talk about it* (pp. 191210). Edgar Elgar.

- LaBorde, P., Mottner, S. (2018). Improving Personal Finance Knowledge: A Comparison of Online vs. Traditional Learning. *Journal of Financial Education*, 44(2), 201-222.
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- Sekhon, T., Armstrong Soule, C. (2020). Conspicuous Anticonsumption: When Green Demarketing Brands Restore Symbolic Benefits to Anticonsumers. *Psychology & Marketing*(37(2)), 278-290.
- Tyran, K. (2017). Transforming Students into Global Citizens: International Service Learning and PRME. *International Journal of Management Education*, 15, 162-171.
<http://dx.doi.org/10.1016/ijme.2017.03.007>
- Warren, M. T., Warren, M. (2019). Measuring high quality work relationships: A test of model and gender invariance. *Journal of Personnel Psychology*, 18(1), 46-52. Whalley, P. *Report to the Financial Education Public Private Partnership of Washington*
- Wehrly, E., Evans, M., Brady, J. (2019). Reputational Penalties for Environmental Violations: A Pure and Scientific Replication Study. *International Review of Law and Economics*, 57, 60-72. <https://www.sciencedirect.com/journal/international-review-of-law-andeconomics/vol/57/suppl/C>
- Whalley, P. *Report on the Financial Education and Training Institute for Novice Educators Everett 2016*.
- Wright, A. C., Krieg, J. (2018). GETTING INTO THE WEEDS: DOES LEGAL MARIJUANA ACCESS BLUNT ACADEMIC PERFORMANCE IN COLLEGE? *Economic Inquiry*.

STANDARD 9: ENGAGEMENT AND SOCIETAL IMPACT

9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.

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Internal initiatives that CBE has undertaken include:

- Launching the Equity Inclusion & Diversity (EID) Committee to review and monitor a programmatic approach to issues pertaining to EID.
- Appointment of an advisor to underrepresented minority students within CBE.
- Received a grant from the University to establish a student success center emphasizing the needs of minority students.
- Appointment of a Student Success Program Coordinator.

CBE faculty also participate with external stakeholders that create societal impacts that include but are not limited to the following:

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- WWU is a participating University in Ashoka: “Ashoka invests in transformative ideas and the people behind them, including 3,800+ social entrepreneurs (Ashoka Fellows) in over 90 countries and 270+ Fellows here in the U.S., as well as a growing community of young changemakers. Together with our network, we are working toward a world where everyone can creatively and imaginatively solve problems for the good of all, as changemakers.” (Ashoka.org)
- CBE supports the PhD. Project.
“The PhD Project was founded upon the premise that advancements in workplace diversity could be propelled forward by increasing the diversity of business school faculty. Today, our expansive network of supporters, sponsors and universities helps Black/African Americans, Latinx/Hispanic Americans and Native Americans attain their business PhD and become the business professors who will mentor the next generation of leaders.” (phdproject.edu)

The following represents activities by CBE faculty that contribute to major world issues, such as those identified by the U.N. Sustainable Development Goals (“SDGs”).

1. Good health and well-being -- Ensure healthy lives and promote well-being of all at all ages. Descriptions of faculty projects:
 - ✓ A consumer well-being researcher and CBE faculty member worked with vulnerable populations in Tanzania and Sri-Lanka. One project evaluated the knowledge of the youth in Tanzania and explored the impact of climate change in the subsistence marketplaces and created a sustainability education framework for these communities. This framework was then distributed to an active local community.

- Pilot studies about the effectiveness of this sustainability framework have been conducted.
- ✓ Another project involved researching the medicine consumption habits of Sri-Lankan vulnerable populations. The research examines the over-the-counter medicine (OTC) consumption in Sri-Lanka. Specifically, the study investigates the impact of pharmacists' recommendations, on OTC consumption. The goal is to establish an informative guideline for these communities and contact public policy makers to assist in distributing this information.
 - ✓ An additional study explored the COVID-19 lay beliefs of vulnerable populations. The goal of this project is to investigate what kind of lay beliefs impact people's responses to COVID-19. The researchers plan to create an e-intervention to correct false assumptions related to vaccines and other preventive tools in the Sri-Lanka community. These projects are different because there is a symbiotic relationship between the academics and practitioners who are aligned in one goal, which is the wellbeing of communities.
2. Quality education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Programmatic approaches with the Western Insights program and Certification programs aimed at alumni promote lifelong learning. **48 |**
3. Gender equality – Achieve gender equality and empower all women and girls
- ✓ Project that provides pro-bono consultation to a group dedicated to furthering United Nation's sustainable development goals associated with gender equality, reducing inequalities, and corporate social responsibility – Realized Worth Institute.
 - ✓ Keynote speaker on Societal (Race and Gender) issues at various Organizations
 - 2021 HERO (Health Enhancement Research Organization)
 - 2021 Aritzia, an international, upscale, retail women's boutique – Audience of 3000 employees
 - 2021 Colgate-Palmolive – Black Leadership Network's "All in on Allyship: A Call to Action" – Audience of 25,000 employees worldwide
 - ✓ Presented a talk at the "Association of Women Coders" titled "The entrepreneurial process, funding, and business models"
4. Responsible consumption and production – Ensure sustainable consumption and production patterns

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- ✓ Students in the Marketing Strategies for Sustainability class have worked on various projects. They have pitched several sustainability solutions to existing problems (on or off campus) based on UN SDG goals. They created a wide range of projects that can have a societal impact. Notable here was the composting manual for the small businesses, which has offered some guidance for innovation for some of the small companies.
- Provide access to high-quality education leading to graduates who positively contribute to the economic vitality of society
 - ✓ Teaches Digital Accessibility mini course for students to create accessible web content
 - ✓ Worked with Whatcom Community College to provide some of their students' internship opportunities that are needed to graduate.
 - ✓ Disseminated information on WWU campus activities and college admissions to Whatcom County's homeschool community
- Contributing to business creation
 - ✓ Helped the Association of Women Coders" members workshop ideas that they are hoping to pitch to investors.
- Examples of impacting community outcomes
 - ✓ Vita Program - Processed over 100 income tax returns, had lots of phone conversations, and helped many taxpayers get their stimulus money that they so desperately needed.
 - ✓ Quoted in Wallet Hub's "Ask the Experts" section regarding wise use of credit cards by collegians
 - ✓ 3+ years as treasurer, Trail life Troop 1412

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- ✓ Offer pro-bono consultation to local Bellingham HR leaders of small to mid-size organizations - Human Resources Strategy Group
- Impact of the school on the local, regional, or national economy

The Center for Business & Economic Research (CEBR) offers Western Insights programs for faculty, alumni, and current students that consider current business, economic and social issues.

Date	Session	Attendance
04/03/20	Western Insights: The Economic Impacts of Covid-19	498
04/17/20	Western Insights: Investing-19, Where We Go from Here	236
05/08/20	Western Insights: Supply Chain Management Risk, Disruptions, and COVID-19	191
05/22/20	Western Insights: Contending with Covid 19: Taxes, Policy, and Business Uncertainty	89
06/08/20	Western Insights: Leadership in Being Open for Business with Covid-19	71
06/19/20	Western Insights: Covid-19 and Cross-Border Connections: Implications for the Cascadia Region	93
08/12/20	Western Insights: Lessons in Remote Learning	269
09/18/20	Regional Economic Impacts and Forecasts	145
10/02/20	Regional Employment Expectations	72
10/16/20	Accessibility in the Age of COVID	54
11/06/20	COVID-19: Travel Industry Implications	94
12/04/20	Washington State Economic Forecast and Expectations	115
01/22/21	COVID-19 and Our Road to Recovery	88
02/05/21	National Policy Directions	52
02/17/21	China Relations	60

This report constitutes the state of the College of Business and Economics in September 2021. We thank our contributors and acknowledge the collaborative efforts of Scott Young, Wing Fok, Angela Andreassen, Dorothy McCoy, and Jennifer Dalton in preparing this report. **50 |**

Section VIII: CBE Faculty Qualification

The purpose of this section is to outline college standards for maintenance of faculty qualifications. These standards are distinct from faculty evaluation criteria, which are outlined in Section IX. Consistent with AACSB (2020) standard 3, qualified faculty status is based on academic preparation, professional experience, and ongoing engagement with academic and professional activities. The four categories of qualified faculty status are:

- Scholarly Academics (SA)
- Practice Academics (PA)
- Scholarly Practitioners (SP)
- Instructional Practitioners (IP)

SA and PA qualified faculty shall have a terminal degree such as a doctorate in a field related to their teaching area. All faculty shall be considered SA qualified for the five years following completion of their doctoral degree.

SP and IP qualified faculty shall, with only rare exceptions, have completed a master's degree and also possess meaningful professional experience.¹

Maintenance of Qualifications:

Tenured and tenure-track (T/TT) faculty are generally expected to maintain qualification as Scholarly Academics. In certain cases, and with the approval of their chair and dean, a small number of T/TT faculty may instead maintain qualifications as Practice Academics.

The College of Business and Economics considers two tiers of scholarly activity and one tier of professional activity in evaluating the maintenance of faculty qualifications. These are as follows:

Primary Scholarly Activities (each activity counts as 2 points):

- Peer-reviewed academic research article published in a journal listed the Australian Business School Deans' (ABDC) most recent List of Publications⁵. Faculty contribution to the article, as reported by the faculty member, should be no less than 20%.
- Peer-reviewed pedagogical article or case study published in a journal listed in the ABDC List of Publications¹. Faculty contribution to article, as reported by the faculty member, should be no less than 20%.
 - In keeping with the mission and values of CBE, pedagogical articles shall be considered equivalent to academic research.
- Scholarly book, textbook, or published research monograph. In addition, a scholarly book chapter written by the faculty member shall be as an activity depending on the length and quality of the manuscript. Faculty contribution, as reported by the faculty member, should be no less than 20%.
 - In certain cases, a manuscript deemed to be of exceptional quality by the chair and the department may count as more than two points.
- In certain cases, such as where the ABDC journal rating is A or A*, a journal publication deemed to be of exceptional quality by the chair and the department may count as more than two points.
- Exceptions may be considered by the chair and the department with documentation of equivalent quality¹.

Secondary Scholarly Activities (each activity counts as 1 point):

- Peer-reviewed conference proceeding, or scholarly paper presented at a scholarly conference and approved by the department chair.
- Editor-reviewed academic research article in a scholarly journal. Journal should be listed in the ABDC most recent List of Publications¹.

⁵ In cases where a publication in a journal not listed in the Australian Business School Deans' List of publications but is associated with the overall mission and values of CBE and is deemed by the department of the faculty member to be of equivalent quality to the listed journals, the article will be classified as a primary scholarly activity.

- Peer-reviewed academic research article published in journal not listed in the ABDC most recent List of Publications but approved by the department, or publication in a journal listed in the ABDC list of publications in which the faculty member's contribution is less than 20%.¹

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- Peer-reviewed pedagogical article or case study published in journal not listed in the ABDC most recent List of Publications but approved by the department, or publication in a journal listed in the ABDC list of publications in which the faculty member's contribution is less than 20%.¹.
 - Textbook chapter. Textbook containing multiple chapters written by the faculty member shall be considered two or three activities depending on the length and quality of the manuscript.
 - Scholarly book review published in an academic journal. Journal should be listed in the ABDC most recent List of Publications.
 - Published article in trade journal.
 - Publication of a textbook revision or published materials to accompany a textbook.
 - Significant externally funded research project.
 - Widely available software developed by faculty.
 - Service as Editor or Associate Editor of a scholarly journal. Journal should be listed in the ABDC most recent List of Publications⁶.
 - Exceptions may be considered with documentation of equivalent quality.

Professional Activities (each activity counts as 1 point):

- Professional work related to the teaching discipline that is material in terms of time and substance. This may count as multiple points depending on the duration of the activity.
- Relevant consulting activity that is material in terms of time and substance.

⁶ In cases where a publication in a journal not listed in the Australian Business School Deans' List of publications but is associated with the overall mission and values of CBE and is deemed by the department of the faculty member to be of equivalent quality to the listed journals, the article will be classified as a primary scholarly activity.

- Relevant volunteer activity that is material in terms of time and substance.
- Professional paper presented at an industry conference and approved by the department chair.
- Developing and presenting of executive education course.
- Significant participation in business professional associations and societies.
- Relevant, active service on board of directors.
- Significant professional education.
- Relevant certification.
- Relevant and substantial editorial service with relevant academic or professional publication.
- Published policy report.
- Service on editorial board or committee.
- Active participation in academic or professional association.
- Contribution to a major news outlet.

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- Other activities expressly deemed equivalent to the items listed above by the department.

Note that no single work product may be considered as multiple activities without consent of the Chair and the faculty of that department.

Classification of Status:

Maintenance of SA status: All faculty members shall be deemed SA qualified for the five years following the completion of their doctoral or terminal degree. Subsequent to that five-year period, faculty members must earn four points from the activities listed as Primary or Secondary Scholarly Activities above during each five-year review period. At least two of those points must be earned from Primary Scholarly Activities, and all four points must be earned from either Primary or Secondary Scholarly Activities.

Maintenance of PA status: Faculty must have a doctoral degree or equivalent and earn four points from any of the activities listed above in the last five years. Note that faculty shall only be considered PA qualified if they are not SA qualified.

Maintenance of SP status: Faculty must generally hold a master's degree or terminal degree in a field related to their teaching area and earn at least four points from the activities listed above in the last five years. At least two of those points must come from either Primary or Secondary Scholarly Activities. Note that faculty shall be considered SP qualified if they are not SA or PA qualified.

Maintenance of IP status: With only rare exceptions, faculty must hold a master's degree or terminal degree in a field related to their teaching area and earn at least three points from the activities listed above in the last five years. Note that faculty shall only be considered IP qualified if they are not SA, PA or SP qualified.

Requirement Risk

Analysis No document
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Addendum Files

- WesternWashingtonU_CIRAppl_Jun19.pdf
- Western_Washington_U_CIR_to_CIR2_Business_APR17.pdf
- WesternWashingtonU_TeamRpt_Feb17.pdf
- WesternWashingtonU_ExtDecltr_April18.pdf
- CIR2 Report WWU.pdf
- Faculty Handbook_Updated June 3 2021.pdf
- Abbreviated Faculty CVs.pdf
- CBE ORG September 2021.pdf
- CIR Profile Sheet - Western Washington University, College of Business and Economics.pdf
- CBE Curriculum Final Report W20.pdf
- PCR Strategic Initiative Progress Report Oct2021_ (002).pdf
- 2017.12.7-Manufacturing and Supply Chain Curriculum Revisions.pdf
- ACT CURRICULUM REVIEW REPORT FINAL DRAFT SUMMARY LETTER APRIL 26 2019.pdf
- Graduate Faculty Pubs for visiting team.pdf
- WesternWashingtonU_Decltr_CIR2_CIRC_Jan22_SM.pdf

If you would like to view these documents please see the organization's addendum tab