THE CONTINUOUS IMPROVEMENT REVIEW (CIR) REPORT

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SCHOOL PROFILE

WRIGHT STATE UNIVERSITY | **RAJ SOIN COLLEGE OF BUSINESS** Dayton, Ohio
business.wright.edu

1,816	Enrolled Students (Fall 2020 D14, unduplicated headcount including degree and certificate programs), 15% of university enrollment
$12.34 M	Operating budget (FY 2021)
6	Academic Departments
13	Undergraduate Majors
9	Undergraduate Minors
3	Undergraduate Certificate Programs
6	Master's Programs
6	Graduate Certificate Programs
57	Full-time Faculty (headcount): 48 TET, 9 NTE
9	Staff (headcount)
8	Centralized staff (headcount)
67.5%	Retention rate (avg. since Fall 2016, retained in the University in the next Fall)
43.5%	Graduation rate (avg. since 2011 cohort, graduated in six years from Wright State)

Mission: We enable our students and regional business stakeholders to discover, develop and realize their highest potential through our teaching, research, and outreach efforts.

Points of Pride:
- Experiential learning, both in the curriculum and extracurricular activities (examples: capstones, ReyRey Café, Wright Venture)
- Strong partnerships with local businesses and organizations (examples: Wright-Patterson Air Force Base, Speedway LLC)
- A consistent and growing set of independent validations of excellence (examples: AACSB, ABET, US News & World Report, and Princeton Review)
- A mainstay source of excellent business education for our region and its workforce

Activity Priorities: balanced teaching, research, and service

Research Priorities: balanced teaching and learning scholarship, applied or integration application scholarship, and basic or discovery scholarship

Accreditation website: https://business.wright.edu/about/accreditation

INSTITUTION AND BUSINESS SCHOOL OVERVIEW

I.   SITUATIONAL ANALYSIS

A. Historical and National Factors

In the early 1960s, Dayton was the second-largest metropolitan area in Ohio that did not have a public university. Community leaders became convinced that the region needed a public university that would bring lower tuition costs and open access to degree programs at the bachelor's degree level and above to its population. A fundraising committee of leading business and community figures raised $3,000,000 to purchase land adjacent to Wright-Patterson Air Force Base. In 1964, the Dayton Campus of Ohio State and Miami Universities opened with an initial enrollment of 3,200 students. By 1967, enrollment had grown large enough for the institution to achieve status as an accredited independent university. The newly named Wright State University (the "University") became Ohio's twelfth state-assisted, public university. Today, Wright State offers 140 undergraduate programs and 136 graduate and professional programs with MD, PsyD, and PhD degrees in selected disciplines.

The Raj Soin College of Business (the "College") began as the Division of Business at the Wright State Campus branch of Miami University. The division became a separate College of Business and Administration in 1972. Its undergraduate program was initially accredited by AACSB in 1974, with graduate programs receiving initial accreditation in 1980. AACSB separately accredited the Accountancy program in 1990. The undergraduate Management Information Systems major program has held the ABET Computing Accreditation since 2006.

In addition to a Bachelor of Science in Business degree with six majors, the College offered the MBA and MS in Applied and Social Economics programs at its inception. The College added new programs in the years and decades that followed. These included a Master of Accountancy (1998), MS in Logistics and Supply Chain Management (2005), Master of Information Systems (2008), Entrepreneurship major (2018), three undergraduate Business Analytics concentrations and a Business Analytics Certificate (2018), graduate certificate programs in Information Systems (2019) and Supply Chain Management (2020), and the MS in Marketing Analytics and Insights (2020).

The College was an early adopter in the movement across higher education to provide online learning opportunities. The MS in Logistics and Supply Chain Management and the Master in Information Systems were the first master's programs in Ohio to utilize online teaching and hybrid models of instruction and delivery. The College began providing some of its MBA foundation and core courses online in 2012, and by the Fall of 2016, students could complete the entire MBA program online.

Today, the College offers 13 undergraduate majors and 9 minors, 6 graduate programs, and 6 certificate programs. The academic programs are delivered through various modes of instruction including face-to-face, online, and hybrid (blended) formats. Thus, the College provides opportunities for the region's population to earn valuable academic credentials in business

administration for many areas of need for regional employers and does so with options for students who have differing scheduling needs and learning styles.

B. Resources: Support and Constraints

(1) Spotlight on Wright State University

Wright State University has been an independent university in the University System of Ohio for fifty-three years. Since its establishment in 1967, the University has developed strengths in programs, facilities, and faculty expertise that are recognized in the state and across the nation. Dayton has always been a place for pioneering vision and change. Throughout the 20th Century, the area gained a national reputation for innovation through iconic pioneers such as the Wright Brothers in aviation, Charles Kettering in automotive technology, and John H. Patterson in cash registers. Dayton hosted many firsts as the one-time Patent Capital of the United States. Today, through the activities at Wright-Patterson Air Force Base, the region remains one of the world's leading centers for aviation research and development.

The University manifests the spirit of innovation through its mission. Wright State was founded to provide transformative opportunities for employers and residents in the Greater Dayton Region. Based on the National Science Foundation's Higher Education R&D expenditures (HERD) for FY 2018, the University is ranked fourth among Ohio's public institutions with research expenditures totaling more than $68M. Grants and contracts awarded to the University for FY 2019 totaled more than $94M. The University's strong national reputation is further supported by multiple recognitions. *Forbes* magazine lists Wright State one of "America's Best Colleges" and a top college in categories of public colleges, research universities, and colleges in the Midwest. For many years, *US News and World Report* has included Wright State among its lists of the best national universities, the best universities in undergraduate education for high school students in the US, and the top performers in social mobility. *The Princeton Review* continuously rates Wright State a "Best in the Midwest" college in its annual college ratings.

(2) Physical Resources of the College

The College has continued to grow its reputation while resources have declined in recent years. In 2000, the college received a $2 million gift from Dr. Rajesh Soin, a highly successful entrepreneur in the Dayton region. The College used this funding for faculty development and facility improvements to Rike Hall, which has housed the College since 1980. In 2007, a thorough renovation upgraded the entire basement level and the first floor of Rike Hall, including all the classrooms in the building. All classrooms now feature movable seating, advanced audio-visual equipment, document readers, and ceiling projectors for large motorized screens. Three computer labs were added including a dedicated 39-seat computer classroom primarily serving the needs of the MIS major, a 24-seat interactive video distance learning (IVDL) classroom, and an open lab with 26 computers and 2 printers. During the Summer of 2010, all faculty and department offices on the second floor were renovated with new carpet, ceiling tile, lighting, window treatments, and paint.

In October 2005 the college opened the Soin Trading Center. The state-of-the-art facility was recognized by *Business Week Online* as one of the top ten trading rooms in the country. Private sector donors, including a matching gift from Dr. Soin and an equipment gift from MPC Corp., funded the $600,000 cost of the Center. Finance students use the Center to oversee the Raider Asset Management Fund, the value of which reached $2 million in June 2020. Approximately 600 business students use the Trading Center annually, primarily for Finance classes.

In 2015, the ReyRey Café opened in the northwest corner of the Rike Hall lobby with an addition to the west side of the building and an area for outdoor seating. Business students manage the ReyRey Café, making it a highly valuable experiential learning activity as well as one of the most engaging elements of the College. In the same year, the Data Analytics and Visualization Environment (DAVE) lab opened. A state grant of $600,000 funded the construction of the lab. It provides a modern space for teaching, research, and collaboration in the areas of business and data analytics with a special focus on data visualization to improve communication of analytics and data insights.

In August of 2019, the College opened the Center for Career Management with generous donations from a lead gift from Speedway, LLC, and a supporting gift from Emerson Climate Technologies. The Center provides the College with its first dedicated space for career preparation and employer recruitment activities. With a conference room, two office spaces, and equipment for remote conferencing, the Center serves as a crossroads for students, alumni, and prospective employers. The Center hosts career management workshops, guest speaking events, mock interviews, employer interviews, and other career development activities for business students. Career preparation is essential to the College's mission. The increased service capacity enabled by the Center resulted in the delivery of career guidance through more than 1,200 business student interactions since it opened, compared with fewer than 500 before its opening.

C. Competitive Forces and Challenges

Today, higher education faces many challenges, some of which are new and unfamiliar to us. While we cannot fully assess their impact now, these forces will continue to change business education into the future. The College will keep learning, adapting, and evolving so we can continue to fulfill our mission to help students achieve their highest potential, produce impactful scholarship, and serve the regional community.

(1) COVID-19 Pandemic and Its Impact
As required, this content is presented in ADDENDUM: COVID-19 Pandemic.

(2) Leadership Changes

Since 2015, Wright State has experienced more changes in its top leadership than most public universities. In a short span of five years, the University has seen three presidents and one interim president, three provosts (and soon, a fourth), and multiple other changes in top leadership positions. President Sue Edwards, the 8th president of Wright State, leads the current leadership team. President Edwards served as Provost from 2018 to 2019 and became president on January 1, 2020. Together with Interim Provost Doug Leaman, all deans, and cabinet

members, the leadership team has overcome many obstacles to continue to move the University through turbulent legal and financial challenges, and toward new initiatives and improvements. The College bid farewell to its prior dean, Dr. Joanne Li, in June 2017. Dr. Thomas Traynor served as the Interim Dean from 2017 to 2019. After a national search, Dr. Traynor became the official dean on November 1, 2019.

(3) Budget Realities

Since FY 2017, Wright State has operated on reduced expenditure budgets in each of the five budget cycles to the present FY 2021 budget. The University's operating expenditures budget decreased from $364 million for FY 2016 to $243 million for FY 2021 (33% decrease) as shown in FIGURE 1: University Budget. This significant reduction came first as a course correction due to administrative errors by a previous University administration. The errors included violations of H-1B Visa law and U.S. Department of Education regulations that resulted in multi-million dollar fines, as well as multiple years of spending that significantly exceeded the University's revenue. The key events that followed this resulting rapid loss in reserves began with a sharp decline in spending, not only to align expenses with revenue but also to quickly regrow reserves to avoid heightened fiscal oversight by the State of Ohio. Then, strained relations between the faculty union, AAUP-WSU, and the administration resulted in a 20-day strike during the early months of 2019. Most recently, the COVID-19 pandemic added an unexpected challenge to the financial wellbeing of the University. Cuts to the State of Ohio budget resulted in a $3.2 million reduction to Wright State's State Share of Instruction (SSI) subsidy for FY 2020. Note that most COVID-19 related expenses were offset by the University's share of CARES Act funding.

Most crucially to the University's fiscal state, the above events, and others, have harmed its reputation in the region and contributed to large concurrent annual declines in the student population. Of course, these enrollment declines are the primary direct driver of the budget cuts summarized above.

This harsh financial reality significantly reduced the College expenditures budget in each of the past five cycles from $17.86 million in FY 2016 to $12.34 million in FY 2021. The expenditure reductions have occurred via retirements, layoffs, departures, and many reductions in non-salary activities. FIGURE 2: College Budget shows the budget, salary, and non-salary expenditures in the past five years. Given that a very large portion of the College expenditures budget consists of salary positions that are fixed for a significant amount of time, the reductions, unfortunately, presented an increasingly difficult fiscal challenge in each of the last five budgeting cycles.

Revenue sources available to the College also presented fiscal challenges. The College used to retain 75% of the tuition revenue while the University retained 25% of tuition plus 100% of SSI for several unique programs. The College was responsible for all costs of these programs and used the remaining funds to support initiatives and other priorities. These were relatively small graduate programs with variant year-to-year enrollments that operated primarily on relatively low-cost faculty overload contracts. These were the weekend MBA, the Lake Campus MBA, the MS in Logistics and Supply Chain Management, and the Master of Information Systems programs. The FY 2018 budget centralized all of the tuition revenue of these programs without including their expenses in the College base budget, effectively forcing offsetting reductions in

total College expenses. This loss of critical revenue further limited the College's ability to soften the effects of the budget cuts. College strategies regarding the use of its budget allocation and for acquiring additional resources are described later in Section I.B.2 of the Four Areas of AACSB Business Accreditation.

(4) Market Competition

In the Dayton region, the number of institutions offering both undergraduate and graduate degrees in business has grown in recent years. Many established colleges and universities offer in-person business degree programs at the bachelor's degree level or above within the University's traditional geographic region. Of these, the following are significant competitors to the College's programs:

- Central State University (Ohio's public Historically Black University);
- Capital University (Based in Columbus, Ohio, but with classes offered near Wright State);
- Indiana Wesleyan (Based in Indiana but with classes offered in the Dayton region);
- University of Dayton;
- McGregor School of Antioch University (A competitor only for graduate students)

Ohio's public universities with AACSB Business Accreditation that have large residential student populations compete with Wright State for students. The most significant competitors among these institutions are:

- Bowling Green State University
- Ohio State University
- Ohio University
- University of Cincinnati

Both successes and challenges have accompanied the College in online business education. The College's master's programs in Information Systems and Logistics and Supply Chain Management have experienced success in their respective market niches, partially due to strong regional demand by employers that send employees to these programs, and partially due to their strong regional and national reputations. *US News and World Report* recognize these two programs among the top 30 non-MBA online business programs.

Beginning Fall 2016, the College made two changes to the MBA program. First, the application requirement of a submitted GMAT or GRE score was waived for applicants who had a cumulative undergraduate GPA of 3.0 or higher. Second, the MBA became available fully online, for three out of the ten concentrations. Following a very large initial surge in MBA enrollments for three years, most of our traditional competitors and several new competitors now offer fully online MBA programs and offer a GMAT waiver for many applicants. This has naturally resulted in declining enrollments for the College's MBA program. The last two years have brought increasingly intensified competition via the near-universal use of Online Program Management (OPM) vendors among our strongest competitors. The college is launching an MBA marketing campaign in 2021 that will highlight, among other factors, the fact that it's MBA program does not have an OPM partner. Currently, the college's leading competitors in the MBA program market are:

- Bowling Green State University
- Kent State University

- Ohio University
- University of Cincinnati
- University of Dayton
- Xavier University

As described in a previous section, financial turbulence and damage to the University's public image have hurt its competitive standing, resulting in a loss of students to other universities. The College faces the challenge of continuing to distinguish itself from the aforementioned schools as well as from errors made by the University in the past, while also assuring prospective students that we offer an outstanding education. The College has been and will continue to emphasize our unique value propositions in our marketing efforts. These include our AACSB and ABET accreditations, the high quality of our curriculum and faculty, our use of experiential learning activities with the business community, the successes of our graduates, national rankings and other independent validations, and the high return on investment of attending our College.

(5) Declining Enrollment

The University's enrollment reached its all-time peak of 19,772 in Fall 2010, during the early recovery from the Great Recession. Unfortunately, as described above, enrollment has declined since then, most precipitously since 2015. The University's total headcount enrollment fell 34%, from 17,775 in the fall semester of 2015 to 11,758 in the fall semester of 2020. Nonetheless, the defining student population remains residents of Ohio (93% of students), particularly the four counties immediately surrounding the City of Dayton. Residents of Clark, Greene, Miami, and Montgomery make up 73% of the University's students. FIGURE 3: Enrollment of the University and College shows the unduplicated headcount (Day 14 census data) in the past five years. The College's enrollment peaked at 2,546 in Fall 2017, partially due to the surge in MBA program growth described in the previous section. Since then, the College's enrollment decreased 28.7%, to 1,816 students in the fall semester of 2020.

Multiple factors impacted enrollment. National trends show that shortly after the Great Recession, enrollment in public colleges and universities in the U.S. reached its peak in 2011 (ed.gov), and has fallen continuously since then. Demographic trends have also influenced enrollment. Most significant among these may be that the traditional college-age population (ages 18-24) cohort in Ohio reached a peak in 2009-2010, from which it has declined. The COVID-19 pandemic appears to have sharply decreased enrollment of first-time college students in the fall semester of 2020. First-time students under the age of 25 decreased 7.0% from Fall 2019 for four-year public institutions, compared with 1.8% and 0.4% declines the previous two years (the National Student Clearinghouse Research Center). Another key factor is the significant decline in the University's international student population Wright State's international students holding F and J Visas decreased 71% from 1,461 representing 63 countries in Fall 2016 to 427 students representing 49 countries in Fall 2020. Much of this decline is attributable to the COVID-19 pandemic and the increased difficulty of obtaining student visas, but some is attributable to the University's H-1B visa violations and reductions in international student recruitment resources. Lastly, as explained earlier in this report, the financial stress and damage to the public perception of the University was likely the most significant contributor to the loss in enrollment.

(6) Core Competencies of the College

The College continues to support the University's mission by increasing effort and resources in recruitment, making continuous improvement in business programs, strengthening relationships, and increasing collaborations with business partners. The College is carefully navigating this unprecedented time. With unwavering effort, the College is determined to maintain and further develop our core competencies, briefly explained as follows.

Faculty. The College has 57 full-time faculty as of Fall 2020. This includes 48 faculty who are tenured or tenure-track (TET) faculty with a terminal degree in the ranks of Assistant Professor, Associate Professor, or Professor, and 9 other faculty members are non-tenure eligible (NTE) with the rank of Instructor, Lecturer, or Senior Lecturer. From 2016 to 2020, business faculty in the College collectively generated 461 intellectual contributions, including 219 articles published in peer-reviewed or editorial-reviewed journals (as of November 2, 2020). The university level awards received by College faculty illustrate their excellence across all dimensions of their roles. These awards are very exclusive, with only one of the university's more than 500 faculty receiving each award annually. For the five years from 2016 to 2020, these recipients were:
- Rachel Sturm – 2016 Early Career Achievement
- Pola Gupta – 2017 Robert J. Kegerreis Distinguished Professor of Teaching
- Kunal Swani – 2018 Early Career Achievement
- Kerry Martin – 2018 Outstanding Non-Tenure Eligible Faculty: Teaching
- William Wood – 2019 Outstanding Non-Tenure Eligible Faculty: Service
- Kevin Duffy – 2020 Robert J. Kegerreis Distinguished Professor of Teaching

Infrastructure. The College's modern educational facilities provide the latest in technology for teaching, learning, research, and collaboration. Rike Hall has 30 modern classrooms with seating capacity for almost 400 people and the advanced audio-visual equipment described along with other facilities above in Section I.B.2 of the Institution and Business School Overview. In addition, spaces such as the Soin Trading Center, the ReyRey Café, Data Analytics & Visualization Environment (DAVE) lab, and the Center for Career Management provide valuable specialized education services to business students.

The University also has a robust infrastructure for teacher development, instructional design, online course delivery, development of video and audio content, interactive video distance learning (IVDL) through the Center for Teaching and Learning (CTL). Two central units, Computing and Telecommunications Services (CaTS) and CTL provide many software products and support their use to help teachers and students achieve educational goals. The University also constructed active-learning classrooms designed for courses that make extensive use of collaborative learning during class time. These educational resources allow the College to plan, develop, and offer courses that use an ever-increasing set of instructional and learning methods.

Engagement and innovation. The College actively seeks faculty who are committed to excellence in teaching, produce impactful research, and provide meaningful service that will enhance the region's economic development, all of which contribute to a very effective multidisciplinary learning environment for students. The College engages students through a variety of delivery modes (face-to-face, online, hybrid), environments (lecture, multimedia,

active learning, lab), experiences (experiential projects, professional in-class speakers), times (day and evening) to meet them where they can learn and with the methods that are most effective the subject at hand. The College is committed to considering all instructional innovations, including the internal development of innovations, to achieve its educational goals.

A beacon in the community, the College hosts many events that draw numerous members of the community together with business students. These include Wright Brothers Day, the LIFT[2] Symposium, Wright Venture, the Organizational Effectiveness Lecture Series, and the Professional Business Institute, all of which support business excellence, nurture life-long learning, and promote College-community collaboration. In addition, every department and the Center for Career Management each host employer–student mixers that allow students to network with employers in informal settings. Through a monthly newsletter sent to alumni and community leaders, countless media interviews, business and student advisory boards, and professional education programs, the College works to ensure the community provides input and understands its accomplishments.

Strategic partnerships. The College continually seeks opportunities to work with educational and business partners in and beyond the region. These partnerships fuel the quality and growth of academic programs, the production of practical and impactful research. The most fruitful and collaborations are multifaceted relationships that contribute to the growth and prosperity of the College, the partner, and the region. These multifaceted strategic partners include Speedway, Reynolds and Reynolds, Lexis-Nexis, and Wright-Patterson Air Force Base. Many other partnerships benefit individual programs or departments. Details regarding many partnerships are described at various points throughout this report.

D. Opportunities for Program Offerings

Opportunities to offer new programs have emerged over the past several years, and the College is actively pursuing these prospects to meet the educational needs of students and the workforce needs of regional employers. The most promising programs are described below.

Degree Completion Program. Based on data from the Bureau of the Census, the Dayton metropolitan area has over 100,000 adults with at least some college but no degree. With this in mind, the College piloted a Business Degree Completion Program in 2014. In its two years of operation, this program subsidized several students who returned to college and completed the Bachelor of Science in Business degree program (in one instance, after a gap of over 20 years). In the spring of 2020, the College received a Power Grant from the Dayton Power and Light Foundation in the amount of $175,000 for five years ($35,000/year). The grant allowed the college to resume the program by supporting scholarships, program promotion, individualized services such as tutoring and transportation so students can return, stay on track, and finish their business degrees. The program enrolled four students in Fall 2020 and seeks to add 20-25 new students per year in the future.

New online and hybrid programs. The launch of a fully online path to the College's MBA in 2016 introduced the first fully online MBA at an AACSB accredited institution in the Dayton region. Enrollment in the MBA program tempered after an initial surge, yet remains higher than

before the launch, indicating that a regional need was met. At 443 students (Fall 2020), the MBA program is the largest graduate program at the University. The College's newest program, the MS in Marketing Analytics & Insights, includes both face-to-face and online courses. Additionally, the fall of 2021, will bring fully online paths to the completion of two undergraduate majors, management and marketing. The College plans to continue its investments in distance learning through continuous improvement in online courses and the addition of more online courses online programs as appropriate as a means to providing high-quality education to an expanding group of students.

Interdisciplinary programs. The MBA program is interdisciplinary by nature and offers ten different concentrations. With the College's analytics infrastructure, such as the DAVE Lab, and the analytics expertise of faculty across multiple departments, new cross-disciplinary analytics programs have been developed. Business Analytics concentrations are now available in three majors - finance, management information systems, and marketing. An undergraduate Business Analytics certificate is also available to all business and non-business students, even after graduation. The MS in Marketing Analytics and Insights program includes coursework from multiple academic departments. In addition, the new undergraduate major in entrepreneurship is an interdisciplinary program that includes courses from a majority of the College's departments and has grown to 34 students since its launch in the fall of 2018.

International program partnerships. The College continues to work with international universities to form partnerships in collaborative programs and degree completion opportunities. The College currently holds a joint 2+2 program with Shantou University (STU) in Shantou, China, that allows undergraduate students from STU to spend their junior and senior years at the College to complete business degrees. So far three students have graduated with business degrees through this program. In the spring of 2020, the College began conversations with Antai College of Economics and Management at Shanghai Jiaotong University in China to discuss a potential partnership in a new master's program in game management. These discussions have been temporarily suspended until the COVID-19 pandemic has subsided. Through the University's Center for International Education (UCIE), the College also established Study Abroad programs in Africa, Mexico, and multiple countries in Europe through Magellan Exchange. The College continues to seek opportunities for partnerships with universities overseas and in the international education market.

Additional opportunities. The College is a full participant in Ohio's Guaranteed Transfer Pathway 2+2 program, in which students who complete a specified associate's degree in business at any of the state's community colleges will be able to complete the College's B.S.B. program with 60 credit hours of study at the College. In addition, certificate programs continue to attract students and professionals. The College offers three undergraduate and three graduate certificate programs. In 2019, the College received a $50,000 state grant to fund short-term certificate programs. By Fall 2020, 50 students were awarded scholarships from the grant. Since credits earned in certificate programs can apply toward degree programs, these programs encourage students to eventually pursue business degrees. Enrollment in certificate programs has grown from fewer than 10 students in Fall 2015 to 60 in Spring 2020.

II.   Update on Concerns from the Previous Continuous Improvement Review

A.   Concern 1, Adherence to Standard 1

Quote from the previous review: *The RSCOB's current mission statement was drafted in 2012 and has not been updated to reflect the new standards. When the new standards were adopted in April 2013, Dean Li (in consultation with her leadership team and advisory board) decided to wait until after the current CIR visit and update the mission statement in a strategic manner rather than rush through a revision. This approach was endorsed by the review team chair, Dr. Lance Nail. As the RSCOB embarks on this revision, they need to be mindful of how the pillar of impact is addressed, especially with regards to research.*

Concern 1 Update

In Spring 2016, former Dean Joanne Li hosted a short stakeholders' retreat. While the retreat did not focus on the mission, it fostered discussion of the new standards and stakeholder goals. The Mission Review Committee used the summary of the retreat in subsequent strategic planning activities. During Fall 2016, Dean Li formed the Mission Review Committee consisting of three faculty members, one associate dean, one staff member, one Corporate Advisory Board member, and one member of the Dean's Student Advisory Board (DSAB) tasked with leading the mission revision. The Committee first developed a process to update the mission statement (see ATTACHMENT 4: Process for Mission Review 2016), then prepared a survey to solicit feedback related to specific aspects of the previous mission statement. The survey went out to all faculty, staff, and the representative student body. The committee then organized a "Mission Review Stakeholder Dialogue" event in November 2016 with faculty, staff, students, and Corporate Advisory Board members. At this event, the Committee distributed the results of the survey and solicited feedback on different versions of a new mission statement. A summary of this meeting is included in ATTACHMENT 5: Mission Review Summary 2016.

After several rounds of discussion, the Mission Review Committee developed a set of criteria from which to model the new mission statement:
- Inspiring
- Distinctive
- Captures the Dean's vision for the initiatives we aim to create in the areas of teaching, scholarship, and community outreach
- Fits with the University's mission
- Fits with the College's values

Based on the above set of criteria, the Committee proposed the following draft mission statement: "Our teaching, research, and outreach efforts enable our students and our regional business stakeholders to discover, develop and realize their highest potential." The College faculty, staff, students, and advisory board members provided further feedback on the statement. After some rounds of further revisions and discussions, faculty approved the final wording of the Mission Statement at the Spring 2017 faculty meeting: "*We enable our students and regional business stakeholders to discover, develop and realize their highest potential through our teaching, research, and outreach efforts.*" A survey of all faculty, conducted after the Spring

2017 faculty meeting, confirmed that this mission aligned well with the College's goals and supported that the vision and values statements remained appropriate.

This new mission statement conforms to the definition and guidelines for school mission as documented in the 2013 AACSB Standard 1.

B. Concern 2, Adherence to Standard 2

Quote from the previous review: *As mentioned in their previous review in April 2011, their measurement of the quality of their peer reviewed journal publications and its impact is not well articulated. There is no journal list, and the quality of the journals does not seem to be a factor in annual evaluations as well as P&T decisions. The RSCOB does not claim to be a pure teaching school and does expect and value research from its faculty. Intellectual contributions (PRJs) are a critical component for faculty to maintain SA status per RSCOB's own guidelines for faculty qualifications, and the lack of a quality measure must be addressed prior to the next review. While this is a significant concern (and one that was noted even in the previous review), the review team strongly believed that the other positives far outweighed this deficiency. We also note that the RSCOB operates in a strongly unionized environment where the collective bargaining agreement does not allow too many options for incentivizing and rewarding quality.*

Concern 2 Update

The College has addressed the need to develop standards for minimum journal quality and to demonstrate that high quality scholarship is valued in performance evaluations and promotion decisions. It has done so in a manner that is consistent with the focuses of the College's faculty as well as the College's mission.

Aside from the College's balanced emphasis on research and teaching, and commitment to high quality research, our faculty produces a highly diverse collection of scholarship. Based on this diversity, a single college-level journal list was deemed inappropriate for the College. Instead, every department was tasked with determining which journals met minimum acceptable standards of quality for their respective fields. In addition, departments updated their respective bylaws per the current collective bargaining agreement to account for the quality of published research in promotion and tenure decisions as well as annual evaluations of faculty.

Following the above department level exercises, the department-level lists of minimum acceptable journals were aggregated, resulting in a College faculty approved policy that publications in one of four specific journal lists are to be accepted as satisfying the College minimum quality expectation. These are the Australian Business Deans Council (ABDC) Journal quality list, the Cabell's White List, the EconLit list, and an internally-developed Accounting list. Since department bylaws, by the Collective Bargaining Agreement (CBA), must be department level documents that include the evaluation criteria for faculty performance evaluations and for promotion and tenure decisions, the policy changes that incentivized publication in higher rated journals remained at the department level. The most common department-level approach was to allow smaller numbers of publications in journals highly rated by independent journal reviews to substitute for a larger number of publications that were

acceptable but not highly rated when scholarly output is evaluated. A typical example is that an article in a PRJ that is rated "A" in the ABDC list is equivalent to two articles rated "B" or "C".

To document quality, we updated the definition of scholarly academic (SA) faculty by using the above-mentioned lists to determine which publications are included in the 4-point category in the SA definition. In addition, the SA definition now includes two specific college-level processes to determine whether PRJ articles are worthy of more than 4 points, or are worthy of 4 points despite the journal not being on the college list. These additions to the SA definition are, respectively:

- "For cases where a faculty member has published a low volume of output in very high impact outlets, the P&T Committee may review those publications and assign 6 points of category A value to them. The awarding of additional points for individual publications should only be granted for outlets ranked in the top 2% of journals in their respective field, given an A* rating by the ABDC list, or the equivalent. Such reviews should only be done in cases where the faculty member is not already classified as a Scholarly Academic."

- "Process for determining if publications in journals outside of the college's accepted listing are 'Category A' (4 points) contributions. The College P&T Committee will review publications. The standard for accepting a journal article as peer-reviewed should be either that the journal has been externally validated as a peer-review journal, or that external evidence exists that the article was subject to a peer-review process to be accepted for publication. The author(s) has (have) the burden of providing evidence to the P&T Committee. Such reviews are only necessary in cases where the faculty member has not already attained qualification as an SA faculty member."

The faculty approved the SA qualifications and journal lists on April 11, 2018. The final version of the adopted faculty qualifications can be found in ATTACHMENT 6: Faculty Qualifications and Worksheets.

The College uses a third-party system, Digital Measures (DM) to document faculty's academic and professional activities. DM records are updated either as activities take place or annually. The process to determine a faculty member's qualifications is conducted as follows: Using a qualification sheet (ATTACHMENT 6), the associate dean reviews a faculty member's academic and professional activities for the time period (e.g. January 1, 2016 to December 31, 2020) and marks their corresponding points for each category in the worksheet. These points for each category and the total points are used to determine and verify the faculty's qualification. The associate dean then reviews faculty qualifications with the department chairs for the faculty in their respective departments. Revisions and corrections can be made with additional and/or new information. All faculty members have access to DM and can generate their CVs and view their qualifications. For this review cycle, faculty members reviewed and verified their data in DM in Spring 2020 and again in Fall 2020 to ensure the accuracy and completeness of faculty qualifications. ATTACHMENT 7 presents the completed worksheet for each faculty.

C. Concern 3, Adherence to Standard 15

Quote from the previous review: *The RSCOB will be expanding their degree offerings to a Lake Campus that is about 85 miles from the Dayton Campus. While not covered by the current review, the Lake Campus will be included in the next review. The RSCOB needs to ensure that all courses and programs offered at the Lake Campus adhere to the same standards as the Dayton Campus with regards to, for example, deployment of qualified faculty, assurance of learning, and availability of support staff. This is especially crucial since all programs at the Lake Campus (business and others) are to be managed by a separate Dean.*

Concern 3 Update

The Lake Campus is located 85 miles to the northwest of Dayton. It is of strategic significance to the University and attracts students in the counties near that location. In the early 2010s, the University and College observed growth in the demand for business graduates in the Lake area and developed the General Business major specifically for the Lake Campus. The General Business major is a two-year addition to the associate's degree in business offered at the Lake Campus. This program started in the fall semester of 2015 and is not available at the Dayton Campus.

The Raj Soin College of Business manages the Lake Campus General Business program by scheduling all courses and assigning its faculty to teach the Junior and Senior (3000 and 4000 levels) business courses. To account for the lower enrollment level of the program, courses are offered every other year with required pre-requisites sequenced correctly. When enrollment is insufficient low for the Lake Campus class sections, they are cross-listed with Dayton Campus sections and are taught online or by using Interactive Video Distance Learning (IVDL) classrooms. In some cases, faculty who teach IVDL classes alternate their teaching location every other class period so students from the Lake Campus have the same opportunity for in-person instruction as those at the Dayton campus.

Since College faculty teach the program's Junior and Senior courses, the Lake Campus General Business students are taught by faculty, most of whom are SA who meet the College faculty qualifications standards. Adjunct faculty teach a small number of this program's course sections. The College hires these teachers and ensures that they are qualified, mostly as Instructional Practitioners (IP), using the same process used to vet adjunct faculty hires at the Dayton campus.

There are six 2000-level business courses taught at the Lake Campus managed by that campus as a part of their associate's degree programs. The course content and learning objectives must follow the Transfer Assurance Guidelines (TAG) set by ODHE. However, these courses are scheduled by the Lake Campus Dean's Office and are taught by faculty employed by the Lake Campus, which has its own procedures for hiring faculty and criteria for promotion and tenure as well as annual evaluations of full-time faculty. After consulting with both the CIR team chair and AACSB, we followed their recommendation to treat the 2000-level business courses taught at the Lake campus as if a separate institution such as a community college taught them. The AACSB tables exclude the 2000-level business courses taught at the Lake campus.

The General Business major is one of the 13 majors included in the Bachelor of Science in Business (BSB) degree program. This major shares the same set of business core classes as all

other majors at the Dayton Campus. To ensure the integrity of Assurance of Learning (AoL), the College treats Lake courses the same as Dayton courses in our assessment and AoL activities. The Lake Campus courses that are part of the College assessment plan are included in the assessment cycles, assessed using the same metrics, and included in learning improvement plans.

Finally, the Lake Campus provides academic advising, career services, financial aid, and enrollment services to students. Lake students also have access to a bookstore, dining and housing, health and wellness, and parking services. They can also access the same University libraries and online resources and services. The College administration and staff assist the Lake Campus on General Business major issues when needed.

FOUR AREAS OF AACSB BUSINESS ACCREDITATION

I.   Strategic Management and Innovation

A. Strategic Management Planning Process and Outcomes

(1) The University Strategic Planning Process

Wright State University is a Carnegie-classified R2 university comprised of 11,758 students on two campuses: the flagship Dayton campus and the regional Lake campus. The University is core objective is to transform the lives of students by making education easily accessible and affordable to students. The University Board of Trustees consists of nine community members appointed by the governor, who dedicate a significant portion of their lives to championing the future successes of the University. Depicted in the University's organizational chart, the President leads the University's strategic planning under the guidance of the Board of Trustees. The Provost is the chief academic officer charged with executing the strategic plan and achieving its goals through two leadership bodies - the Council of Deans and the Cabinets of Vice Provosts and Vice Presidents - with the input and advice of internal and external stakeholders.

A vital function guiding the University into the future is its strategic planning activities, which provide a vision and focus that directly link resources to the University's values and strategic priorities. During 2018, then-President Schrader led a strategic planning process that arrived at a draft plan in October 2018. However, the adoption of the draft plan has been on hold due to a series of major events that have occurred since then. Specifically, negotiations between the University and AAUP-WSU regarding the expired collective bargaining agreement were prioritized; then a 20-day faculty strike from mid-January to early-February 2019 followed by strong lingering tension between the faculty and central administration; the University then became occupied with its fourth budget reduction since 2016; next, then-President Schrader stepped down at the end of 2019. When our current president, Sue Edwards took office in January 2020, she expressed the need for the university to reevaluate the strategic goals to face the reality of reduced enrollment and revenue. President Edwards centered on 3Rs - recruitment, retention, and relationships – for her vision for the University's identity based on its areas of strength and opportunities for growth. While strategic efforts were just restarting, COVID-19 shook the institution with unexpected disruptions to its academics and operations throughout 2020. The University resumed its work on strategic planning during the fall of 2020 with further development expected during 2021.

(2) The College Strategic Planning and Management Process

The College supports the University's mission by striving to transform the lives of our students and the communities we serve. Its mission is consistent with the University's mission while articulating a College-specific purpose and goals. The College's strategic plan follows from its mission statement. It defines College objectives and initiatives and guides day-to-day operations and activities.

As illustrated in ATTACHMENT 8: RSCoB Organizational Chart, Dean Thomas Traynor is the chief academic officer of the College with the support of Associate Dean Shu Schiller. The College has six academic departments and a Dean's Office staff, some of whom report to university-level units, that support the College's business operations, enrollment management, advising, student career management, major gifts, and technology needs. The Dean leads the College's strategic planning process and the execution of the strategic plan with the supporting leadership of the Associate Dean and Department Chairs. Collectively, the academic departments and the staff support the mission and strategic goals of the College by coordinating, supporting, and carrying out many initiatives and actions that make up the strategic plan.

The College's strategic planning process seeks input and advice from the major stakeholders, including faculty, students, staff, and outside partners such as alumni and employers. ATTACHMENT 1 illustrates the College's strategic planning process and participants. The Dean's strategic leadership team is composed of the Dean, the Associate Dean, and the six Department Chairs. Strategic planning begins with these leaders.

The College Faculty Executive Committee (FEC) consists of the Dean and seven professors, one representative from each department, and the FEC Chair, who is elected at-large by the entire college faculty. The FEC serves as a line of communication between the Dean and the college faculty. This institutes a structure for shared governance through which faculty can provide input to the Dean on all matters of the College. The FEC recommends policies and initiatives on behalf of the faculty to the Dean, and hosts the College faculty meetings to ensure fluid communication and shared governance across the College. The FEC serves as a vital source of feedback in the strategic planning process. The Dean submits a draft of the strategic plan to the FEC that is then shared with the college faculty for the solicitation of input before the strategic plan is finalized.

There are six other faculty committees: the College Promotion & Tenure (P&T) committee; Undergraduate Curriculum Committee (UPC); Graduate Curriculum Committee (GPC); MBA Program Committee; Information Technology Committee; and Student Scholarship & Honors Committee. All share in the governance of the College and influence its policies, including the development of the strategic plan, as appropriate. In addition, the College staff plays an active role in shaping the College's strategies. The Dean frequently seeks staff advice in developing strategic planning actions.

Two advisory boards guide the Dean on best practices for the College. The Dean's Student Advisory Board (DSAB) consists of the College's leading student ambassadors. Through a competitive selection process, fifteen members are selected each year to form a group of diverse students from all backgrounds and all majors. Students serving on the board represent the interests of the student body and regularly provide input, including feedback on the strategic plan, to the Dean. The Dean's Corporate Advisory Board (DCAB) consists of fifteen business executives who are committed to the success of the College. The DCAB provides advice and input to the Dean on strategic objectives that will meet business needs as well as support in carrying out the strategic plan.

A College strategic plan was completed in 2015. The significant and repeated expenditure cuts imposed on the college beginning with the FY 2017 budget derailed much of the strategic plan.

The frequency of revenue decreasing events and associated cuts (4 cuts were made during one fiscal year) forced the college to set aside strategic planning efforts until the high level of uncertainty subsided. Dr. Traynor became the official Dean in November 2019 and worked with stakeholder groups to develop a new College strategic plan. After undergoing multiple rounds of input and revisions, a strategic plan was completed in February 2020. The COVID-19 pandemic and sudden conversion to remote work and teaching delayed the implementation of the 2020 plan. In addition, further enrollment declines are necessitating another review of College expenditures.

During the fall of 2020, Dean Traynor launched a process to revise the strategic plan (illustrated in ATTACHMENT 1, page 2) to account for COVID-19 induced delays and the potential for significant changes to expenditures. In collaboration with the Department Chairs and the FEC, Dean Traynor proposed scenario-based projections on enrollment and the expenditures budget. Two working groups were established to focus on efficiency and revenue, respectively. On November 5 and 6, College faculty and staff participated in two open discussions to develop tangible strategies, tactics, and initiatives. All groups of stakeholders provided insightful comments and recommendations to help Dean Traynor develop realistic objectives and meaningful action items. The revised strategic plan continues to focus on student experiences and the College's unique strengths. Over time, particularly as new information on enrollments and university staffing plans become available the College will reevaluate its strategic goals and identify new strategic objectives through this ongoing process. A key strategic consideration that is still under review is the potential reorganization of the College administrative structure at the department level, in which departments could be combined into fewer administrative units.

The College's full strategic plan can be viewed in myAccreditation. It provides direction for the College and outlines measurable goals for the next few years. It is action-driven with detailed, expected outcomes to be continuously evaluated and improved. The plan lays out four primary strategic goals: (1) relevant and innovative education, (2) impactful scholarship, (3) engaged alumni and regional partners, and (4) Resource growth and improved operational efficiency. Each strategic goal is subsequently supported by multiple strategic objectives, which then carry multiple action items. Dean Traynor continues to work with all constituencies in the College to identify tasks, assign ownership, create accountability, and document and evaluate results.

(3) Summary of Key Strategic Outcomes

Even during challenging times, the College was able to focus on its areas of strength and allocate its resources strategically. In this section, we highlight some best practices from the past five years. For a detailed list of achievements, please refer to ATTACHMENT 2: Examples of Impact.

Monthly Newsletter. To promote the good news of the College to students, alumni, and the regional business community, the College started a monthly newsletter series in January 2019. Each issue of the newsletter features accomplishments of our students, faculty, and staff and collaborations with business partners. The monthly newsletter reaches about 9,000 unique recipients. These e-newsletters maintain a monthly open rate that is consistently near 23%. The College also distributes monthly internal updates with news and announcements to faculty, staff,

and retirees. The community newsletters and internal updates keep our internal and external stakeholders informed and will increase the region's awareness of the College over time. For instance, the January 2020 newsletter promoted a College-sponsored party for our stakeholders at a Wright State Men's Basketball game. Over 300 students, alumni, and business partners attended the event.

Mission-Focused Engagement with the Advisory Boards. The Dean's Corporate Advisory Board (DCAB) contributes innovative ideas to nurture growth in our educational programs and professional engagement. Mr. Albert Asebrook, Chairman of the DCAB, and Dean Traynor restructured the board into four subcommittees: Board Governance and Member Recruitment, Marketing and Student Recruitment, Student Experience, and Career Preparation. Each subcommittee meets regularly while the entire board meets quarterly. The DCAB has been actively involved with many of the College's initiatives such as the Professional Business Institute, the Business Experience and Scholarship Challenge, the Wright Venture Competition, community events, and the hiring of the dean and the career consultant. DCAB members also play an important role in the College's effort to recruit and retain students. Each year, they write letters to prospective students, attesting to the quality of the College's programs.

The Dean's Student Advisory Board (DSAB) is the College's foremost student organization. The DSAB recommends and leads many important college initiatives in the areas of student engagement, academic support, student recruitment, and career preparation. DSAB activities follow the goal of guiding the college more effectively to help students achieve success. The DSAB implemented a soft launch of a Peer Mentoring Program in 2019 that served to prepare Peer Mentoring for all freshmen business students that will begin after the COVID Pandemic ends. In Fall 2020, the DSAB updated its constitution, hosted virtual networking events, and provided student feedback to the dean regarding successes and areas for improvement in distance learning during the pandemic.

Financial Turnaround of the ReyRey Café. Established in Fall 2015, the café consistently continued to improve its operations and increase profits under increasingly independent student management. Its Student Management Board (SMB) is responsible for all aspects of business operations including hiring, staffing, scheduling, working with vendors, product pricing, marketing, and strategic planning. Advised by Dr. Kathryn Easterday (Accountancy), the café generated a positive annual profit for the first time in FY 2018-2019. During the COVID-19 shortened 2019-20 academic year, the café earned a profit of $13,400 before closing in mid-March 2020. ReyRey Café profits fund scholarships for business students.

The Café will remain closed until the campus returns to its post-pandemic operations. Until then, the SMB is writing a café Operations Manual, is completing a feasibility analysis for an opportunity to manage a café in another part of the campus, and has begun recruiting student employees for the next year. All of this work is done with their new faculty advisor, Kim Lukaszewski (HR Management). The SMB members continue to receive their scholarships due to the generous support of the Café's partner, Reynolds & Reynolds.

The Center for Career Management. Opened in August 2019 and staffed by Ms. Joyce Winters, the Career Consultant, the Center is the first space fully dedicated to career services in

Rike Hall. The Center now can schedule and provide career advising to all business students and alumni and connect employers with our students at the times that are best for its clients. Since its opening, over 1,200 business students and 160 businesses have been served through 30 annual events, hundreds of individual consultations, on-site interviews, and other activities at the Center.

A unique annual event hosted by the Center is Professional Development Day, in which business students network with regional employers in a setting that is open to students in all undergraduate class levels. In addition to discussing internships and employment opportunities, the employer representatives are encouraged to offer tips to younger students on how to successfully search for an internship or full-time job and how to interact with business recruiters. Students also get a free professional headshot, attend workshops on personal branding and financial literacy, learn about college clubs and organizations, and earn points through the Passport to Success App, which will be discussed in more detail later in this report.

The Leading Innovation in Finance Today and Tomorrow (LIFT2) Symposium. LIFT2 is an annual financial services professional education event managed by the Department of Finance and Financial Services. The symposium presents and exchanges thought leadership for practicing professionals in the banking, insurance, accounting, investing, and financial planning industries. Each year, the event attracts 140 to 150 regional professionals who attend continuing education sessions led by industry leaders. It also serves as a valuable networking opportunity for our students. The event is funded by external sponsorships from financial services organizations and participant registration fees.

Wright Venture Competition. The College has hosted six Wright Venture competitions since 2014. This student entrepreneurship competition teaches participants the foundations of new business plan development, then holds a pitch competition in which the student contestants compete for startup funds. The winner receives $5,000 in seed money to start their business. From 2015 to 2020, 40 contestants received grand prizes and other awards totaling $33,350. The Wright Venture competitions are completely funded by individual donors. The initial funding for the competition was provided by a $45,000 grant from James Family Foundation. The Fairborn Development Corporation also donated $10,000 in 2019. The competition is managed by the Entrepreneurship Club with guidance from the Chair of the Department of Marketing. During the COVID-19 pandemic, the 2020 Wright Venture was held virtually through a live-streaming broadcast. The successful event welcomed 4 competing teams and drew 55 attendees from the campus and business community.

B. Financial Strategies and Resource Allocation

(1) Wright State University Financial Management

The University's enrollment and revenue have declined precipitously over the past five fiscal years. The University lost 33.8% of its students from 17,775 in the fall of 2015 to 11,758 in the fall of 2020 (unduplicated headcount) as shown in FIGURE 3: Enrollment of the University and the College. Tuition, fees, and the State Share of Instruction (SSI) subsidy account for more than 80% of the University's operating budget. As a result of the enrollment decline, tuition and fees fell from $195 million in FY 2016 to $144 million in FY 2020 and is projected to be $126

million in FY 2021, a 35.4% decrease from FY 2016 (FIGURE 1). The SSI received by the University has also declined, both from declining enrollments and more recently from COVID-19 related cuts to the state's expenditures. Overall, the University SSI revenue has fallen from $83.2 million in FY 2016 to $79.5 million for FY 2021. Crucially, for future budgetary planning, since the state's SSI formula is based on a three-year moving average of various enrollment, completion, and at-risk student data, the recent enrollment declines will result in significant declines in SSI revenue for at least the next two fiscal years, even if enrollment begins growing.

As described in some detail in Section I.C.3 of the Institution and Business School Overview, the University implemented significant expense reductions over each of the past five fiscal years, not only to align spending with revenue but also to restore the once depleted reserve fund. Leadership changes have prolonged the process of designing, developing, and implementing improved budgeting and financial practices.

Amid these challenges, the University is pursuing opportunities for revenue growth and improved operational efficiency. The University increased undergraduate tuition 4% for new students (with no increase for most continuing students) for the 2020-2021 academic year, and budgeted $2.5 million for advertising and other student recruitment efforts after several years of almost no advertising. The University is also combining several major academic units (not involving the business school) to reduce administrative expenses and to foster increased interdisciplinary collaboration in both teaching and research.

(2) Raj Soin College of Business Spending Practices and Resource Growth Initiatives

The College makes every financial decision carefully to best utilize its resources to support its mission and vision. The College receives a budget allocation from the University each fiscal year after receiving a budgetary expenditures target from the central administration and submitting a proposed budget. When the University's target expenditure level for the College differs from the College's proposal, informal discussions ensue with the final budget determined by the central administration.

As illustrated in FIGURE 3: Enrollment of the University and College, College enrollment actually increased, marginally, during the first two years of the series of crises experienced by the University, but has fallen significantly over the past three academic years. From the fall of 2015 to the fall of 2017 the College's unduplicated student headcount rose from 2,465 to 2,546 (3.2%) but fell to 1,816 in the fall of 2020, a 28.7% decline in 3 years. In addition to enrollment driven cuts to College expenditures, the College remediated off-budget spending in FY 2017 and lost the funding of its specialized revenue sharing programs. Three factors combined to reduce the College's total expenditures from $18.4 million in FY 2016 to $12.3 million in FY 2021, a 33.2% decrease.

FIGURE 2: College Budget shows College salary and non-salary expenditures. Salary expenditures make up about 95% of the College's budget. Increases in the salary and benefit allocation and renewals of vacated positions are determined by the University's strategic hiring process, and the elimination of positions are frequently impacted by University policies and collective bargaining agreements. The University reorganized several service activities into

centralized service units in 2018 and 2019, during which one business manager, five academic advisors, one career director, and one technology support coordinator in the College were centralized and their associated budget lines reallocated to the central administration.

The non-salary operating funds of the College decreased 63% from $2.42 million for FY 2016 to $0.89 million for FY 2021. The operating funds are used by six departments and the dean's office. The College has a check-and-balance mechanism to handle all budgetary decisions. The dean, business manager, and departments chairs form a three-party system to ensure all financial transactions comply with the University policies and procedures and all decisions are made responsibly and with transparency. The College's mission-driven initiatives are regularly reviewed for progress and fiscal efficiency to ensure sustainability and consistency with the strategic plan. When resources were available for strategic growth, the dean required all proposed initiatives, such as new programs and partnerships, to have a preliminary budget proposal and a multi-year pro forma financial analysis to support the case. The dean may propose new initiatives to the provost and request to include the expenses in the College's operating budget. The guiding principle is that the appropriate supervisor and the business manager must approve all financial transactions and expenditures. Each unit strives to utilize the funding allocated as effectively as possible.

As part of the budget reductions in the past five years, the College discontinued its partnerships with two centers that required expense-sharing relationships. The College used to house and subsidize an Ohio Small Business Development Center (SBDC) and an International Trade Assistance Center. Both centers supported local businesses and some members of the campus community and operated under grants that covered a majority of their expenses while requiring cost-sharing by the College. The College ceased its financial support of these business support centers in 2018. Both subsequently moved their offices to downtown Dayton, where the College maintains a collaborative relationship with the SBDC. The College also used to host the Center for Economics Education (CEE). The CEE's mission was to increase public understanding of economics, primarily by offering economic instruction classes for K-12 teachers in the region. After more than two decades of success, the increased integration of economics into traditional teacher education degree programs left the Center with a dwindling client base. The center closed in 2016 due to its long-term fiscal unsustainability. Currently, the College provides office space for one US Department of Commerce International Trade specialist but does not offer any other financial support for the partnership.

The most significant revenue increasing initiative of the past five years was the implementation of consecutive annual MBA tuition increases of $25 per credit hour over four years, which the College proposed and University approved for FY 2020. If tuitions at the other Ohio business do not change significantly, the total $100 per credit hour increase in tuition will retain the program's position as having the second-lowest MBA tuition among AACSB accredited business schools in Ohio. The projected additional revenue generated from this increase to be $2 million over four years. During the first year, funds from the tuition increase supported MBA specific strategic initiatives to improve online courses, increase the number of faculty prepared to teach online courses, and support faculty development.

The University began sharing 10% of the difference between net tuition and instructional expenses of summer semester courses with the College in 2018. This has generated between $175,000 and $200,000 in unrestricted funds for the College in each of the last three years. These funds have supported faculty development, marketing, and other temporary spending needs.

Grants and gifts (donations) add to the pool of the College's revenue. While most are restricted in use, they have proved instrumental to the support of the College's strategic initiatives. Since FY 2016, the College has received a total of $1,328,041 in government grants and private contracts, and a total of $2,351,499 in private gifts from individual donors, businesses, and foundations. For the detailed list, please see ATTACHMENT 9: Grants and Sponsored Projects.

(3) Financial Support for Strategic Activities

Since the College currently operates under very tight fiscal constraints, it has to fund its mission-driven initiatives through a variety of sources. Thus, the College carefully plans its strategic initiatives and invests in the most promising areas for impact and growth. Many of the College's current strategic investments support recruitment, new opportunities for revenue, as well as student success and retention. This section presents select activities with a focus on the sources identified by the College to underwrite them.

a.   College Programs and Initiatives

Digital Marketing Developed into an Experiential Learning Opportunity. The College invested $100,000 from its summer profit share and the MBA tuition increase in a marketing campaign for its graduate programs during the first six months of 2020. The campaign was a collaboration between the College, the Wright State Office of Marketing, and Ring Digital (a digital marketing vendor). Ring Digital specializes in precision audience targeting through data analytics for promotion and marketing. Utilizing geofencing and contextual search techniques, Ring Digital advertised the MBA and specialized business master's programs to select households in the University's traditional geographic footprint. At the conclusion of the campaign, eight student enrollments in the College's graduate programs were generated by the fall semester, along with twelve additional active leads for possible application and enrollment in 2021.

For 2021, another $100,000 has been set aside from summer semester profits and the MBA tuition increase for a new graduate program marketing campaign. This campaign will be the focus of experiential learning projects for students in several advanced marketing courses. The campaign will be a very closely coordinated plan jointly supervised by three faculty members in the Department of Marketing. Last year an experiential learning project that consisted of a very small digital marketing campaign for the Office of Marketing generated very high click rates and other follow-through outcomes. The 2021 campaign targets two strategic objectives (increased experiential learning activity and increased marketing of graduate programs) simultaneously. Further, by placing the ads and preparing the analytics in-house, the campaign will be more economically efficient.

Professional Business Institute (PBI). The PBI brings high school students from Ohio, and neighboring states to the Wright State University campus to enjoy a hands-on learning

experience with the College faculty, staff, and local business executives in a five-day summer camp format that introduces them to business. Since 2014, the PBI has hosted between 15 and 20 students each summer. The full cost of the PBI is underwritten by an annual gift from Synchrony Financial and a biennial gift from AT&T. This allows students to participate in the camp at no cost and allows the College to ensure that at least 50% of PBI participants are from moderate to low-income households. The College arranges the itinerary, sets up the learning spaces, and arranges on-campus housing, all meals, and transportation for five days so the camp. During the week of the camp, College students serve as coaches to the participants, while College staff members serve as chaperones during the day and the University's resident assistants monitor the participants overnight.

During the PBI, campers are divided into teams that are each given challenges that the partner businesses create for them. The highpoint of the week is the presentation of the business plans before the students' families and a panel of judges drawn from the business community. The College offers a $500 scholarship to the members of the winning team who, after graduating from high school, enroll at the University. The program has a robust matriculation rate with about 20% of its participants entering the College after completing the program. Through the PBI, the College gains the opportunity to help and recruit students from underprivileged and underrepresented populations. Due to the COVID-19 pandemic, the PBI program was not offered in 2020 and will not be offered in 2021. The College expects to continue PBI annually thereafter.

Business Experience and Scholarship Challenge. In February 2019, the College launched a new annual student recruitment event for direct from high school admitted students to explore the College and learn about the various business fields through interactions with faculty, staff, and student leaders. Participants are selected from regional high schools based on their academic backgrounds. They spend a Saturday morning doing fun hands-on business-related activities and meet with regional business leaders, current business students, and faculty throughout the event. The highlight of the event is a scholarship challenge where high school seniors "interview" with a faculty member and a member of the business community. The interview is an opportunity to engage the student in a conversation about their interests and goals, with an explanation of how the college can help them reach those goals. The five students who proved to be most engaging in the interviews are each awarded $1,000 scholarships. The College covers the expenses of the event from its unrestricted funds. Through its first two years, seven of this event's 10 scholarship winners and over 40% of the participants matriculated to the University.

Degree Completion Program. As described in detail in section I.D. of the Institution and Business School Overview portion of this report, the College received, in 2020, a commitment of $175,000 over five years from Dayton Power and Light Foundation for a Degree Completion Program. The external funding allows us to proceed with the strategic goals of providing relevant and innovative education, engaging regional partners, and growing resources.

Center for Career Management. The construction of the Center for Career Management was fully funded by a $250,000 gift from Speedway, LLC and a $50,000 gift from Emerson Climate Technologies. As described in Section I.B.2. of the Institution and Business School Overview, the dedicated space for student career education activities created by this project resulted in a very large increase in the College capacity to provide career services to

ReyRey Café. The cost of constructing the ReyRey Café in 2015 was underwritten through combined financial commitments from the Reynolds & Reynolds Company and the University's unrestricted funds. In addition, Reynolds & Reynolds continues to give $25,000 per year to support purchases of supplies, equipment, repairs, and to support scholarships for the Café's student employees. This annual gift also ensures that the Café's profits flow directly to scholarships for business students now that it is a self-supporting operation. Chartwells Higher Ed, the University's food service vendor serves as the Café's operational partner and provides human resource management, accounting, and other support services in exchange for 20% of Café revenue. Chartwells Higher Ed has also provided some equipment and repairs at no cost to the Café. The Café provides students with ground-up experience with nearly all operational and business administrative functions of a small business. In addition, the SMB participates in the College's Introduction to Business course by describing their experiences to the class and creating simple experiential exercises for the class based on actual business challenges they have faced in managing the Café. Lastly, the Café's coffee supplier, Boston Stoker (a local company), provides free training to new baristas each year and hosts two members of the SMB on a trip to visit one of their coffee growers in Costa Rica each year. Over time, the financial support for the ReyRey Café provided by the University and our business partners has proven to be a highly impactful strategic endeavor.

Wright Venture Competition. The Wright Venture competition was thoroughly described in Section I.A.3. of this Four Areas of AACSB Business Accreditation portion of the report. The key point is this. From a single seed gift of $45,000, the Wright Venture competition has expanded steadily in the number of participants, workshop instructors, and total dollars donated to the program. In addition, passing the management of the event to the student Entrepreneur Club has proven to be a valuable learning experience for the club's membership and created networking opportunities with the region's entrepreneurial community for both the club and the competitors.

Soin Trading Center. Until the summer of 2020, the Center hosted the Bloomberg Terminal system for curriculum content on financial investments. To help accommodate the expenditures reductions needed for the FY 2021, the Department of Finance and Financial Services researched alternative services and decided to replace the Center's Bloomberg Terminals with the FactSet system. At less than 50% of the subscription price for Bloomberg Terminals, FactSet is a comparable yet more affordable solution that continues to provide students with the sophisticated financial data and software needed by students, and is accessible remotely, which provides a meaningful benefit to students who study remotely.

Short-Term Certificate Grant. The College was awarded a $50,000 short-term certificate grant by the Ohio Department of Higher Education (ODHE) in 2018. The grant program provides scholarships of up to $1,000 per student to provide need-based tuition support to students pursuing a certificate in an ODHE defined in-demand field that may be completed in less than one year. The $50,000 grant applies to four College certificate programs: Business Analytics, Human Resource Management, Human Resource Management Certificate Prep Course, and the IT Management Graduate Certificate. The awards were distributed from Fall 2018 through Fall

2020, helping advance the College's strategic goal of providing relevant and innovative education.

International Education. The College values international education and has partnered with both the University Center for International Education (UCIE) and external organizations to increase study abroad participation by domestic students. These include regular class offerings that include study in Mexico, led by Dr. John Martin; in France, led by Dr. Riad Ajami; and in Japan, led by Drs. Pola Gupta and Wakiuru Wamwara. These trips are coordinated with UCIE. The College maintains a partnership with the Magellan Exchange, an innovative organization that provides many affordable study abroad and internship opportunities for students through their worldwide consortium of universities. Dr. Wamwara serves as the faculty lead of Magellan Exchange. The College supports her travels to international meetings and conferences to build and strengthen the College's international network. For instance, Dr. Wamwara attended the Magellan Exchange International Conference in Finland in early 2020. Dr. Daniel Asamoah planned a course that included study at the University of Ghana, but this trip was canceled due to the COVID-19 pandemic. Dr. Daniel Asamoah was also selected by the Carnegie African Diaspora Fellowship Program to visit the Ghana Institute of Management and Public Administration (GIMPA) to collaborate in research and identify potential study abroad opportunities for both Wright State business students and GIMPA students.

Support of Department Events. The College supports a series of department events and activities, many of which are held annually:

- The Management and International Business Department has hosted the *Organizational Effectiveness Lecture Series (OELS)* annually since 1991. The professional development forum focuses on cutting-edge practices in leadership, organizational development, and HR practices. Each year, business leaders and experts share ideas and best practices about helping people and organizations discover, develop, and achieve their highest potential. This event is fully sustained by annual business sponsorships and registration fees.
- The *Leading Innovation in Finance Today and Tomorrow (LIFT²) Symposium*. The annual event provides continuing education and exchanges on best practices from the industry's thought leaders, for practicing professionals in the financial services industries and College students. LIFT^2 is funded by participant registrations and external sponsorships from financial services organizations such as Cardinal Pointe Financial Group, CFA Society Dayton, Morgan Stanley, James Investment Research Inc., Marsh McLennan, and Wright-Patt Credit Union.
- Advocated for by the Marketing Department and its student chapter of the American Marketing Association (AMA), former Governor John Kasich declared October 5 to be *Wright Brothers Day* across Ohio. At the University, the AMA students celebrate Wright Brothers Day with an annual event that honors the pioneering spirit of the Wright Brothers by featuring innovative research, design, and demonstrations from faculty and departments across the university, as well as organizations in the community. The 2020 event occurred virtually. The successful event featured 18 exhibitors and welcomed many virtual participants.
- The Department of Information Systems & Supply Chain Management has hosted a *Digital Mixer* event on campus every February for 15 years. This casual networking event is co-hosted by the College and Technology First, a nonprofit IT professional organization that

serves the Dayton area. The Digital Mixer draws about 150 students in technology programs from Wright State and other colleges in the region, as well as IT professionals from more than 30 companies to meet with students at the event. Like most career fairs, participating professionals discuss current opportunities with students, but many also share career advice that is relevant to the IT occupations. The University supports an annual membership with Technology First from its unrestricted funds, allowing the College to be the host site for the Digital Mixer.

- The Economics Department hosts *Economics Speaker Series* throughout the year. The speakers are experts from various fields of practice and academics. In the past academic year, 2019-2020, the Department welcomed speakers from Rutgers University, the Federal Reserve Bank of Cleveland, and Dickinson College in addition to nearby colleges to discuss contemporary economic issues. Most speakers underwrite their own expenses (who said there is no such thing as a free lunch?) because they already planned visits to research with the department's faculty. In cases were transportation, food, and lodging expenses are appropriately reimbursed, the funds are drawn from the department's WSU Foundation based program fund.

Staff Hiring. Amid the significant budget reduction and downsizing of units, the College received a budget line from the University that allowed it to hire Ms. Lindsey Bedford in 2020 to directly support Ms. JoAnn Bevelhymer, the Director of Enrollment Management, with graduate program recruiting.

b. Financial Support for Faculty

Faculty Staffing. The College is committed to attract, develop, and retain committed, exceptional faculty. In the past five years, the College had 12 faculty retirements and 6 departures. Over that same time period, the University Strategic Hiring process yielded approvals to recruited 8 new faculty, consisting of 3 non-tenure eligible Instructors and 5 assistant professors. As of Fall 2020, the College has 58 full-time faculty, 10 staff, and 8 centralized staff. TABLE 4: Faculty Hires, Appointments, and Promotions shows a complete list of faculty hires, appointments, and promotions since 2016.

New faculty hires since 2016:
- Thomas Hazelbaker, Instructor, Department of Accountancy, started August 1, 2016.
- Dr. Bin Li, Assistant Professor, Department of Marketing, August 1, 2016.
- Dr. Kevin Willardsen, Assistant Professor, Department of Economics, August 1, 2017.
- Jerome Cox, Instructor, Department of Economics, started August 1, 2018.
- Barry Holland, Instructor, Department of Accountancy, started August 1, 2018.
- Dr. Jinhwan Jo, Assistant Professor, Human Resources, Department of Management & International Business, started August 1, 2020.
- Dr. Kyre Lahtinen, Assistant Professor, Department of Finance & Financial Services, started August 1, 2020.
- Dr. Viet Pham, Assistant Professor, Department of Accountancy, started August 1, 2020.

Faculty Development. The shrinking budget has made it exceedingly difficult to provide financial support for faculty development. The Collective Bargaining Agreement (CBA) between

the University and AAUP-WSU requires that a Professional Development Fund (PDF) of $990 per fiscal year for each TET faculty member and $550 per fiscal year for NTE faculty member is made available for faculty development expenses. Faculty can accumulate the PDF to a maximum of $3,465 (TET) and $1,925 (NTE). For details, please refer to ATTACHMENT 10: AAUP-WSU CBA 2019-2023. In addition to these contractually guaranteed funds, the Dean has made a concerted effort to ensure that sufficient resources available, when appropriate, to exceed these levels to ensure that the professional development activities that are likely to satisfy the College's strategic goals productive faculty members are reimbursed. The sources of faculty development funds activities vary from one budget year to another, but currently consists of a mix of base budgeted funds and funds from the College's share of summer semester profit and the increased MBA tuition.

The University and College support faculty members' professional leave, parental leave, and workload reduction as articulated in the CBA. The Professional Development Leave (PDL) is a valuable opportunity for faculty to concentrate their efforts in advancing research and practice as a scholar free of teaching and service obligations for the length of the leave. Faculty become eligible after completing seven years of service to the University or seven years following their prior PDL. From Fall 2015 through Spring 2021, the College awarded 20 semesters of PDL to 10 business faculty in four academic departments (ATTACHMENT 11: Professional Development Leave). The University and College also support eligible faculty who are new parents, through biological birth or adoption, with parental leave. Such leave provides either a reduced teaching load for two semesters or no teaching for one semester. The College awarded 4 parental leaves since 2016. In addition, a CBA provision allows course reductions for TET faculty who exceed 200% of scholarship required for promotion to associate professor with tenure, by their department's bylaws, in their annual teaching workload. In the last five years, the College provided a total of 8 course reductions to business faculty. Both the University and College typically share the financial support for leaves, in the form of adjunct faculty hires and overload faculty contracts to teach the courses vacated by faculty during these leaves.

c. Financial Support for Students

The College aims to develop and grow opportunities for its students to enjoy the transformative experience of their business education. Scholarship awards provide meaningful financial support to defray the cost of students' education. The University's operating budget funds many merit-based scholarships and need-based aid. The College maintains a listing of Wright State University Foundation funds to which many generous donors contribute. Donors to the college include faculty, staff, alumni, student families, DCAB members, and many industry partners. Since 2016, the University awarded a total of $2,416,617 in scholarships to the College's students, and the College awarded $1,435,153 from its foundation funds. In addition to providing scholarships, foundation funds support many College events and activities to provide hands-on business experiences for students.

Of course, the facilities constructed in Rike Hall with financial support from the University and Donors now provide students with valuable educational support in financial trading (Soin Trading Center), Business Analytics (DAVE Lab), small business management (ReyRey Café), and career preparation and placement (Center for Career Management). These endeavors

demonstrate the commitment of the College, its regional partners, and the University to excellence in business education.

The College houses 11 student clubs and organizations, all of which are sources of support for students helping students, faculty-student interaction, networking with businesses and alumni, and experiential activities. Each club determines its own objectives and activities under the guidance of a faculty advisor. Funding for student club expenditures are derived from a mix of on-campus fundraising, departmental program funds, and on occasion, the College.

To increase student engagement in extracurricular activities, former Associate Dean Arijit Sengupta and a group of MIS students developed the Passport to Success (P2S) App. P2S is a smartphone app that promotes student events and tracks student participation. Students earn points for each activity attended and at the end of each semester, the College hosts a prize P2P redemption day to award students with prizes based on their point totals. During the past two years, the P2S app supported 190 events and several hundred students used the app for at least one event. The P2S App is managed by the College and the student prizes are funded through the Colleges' marketing expenditures.

To improve student success and retention, free tutoring services are offered for introductory level business courses in the fields of Accounting (ACC 2010, 2020), Economics (EC 1050, 2000, 2040, 2050, 2900), Finance (FIN 2050, 2210), Management Information Systems (MIS 3000), Management Science (MS 2040, 2050), and Business Calculus (MTH 2280). Tutoring for these courses is managed by the University Student Success Center, which is financially supported by the general student fee.

The College also works with the Lake Campus to ensure that business students in the General Business major receive services to students. These services include academic advising, support for enrollment growth in the business program, career preparation, technology support, library resources, and residence.

d. Financial Aspects in Some Further Detail

Detailed information regarding the funding of several of the most critical strategic initiatives that demonstrate the College's strategic focus on its mission are presented in TABLE 1: Top Strategic Initiatives in the College and Their Financial Support.

C. Mission Statement and Summary of Strategic Plan

(1) Mission, Vision, and Value Statements of the College

The **mission** of the Raj Soin College of Business is *to enable our students and regional business stakeholders to discover, develop and realize their highest potential through our teaching, research, and outreach efforts*.

Our **vision** is to be a dynamic business leadership learning community, nurturing life-long education, creating a positive impact on business and society. We embrace and practice the **values** of:

- Exceptional teaching and learning: a focus on providing students with a high-quality educational experience
- Ethics and character excellence: a desire to cultivate awareness of the attributes that enable excellence through personal and collective efforts
- Applied relevance: a focus on the practical implication of our work for the members of our stakeholder community
- Collaborative spirit: a desire and willingness to initiate work across boundaries in the way we conduct ourselves
- Imaginative thinking: a passion for creative, novel, innovative work across all areas of responsibility service, research, and teaching
- Global perspective: an acknowledgment that all organizational activities take place in the context of an interconnected, global society
- Appreciation of differences: the willingness to embrace, leverage, and develop distinct perspectives, needs, and points of view
- Service and community engagement: a focus on creating regional economic and social impact

(2) College Mission Supported by Strategic Plan

Major components of the College's strategic plan intrinsically support the mission statement. To demonstrate how the strategic plan supports the College's mission, we summarize some key elements of the plan, organized around the College's distinctive features, strengths, focus areas, and priorities.

Relevant and innovative education. The College's foremost mission is to develop our students to their highest potential through business education. The strategic plan aims to provide students with a high-quality educational experience through exceptional teaching and learning experiences. (1) The College continues to add new programs and monitor, modify, and improve the content of existing program curricula. To meet the increasing demands for communication competency of our business partners, the College mindfully and meaningfully integrates effective communications into the business curriculum. For instance, the College requires ENG 3000: Business Writing in the business core to improve students' spoken and written communication competencies. (2) The College is determined to set college-wide standards for online and hybrid models of delivery in both undergraduate and graduate programs. The ad hoc Online Instruction Advisory Committee will develop a set of standards to ensure academic integrity and guidelines for exemplary online teaching. (3) The College continues to provide and improve extracurricular educational activities, such as experiential learning, to heighten the educational outcomes for our students. The Passport to Success App will be fully integrated into the College's extracurricular activities and participating will be better incentivized through improved participation awards. The Career Pathway program at the Center for Career Management will offer an organized structure to career education activities and incentivize students, through rewards, to participate.

Impactful scholarship. Faculty are devoted to producing impactful research with practical implications for our stakeholders. The College encourages basic, applied, and teaching scholarship that advances knowledge, influences scholars, impacts policies and legislation, informs teaching, and improves business operations. The impact of scholarships is recognized and recorded with a set of widely accepted indicators (AACSB Table 2-1 Intellectual Contributions with Research Impact and AACSB Table 2-2 Peer-Reviewed Publications). The College plans to secure funding sufficient to achieve continuous improvement in the area of scholarship in the coming years. The College uses the resources to fund conference travel and research opportunities; provide research assistants; help with data collection, manuscript preparations and submissions; and assist with grant writing and applications for external funding. In 2021, the College plans to establish a new faculty award for career scholarly achievement. The College P&T Committee will select the honoree winners, starting with the 2021-22 academic year.

Engaged alumni and regional partners. With more than 18,000 alumni, the College continues to increase its outreach to the alumni, inform them of student and faculty successes, and encourage them to stay engaged with the College. The College plans to increase the number of alumni events it hosts, and develop a regular series of small gatherings of alumni and other stakeholders to meet with the Dean and share ideas that can better meet stakeholder needs. A Center for Career Management newsletter will be developed in 2021 to keep employers informed about how they can engage with the Center's student activities and recruit students to their organizations. Finally, the College will continue seeking to expand the number of instances in which its partners participate in educational activities such as speaking events, student club activities, career education, and experiential learning class assignments, and all of which increase student-business interaction.

Resource growth and improved operational efficiency. The College must prioritize enrollment growth, particularly for its graduate programs in the next few years. (1) The College has increased its recruitment activities including advertising and promotion of graduate programs. Digital marketing efforts will continue for as long as the College can identify resources for graduate student recruitment. (3) The College will continue to develop new programs, particularly certificates and non-credit workshops to satisfy the demand for non-degree and micro-credentials. Recently, Wright-Patterson Air Force Base has expressed interest in collaboration in the areas of finance, contracts, supply chain management, and leadership development. The College will continue these conversations and plans to begin with a personal finance program that is likely to appeal to the broader community as well.

D. Intellectual Contributions

Driven by its mission, the College emphasizes contributions to both discipline-based and practice-based scholarship through publications in high-quality academic journals as well as other outlets that carry out beneficial impacts in business operations.

The College generated 472 intellectual contributions in the past five calendar years (2016 -2020 (see AACSB Table 2-1 Intellectual Contributions with Research Impact and AACSB Table 2-2 Peer-Reviewed Publications). Among all intellectual contributions of the college faculty, 227

were peer-reviewed publications, of which 54.1% were classified as applied or integration application scholarship, 37.6% were basic or discovery scholarship, and 8.3% were teaching and learning scholarship. The College has 57 full-time participating faculty members (Fall 2020), 82.8% of whom contributed to the collection of intellectual contributions.

The College has clear criteria and expectations for intellectual contributions. They are a critical component for business faculty to maintain their SA status per the College's guidelines for faculty qualifications. The promotion and tenure standards contained in each department's bylaws encourage intellectual contributions. During the prior AACSB CIR visit in February 2016, the team expressed the expectation that the College develop a measurement of peer-reviewed journal quality and use the measurement to set minimum acceptable journal publication standards for the determination of SA status, annual evaluations of faculty, and promotion and tenure decisions. Journal quality measures are now also used in annual evaluations and promotion and tenure criteria to place higher values on publications in the highest ranked journals. The College completed this important task in April 2018 when the College faculty adopted four specific journal lists for automatic acceptance as meeting the college standard of minimum quality - the Australian Business Deans Council (ABDC) Journal quality list, the Cabell's List, the EconLit list, and an internally developed Accounting list. The College also adopted a process of accounting for publications in high-quality journals that do not appear on these lists. The full definitions for faculty qualifications are documented in ATTACHMENT 6: Faculty Qualifications and Worksheets. Furthermore, departments revisited their respective bylaws and have research quality factors included in the criteria used to evaluate research performance for annual evaluations as well as promotion and tenure.

Grants from internal and external funding sources account for an important aspect of the College's intellection contributions. Since FY 2016, the College received a total of $1,328,041 from government grants and private contracts. Many of which supported intellectual contributions. For a detailed list of these grants and contracts, please see ATTACHMENT 9: Grants and Sponsored Projects.

E. New Degree Programs

(1) New Major in Entrepreneurship

The BSB major in Entrepreneurship welcomed its first students in Fall 2018. The multidisciplinary major provides students with the skills and experiences necessary to launch new business ventures or new endeavors within an existing organization. The Entrepreneurship major grew to 34 students by Fall 2020. Separate minors in Entrepreneurship for business students and non-business students were also added to the catalog in 2018 and have a total of 8 enrolled students. Entrepreneurship graduates are also equipped with creativity and innovation training that is valued across many industries.

The College's existing faculty, staff, and facilities satisfy the program's resource requirements. As an interdisciplinary program, most of the Entrepreneurship major's curricular requirements consist of existing courses that have sufficient capacity to accommodate the program's students. The Entrepreneurship program is administratively housed in the Department of Marketing. The

program satisfies the college's AACSB faculty qualification requirements and its course are included in the assurance of learning activities for the BSB degree. Faculty meet regularly, generally once per month, to discuss issues related to programs, curriculum, personnel, and best practices. The major requires business core, major, and elective courses. Please see Entrepreneurship Major Requirements in the catalog for its learning outcomes and other details.

(2) New M.S. in Marketing Analytics & Insights

To meet the demand for data-literate marketing professionals, the College admitted its first students into a new Master of Science in Marketing Analytics and Insights (MSMAI) program in Fall 2020. The program is designed for working professionals who desire valuable knowledge and skills to advance their careers in the rapidly growing field of marketing analytics. The program's innovative curricula prepare students to lead the design of marketing strategies through the use of relevant data and appropriate analytic methods, such as predictive modeling and data mining. Applicants for the MSMAI program must possess a bachelor's degree and should have two years of business experience (or the equivalent) in marketing, analytics, or related business areas. Fifteen students enrolled in the first year of the program (Fall 2020). Enrollment is targeted to grow by over 10 students each year in the next four years.

The college planned the MSMAI program's resource needs and provided sufficient faculty, staff, and facilities to ensure its success. Teaching faculty in the MSMAI program includes nine faculty members in the Department of Marketing, eight of whom are full-time, hold a Ph.D. in marketing, and qualify as SA. One adjunct faculty holds an MBA and a Master's degree in economics and has extensive experience in the field of marketing analytics and qualifies as IP faculty. All nine faculty have active graduate faculty membership with the University and are therefore qualified to teach in the MSMAI program. The program consists of 30 total credit hours. Students gain advanced foundational knowledge in marketing strategy, marketing research, and consumer behavior, as well as contemporary practical knowledge of marketing analytics and digital marketing. Please see MSMAI in the catalog for its learning outcomes and other details.

When the MSMAI program started in Fall 2020, its faculty initiated the assurance of learning activities. Faculty are in the process of developing and articulating measurable learning goals and objectives, identifying and defining measurement items, creating measurement items, and establishing the process to collect assessment data, review results, develop improvement plans, and close the loop. The development of the AoL activities will be completed by Spring 2021. Implementation of the AoL activities will start in Fall 2021 and Spring 2022, during the second academic year of the program.

II.   Participants – Students, Faculty, and Professional Staff

A. Students

(1) Admission Standards

The College updated admission requirements for the MBA program in 2016. We no longer required GMAT scores for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA between 2.7 and 2.99 may be conditionally admitted with no GMAT required, and must earn a minimum GPA of 3.0 in the first 12 credit hours of coursework they complete. Applicants with undergraduate GPAs lower than 2.7 will need to submit a petition and a minimum GMAT score of 400 (or the equivalent GRE score).

For undergraduate programs, the University made a significant change to the status and advising of students who were not in a degree granting college in 2018. Prior to the change, students who had not been admitted by their intending college were administratively housed in University College, where they received their academic advising, until meeting college admissions requirements. To improve student success rates, the University eliminated University College and admitted all new students directly into their intending college where they would receive their academic advising. In Fall 2018, new students who intended to major in business were directly admitted to the Raj Soin College of Business admitted students directly with a "Business-Pre" status. Students must now meet the College's traditional admission requirements before acquiring "Business" status and becoming eligible to take upper-level business core and major classes.

Admission requirements for undergraduate Business programs serve four main student populations. First year students can be directly admitted to the College with a 3.25 high school GPA and a minimum ACT score of 22 (or SAT score of 1030) or higher. Current Wright State students must meet Tier I College course requirements, complete 30 credit hours at the University with a minimum GPA of 2.5 to be admitted with "Business" status. Returning students who have not taken any courses at the University for three or more semesters must reapply for admission. Transfer students must satisfy the same criteria for admission and may transfer credits previously earned at other institutions. Students who do not satisfy the above admission requirements but have extenuating circumstances to present may petition for admission with the Undergraduate Programs Committee.

(2) Enrollment Trends

As described in Section I.C.5. of the Institution and Business School Overview and shown in FIGURE 3: Enrollment of Wright State and the College, University enrollment experienced a sharp and continuous decline from 17,775 in Fall 2016 to 11,758 in Fall 2020 (34%). College enrollment also decreased from 2,541 in Fall 2016 to 1,816 in Fall 2020 (28.5%). TABLE 2: Enrollment Trends presents the data by major and program. The overall undergraduate enrollment of the College was relatively flat first but has decreased since then. Enrollments in a few majors have stayed relatively flat or even experienced small increases since 2016. For instance, the Business Economics major had a 22% increase in number from 120 in Fall 2016 to

146 in Fall 2017 then flattened to 102 by Fall 2020. The College started the new Entrepreneurship major in 2018 and its enrollment grew to 34 students in the fall of 2020. However, most undergraduate majors have significantly fewer students now than in 2016.

Total student enrollment in the graduate programs was notably higher in 2020 is notably higher than in 2016. However, due to large fluctuations in MBA program enrollments, total graduate student enrollment peaked at 669 students in 2017 before falling to 521 in 2020. fluctuated significantly during this time. As discussed earlier in this report, innovations to the MBA program (all courses available online) and MBA admissions (GMAT waiver) explain the large in program enrollment, then emulation of those innovations by regional competitors was the primary cause of the recent decline. In addition to the MBA program, the College has five specialized master's programs whose enrollments remained relatively flat in the past five years. The new M.S. in Marketing Analytics and Insights program began by matching its first year target enrollment of 15 in Fall 2020.

Certificate programs grew in number and enrollment since 2016. The College now offers three undergraduate certificate programs and two graduate certificate programs. The Business Analytics certificate was launched in 2018 and rapidly grew to 23 students in Fall 2020. The Human Resources certificate, which began in 2015, grew to 25 students in 2017 and has held fairly steady since then.

(3) Diversity of the Student Population

Demographic diversity in the College and University has remained stable since 2016 (see TABLE 3: Ethnicity Trends). White students remain the predominant racial category, accounting for about 70% of the total student population in the College and a slightly higher percentage of the University. The major change within the ethnicity distribution is a decrease in the representation of international students labeled as Foreign, Non-Resident Alien. On the University level, this group of students decreased from 11% of the total student population in Fall 2015 to 4% in Fall 2020. At the College level, this percentage declined from 8.2% to 4% over the same time period. COVID-19 and travel bans around the world significantly impacted the international student population. The College will continue to work closely with the University Center for International Education (UCIE) to strengthen its international student recruitment efforts.

(4) College Initiatives to Increase Enrollment

The University Office of Admissions is in charge of outreach to prospective undergraduate students. The College collaborates with the Admissions office through various communications, events, and advertisements in the recruitment process. For instance, the College has a well-established communication plan with prospective students and is directly involved with about 20 different engagements throughout the recruitment process, from initial contact to enrollment, including postcards, emails, letters, phone calls, and more. The College recorded new videos featuring Dean Traynor and student leaders to target direct from high school student prospects, and the general public. Viewing statistics show that students who enrolled in the College were associated with click rates that were twice as high as those who did not enroll. The College also

launched new events such as the annual Business Experience and Scholarship Challenge event (described earlier in the report).

In addition to the digital graduate program marketing campaign in 2020, the College organizes promotional activities through traditional media, digital media, and event marketing. Every year, the College hosts several Open Houses and attends education fairs and conferences in the region. While many of these events were canceled for 2020, the College has held monthly virtual open houses during the pandemic. The University ran a brief radio campaign in November and December 2018 to promote the MBA program. The campaign was broadcast through the Cincinnati, Columbus, and Dayton regions, and resulted in five two MBA program enrollments by the following spring semester.

Other marketing tactics include a three-month campaign with the *Dayton Business Journal* to advertise all graduate business programs via banner ads, digital ads embedded in articles, and native content articles. To promote the national recognition of the College, logos of ranking agencies - *US News and World Report* and *The Princeton Review* were purchased for use on the College website. The College has used analytics techniques to monitor visits and improve its visibility. Overall, the College continues to seek better results from recruiting efforts.

(5) Academic Advising

In 2018, the University centralized academic advising. Advisors are still physically located in Rike Hall but are not included in the College's budget. The College currently has a team of four academic advisors, one of whom serves as the Assistant Director of Advising. Since the last visit, the College's advising team was reduced by two positions. Both positions were eliminated due to enrollment declines and budget reductions. In the 2020-2021 academic year, the four advisors share the caseload of 2,373 active business students distributed as about 700 students per advisor and 300 for the Assistant Director of Advising.

Students are assigned a College advisor from their admission through graduation. Advisors help students with their program planning, class scheduling, and graduation checks. In most cases, students first meet their advisors at Summer Orientations. In 2020, all Summer Orientations occurred virtually, and advisors created class schedules for the new students who participated in the virtual Summer Orientations. Academic advisors also help students manage transfer credit. The College has articulation agreements with all local community colleges, and Ohio's Guaranteed Transfer Pathway serves as a statewide articulation agreement between all public community colleges and universities. The Ohio Department of Higher Education (ODHE) oversees a statewide Transfer Assurance Guide (TAG) program through which the public universities and colleges in Ohio agree upon the learning goals and academic content of specific courses. These credits are automatically transferred between any two institutions that offer the approved TAG version of the courses. For schools that are not yet covered by existing articulation agreements, advisors in the College work with department chairs to evaluate transfer credit using a central system called TES® (Transfer Evaluation System). TES® tracks evaluation and equivalency history for courses students wish to transfer to the University.

(6) Retention and Graduation Rates

Retention and graduation rates are important metrics for assessing student success. The College measures retention by tracking each cohort of first-time, full-time Baccalaureate-degree-seeking undergraduate students. About 64% of business students who began seeking BSB degrees in Fall 2019 returned to the University in Fall 2020, and 51.4% of them returned to the College. Regarding graduation rates, about 44% of business students who began seeking BSB degrees in Fall 2014 completed a degree at the University within 6 years and 34% of them completed a degree within the College. For details, please see ATTACHMENT 12: Retention Rates and ATTACHMENT 13: Graduation Rates.

(7) Career Advising and Placement

Both the University and the College provide career services. Career Services is a centralized student service, but one Career Consultant is physically located in Rike Hall. The University's Office of Career Services, a unit under the Division of Student Success, provides general services to all students and alumni. Likewise, the College supports career preparation through various means. It offers BUS 1000: Business and Career Opportunities to about 100 students each year. The one-credit elective course focuses on professional career opportunities, preparation for business careers, academic paths, and student resources. The new Center for Career Management added more capabilities in Summer 2019. The Center provides workshops, guest speaker events, individual job coaching, résumé evaluation, mock interviews, career search assistance, career and major exploration, special topic workshops for students, and hosts recruiters for interviews. Additionally, the audio and video systems in the Center can record workshops and other events for students to review and allow virtual meetings, events, and interviews.

As described in Section I.A.3. of this portion of the report, Four Areas of AACSB Business Accreditation, the Center hosts many events and activities. The Center also coordinates with departmental student-employer mixers and with student clubs to offer field specific workshops on job searches. Due to the pandemic, activities were conducted virtually. Virtual connections proved to provide some unique opportunities. Specifically, students practiced using video meeting platforms and prepared for virtual interviews.

The College encourages all business students to seek internships and gain valuable learning experience. Almost all internships are compensated and require 15 to 20 hours of work commitment per week for one or two semesters. Based on an in-class survey conducted each semester, on average nearly two-thirds of graduating seniors have completed an internship, with half of those internships having been arranged through career services.

The Center leads many innovative initiatives. It coordinates with the Passport to Success App to incentivize and track student participation in their services and to glean insights that can help to improve services. The Center is developing more training materials and adding them online. The College continues to gather data on career services and placement. This not only includes tracking student participation but also tracking employer interactions with the Center. The College has access to LiveAlumni, a platform featuring business alumni and their career paths.

This platform helps the College to stay connected with its alumni and reach out to them directly if needed.

B. Faculty and Professional Staff

(1) Faculty Recruitment Process

The University established a Strategic Hiring Process in October 2015 to centralize the approval of positions and the related budget. The Strategic Hiring Committee (SHC) reviews hiring requests monthly and makes recommendations to the President and the Chief Business Officer. Due to the significant budget reduction, the College was not able to hire new faculty for several years following the last AACSB review. The College welcomed two new assistant professors in Fall 2017 and 3 new assistant professors in Fall 2020. The College also underwent a national search in 2019 from which Dean Traynor was hired as the official dean.

Under normal circumstances, the faculty recruitment process begins with a request from the Dean to the Provost to authorize a new position or to fill an existing vacant position. The department chair or a faculty member from the new hire's respective department heads a committee comprised of other faculty members from the department. Upon approval by the University Office of Equity and Inclusion (OEI), the position is posted and advertised nationwide. Members of the search committee complete diversity training and are encouraged to consider applicants from under-represented populations. Applications are accepted usually on an "open until filled" basis with a "first consideration" date. The OEI must approve each set of candidates that the search committee would like to forward to the next step in the process to ensure adherence with University employment policy and employment law. For the initial interviews, one or more members of the search committee may meet with the applicants at academic conferences. The College invites the best qualified candidates (usually the top three) to campus interviews. The search committee collects feedback from the interviews and makes a recommendation to the dean, who makes the final hiring decision.

(2) Promotion and Tenure Process

The promotion and tenure process is guided by the AAUP-WSU Collective Bargaining Agreement (CBA) (ATTACHMENT 10) and the department bylaws. Each department has a Promotion and Tenure (P&T) Committee, and its chairperson represents the department in the College's P&T Committee. Guided by the department bylaws, the department's P&T Committee and the department chair are both responsible for providing annual feedback to untenured bargaining unit faculty about their cumulative progress toward promotion and tenure. The scope includes teaching, scholarship, and service, for which each department defines the criteria for earning a promotion and/or tenure in its bylaws. The CBA publishes a detailed timeline for the promotion and tenure process. The College and University P&T committees serve primarily in an oversight capacity to ensure that departments correctly follow their respective criteria and processes for granting promotion and tenure, and comply with the CBA procedural and documentation requirements. Applications for promotion and/or tenure are reviewed and decisions made by, consecutively, the Department P&T Committee, the Department Chair, the College P&T Committee, the Dean, and the University P&T Committee.

(3) Evaluation of Faculty

The College evaluates faculty performance annually using evidence of effectiveness in teaching, scholarship, and service. By the end of January each year, faculty members submit a Faculty Activity Report (FAR) to their department chair. The FAR contains the faculty member's accomplishments in teaching and service for the preceding calendar year as well as scholarship in the previous five calendar years (for TET faculty). The university CBA guides the evaluation of teaching and service. Scholarship is evaluated using the criteria defined in department bylaws. The department chair provides a written evaluation and assigns a score based on the defined criteria. The result of this process is an overall merit score for that faculty member for the year of evaluation, considering teaching, scholarship, and service. More details can be found in ATTACHMENT 10: AAUP-WSU CBA.

(4) Raise, Summer Compensation, and Overload Salary

The CBA determines both merit and across-the-board raises. Merit scores of all faculty in the College determine the merit raise for each faculty member out of the merit raise pool if such a pool is available in that evaluation year. Merit raises were not available for the years 2017-2022. For 2022 and 2023, bargaining unit faculty members shall be eligible for merit raises from a pool equal to 1.0% of the total of 2021-2022 annual base salaries of all bargaining unit faculty members. For across-the-board raises, the CBA detailed no raises for the 2017-2021 academic years. Starting in 2021, each bargaining unit faculty member will receive an across-the-board raise equal to 2.5% of their annual base salary of the previous year.

For summer teaching, all faculty members who have completed a minimum of two terms of instruction are eligible. The CBA permits faculty to have summer instruction up to a maximum of twelve credit hours (see the CBA for specific terms and conditions). For each credit hour of summer instruction, faculty received $1/45^{th}$ in the summer of 2019 and 2020, and will receive $1/44^{th}$ in the summer of 2021, $1/43^{rd}$ in the summer of 2022, and $1/42^{nd}$ in the summer of 2023 of one's annual base salary for the preceding two semesters.

The College compensates faculty (full-time and adjunct) who teach overload classes. The CBA sets the minimum rate per semester credit hour for each rank of faculty. The College pays at a higher rate than what the CBA defines. In general, overload compensations are higher for full-time faculty than for adjunct faculty and higher for graduate than undergraduate classes.

(5) Faculty Development

Professional Development Leave (PDL) is granted to eligible bargaining unit faculty members to advance their academic qualifications and enhance their contribution to the University as teachers and scholars. Faculty members who are tenured and have completed seven academic years of service may apply for a PDL. The College P&T committee reviews PDL proposals and makes its recommendation to the Dean. Leaves may be awarded for one or two semesters. Since Fall 2015, ten faculty members have received a total of 19 semesters of PDL (ATTACHMENT 11: Professional Development Leave).

As described in Section I.B.3.b. of the Four Areas of AACSB Business Accreditation The CBA guarantees minimum levels of faculty development expenses for each faculty member. In addition to the PDF, the College may provide additional funds. Such provision is not required, but the College strategic plan includes an objective to reimburse faculty for research presentations at one academic conference annually and to support additional research expenses for productive scholars.

Aside from the financial support for faculty development, the University's Center for Teaching and Learning (CTL) provides resources and training to all faculty. CTL sponsors a variety of faculty development workshops on teaching strategies and instructional technology throughout the year. It facilitates new faculty orientation, coordinates the University Teaching for Student Success Symposium, and supports a variety of teaching technology and applications. CTL also provides classroom observations and peer evaluation feedback. The staff in CTL were instrumental in helping faculty transition to remote teaching during the pandemic in Spring and Summer 2020. CTL now offers regular workshops and events on remote teaching, including online webinars, the Remote Teaching Plus and TIPS series, drop-in sessions, and learning communities for faculty members.

(6) Faculty Hires, Appointments, and Promotions

The College makes every effort possible to recruit Ph.D. faculty members who show promise in the traditional faculty performance areas of teaching, research, and service, from high-quality programs, offer salaries that meet or exceed the AACSB median for the corresponding discipline and rank, and provide development opportunities that permit faculty teaching and research agendas to flourish. Since 2016, the number of faculty in the College has decreased due to retirements and departures. During this time, 5 new TET and 3 new NTE faculty members have joined the College, 23 promotions were awarded, and 9 administrative faculty appointments were made in the College as those positions were vacated. (TABLE 4: Faculty Hires, Appointments, and Promotions). As of Fall 2020, the College has 58 full-time faculty, 10 staff, and 8 centralized staff. TABLE 5: College Roster lists all faculty (with rank) and staff (with position).

(7) Criteria for Faculty Qualification

The College uses a list of journals that are automatically accepted as meeting the minimum quality standard as 4-point contributions toward classifying a faculty member as SA. This list is an aggregate of four separate lists: the Australian Business Deans Council (ABDC) Journal quality list, Cabell's White List, the EconLit list, and an internally-developed Accounting list. The first three lists independently verify that listed journals are peer-reviewed. In addition, the SA definition clearly states the process of determining whether publications in journals that are not on the lists are equivalent to those that are is determined by the College P&T Committee.

ATTACHMENT 6: Faculty Qualifications and Worksheets provides the complete classification document of faculty qualifications for SA, PA, SP, and IP and the worksheet template for each qualification. Each faculty member's qualification has been evaluated and documented using the worksheet. ATTACHMENT 7: Completed Faculty Qualification Worksheets present the

worksheet of each business faculty member with points marked for their category. ATTACHMENT 14: AACSB Faculty Vita documents vitae and résumés of all business faculty to support their qualifications. As shown in TABLE 15-1: Faculty Sufficiency and Qualifications Summary and TABLE 15-2: Deployment of Participating and Supporting Faculty, the College exceeds AACSB's minimum requirements for qualifications as well as the distributions of PF and SF faculty.

All business faculty who teach graduate level courses must hold graduate faculty status as defined in the University's Graduate Faculty Membership Policy. The Graduate Faculty Membership Nomination and Review process verifies faculty credentials at the graduate level. All faculty, including adjunct faculty, must have their qualifications reviewed and be granted graduate faculty status by the Graduate School to teach graduate level courses. The Graduate Council Membership Committee reviews cases where applicants want to substitute professional experience for either a terminal degree or traditional scholarship. ATTACHMENT 15 lists all business graduate faculty as of Fall 2020.

III. Learning and Teaching

The Assurance of Learning (AoL) process guides continuous improvement of the College curricula. The curricula and the AoL process are faculty-driven, in compliance with academic policies through collaboration among faculty and administrators. The need for continuously improved learning outcomes drives curricular changes.

A. Assurance of Learning Process

The College bases the AoL process on a set philosophy. The primary objective of the AoL process is to assure continuous improvement of student learning. The process is both mission-driven and faculty-driven, and is ongoing in its pursuit of opportunities for improvement. FIGURE 4 illustrates the College's AoL process. Each business program has a set of learning goals (LG), which the learning objectives (LO) support. The College identifies the set of courses by which to evaluate each program, and maps the program's LOs to its respective learning outcomes. Assessment measures for each LO are drawn from multiple courses, and each course may have assessment measures for multiple LOs. As a standard process, once the assessment measures are recorded, faculty review the results and discuss them at the department and college curriculum committee meetings. The feedback from the assessment together with the discussions lead to improvement plans, including proposals to modify rubrics; update textbooks or teaching materials; improve pedagogical approaches; improve assignments, exercises, or cases; and continue monitoring student learning. Faculty most often carry out the implementations in the next academic term, after which the improvement plan is complete and faculty close the AoL loop for that cycle.

The AoL process in the College has matured over years of practice and improvement. All department curriculum committees, as well as three college curriculum committees - the Undergraduate Program Committee, the Graduate Program Committee, and the MBA Program

Committee - play active roles in the process. Each semester, departments discuss the learning outcome results. Faculty may focus on the outcomes for a particular course or collectively for an entire subject. The College curriculum committees then carry out discussions at the program level. These conversations focus on the performance of LOs and LGs for the entire program. Improvement plans are developed at either the department or College level. Even when the learning outcomes perform well, input and feedback from employers, new trends in academic fields, and changes in admission and prerequisites requirements often identify needs for improvement. Both the departments and the College oversee the implementation of these plans to prevent any conflicts or contradictions.

The College uses AMP ([Assess My Program](#)), a data management system that was developed in-house to document all AoL activities and data. AMP maps all LOs to specific courses, stores assessment data, documents analysis of results and improvement plans, and monitors closing the loop. ATTACHMENT 16 presents a walkthrough of AMP to illustrate these activities.

B. AoL Cycles and Outcomes

To demonstrate the results of AoL and the effectiveness of the continuous improvement process, we report assessment data and activities from two complete cycles of AoL: Fall 2018 to Spring 2019 (Cycle 1) and Fall 2019 to Spring 2020 (Cycle 2). All business programs continue to document AoL activities for the 2020-2021 academic year, for which data and documentation are available upon request. The College faculty adopted 70% as the threshold for satisfactory learning outcomes.

The BSB program incorporates three LGs and seven LOs, which it assesses through 14 business courses. Overall, the program achieved the expected learning outcomes scoring 75.39 for Cycle 1 and 77.88 for Cycle 2. All LGs achieved scores higher than 70%. LO 2.1 achieved a score that was slightly under 70. Faculty conducted thorough analyses of this LO, and have made plans to improve its outcome through ACC 2010, EC 2040, MGT 3100, MGT 4990, MKT 2500, and SCM 3070. The faculty have closed the loop for both cycles. ATTACHMENT 17 presents the detailed AoL report for the BSB program.

The College evaluates learning outcomes for the MBA program through three LGs and nine LOs from 8 MBA core courses. Overall, the program has achieved the expected learning outcomes. All LGs achieved higher than 70% with overall scores of 78.64 for Cycle 1 and 82.82 for Cycle 2. LO 2.3 was below 70% for Cycle 1. After careful review and discussion regarding LG 2.3, faculty updated the mapping of LO 2.3 to focus on demonstrating knowledge obtained instead of implementation of strategy execution. LO 3.2 performed below 70% for both cycles. The program used to have a course on corporate social responsibilities which the College removed from the program when transitioning from a quarter system to semesters. In Spring 2020, the MBA program committee unanimously approved an updated description of LO 3.2 to accurately represent the current curricula. The faculty have close the loop for both cycles. ATTACHMENT 18 presents the detailed AoL MBA report.

The Department of Information Systems & Supply Chain Management (ISSCM) houses the MSLSCM and the M.IS. Both programs are cohort-based with each cohort consisting of the Fall,

Spring, and Summer semesters. The MSLSCM program is evaluated by five LGs and twelve LOs from all 10 courses in the program. The M.IS program uses four LGs and twelve LOs, also assessed from 10 courses. Results from Cycle 1 (Fall 2018 cohort) and Cycle 2 (Fall 2019 cohort) show that both programs have achieved the expected learning outcomes, with overall scores higher than or close to 80%. In the M.IS program, LO 4.1 performed in the lower 60% for both cycles. The program director is working with the teaching faculty to analyze and improve the learning outcome scores across the relevant courses. For instance, in regards to the Project Management course, the faculty are reviewing the content coverage and updating assessment questions to correctly represent the learning outcomes. The work is on-going in Fall 2020 and is documented in the AoL report. The faculty have closed the loop for Cycle 1 for both programs. For Cycle 2, the loop will be closed by Summer 2021. ATTACHMENT 19 presents the detailed AoL MSLSCM report and ATTACHMENT 20 the detailed M.IS report.

During the past two cycles, faculty implemented numerous improvements based on the assessment results. ATTACHMENT 21: Curricula Improvements and Modifications documents a detailed list of actions that resulted from AoL.

IV.   Academic and Professional Engagement

A. Student Academic and Professional Engagement

The College engages students through BUS 1000: Business and Career Opportunities as early as the first semester of their college experience. BUS 1000 is a one-credit hour elective that presents professional career opportunities, prepares students for business careers, guides academic paths, and shares resources available to students through the College and University. Since 2016, a total of 749 students have completed BUS 1000.

A particularly effective experiential learning course is BUS 4000: Applied Business Planning for Commercialization for business seniors. The course presents students with a challenging real business situation by working with the developer of an invention who is trying to determine whether or how to commercialize their innovation. The course requires the students to develop recommendations to address an opportunity for commercialization. Students practice fundamental business planning skills and use analysis and planning tools (e.g. SWOT, marketing and competitive analysis, forecasts, ROI) to develop recommendations. A total of 53 students completed BUS 4000 in the past three terms.

Each term, the College recognizes the academic excellence of business students and selects the top students to appear on the Dean's List. During the 2019-2020 academic year, 307 business students received the highest honors on the Dean's List.

Business students practice real business operations at ReyRey Café. The ReyRey café adopts an innovative student-managed model. Business students manage the café and are involved in all aspects of business operations including hiring, staffing, scheduling, working with vendors, product pricing, marketing, and strategic planning of operations.

The College established the Wright Venture competition in 2014. Each year, students with promising ideas for new businesses compete for startup funds. Aspiring student entrepreneurs make business presentations to a panel of judges at the event. The winner of Wright Venture receives $5,000 in seed money to start their business. From 2015 to 2020, the event had 40 new student ventures reach the finals and a total of $33,350 has been awarded to the most promising entrepreneurs.

Professional Development Day is an annual event attended by leading national companies who network with business students and offer career opportunities. Students also receive free professional headshots and attend workshops designed to help with their personal branding.

The College houses a chapter of the Beta Gamma Sigma (BGS) society. The College BGS chapter received was recognized as a Highest Honors chapter in 2018 and again in 2020. Logan Rex (Accountancy, junior) is the current chapter President.

The Passport to Success (P2S) App was developed by a former associate dean with the help of several undergraduate MIS students. The app encourages students to participate in college events through a reward system. Students can scan QR codes at the events to earn points. The app tracks student attendance of these activities so the College can gain insights and better coordinate future events.

In addition to student engagement at the College level, there are a plethora of opportunities for student engagement at the department level. These opportunities are documented in ATTACHMENT 22: Student Academic and Professional Engagement.

B. Executive Education

The College has offered a variety of executive development programs. The Speedway Emerging Leaders Program was developed in collaboration with Speedway LLC. in 2008. Speedway was the nation's second-largest, company-owned and operated convenience store chain. Speedway has a headquarter located in Enon, Ohio, approximately 25 minutes of drive from our campus.

The purpose of the program is to support Speedway's talent development and continuing education needs. Program admission is managed by Speedway through a competitive internal selection process. The weeklong program takes place in September with about 15 mid-level managers who are viewed as the future leaders of the company. Topics are updated regularly to keep up with Speedway's priorities for leadership training. The program focuses on the following learning goals: Basic leadership skills; Leadership under stress; Leadership self-evaluation and improvement processes; Basic financial acumen; Leadership Communications; Decision-making skill development.

This executive education program is unique by truly customizing a business boot camp that delivers specific class content desired by Speedway. The College has successfully met the need of the organization by designing and offering the learning modules of Leadership Skills Inventory (LSI), Reflective Journaling, an Immersive Leadership Experience and Case Study,

Personal Leadership Philosophy, Self as Leader, Emotional Intelligence for Leaders, Storytelling for Leaders, Storytelling with Data, and Panel Discussion with Speedway Executives. To ensure the high quality of the program, the College collaborates closely with Speedway to ensure the program content is customized to meet their needs.

Outcomes of this program benefit the College in multiple ways. The success of the Emerging Leaders Program has enhanced the College's image at Speedway and promoted its other education programs. Since 2008, the Emerging Leaders program has generated over twenty new MBA students, as well as numerous internships and full-time jobs for the College's students. This corporate partnership has also yielded significant financial rewards. Over the past five years, Speedway has contributed over $100,000 in student scholarship support. Between 2014 and 2018, Speedway donated $250,000 in total to help construct the Center for Career Management. From Speedway's perspective, the program has helped the corporation to grow. Many graduates from this program have been promoted and appointed to top management and executive positions in the corporation.

Learning assessment for the program is conducted first at the module level. A daily survey evaluates all educational aspects of learning on that specific day. An overall assessment of the program is conducted at the end of the program on educational outcomes and program logistics such as food, transportation, and lodging. As an example, please see ATTACHMENT 23: Speedway Assessment Survey 2020. Both daily surveys and overall evaluation have open-ended questions to allow qualitative feedback. Based on this feedback, the program continuously adjusts its learning goals and improves its content. Topics and content are updated regularly and sometimes with significant adjustments to keep up with the trends and needs for business executive education. For instance, the College added leadership, team-building, storytelling for leaders, and storytelling with data in recent years to keep up with the fast-growing innovation in business.

Due to the COVID-19 pandemic, the Speedway Emerging Leaders Program was canceled for 2020 and will return in 2021.

C. Professional Engagement of Faculty

The College supports the professional engagement of faculty and their interactions with business and other external organizations. The College's vision statement states that we value applied relevance and have a focus on the practical implications of our work for our stakeholders. One of the College's strategic objectives is to strengthen its relationship with its business alumni and business partners. Through the monthly newsletter, the College informs them of faculty successes, including ways in which businesses engage with faculty indirectly with supervised student projects. The newsletter also shares a series of videos in which a faculty member interviews one of their colleagues about the practical implications of their research for business practice. The series is called Research Insights for Business, and includes topics such as "What managers can do about sexual harassment in the era of #MeToo" (Dr. Rachel Sturm), and how "Comedic violence can help ads break through the clutter and reach audiences" (Dr. Charles Gulas). interviews of faculty and build connections for them to stay engaged with the faculty.

Many speaking and networking events hosted by the College are the result of relationships built through collaborative work done by faculty with alumni and businesses.

Collectively, the College faculty collaborate with business clients on numerous program capstone projects, internships, and experiential learning activities. Capstone projects that are arranged between faculty and regional businesses are required of the Human Resources Management, Management Information Systems, and Supply Chain Management majors. Other majors may have an internship program managed by faculty members in the department. Faculty members develop and maintain the relationships with companies and organizations in the region so students can have these valuable experiences. Employers that regularly participate in these curricular projects include Wright-Patterson Air Force Base, Speedway, CareSource, Honda, Reynolds and Reynolds, Winsupply Inc., Crown Equipment, and Kettering Health Network.

Each year, the Dayton Business Journal awards 40 individuals who are under 40 years of age to recognize their significant contribution to the Dayton community. The 2019 "40 Under 40" Awards included selected Dr. Kunal Swani, Associate Professor of Marketing for his service and contribution to the Dayton community, particularly as a board member with the Muse Machine, a local K-12 student arts education organization that sought out and benefited from his expertise in the field of marketing.

The International Business Expansion Center offers a variety of teaching, research, and business services including the publication of the Journal of Asia-Pacific Business. The Center also conducts frequent international business courses abroad for students and business leaders. The Center is managed by Dr. Riad Ajami, Executive Director, and Professor of Management in the Department of Management and International Business. The Center promotes discussion and collaborations with businesses and organizations on topics concerning the regional and global economy. The Center can be a great resource to businesses who lack the staff or time to conduct business research or expand their business internationally, whether they are experienced international companies or new to importing or exporting.

Dr. Wakiuru Wamwara (Marketing), who has worked tirelessly to expand global awareness at the University and in the community, particularly by increasing business student participation in study abroad programs, received the University's International Education Award for 2019. At the College of, Dr. Wamwara has coordinated efforts to internationalize the business curriculum, including developing an online international marketing course. Her commitment to international education was evident by the scope of activities that she had undertaken as a member of the Wright State faculty.

In the past five years, College faculty have engaged actively with the business community in many forms of commitment including consulting and professional services. Business faculty also hold more than 20 active professional licenses and certifications collectively. ATTACHMENT 24: Faculty Professional Engagement by Theme offers the full list of activities. For faculty's significant scholarly impact in the community, please refer to AACSB Table 2-1: Intellectual Contributions with Research Impact.

ADDITIONAL SUPPORTING MATERIAL

I.   Scope of Review

Confirm Scope of Review

☑ I confirm that the programs listed on my organization's Scope tab in myAccreditation are current.

☐ The programs listed on my organization's Scope tab in myAccreditation is NOT current.

II.   Additional Comments about the Lake MBA

Due to a long-term decline in enrollment, The Lake MBA program was re-designed in the 2017-2018 academic year to be offered partially online and partially face-to-face. Therefore, the program did not have a starting cohort in 2017-2018. For the Fall 2018 Lake MBA Cohort, the foundation courses were taught online in sections that included the Dayton campus students. Secondly, for the eight required MBA courses (the core), the College offered four face-to-face sections at the Lake campus with the same curriculum and faculty as the Dayton campus, while the other four classes were taught online in sections that included Dayton campus students. Lastly, the Lake MBA students each chose their preferred MBA concentration and took those courses as they were offered to the Dayton campus. Students who were unable to travel to the Dayton campus for in-person classes chose from three online MBA concentration offerings.

Although not by design, from 2010 to 2017, the Lake MBA program suffered significant losses of students over the length of each cohort. An example is the Lake MBA cohort that started in Fall 2015, which began with 16 students but finished with only 5. Changing life circumstances and the increasing availability of online MBA programs, including the growth of the College's own online MBA course offerings, were the most commonly stated reasons for this attrition. The Lake MBA program continues to face enrollment challenges. Due to COVID-19, the College does not have a 2020 cohort at the Lake as previously planned. With students in the 2018 cohort graduating in Spring 2020, there are currently no students in the Lake MBA program.

For Assurance of Learning, assessment data is consistently collected on the course level and then aggregated to support each learning outcome and subsequently each learning goal of the program. Because most students in the Lake MBA program have taken their courses together with all other students at the Dayton campus, the assessment data for the MBA program demonstrates the holistic view of the program instead of distinguishing the Lake MBA program by itself.

III.   Criteria for Faculty Classification

Please refer to ATTACHMENT 6: Faculty Qualifications and Worksheets for the criteria used by the College to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP) as well as the corresponding worksheet or template for scoring.

IV.   Consultative Review (Optional)

None.

ADDITIONAL ITEMS TO INCLUDE

All files have been submitted to [myAccreditation](#) under Business Continuous Improvement Review (Business):
- Executive Summary
- CIR report (this document)
- Tables 2-1, 2-2, 15-1, and 15-2
- Strategic Plan

FIGURES
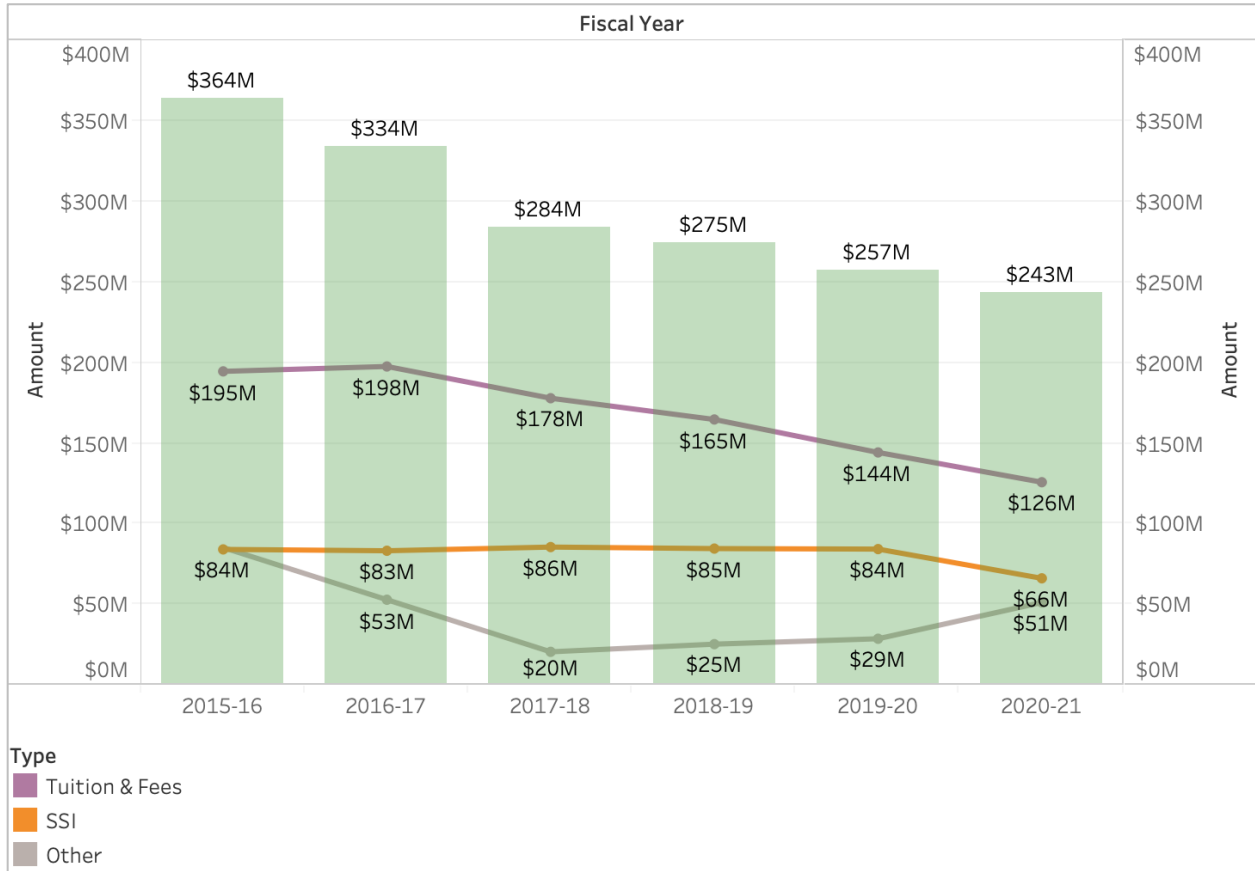
Figure 1: Wright State University Budget

The University budget amount is shown on top of the bars. The budget is then broken down to its three components - tuition and fees, SSI, and other.

Figure 2: Raj Soin College of Business Budget

The College budget amount is shown on top of the bars. The budget is then broken down to its two components - salary and non-salary expenditures.
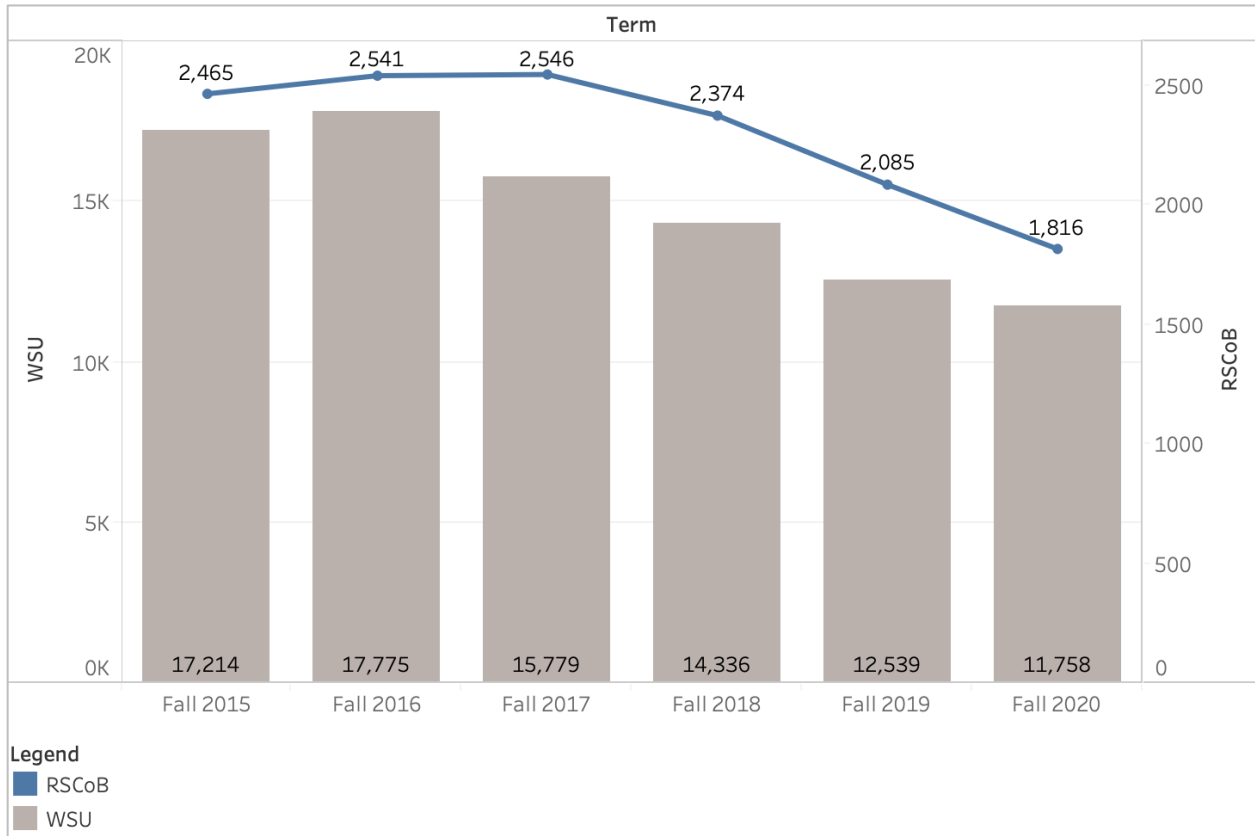
Figure 3: Enrollment of Wright State and the College of Business

Unduplicated headcounts on Day 14, census data including degree and certificate programs.

Assurance of Learning (AoL) Process

AoL Set-up

Learning Goals

Learning Objectives

Mapping of LGs/LOs to Select Courses in the Program

BSB, MBA, MSLSCM, M.IS

BSB Acct, MAcc

MS-MAI

AoL Cycles

Collect Assessment Data → Discuss the Performance of LGs/LOs → Analysis and Improvement Plan

Close the Loop (we have done what we planned to do)

New Cycle: Collect … → Discuss … → Analysis Improvement

New Cycle

AMP holds all AoL data for all cycles

Figure 4: College of Business AoL Process

TABLES

Table 1: Top Strategic Initiatives in the College and Their Financial Support

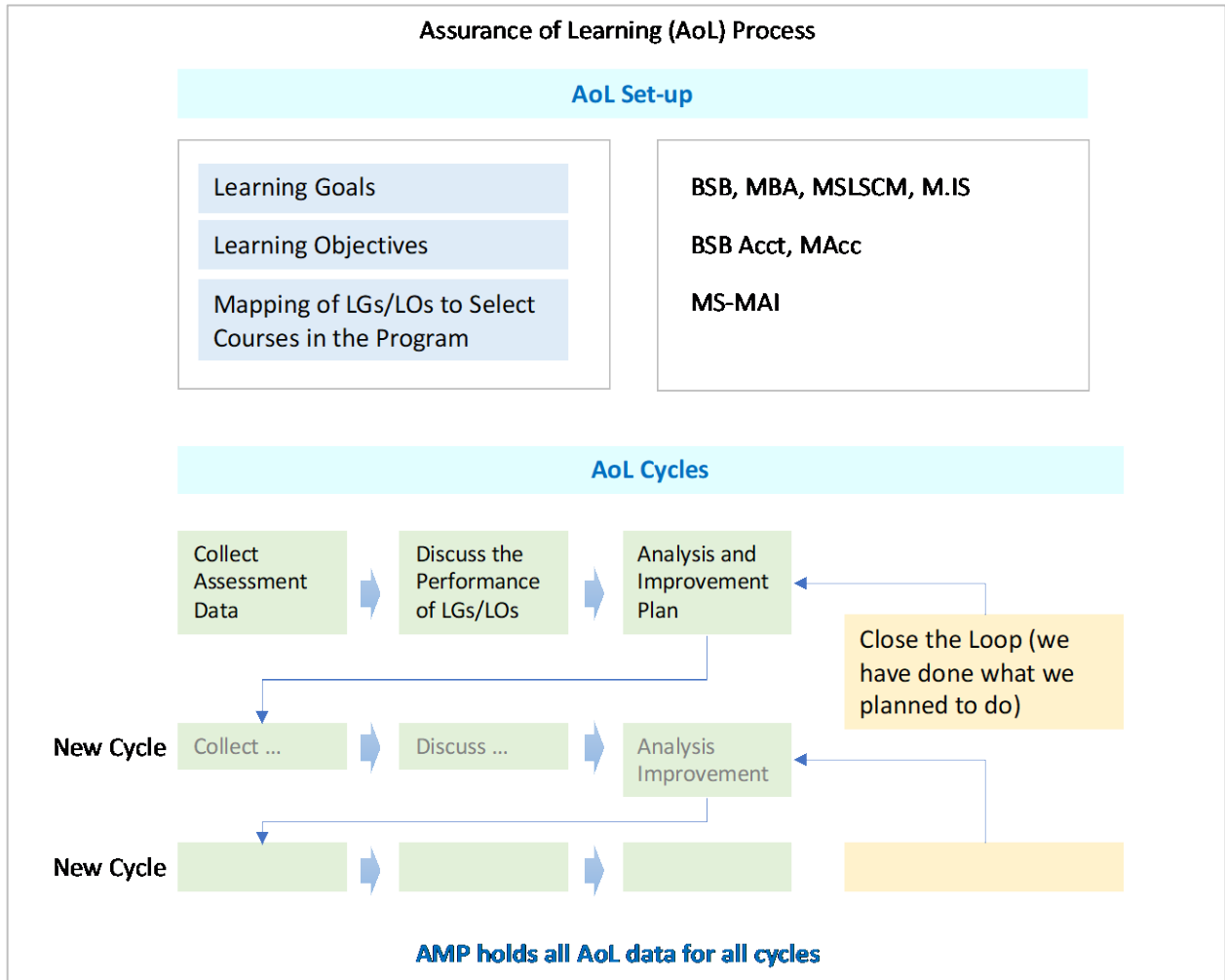| Initiative: **Ring Digital E-marketing**		Start Date: January 2020
First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
The College invested $100,000 to market the MBA and five other specialized business majors' programs for six months in 2020.	The College may continue to fund marketing initiatives depending on the availability of resources.	The College provides the fund from its revenue obtained through differential tuition and summer teaching when possible.
Initiative: **Professional Business Institute (PBI)**		Start Date: June 2014
First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Operating expenses are paid by the fund established through Synchrony Financial to cover the costs of coaches, background checks, residence, meals, and transportation. The College provides staff, teaching faculty, and the learning space.	The annual operating expenses ranged from $15,000 to $20,000 with some incremental increase. The College also provides a $500 scholarship to each participant who enrolls in the College after completing the camp.	The fund is provided by Synchrony Financial through their donations to the College. The program was cancelled for 2020 due to COVID-19. Funds will carryover for future events.
Initiative: **Business Experience Scholarship Challenge**		Start Date: January 2019
First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
The College awarded $7,000 in scholarships and covered all the expenses of the event including food, coffee, printing, and learning materials. The total estimated cost was $10,000.	The expected annual cost is $10,000 to $15,000. The majority of the expenditure is scholarships, which may increase in the future. The rest of the costs are the operating expenses.	The College continues to support the event and its scholarship awards through restricted funds from the foundation and fundraising.
Initiative: **Degree Completion Program**		Start Date: February 2020
First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
$35,000 Power Grant received from the Dayton Power & Light Foundation.	The grant provides $35,000 every year for five years, a total of $175,000.	Dayton Power & Light Foundation awarded a grant in February 2020. The grant will last five years.

Initiative: **Center for Career Management**		Start Date: August 2019
First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
The College provided $225,000 for the construction, equipment, and furnishing of the center. The University pays for the position of one career consultant (centralized budget).	The College supports expenses, budgeted at $3,000/year incurred with its events, activities, promotional items, and the Passport to Success App used to track students' participation.	The College raised $300,000 to fund the construction and to establish the center. The $75,000 remaining fund will support the on-going operations of the center.
Initiative: **ReyRey Café**		Start Date: October 2015
First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
$900,000 was spent on construction to establish the café. In its first three years of operation, the café was running with a deficit.	Starting 2018 and under advisor Dr. Easterday, the café started to generate revenue. During the 6.5 months of operation in 2019-20, it generated a profit of $13,400. Reynolds & Reynolds provided some of the equipment and supplies to run the café. Each year, Boston Stoker supports two student employees on a coffee selection trip overseas in the summer (no trip in 2020).	In 2015, Reynolds & Reynolds provided funding of $300,000 for the café. When the estimated cost increased significantly, the then President Dave Hopkins provided another $300,000 to fund the construction. The College borrowed $120,000 from the University to cover the total cost.

Table 2: Enrollment Trends of the College

	2015	2016	2017	2018	2019	2020
Total of All Programs (Duplicated)	2,550	2,645	2,662	2,484	2,211	1,929
Total of All Programs (Unduplicated)	2,465	2,541	2,546	2,374	2,085	1,816
Undergraduate Majors						
Business - Pre & Intending	239	190	143	81	57	25
Accountancy	434	449	402	350	280	261
General Business (Lake)		54	57	62	65	62
Business Economics	115	120	146	132	129	102
Economics	22	23	17	11	7	4
Entrepreneurship				28	47	35
Finance	269	265	252	251	210	179
Financial Services	35	46	45	52	35	36
Human Resource Management	115	131	138	112	92	102
International Business	66	51	54	50	44	34
Management	295	256	241	219	216	180
Management Info Systems	137	122	108	95	92	69
Marketing	279	286	291	280	242	213
Supply Chain Management	73	78	68	72	59	59
Sub-Total	2,079	2,071	1,962	1,795	1,575	1,361
Graduate Programs						
Master of Accountancy	19	15	13	17	17	14
Business (MBA)	365	495	580	580	503	443
Master of Info. Systems	28	11	26	17	16	16
M.S. in Logistics & Supply Chain Mgmt	25	23	23	23	20	14
M.S. in Marketing Analytics & Insights						15
M.S. in Social + Applied Economics	27	19	27	24	20	19
Sub-Total	464	563	669	661	576	521
Certificates						
Graduate						
Gender, Race, & Economy		1	1	1	1	1
Information Technology Management			3	2	13	6
Undergraduate						
Business Analytics				9	24	23
Economic Issues	1	1	2			
Human Resources	6	9	25	16	22	17
Sub-Total	7	11	31	28	60	47

Headcount of Fall semester, Day 14 Census Data. For unduplicated headcounts, if a student is registered at both the Dayton and Main campuses, s/he is counted as one student for the College.

Table 3: Ethnicity Trends of the College and Wright State

College of Business	2015	2016	2017	2018	2019	2020
American Indian / Alaskan Native	0.1%	0.1%	0.2%	0.2%	0.2%	0.1%
Asian	3.5%	3.8%	3.4%	3.7%	4.2%	5.0%
Black or African-American	10.2%	9.3%	9.9%	9.8%	10.4%	10.7%
Hispanic	2.8%	2.8%	3.0%	3.4%	3.6%	3.9%
Native Hawaiian / Pacific Islander	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%
White	71.9%	73.5%	72.9%	73.1%	73.5%	72.2%
Two or more races	2.6%	2.9%	3.7%	3.5%	3.3%	3.5%
Foreign, Non-Resident Alien	8.2%	7.3%	6.5%	5.5%	3.9%	4.0%
Unknown	0.5%	0.3%	0.5%	0.7%	0.6%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Wright State University						
American Indian / Alaskan Native	0.2%	0.1%	0.2%	0.2%	0.2%	0.1%
Asian	2.6%	2.9%	2.8%	3.0%	3.1%	3.3%
Black or African-American	10.4%	9.9%	9.6%	9.5%	9.8%	9.4%
Hispanic	2.9%	3.1%	3.3%	3.3%	3.3%	3.6%
Native Hawaiian / Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
White	68.9%	71.3%	72.9%	73.8%	73.8%	74.4%
Two or more races	3.4%	3.4%	3.7%	3.9%	4.3%	4.5%
Foreign, Non-Resident Alien	11.0%	8.7%	6.6%	5.4%	4.8%	4.0%
Unknown	0.5%	0.5%	0.9%	0.9%	0.7%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Ratios are calculated using headcount of Fall semester, Day 14 Census Data.

Table 4: Faculty Hires, Appointments, and Promotions (2016 - 2020)

Name	Highest Degree	Department	Year	Rank of Hire or Promotion
Daniel Asamoah	PhD, Oklahoma State University, 2014	Information Systems & Supply Chain Mgmt	2018	Associate Professor
Andrew Beauchamp	PhD, Duke University, 2009	Economics	2017 2020	Associate Professor Dept. Chair
J. Michael Bernstein	JD, Ohio Northern University, 1968	Management & International Business	2018	Senior Lecturer
David Bright	PhD, Case Western Reserve University, 2005	Management & International Business	2016	Dept. Chair
Jerome Cox	MS, Wright State University, 2012	Economics	2019	Instructor
John Dinsmore	PhD, University of Cincinnati, 2013	Marketing	2018	Associate Professor
Kathryn Easterday	PhD, University of Cincinnati, 2007	Accountancy	2017	Associate Professor
Kendall Goodrich	PhD, Florida Atlantic University, 2007	Marketing	2018	Professor
David Hall	PhD, Clemson University, 2012	Information Systems & Supply Chain Mgmt	2018	Associate Professor
James Hamister	PhD, The State University of New York at Buffalo, 2008	Information Systems & Supply Chain Mgmt	2019 2020	Interim Dept. Chair Dept. Chair
Tom Hazelbaker	BS, Ohio State University, 1972	Accountancy	2016	Instructor
Barry Holland	MS, University of Cincinnati, 2017	Accountancy	2018	Instructor
Barbara Hopkins	PhD, University of Maryland, 1992	Economics	2019	Professor
Matthew Ingram	MA, University of South Florida, 2002	Finance & Financial Services	2019	Senior Lecturer
Anand Jeyaraj	PhD, University of Missouri - St. Louis, 2007	Information Systems & Supply Chain Mgmt	2017	Professor
Jinhwan Jo	PhD, University of Kansas, 2020	Management & International Business	2020	Assistant Professor

Name	Highest Degree	Department	Year	Rank of Hire or Promotion
Burhan Kawosa	MBA, Wright State University, 2003	Finance & Financial Services	2019	Interim Academic Resourcing Director, Office of the President
Suzanne Kelly-Garrison	JD, University of Kansas School of Law, 1980	Management & International Business	2018	Senior Lecturer
Kyre Lahtinen	PhD, Florida State University, 2014	Finance & Financial Services	2020	Assistant Professor
Hong Lee	PhD, Louisiana State University, 2014	Finance & Financial Services	2020	Associate Professor
Bin Li	PhD, University of Connecticut, 2016	Marketing	2016	Assistant Professor
Kimberly M. Lukaszewski	PhD, The State University of New York at Albany, 2002	Management & International Business	2016	Associate Professor
John Martin	PhD, Florida State University, 2008	Management & International Business	2017 2019	Associate Professor Professor
Kerry Martin	MS, Wright State University, 1994	Economics	2019	Lecturer
Brandon Morris	PhD, University of Mississippi, 2014	Finance & Financial Services	2019	Associate Professor
Mingming Pan	PhD, University of Nebraska, Lincoln, 2011	Economics	2018	Associate Professor
Viet Pham	PhD, University of Texas - San Antonio, 2020	Accountancy	2020	Assistant Professor
Shu Schiller	PhD, Temple University, 2007	Information Systems & Supply Chain Mgmt Dean's Office	2018 2019 2020	Professor Intrm Assoc Dean Associate Dean
Hee Young Shin	PhD, The New School for Social Research, 2012	Economics	2019	Associate Professor
Rachel Sturm	PhD, University of Houston, 2014	Management & International Business	2017	Associate Professor
Kunal Swani	PhD, University of Massachusetts - Amherst, 2014	Marketing	2018	Associate Professor

Name	Highest Degree	Department	Year	Rank of Hire or Promotion
Zdravka Todorova	PhD, University of Missouri - Kansas City, 2007	Economics	2017 2017	Professor Dept. Chair
Thomas Traynor	PhD, Purdue University, 1988	Dean's Office	2016 2017 2019	Associate Dean Interim Dean Dean
Kevin Willardsen	PhD, Florida State University, 2017	Economics	2017	Assistant Professor
Amir Zadeh	PhD, Oklahoma State University, 2015	Information Systems & Supply Chain Mgmt	2018	Associate Professor

Table 5: College Roster (Fall 2020)

Full-time faculty: **57** TET: 48; NTE 9	Staff: 9 Centralized Staff: **8**
OFFICE OF THE DEAN Traynor, Thomas (Prof): Dean Schiller, Dr. Shu (Prof), Associate Dean Alford, Ms. Franchesca: Admin Support Coordinator Bedford, Ms. Lindsey: Enrollment Coordinator Bevelhymer, Ms. JoAnn: Dir. of Enrollment Mgmt. Lamott, Ms. Jennifer: Asst. to the Dean **COMMUNITY RELATIONS** Dirr, Ms. Deborah: Intl. Trade Specialist, U.S. DoC	**CENTRALIZED STAFF** Leonard, Ms. Maralee: Business Manager Ruhl, Ms. Jennifer: Director of Major Gifts Seim, Mr. Nathan: Technology Support Coordinator Winters, Ms. Joyce: Director of Career Management Advising - Business Wu, Ms. Yao: Asst Director, University Academic Dakin, Mr. Daniel, Academic Advisor Kelbley, Ms. Jessica, Academic Advisor Scott, Ms. Monique, Academic Advisor
ACCOUNTANCY Greenspan, Dr. James (Chair/Prof) Brown, Dr. Kevin F. (Assoc) Bukovinsky, Dr. David M. (Prof) Cook, Dr. John K. (Assoc) Easterday, Dr. Kathryn (Assoc) Hazelbaker, Mr. Thomas (Instr) Holland, Mr. Barry (Instr) Lin, Dr. Paul (Assoc) Pham, Dr. Viet (Asst) Sprohge, Dr. Hans-Dieter (Prof) **ECONOMICS** Beauchamp, Dr Andrew (Chair/Assoc) Boatman, Ms. Tammy (Admin. Specialist) Cox, Jerome (Instr) Farmer, Dr. Berkwood (Assoc) Herrick, Ms. Carol L. (Instr) Hopkins, Dr. Barbara E. (Prof) Jenkins, Mr. Thomas (Instr/Dir-MSSAE Programs) Martin, Ms. Kerry (Lect) Osborne, Dr. Evan (Prof) Pan, Dr. Mingming (Assoc) Shin, Dr. Hee-Young (Assoc) Todorova, Dr. Zdravka (Prof) Willardsen, Dr. Kevin (Asst) **FINANCE AND FINANCIAL SERVICES** Akhbari, Dr. Marlena (Chair/Assoc) Wik, Ms. Sharon (Admin. Specialist) Ingram, Mr. Matthew (Sr Lect) Lahtinen, Dr. Kyre (Asst) Lee, Dr. Hong (Assoc) Morris, Dr. Brandon (Assoc) Wang, Dr. Carol (Assoc) Wood, Mr. William R. (Sr. Lect/Coord)	**INF SYS AND SUPPLY CHAIN MGMT** Hamister, Dr. James (Chair/Assoc) Calorel, Ms. Erica (Admin. Specialist) Asamoah, Dr. Daniel (Assoc) Duffy, Dr. Kevin P. (Assoc) Hall, Dr. David C. (Assoc) Hopkins, Mr. Donald (Director - Master Progs) Jeyaraj, Dr. Anand (Prof) Kellar, Dr. Gregory (Assoc) Polak, Dr. George G. (Prof) Sethi, Dr. Vikram (Prof) Zadeh, Dr. Amir Hassan (Assoc) **MGMT AND INTERNATIONAL BUSINESS** Bright, Dr. David (Chair/Prof) Warren, Ms. Linda (Admin. Specialist) Ajami, Dr. Riad (Prof) Bernstein, Dr. J. Michael (Sr. Lect) Jo, Dr. Jinhwan (Asst) Kelly-Garrison, Dr. Suzanne (Sr. Lect) Lukaszewski, Dr. Kimberly (Assoc) Martin, Dr. John A. (Prof) Meindl, Ms. Susan (Managing Editor) Sturm, Dr. Rachel (Assoc) Williams, Dr. Scott (Prof) **MARKETING** Goodrich, Dr. Kendall (Chair/Prof) Culbreath, Mildred (Admin. Specialist) Dinsmore, Dr. John (Assoc) Gulas, Dr. Charles S. (Prof) Gupta, Dr. Pola (Prof) Li, Dr. Bin (Asst) Munch, Dr. James (Prof) Swani, Dr. Kunal (Assoc) Wamwara, Dr. L. Wakiuru (Assoc)