2017-2022

AACSB International
Continuous Improvement Review Report

Gordon Ford College of Business

Western Kentucky University

December 2022

Gordon Ford College of Business Mission Statement

The mission of the Gordon Ford College of Business is to actively support and engage students, faculty, staff, and community in academic and lifelong professional development, providing the foundation needed to lead in today's diverse business environment.

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OVERVIEW

SITUATIONAL ANALYSIS

CONTEXT

Western Kentucky University, founded in 1906, is a public regional comprehensive university located in Bowling Green, Kentucky. The University also has regional campuses in Owensboro, Glasgow, and Elizabethtown, Kentucky. The University, with a Carnegie classification of doctoral/professional, is part of the public Kentucky postsecondary education system, which includes eight four-year institutions and a community and technical college system comprised of 16 institutions. Of 120 counties in the state of Kentucky, the University's area of geographic responsibility encompasses 27 counties.[1]

The University's mission is to "prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach."[2]

Undergraduate students comprise 88% of the University's enrollment, and approximately 77% are enrolled full-time. Of the University's students, 17.5% identify as underrepresented minority, which is an increase from 15.3% in 2017. By gender, 62% of the University's students are female, while 39% are male. Traditional students, those under the age of 25, comprise 90% of the undergraduate student body; and over 31% of students are first-generation college students. Of the undergraduate students, 5.5% are transfer students, with 34.3% of these students having earned an associate degree prior to enrollment at the University. Geographically, 90.3% of the University's students are from the south, with another 6.5% from the Midwest (primarily Indiana).

"Located 60 miles north of Nashville, TN, and 110 miles south of Louisville, KY, off Interstate 65, Bowling Green is the third-most populous city in the state of Kentucky after Louisville and Lexington. The 2020 U.S. Census Bureau total for Bowling Green is 72,294, and the population of Warren County is 134,554. In 2003, Bowling Green and its surrounding communities were designated as a "metropolitan area", but separate city and county governments remain. Significant companies in Bowling Green include the General Motors Corvette Assembly Plant, Fruit of the Loom/Russell Athletics, Houchens Industries, Holley Performance Products, Bowling Green Metalforming, and Camping World."[3]

Bowling Green is a hub of diversity, serving as a designated resettlement location for refugee populations since 1979. Bowling Green is home to refugees from Bosnia, Myanmar, Bhutan, Somalia, Democratic Republic of Congo, Burundi, Cuba, the former Soviet Union,

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[1] Western Kentucky University Fact Book 2022: https://www.wku.edu/instres/fact_book.php
[2] https://www.wku.edu/about/mission.php
[3] https://www.visitbgky.com/visit/about-bgky/about-bowling-green/

Vietnam, Laos, Cambodia, Liberia, Rwanda, Ethiopia, and Iraq, among others. Most recently, refugees from Afghanistan arrived in Bowling Green in Fall 2021.[4]

Statistical Highlights for Western Kentucky University (UG = Undergraduate; G = Graduate)		
Enrollment by Level	Fall 2017 • Total = 20,267 • UG = 17,666 • G = 2,601	Fall 2021 • Total = 16,750 (↓ 17.4%) • UG = 14,729 (↓ 16.6%) • G = 2,021 (↓ 22.3%)
Enrollment by Full-Time Status	Fall 2017 • Total = 68.1% • UG = 73.1% • G = 33.8%	Fall 2021 • Total = 72.3% (↑ 4.2%) • UG = 77.1% (↑ 4%) • G = 37.4% (↑ 3.6%)
Enrollment by URM	Fall 2017 • Total = 15.3% • UG = 15.6% • G = 13.6%	Fall 2021 1. Total = 17.5% (↑ 2.2%) 2. UG = 17.6% (↑ 2%) 3. G = 16.8% (↑ 3.2%)
Enrollment by Female	Fall 2017 4. Total = 59.6% 5. UG = 58.7% 6. G = 65.9%	Fall 2021 • Total = 62.7% (↑ 3.1%) • UG = 62.2% (↑ 3.5%) • G = 65.9%
Enrollment by Type (T = traditional; NT = nontraditional)	Fall 2017 • T = 87% • NT = 13%	Fall 2021 • T = 90.2% (↑ 3.2%) • NT = 9.8% (↓ 3.2%)
Enrollment by In-State Status	Fall 2017 • Total = 78.6% • UG = 80.1% • G = 68.6%	Fall 2021 • Total = 76% (↓ 2.6%) • UG = 77% (↓ 3.1%) • G = 69% (↑ 0.4%)
Enrollment by Area of Geographic Responsibility	Fall 2017 • Total = 47% • UG = 47.7% • G = 42.4%	Fall 2021 • Total = 44.9% (↓ 2.1%) • UG = 45% (↓ 2.7%) • G = 44.4% (↑ 2%)
Enrollment by Transfer Status	Fall 2017 • UG = 5.6%	Fall 2021 • UG = 5.5% (↓ 0.1%)

ORGANIZATIONAL STRUCTURE

A Board of Regents governs the University, and the Kentucky Council on Postsecondary Education serves as a coordinating board for the system. Internally, the University has four divisions – Academic Affairs; Strategy, Operations, and Finance; Enrollment and Student Experience; and Philanthropy and Alumni Engagement. A Provost and Vice President lead Academic Affairs, while Vice Presidents lead the other divisions. Six Deans lead the five academic colleges and university libraries that comprise Academic Affairs. Inside each division, Directors and Coordinators lead units, departments, centers, and academic programs.

Dean Christopher Shook leads the Gordon Ford College of Business, assisted by Dr. Evelyn Thrasher, Senior Associate Dean for Faculty and Administration; Dr. Dana Cosby,

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[4] https://www.icofky.com/

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Associate Dean for Graduate Programs and Outreach; and Monica Duvall, Director of Student Success. The College is organized into six departments and a student success team:

Accounting – Mark Ross, Department Chair
Analytics and Information Systems – Ray Blankenship, Department Chair
Economics – Alex Lebedinsky, Department Chair
Finance – Indudeep Chhachhi, Department Chair
Management – Whitney Peake, Department Chair
Marketing – Lukas Forbes, Department Chair

To better reflect the College's emphasis on data analytics, and to more effectively identify the department home for the Business Data Analytics Program, the Information Systems Department changed their department name to Analytics and Information Systems Department. This change became effective in Spring 2022.

In addition, five centers and one initiative operate within the departments or College:

Advancing Workplace Culture – Mariah Yates, Director
Center for Applied Data Analytics – Lily Popova Zhuhadar, Director
Center for Applied Economics – Sebastian Leguizamon, Director
Center for the Study of Economics and Institutions – Dennis Wilson, Director
Center for Financial Success – Andrew Head, Director
Center for Professional Selling – Lukas Forbes, Director

Regarding student support, the College partnered with the University's Academic Advising and Career Development Center (ACDC) to provide a highly effective collaborative advising and student support model. ACDC advisors support freshmen and sophomores, and the College's professional advisors support juniors and seniors. With the exception of graduate program coordinators who advise graduate students, faculty generally do not participate in academic advising, but rather serve to guide and mentor students in their career preparation. In addition, Monica Duvall, Director of Student Success, also serves as the College's internship and professionalism coordinator; and Adrianne Browning serves as the College's Professional Development Specialist and Career Coach.

CURRENT ENVIRONMENT

Academic year 2022-2023 represents the University's full return to normal operations following the COVID pandemic. This, coupled with a number of recent developments, forms the foundation for significant positive outcomes for the College and University. First, the University has moved to a responsibility center management budget model which will give the College more autonomy in the management of its financial resources. Second, in April 2022 the College completed a two-year project to revise the core business curriculum and the curricula of all of its academic programs. The new curriculum allows the College to engage with students more intentionally as freshmen and sophomores, allows the academic programs to align their curriculum more closely to industry standards, and allows the College to incorporate career preparation into the business core. Third, the state of Kentucky approved $74.4 million for the construction of a new Gordon Ford College of Business building. The building, expected to open in Fall 2025, will significantly enhance the College's efforts to recruit and retain students. In addition, because the building is

being funded by the state, all funds raised as part of the building project will go directly toward programs and student success.

CHALLENGES

The current economy poses significant challenges for the College. Because the University is located in an area heavily saturated with manufacturing and logistics, the University must compete with industry for students. The high wages available to high school graduates, combined with a large number of first-generation college students, strains the University's ability to demonstrate the value of higher education and the long-term benefits of short-term sacrifices. In addition, while the College has been successful in maintaining and even growing (slightly) enrollments over the past five years, significant enrollment declines in other colleges across the University impact the resources available to all. Finally, current inflation combined with salary increases that have not kept pace with the cost of living, is creating an even greater stress on the College and University to provide acceptable compensation for faculty.

RESPONSE TO ISSUES IDENTIFIED IN 2018 PEER REVIEW VISIT

A summarized timeline of events since the last continuous improvement review in February 2018 will help to inform the progress of the issues identified in this section. A more detailed timeline is available here (and in Appendix A):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=186482&u=guest&cus=499

> June 2018 – Dr. Jeffrey Katz stepped down as Dean and returned to the faculty in the Management Department; Dr. Cathy Carey was appointed Interim Dean.

> August 2018 – The University released a new strategic plan, "Climbing to Greater Heights".

> October 2018 – The search process for a new College dean began.

> March 2019 – A task force (faculty member, staff member, and Associate Dean) began drafting new mission and vision statements for the College based on the suggestions of the peer review team.

> July 2019 – Dr. Christopher Shook joined the University as Dean of the College. Additionally, three interim department chairs and an interim associate dean were appointed.

> August 2019 – The mission statement task force surveyed the College's faculty and staff via Qualtrics for input on the mission statement draft and revised the draft based on the feedback.

> September 2019 – The faculty and staff Strategic Planning Council approved and adopted the new mission and vision statements.

> April 2020 – The strategic plan task force began its work to review and revise the College's strategic plan.

April 2020 – The curriculum revision task force began its work to review and revise the core business curriculum.

March 2021 – The new strategic plan was approved to become effective on July 1, 2021.

April 2022 – The revised core business curriculum and academic program curricula were approved by the University's Faculty Senate and the Provost for implementation in Fall 2022.

April 2022 – The learning goals task force began its work to review and revise the College's learning goals based on the new core business curriculum.

STANDARD 1: MISSION, IMPACT, AND INNOVATION -AND- STANDARD 8: CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

Peer Review Team

"The college has a distinct culture of student engagement, student focus, and applied learning. The current mission statement does not adequately capture this shared focus of the college, nor can the school easily demonstrate that it is meeting its current mission. The college should consider revising its mission statement to more accurately capture the focus and purpose of the college that was articulated by the faculty during the CIR process."

"The current mission focuses on applied learning yet the measures and processes used for many of the Assurance of Learning (AoL) activities focus on mastery of terms and concepts rather than demonstrating a student's ability to apply the information learned in the program. Because the college's mission currently includes a specific reference to the preferred learning pedagogy, the college should seek a clearer alignment between the mission and the AoL process."

The College's Response

As summarized in the timeline presented above, and informed by the peer review team's feedback, the College completed a multi-year project to review and revise the College's mission and vision statements and to create a new five-year strategic plan to guide the future direction. Throughout that project, the task forces agreed with the committee's observations and felt that the mission statement in place at the time of the review no longer adequately reflects the true mission of the College.

The new mission statement reads as follows:

The mission of the Gordon Ford College of Business is to actively support and engage students, faculty, staff, and community in academic and lifelong professional development, providing the foundation needed to lead in today's diverse business environments.

The new strategic plan is available here (and in Appendix B):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=151738&u=guest&cus=499

STANDARD 8: CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING
Peer Review Team
"The AoL process for the Master of Applied Economics should be more formalized through the development and use of rubrics appropriate for the culminating projects."

GFCB Response
Dr. David Zimmer, Director of the Master of Applied Economics (MAE) Program, serves as a member of the College's AoL Committee. In collaboration with that committee, Dr. Zimmer lead the development of a formalized AoL process for the MAE that supports the new strategic plan and the learning objectives of the MAE Program. He implemented the formal process in Fall 2021.

SUBSTANTIVE CHANGE REQUESTS
N/A – The College has not filed a substantive change request since the 2018 peer review visit.

CONSULTATIVE GUIDANCE

IMPACT AND QUALITY OF INTELLECTUAL CONTRIBUTIONS
In light of the College's mission as an applied college of business, the College seeks the peer review team's guidance to 1) broadly increase the production of high-quality applied research and 2) identify measures of impact appropriate for applied research.

EVALUATION AND DEVELOPMENT OF TEACHING
The College seeks the peer review team's guidance regarding 1) assessment of teaching effectiveness beyond the use of student course evaluations and 2) development of teaching to more effectively engage with students through applied learning.

GRADUATE PLACEMENT DATA
The College seeks the peer review team's guidance to identify effective and efficient ways to gather and track graduate placement data.

NEW DEGREE PROGRAMS
The Master of Science in Cybersecurity Data Analytics, the first graduate degree program developed by the Analytics and Information Systems Department, began Fall 2022.

BUSINESS ACCREDITATION STANDARDS – PAST AND FUTURE LOOK

STRATEGIC MANAGEMENT AND INNOVATION

STRATEGIC MANAGEMENT PLANNING PROCESS
MISSION STATEMENT
The mission of the Gordon Ford College of Business is to actively support and engage students, faculty, staff, and community in academic and lifelong professional development, providing the foundation needed to lead in today's diverse business environments.

STRATEGIC PLAN DEVELOPMENT PROCESS
In March 2020, Dean Shook invited faculty and staff representatives from each department and unit of the College to join the Strategic Plan Task Force. The task force met in April 2020 and received the following charge: "Develop a comprehensive and innovative strategic plan for the Gordon Ford College of Business. Proposed implementation should be part of this plan. The strategic plan should be based on the vision and mission statements adopted by the College in Fall 2019. However, the time frame for completion of this plan is flexible." Over the next year the task force developed a strategic plan that consists of nine goals, each with a strategy and set of recommended action steps. The task force sought feedback from the College's leadership team, the College's faculty and staff, and the Business Advisory Council. The resulting goals are organized into Our Students, Our College, and Our Community, which align with the structure of the University's strategic plan (Our Students, Our Hill, and Our Community and Beyond). In Spring 2021, the College's faculty and staff approved the 5-year plan to guide the College's direction for Fall 2021 – Spring 2026. The goals follow:

Our Students
1. In order to create market-ready graduates, foster an innovative, flexible, and adaptive curriculum that produces graduates who are prepared for an ever-changing environment.
2. Build and nurture the culture of student success and engagement.

Our College
3. Promote and implement all goals established in the Western Kentucky University's Diversity, Equity and Inclusion Plan with the aim of creating and promoting a more diverse and culturally competent college.
4. Create a culture of innovation and efficiency.
5. Create and implement a new communication and marketing plan for the GFCB.
6. Promote interdisciplinary collegiality.

Our Community
7. Develop institutional resources to pursue our organizational mission.
8. Develop robust external synergy with stakeholders outside the college.
9. Engage faculty in introductions to, and participation in, the local business community.

The College's full strategic plan is available here (and in Appendix B):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=151738&u=guest&cus=499

STRATEGIC PLAN IMPLEMENTATION AND MONITORING
The strategic plan informs decision-making across the departments and units of the College; and the linkages among the College's strategic plan, the University's strategic plan, and the Kentucky Council on Postsecondary Education's strategic agenda inform programmatic and initiative development.

In Fall 2021, the College formed a combined AACSB and Strategic Plan Committee to monitor and lead the implementation of the strategic plan. The goal is to increase intentionality and synergy across the College's mission, strategic plan, and accreditation.

This committee meets once per semester to review progress and recommend next steps. Dean Shook updates the College's faculty and staff on the progress three times per year – at the start of each semester and at the end of the academic year. In addition, he updates the Business Advisory Council twice per year – once in the fall semester and once in the spring semester.

LOOKING AHEAD
While an external stakeholder advisory council actively helps to guide the direction of the College at large, Finance is currently the only department with an active departmental advisory council. Several factors, including changes in department leadership and the pandemic, have led to inconsistent participation among department stakeholders over the past five years; thus, the other five departments are working to reinvigorate their advisory councils. For instance, the Management Department held the first meeting of their updated advisory council on September 23, 2022. Accounting, Analytics and Information Systems, and Sales will be restarting their councils in the coming months.

STRATEGIC INITIATIVES
The College is committed to two major strategic initiatives, as outlined in Table 2-1 (available here and in Appendix C):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=188959&u=guest&cus=499

1. New college of business building – The state of Kentucky approved $74.4 million as part of the 2022-2023 bi-annual budget for the construction of a new college of business building for the University. Site selection is complete, and building design is underway. The anticipated occupancy date is Fall 2025.
2. Business curriculum revision – In April 2020, the College began a 2-year project to revise the business core curriculum and, subsequently, the curricula for each undergraduate academic program (majors, minors, certificates, and concentrations). The University's Faculty Senate approved the final proposals in April 2022 for implementation in Fall 2022. During the 2022-2023 academic year, the College will begin to review and revise the MBA Program with a goal to modularize the program so that students can stack credentials, such as certificates, to complete an MBA.

In addition to the major initiatives described above, the College is also committed to expanding and enhancing outreach to the business community in the University's service region. The pandemic significantly limited the work of the College's centers and outreach programs, and the College is working to reimagine and restart these efforts. On July 1, 2022, Dr. Dana Cosby assumed the title of Associate Dean for Graduate Programs and Outreach. In this newly created role, Dr. Cosby will work to create synergy across centers, build and re-engage partnerships with the business community, and lead the strategic direction of the College's graduate programs.

Finally, the College will continue efforts to recruit and retain first-time first-year undergraduate students and to support these students through the Business Living and Learning Community (LLC). Freshmen in the LLC Program live together in a residence hall, take classes together, and participate in activities with other freshmen who share a common interest or academic college. Since 2019, the Business LLC has grown from 16

students to 68, making it the largest academic LLC on campus. With a growing waiting list for the Business LLC during Spring 2022, the University requested that the College increase the capacity to 96 for academic year 2022-2023. Ms. Duvall and Dean Shook explored options but felt the College could not adequately prepare to support such a large expansion in a very short timeframe. Therefore, the Business LLC will expand its capacity in Fall 2023.

RISK ANALYSIS
Associate Dean Thrasher led the College through a risk analysis during the 2021-2022 academic year. Using a Qualtrics survey, faculty provided five perceived risks and possible mitigation steps. At the conclusion of the survey window, Dr. Thrasher engaged a faculty focus group to sort the responses into themes and rate the likelihood and potential impact of each risk. Finally, Dr. Thrasher matched the mitigation suggestions to the identified risks and calculated the impact severity based on the ratings provided by the focus group. The full risk analysis is available here (and in Appendix D):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=151738&u=guest&cus=499

LOOKING AHEAD
The risk analysis is intentionally organized into the same categories as the strategic plan – Our Students, Our College, and Our Community – to complement the strategic plan and serve as another guiding document for the next five years. It will also serve as a tool for collaboration between the College and other entities across campus since many of the interventions will require resources beyond the College's control. Finally, the risk analysis, coupled with the strategic plan, will inform the College's efforts around the strategic initiatives identified in the previous section.

SOCIETAL IMPACT
The University is a regional comprehensive institution, primarily serving 27 Kentucky counties. These counties make up the "society" for which the College targets its societal impact efforts. In 2020, only 53.8% of all Kentucky high school graduates went directly to any postsecondary institution, down from 59.2% in 2016, and much lower than the national rate of 66%. In addition, only 44.5% of low-income and 51.9% of black Kentucky high school graduates went directly to any postsecondary institution in 2020. Thus, it is imperative that the University and the College invest in initiatives that promote the value and accessibility of higher education for students in the region.

The mission of the College includes supporting and engaging the community in academic and lifelong professional development to enable leadership for diverse business environments. To that end, the College is committed to positive societal impact through the three pillars of the strategic plan, Our Students, Our College, and Our Community. The College seeks opportunities for impact that unite the College's strategic plan, the University's strategic plan, and the Kentucky Council on Postsecondary Education's strategic agenda. When the College's efforts connect the College, the University, and the State, those efforts will directly improve the quality of life for those the University serves.

As the fourth largest employer in Bowling Green, the University must serve as a leader in community development, engagement, and impact. Thus, the College is committed to

collaborative external partnerships that bring about positive change for area businesses and the community.

DIVERSITY, EQUITY, AND INCLUSION

The College has continued to build on the accomplishments of the prior five-year window with respect to diversity, equity, and inclusion. While the College demonstrated positive outcomes regarding the diversity of faculty, staff, and students during the period of 2012-2017, the College expanded the focus to include equity, inclusion, and belonging. The College continues to participate in the PhD Project to enhance access to minority faculty candidates, which is a necessary but insufficient approach. Therefore, in 2019, when the University increased its efforts to improve DEIB for the university, the College did the same, making a commitment to faculty, staff, and students to prioritize DEIB in every aspect of the College's work. To begin this work, the College restarted the faculty and staff DEI committee and tasked the committee with re-imagining the College's DEI strategies. The committee went immediately to work and directed their efforts toward inclusion and education, recognizing that diversity will increase as a culture of inclusion develops.

The College partners closely with the University's Dean of Students and Director of the Intercultural Student Engagement Center, Dr. Martha Sales. Dr. Sales noted the following about the College's DEIB progress since 2017. First, the College has approached DEIB with intentionality rather than simply "checking the boxes". Second, the College is accomplishing integration without separation for students, faculty, and staff, which is the essence of inclusion. Third, the College invites its students to "Be WKU"; in other words, the College meets its students where they are and then works with them to help them prepare for their careers and the workplace.

The initiatives and outcomes listed below represent the combined efforts of the College's DEI committee, leadership team, faculty, staff, and students:

Students

1. Formation of a College student DEI Committee
2. DEI workshops added to Business and Professionalism Week
3. Award-winning DEI Week, organized by the students of Beta Alpha Psi
4. Formation of GFCB1, a first-generation student initiative
5. Increased diversity among the College's Student Ambassadors
6. Creation of events to support monthly DEIB themes, such as Women's History Month, Mental Health Month, Neurodiversity Month, Black History Month
7. Expansion of the College's Professional Clothes Closet through $30,000 WKU Sisterhood Grant
8. Addition of DEI in the College's new career preparation curriculum (Began Fall 2022)
9. Creation of mini-grants to support DEI efforts in the College's student organizations (Began Fall 2022)

Faculty and Staff

10. Addition of a College Director of Inclusion and Impact

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11. Three College faculty participants in the first Inclusive Teaching Academy, sponsored by the University's Center for Innovative Teaching and Learning
12. Blind applicant reviews during faculty search processes
13. Increased diversity among the College's faculty
14. Creation of a College faculty and staff lounge (Opened Fall 2022)
15. Creation of a College Professional Learning Community for New Faculty (Began Fall 2022)

College and Community

16. Increased diversity on the Business Advisory Council
17. Creation of a College DEI webpage
18. Creation of an inclusive event planning checklist
19. Creation of a College DEI statement

LOOKING AHEAD

The College will develop targeted recruiting and retention efforts for specific populations, such as under-represented minorities, first-generation students, and low-income students. Dr. Sales, Dean of Students, is assisting the College to better understand the unique needs of each group as they make decisions about attending college and selecting a major. The College will partner with the business teachers at Warren Central High School, the most diverse high school in the University's service region with over 30 different languages spoken and the highest rate of students receiving free and reduced lunch. The College will assist the teachers with a variety of needs, such as FBLA competition preparation, classroom guest speakers, campus visits, and dual credit course collaboration.

Statistical Highlights for College Full-Time Faculty and Staff Diversity (Student demographics are included in Learner Demographics and Enrollment Trends on Page 30.) (Percentage increase or decrease represents percent of total faculty.)		
Faculty		
Gender	2016-2017 • Female = 22 • Male = 44	2021-2022 • Female = 23 (↑ 1.55%) • Male = 43
Race/Ethnicity	2016-2017 • White = 49 • Black = 2 • Other = 15	2021-2022 • White = 47 (↓ 3.0%) • Black = 2 • Other = 17 (↑ 3.1%)
Staff		
Gender	2016-2017 • Female = 19 • Male = 1	2021-2022 7. Female = 18 (↓ 9.3%) 8. Male = 3
Race/Ethnicity	2016-2017 • White = 16 • Black = 4 • Other = 0	2021-2022 • White = 17 (↑ 1.0%) • Black = 4 (↓ 0.9%) • Other = 0

STRATEGIC INITIATIVES AND FINANCIAL RESOURCES

"In support of WKU's Strategic Plan, Climbing to Greater Heights 2018-2028, President Timothy Caboni initiated an inclusive and iterative process that led to the development of a

new budget model. A key component of "Our Hill" in the University's strategic plan requires the university to implement a budget model that is sustainable, supports institutional priorities that ensure student success, and rewards strategic performance across the enterprise. The fiscal year (FY) 2023 budget marked the University's full transition to the Resource Allocation, Management and Planning (RAMP) budget model. RAMP is an incentive-based, all-funds approach that uses the principles of responsibility-centered management (RCM) and is a financial management philosophy that supports decentralized decision-making. It is designed to be nimble and invests in strategic priorities, rewards performance, empowers deans, and enhances academic entrepreneurship."[5]

The years of transition to the RAMP budget model presented a number of challenges, as expected with any change in financial management processes. The timing of the transition in parallel with the global pandemic and associated financial uncertainties meant managing the College's finances quite conservatively to ensure the College could remain viable and, subsequently, well-positioned to fully implement RAMP. During the budget model transition year of FY 2022, all colleges at the University went into subvention, with the College needing the smallest assistance. As a result, President Caboni allocated resources to each college to bring them back to zero prior to the start of FY 2023, the first full year under RAMP. In addition, President Caboni awarded the College $2,000,000 ($845,017 above subvention) as a reward for operating effectively and efficiently during the budget model transition.

Recent changes to the University's scholarship structure and the dependence on student enrollment pose the greatest financial risks under RAMP, as tuition revenue is necessary to meet the College's strategic initiatives. The only exception is the new building that is being funded by the state of Kentucky. In prior years the University's Admissions Office led, almost exclusively, all recruiting activities for the university; and the College participated passively as directed by that office. Because of the financial risks posed by declining enrollments, the College assumed a more active role in recruiting by 1) redefining a staff member position (Ms. Nicola Sparks) to direct the College's recruiting and retention efforts and 2) hiring a Marketing and Communication Specialist (Ms. Liz Fogle) to coordinate the College's marketing and branding efforts.

Internally, the College will continue to use activity-based budgeting at the department level. Doing so encourages dialog among the department chairs and faculty to more accurately plan for the year ahead, and it enables all faculty and staff to participate in the budget process by evaluating their needs annually. In response to the uncertainties in higher education, including student enrollment and the lasting effects of the pandemic, the College has utilized foundation funds expeditiously to be prepared for "a rainy day". The funds provided by President Caboni will allow the College to utilize foundation funds in more impactful ways, such as the creation of faculty fellowships, an innovation competition among faculty and staff, and the creation of a faculty and staff lounge to encourage inclusion and belonging.

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[5] https://www.wku.edu/ramp/

Budget Available for Direct Expenses				
			FY23	
	FY22	Beginning Budget	FY22 Carry Forward	Total
Dept/Dean	$13,251,289	$12,929,850	$876,810	$13,806,660
DELO*	$966,698	$637,617	$556,944	$1,194,561
Total	$14,217,987	$13,567,466	$1,433,754	$15,001,220

*DELO stands for Division of Extended Learning and Outreach. DELO historically administered summer and winter teaching, as well as, online course design and delivery. The DELO revenues represent revenues distributed to the College for summer and winter course offerings. Looking ahead, DELO is being dissolved under the RAMP model; associated roles will be redistributed across other University units.

LOOKING AHEAD

One misconception about the RAMP model is that it will create competition across colleges and units for limited resources. However, this is not accurate. Instead, the RAMP model will present opportunities for colleges to collaborate in new ways to grow student enrollments, support student success, and decrease expenses. Because revenues are pooled and then allocated to the colleges based on student credit hour production, larger University enrollments equate to larger revenues for each college. Thus, it is in the best interest of the College for all other colleges to also be successful; and the College will look for ways to engage in innovative and student-centered initiatives that provide mutual benefit for all involved. Additionally, the RAMP model supports autonomous decision-making and will allow the College to implement innovative outreach programs and initiatives to generate additional revenues, such as organizational training programs and micro-credentialing programs. An additional benefit of the RAMP model will be realized through the changes to the business core curriculum. The core curriculum is expected to increase student retention and persistence. Further, by using course leveling and prerequisite adjustments to make more courses available for freshmen and sophomores, the College will likely see an increase in revenues earlier as more students take business courses nearer the beginning of their academic journey.

FACULTY QUALIFICATIONS, SUFFICIENCY, AND DEPLOYMENT

FACULTY MANAGEMENT POLICIES

The University's faculty handbook (https://www.wku.edu/academicaffairs/resources/faculty_handbook.php) and Academic Affairs policies (https://www.wku.edu/policies/academic-affairs/) govern the University's faculty management processes. The University uses a shared governance model involving Academic Affairs and the Faculty Senate to manage these resources and the associated processes. A standing committee of the Faculty Senate maintains the faculty handbook, providing annual updates as needed. Academic Affairs, in collaboration with Human

Resources and college leadership, maintains the other policies, making updates to address new needs and to maintain alignment with the faculty handbook.

The College maintains policies that complement the faculty handbook and university policies, while providing specificity necessary for the College and for AACSB. The College's policies are available here:
(https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=159674&u=guest&cus=499).
The College publishes promotion and tenure guidelines for all faculty, except Economics. The Economics Department maintains promotion and tenure guidelines specific to the department faculty. The College and Economics promotion and tenure guidelines are available here:
(https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=159675&u=guest&cus=499).

Upon appointment to the University, faculty receive an appointment letter that specifies the editions of the faculty handbook and promotion and tenure documents that will guide their progress toward tenure. Until the faculty member receives tenure, they are bound by the standards detailed in the document editions in effect at the time of appointment. However, the most recent edition of the faculty handbook informs the logistics of all faculty processes, such as the composition of promotion and tenure committees, the continuance process, and process deadlines.

LOOKING AHEAD
The leadership team will review the College's policies to ensure continued alignment with University policies and the faculty handbook. Where there are conflicts, the College will edit the policy to reduce redundancy and complexity across all levels of faculty management. Recently, Provost Bud Fischer requested that all promotion and tenure guidelines reside at the department level. Thus, the College will begin its policy review initiative with a revision of the College's promotion and tenure guidelines. The goal is to create a college-level promotion and tenure policy that sets minimum standards across teaching, research, and service. Then, based on this policy, each department will develop promotion and tenure guidelines to include considerations and requirements that are unique to their disciplines, while still being broadly cohesive across the College.

IDENTIFICATION OF PARTICIPATING AND SUPPORTING
The College identifies a faculty member as participating if they actively engage in activities beyond teaching that contribute to the College's mission. Some examples of these activities may include, but are not limited to, participating in College and University governance, directing extracurricular activities, advising student organizations, serving on committees, participating in curriculum management, and contributing to the life of the college. Supporting faculty contribute to the College's mission only through teaching and teaching-related activities. Annually, department chairs evaluate every faculty member, both full-time and part-time, and assess their status as participating or supporting. If a participating faculty member is not actively engaging in mission-driven activities beyond teaching, the department chair will work with the faculty member to establish a development plan for the coming year.

The College's complete definition of participating and supporting is available here (and in Appendix E):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=168312&u=guest&cus=499.

DEFINITIONS OF FACULTY QUALIFICATIONS
The College maintains published definitions of, and qualifications for, AACSB's five categories of faculty qualifications: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instruction Practitioner (IP), and Additional. The College updated the ratios contained in the guiding document in February 2022 to be consistent with the 2020 AACSB Standards. SA faculty must maintain their status over a rolling five-year period, while all other faculty must maintain their status annually. The complete definitions are available here (and in Appendix E):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=168312&u=guest&cus=499.

FACULTY SUFFICIENCY
Over the past five years, all full-time faculty have consistently maintained participating status; and participating faculty account for 86.9% of student credit hours (SCH), placing the College well above the AACSB requirement of 75%. In addition, the percentage of participating faculty in disciplines with a major range from 96.5% (Finance) to 71.2% (Data Analytics). The percentage of participating faculty in disciplines without a major range from 100% (Statistics) to 49.7% (Business Law).

As evidenced in Tables 3-1 and 3-2 (available here and in Appendix F):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=168323&u=guest&cus=499), all faculty across all disciplines maintained their faculty qualifications over the past five years, despite the challenges of the pandemic from Spring 2020 through Spring 2021. Overall, the College's ratios are well above the thresholds set by AACSB. These strong ratios have enabled the College to strategically address staffing needs. For example, the College recently hired two Executives in Residence with IP status to teach full-time in the Sales Program. These faculty bring recent sales experience into the classroom and collaborate with industry partners and colleagues to add tremendous real-life experiences for students. Further, the Accounting Department hired a combination of pedagogical (IP) and traditional (SA) faculty to replace retired faculty. Pedagogical faculty teach four classes per semester, as opposed to traditional faculty who teach three classes. Thus, selecting a mix of faculty types allowed Accounting to maximize their financial resources and increase class coverage while gaining highly qualified faculty with critical expertise and industry experience.

Business Law is below the 60% participating threshold and the 40% SA threshold. Because the College does not offer a major in Business Law, the 40% ratio is not required but is still important. The College employs one full-time faculty member with a JD to teach and coordinate business law courses. The College also employs two full-time practicing attorneys to serve as part-time instructors. Both are business law experts and excellent instructors, having taught business law courses for several years. All three faculty members are qualified as Practicing Academics (PA), and all have consistently maintained that status over the past five years.

LOOKING AHEAD

Salary demands, market fluctuations, and recent leadership challenges at the University level will likely continue to impact the College's ability to attract, hire, and retain highly qualified faculty, staff, and administrators. Faculty salary compression and inversion have presented ongoing challenges for the University for many years, and recent economic inflation is further exacerbating the situation.

Multiple factors will make succession planning among the College's department chairs and associate deans increasingly difficult. First, hiring freezes and frosts over the past ten years created gaps in experience between current department chairs and the next potential chairs. Second, the addition of tenure-track pedagogical faculty has addressed critical needs for teaching and service, but current practices and the need to evaluate research create challenges for pedagogical faculty as department chairs. Therefore, the College must work with the University's leadership to explore when and how pedagogical faculty might serve as department chairs.

The addition of career preparation as a required component of the business core curriculum may also create staffing challenges, as business professionals who are best suited to facilitate the one-hour career exploration and preparation courses may not have a Master's degree. Where the best prospective instructors lack the necessary academic qualifications, the College will need to be innovative and consider nontraditional options, such as team teaching or assigning qualified faculty as course facilitators with a planned slate of guest speakers.

FACULTY DEPLOYMENT

Multiple factors inform and influence how the College deploys faculty. Annual analysis across these factors aids faculty resource planning for the subsequent three to five years.

1. SACSCOC and AACSB accreditations drive the College's recruitment of faculty with appropriate academic and industry credentials, requiring at least a Master's degree and sufficient graduate training in the discipline.
2. Practice academics (PA) and instructional practitioners (IP) fill vital roles by bringing industry expertise into the classroom while also addressing the College's resource constraints.
3. The applied nature of the College's MBA and Master of Accounting and Data Analysis Programs allows the College to strategically utilize SA faculty with limited PA or IP faculty, creating vital college-to-business connections.
4. Analysis of tenure density, cost per SCH, and AACSB ratios identify opportunities and challenges regarding appropriate faculty deployment across lower division, upper division, and graduate courses.
5. Specific industry programs, such as Sales or Supply Chain Management, influence the College's intentional and strategic use of part-time instructors who work in the disciplines.

In 2012 the University instituted a pedagogical faculty track which allows pedagogical faculty to achieve tenure and promotion without a research requirement. This faculty track affords colleges the opportunity to expand their traditional faculty composition to include

teaching faculty with either pedagogical or industry expertise in their disciplines. From a resource lens, these faculty generally receive a lower salary than traditional faculty and teach a higher course load. To address financial resource constraints while still providing high quality programs, the College has strategically hired pedagogical faculty and Executives in Residence as opportunities arose. These faculty have played a significant role in helping to modernize the curriculum and improve the College's student success efforts by bringing recent industry experience to the College.

LOOKING AHEAD

As mentioned previously, tenure-track pedagogical faculty create additional complexity for leadership succession planning because most are not SA qualified and cannot serve as department chairs. Therefore, the College will continue to consider the factors discussed in this section to inform hiring practices and faculty deployment. The College will continue to strategically deploy faculty of a variety of types, depending on the needs of the academic programs, departments, and College. However, the College will generally seek to hire traditional faculty for tenure-track positions and supplement with full-time instructors instead of tenure-track pedagogical faculty to ensure a healthier leadership pipeline.

FACULTY CURRENCY AND RELEVANCY IN TEACHING

The College expects all faculty to maintain currency and relevancy in teaching. Prior to the pandemic, the College provided $2500 annually per faculty member to support travel for conference presentations or technical training. During the pandemic, that support shifted to virtual conferences and training. Effective July 1, 2022, the College expanded this support to include all opportunities that promote professional development, including the purchase of tools, subscriptions, and other resources. In addition, funds not used in the current year can be carried over for one year to allow faculty to accumulate funding to support a more expensive opportunity. Changing these parameters allows faculty the freedom to choose among opportunities and resources that best support their development.

The College encourages a number of avenues to maintain currency and relevancy, including but not limited to:

1. Participation in, and creation of, intellectual contributions related to the discipline and/or pedagogy
2. Participation in professional conferences in the discipline and/or pedagogy
3. Participation in professional trainings and workshops in the discipline and/or pedagogy
4. Consulting and outreach to the business community
5. Participation in events offered by the WKU Center for Innovative Teaching and Learning (CITL)
6. Participation in part-time instructor training offered by the College
7. Maintenance of professional licensing in the discipline
8. Participation in professional organizations in the discipline

The College offers and encourages a variety of ways for faculty to engage with practitioners in the business community by participating in, advising, or coordinating college-to-business opportunities, including:

1. Guest speaker events
2. Bowling Green Chamber of Commerce events
3. Business consulting projects
4. Professional continuing education programs
5. Applied student projects and internships
6. Nonprofit boards
7. Student organizations
8. Student field trips to business organizations
9. Business and Professionalism Week activities
10. Professional Education and Knowledge Program (PEAK) activities
11. College centers and initiatives with external focus
12. Business advisory council and the departmental advisory councils

While many of the opportunities in the list above include planned formal engagement, often the most impactful engagement occurs organically during a break, lunch, etc. Thus, whenever possible, the College plans internal college-to-business events to include informal opportunities for engagement and collaboration among faculty and business partners.

LOOKING AHEAD
The University recently initiated plans to explore micro-credentialing and how it aligns with the University's mission. To that end, the College volunteered to pilot micro-credentialing as part of the Advancing Workplace Culture Initiative. Dr. Mariah Yates, Dr. Aquesha Daniels, and Dr. Dana Cosby are working with multiple local businesses to develop and deliver DEI training that will lead to digital badging. Micro-credentialing has tremendous synergistic potential as faculty work with practitioners to deliver focused workplace training and, subsequently, integrate their learnings into the College's traditional academic courses.

STUDENT SUCCESS

CURRICULUM MANAGEMENT
A series of college and university committees, the Faculty Senate, and the Registrar manage the curriculum for the University. Curriculum management begins at the department level. Once the academic department approves a curriculum proposal, it moves to the Dean and then to the College's curriculum committee. If the college committee approves the proposal, it then moves to the university curriculum committee and on to the Faculty Senate as part of the university committee's report. If the Faculty Senate approves the proposal, it moves to the Provost and then (if necessary) to the Kentucky Council for Postsecondary Education and/or SACSCOC.

The College has two formal curriculum committees which are guided by a set of by-laws. While the University does not require separate committees for graduate and undergraduate curriculum, the College adopted this structure many years ago to ensure appropriate committee membership to adequately address the different curricular and programmatic needs of the undergraduate and graduate programs.

1. Undergraduate Curriculum Committee – This committee manages the College's undergraduate curriculum. One faculty representative from each department and an academic advisor comprise the voting members of the committee, and the Senior Associate Dean serves as the committee chair. The College's AoL Coordinator serves ex-officio, and the meetings are open to the College at large. A college committee member and a college senator serve as the College's representatives on the University's Undergraduate Curriculum Committee.

2. Graduate Committee – This committee manages the College's graduate curriculum and also serves in an advisory role for the programs, departments, and Dean regarding matters of importance for the College's graduate programs. One faculty representative from each department comprise the voting members of the committee. The graduate program directors and AoL Coordinator serve ex-officio, and the Associate Dean for Graduate Programs and Outreach serves as the committee chair. A college committee member and a college senator serve as the College's representatives on the University's Graduate Curriculum Committee.

CURRICULUM INNOVATION AND CURRENCY

Prior to 2020, the core business curriculum had not been significantly revised for more than 20 years. In the time since the last major revision, the College made incremental changes, including the creation of a new business math course in 2018 (MATH123), updates to courses to include more training in Microsoft Office, and updates to MKT220 Basic Marketing Concepts to include an introduction to social media marketing.

With that said, a number of developments over the past 10-15 years have increasingly signaled a need to re-examine and revise the core business curriculum. First, the Kentucky Council on Postsecondary Education lowered the required number of credit hours for a Bachelor's degree from 128 to 120. Second, the University completed a major revision of general education that resulted in a new curriculum called the Colonnade. The Colonnade curriculum increased the general education requirements from 30 to 39 credit hours. Third, while the College's Professional Education and Knowledge (PEAK) Program, established in 2012, has been very successful, the program's optional offerings are not always accessible for students, especially first-generation and low-income, whose responsibilities do not allow them to participate in extracurricular activities. Finally, the College's industry partners have indicated a greater need for the curriculum to align with industry standards, such as the Certified Financial Planning Board, SHRM, and NASBA. These same partners have noted that supplemental academic certificates are advantageous for prospective employees. The combined impact of these factors meant incremental changes to the core curriculum were no longer sufficient to effectively address student and employer needs.

Therefore, in Fall 2019, the College leadership team began discussions of a significant curriculum review and revision. Dean Shook, in collaboration with the department chairs and Senior Associate Dean Thrasher, invited the College's Senior Academic Advisor and a faculty member from each department to form a core curriculum task force. Dr. Thrasher served as the task force chair, and the task force began its work in April 2020 with the following charge from Dean Shook:

"Review and make recommendations for the core curriculum. Implementation recommendations and timelines are part of your task. There are two key things to this effort:

1. *As a starting point of your charge, you should start with a blank slate. Assume there are no courses in the core. What does an ideal core look like?* ***Build the ideal core curriculum from scratch***.
2. *The only consideration should be* ***what is best for the students***.

Some other things to consider:

1. *This is not the Dean's plan to revise the core curriculum; this is the College's plan for the core. An important component of your work is getting buy-in from faculty and staff. However, this does not mean everyone will agree with all parts of the plan.*
2. *This may take a while to fully implement.*
3. *Do not assume three-hour classes. Why not one-hour classes or four-hour classes?*
4. *How transfer students will transfer in is a secondary concern. Figure out the ideal core, then let folks figure out how we will convert their classes. We need to lead. The community colleges will follow."*

The task force developed a data-driven process for the work, using SkillsEngine, EMSI, faculty surveys, alumni surveys, and reviews of core course learning objectives as empirical data sources to inform the design. The task force also sought extensive input from the College's Business Advisory Council regarding discipline knowledge and workplace competencies and from the College's student success team regarding professionalism and career readiness.

Every task force meeting ended with a homework assignment that required the members to work with their department colleagues to complete the assignment for the next meeting. This promoted frequent and consistent communication between the task force and the College faculty, student success team, and administration. Dr. Thrasher provided updates to the College leadership team during every leadership team meeting to ensure the department chairs knew how to support their task force representatives. She also provided updates to the College during the opening and closing college-wide meetings throughout the two-year project.

In April 2021, Dr. Thrasher conducted a ballot process with the task force. Each member voted on their preferred design and recommendations from among the set of options developed by the task force. The task force discussed the results of the first ballot and made modifications to the design and recommendations prior to the second ballot. At the conclusion of the second voting period, the task force finalized their proposal to the leadership team. During Summer 2021, the leadership team reviewed the proposal and made minor suggestions for revision. In August 2021, the task force accepted the modifications, and Dr. Thrasher presented the new core curriculum to the College during the college-wide fall semester opening meeting.

The necessary curriculum proposals progressed through the curriculum management process during the 2021-2022 academic year, and the new curriculum officially launched in Fall 2022.

The new core business curriculum consists of:

- 21 credit hours of foundational courses across each business discipline (Accounting, Finance, Economics, Data Analytics, Management, Marketing, and Statistics)
- 3 credit hours for a capstone experience course
- 6 credit hours of career preparation (one-hour course for freshmen, juniors, and seniors; three-hour business communication course for sophomores)

The detailed core curriculum proposal, including the leadership team's suggestions, is available here (and in Appendix G): https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=173312&u=guest&cus=499.

The resulting core business curriculum strikes a balance among discipline foundations, career preparation, and credit hours. Further, the six required credit hours of career preparation improves accessibility for all students without increasing tuition. Employers will work around course schedules, and students can take 16 credit hours per semester for the same cost as 15 credit hours. Requiring career preparation also signals the College's commitment to student success.

LOOKING AHEAD
The College's strategic plan includes an action item to consistently and regularly review the core business curriculum for currency and innovation. While we will make incremental improvements as needed, we will conduct a more thorough review every five years. In addition, the University recently subscribed to Hanover Research, which will provide another valuable database of industry and discipline research to help inform and support a data-driven curriculum management process.

MAJOR CURRICULUM REVISIONS
As mentioned in the previous section, an impetus for the new core business curriculum was the need for academic program curricula to better align with industry boards, workplace needs, and advances in the disciplines. To that end, each of the College's departments reviewed and revised their academic program curricula – majors, minors, concentrations, and certificates. The results, all launched in Fall 2021 or Fall 2022, include the following:

1. Management
    a. Deleted the major in International Business and replaced it with a Global Business concentration in the Management major.
    b. Deleted the major in Entrepreneurship and replaced it with an Entrepreneurship concentration in the Management major.
    c. Created a concentration in Supply Chain Management for the Management major.
2. Finance
    a. Created multiple new courses, employed 1.5 credit hour courses where feasible, and revised the Financial Planning concentration to align fully with the requirements of the Certified Financial Planning Board.

3. Accounting
    a. Revised ACCT201 Introductory Managerial Accounting to create ACCT110 Accounting for Decision Makers, which is designed to provide foundational instruction in Managerial Accounting appropriate for any major.
    b. Revised ACCT200 Principles of Financial Accounting (renumbered as ACCT220) to include topics excluded from ACCT110 along with other critical first-course topics for Accounting majors.
4. Marketing
    a. Revised the Marketing major to include focused elective groups that address a series of skillsets, such as legal and ethical issues and data analytics.

The College made changes to graduate programs over the past five years to modernize the curriculum and delivery modalities. Multiple factors informed these changes, including declining MBA enrollment, the desire from the College's business partners for graduate certificates and stackable credentials, the need for modalities that better accommodate working professionals, and graduate offerings that address current business challenges.

The graduate program revisions are summarized below:

1. MBA
    a. Discontinued the Professional MBA Saturday delivery mode
    b. Discontinued the one-year in-person delivery mode
    c. Eliminated the MBA as a fifth-year option for graduating undergraduates
    d. Refocused recruiting efforts on working professionals with at least three years of experience
    e. Added four focused concentrations and a broad interdisciplinary option
        i. Business Data Analytics
        ii. Cyber Security Analytics
        iii. Supply Chain Management
        iv. Six Sigma/Lean Management
        v. Interdisciplinary Studies
2. Master of Accountancy
    In response to suggestions from the 2018 Accounting Continuous Improvement Review, the Accounting Department collaborated with the Analytics and Information Systems Department to revise the Master of Accounting Program to include a data analytics emphasis. The revised program was renamed Master of Accountancy and Data Analysis. In addition to accounting courses, students in the program complete nine credit hours from among graduate-level business data analytics and cybersecurity courses. The Analytics and Information Systems Department delivers these courses, and the courses are available to students across all business graduate programs.
3. Master of Science in Cybersecurity Data Analytics
    The Analytics and Information Systems Department launched a Master of Cybersecurity Data Analytics Program in Fall 2022. This program fills a critical need for business and industry in the University's service region. Dr. Mark Ciampa,

cybersecurity expert and author of over 25 books on the topic, led much of the program design.
4. Graduate Certificates
    The College created three graduate certificates that can be earned and applied toward the completion of the MBA Program or Cybersecurity Data Analytics Program.
    1. Supply Chain Management
    2. Data Analytics
    3. Cybersecurity Data Analytics

LOOKING AHEAD

For the immediate future, the College will focus on effective execution of the undergraduate curriculum changes, making only minor adjustments as needed. The College will continue efforts to modernize the MBA, including implementation of a modular approach that will allow students to assemble stackable credentials toward completion of the MBA.

CURRENT AND EMERGING TECHNOLOGIES IN THE CURRICULUM

The extensive use of current and emerging technologies across the curriculum is a point of pride for the College. The College assesses a $15-per-credit-hour fee on every business course. A portion of these fees directly supports classroom technology and access to current and emerging software for students and faculty. The College's leadership team and IT Consultant, Mr. Jesse Willcut, work collaboratively with the University's Information Technology Services to maintain the College's IT resources. In February 2022, Mr. Willcut joined the AACSB Technology in Business Schools Roundtable to collaborate with other AACSB schools on topics of importance around emerging technologies for business education.

HARDWARE

The College has one computer lab for college-wide instructional use. Faculty primarily use this lab for supplemental instruction for technology-enhanced classes where they teach in a traditional classroom once or twice per week and in the computer lab once per week. A few classes meet in the lab for all sessions, and a few classes meet in the lab only occasionally throughout the semester. Additionally, the Analytics and Information Systems Department has four computer labs, and the department's faculty teach all courses in one of those labs. Students may also use one of multiple University computer labs across campus to complete their assignments or participate in online classes. The College partners with IT Services to ensure necessary software is available to students in both College and University labs.

Prior to COVID, each of the College's classrooms was equipped with basic technology to facilitate teaching – a projector, computer, lectern connections for laptops or other devices, and a microphone where necessary. The College upgraded two classrooms to include Zoom capability so MBA classes could operate in a hybrid modality. In addition, the College converted one classroom to an active learning. During the pandemic, the College equipped every classroom with document cameras, instructor cameras, and microphones to facilitate hybrid instruction via Zoom. Mr. Willcut conducted multiple training sessions to ensure faculty could maximize the benefit of these resources for online and hybrid classes and to accommodate both faculty and students when they needed to participate in classes remotely

Today, these classroom enhancements continue to benefit the College because faculty are giving students new and expanded opportunities by thinking innovatively about how to use the available technology to create a richer educational experience. Some examples are virtual guest speakers, recorded class sessions as supplemental student resources, virtual collaboration across class sections, and virtual mock interviews and professional networking. The table below highlights the hardware and communication technology available in the College's classrooms.

Classroom	Technology
All Classrooms	• Instructor computer • Projector and screen • Document camera • Web camera and microphone • Ceiling speakers • Lectern connections for laptops or other devices
Grise 344 and 434B (Zoom Rooms)	While all classrooms are zoom-capable, these are equipped with high-end, proprietary Zoom equipment to enable high quality video conferencing.
Auditorium (Grise 235)	• Three projectors to support a main screen and two confidence displays • Three wireless microphones • Hearing assistance devices

Sales Classroom (Grise 435)	• All standard classroom equipment
	• GoReact - control system for role play rooms that allows those in the classroom to view, listen, and converse with occupants in the role play rooms
	• Three role play rooms
	   o Computer
	   o Camera system

Some Classrooms	• Interactive touchscreen displays on lectern • LiteTouch TVs – 55-inch touchscreen computer on mobile mount

SOFTWARE AND DATABASES

While every discipline uses Microsoft Office, especially Excel, many other current and emerging software applications are also broadly infused across the College's departments and academic programs. These resources help to bring applied learning into the classroom as students reinforce their content knowledge by actively using tools that are currently in demand in business organizations. An exemplar and source of pride for the College is the acquisition of Wharton Research Data Services (WRDS) in January 2021. This is a rare opportunity for a regional comprehensive university made possible through a partnership between the College and the University Libraries. Faculty, especially those in Finance, are utilizing this service to enhance teaching and research; and students have access to databases that would not likely be available otherwise.

Gordon Ford College of Business Mission Statement

The mission of the Gordon Ford College of Business is to actively support and engage students, faculty, staff, and community in academic and lifelong professional development, providing the foundation needed to lead in today's diverse business environment.

The table below provides a list of software and databases currently being used for teaching in each discipline.

Department	Software or Database
Multiple Departments	• Microsoft Office • NetOp – monitoring software for computer labs that allows an instructor to view and control student computers • SAS • SPSS • VMWare Horizon – virtualization solution that allows students and faculty to access software virtually through a web browser or desktop application
Accounting	• Microsoft Visio – diagraming and vector graphics application • QuickBooks – bookkeeping software by Intuit
Analytics and Information Systems	• JMP Pro – predictive analytics software • Microsoft Project and Visio • MySQL Workbench – unified visual tool for database architects, developers, and DBAs • Power BI Desktop – interactive data visualization software by Microsoft • Python – high-level, general purpose programming language • R and R Studio – R Studio is integrated development environment for R, a programming language for statistical computing and graphics • RapidMiner – data science platform designed for enterprises that analyze the collective impact of organizations' employees, expertise, and data • Tableau – interactive data visualization software company focused on business intelligence
Economics	• R and R Studio • Stata – general-purpose statistical software package for data manipulation, visualization, statistics, and automated reporting
Finance	• Poll Everywhere – add-in for PowerPoint that allows users to conduct real-time polling of an audience during presentations • S&P Capital IQ – add-in for Excel that allows users to quickly build and manipulate financial models and spreadsheets by accessing company financials, estimates, market data, transactions, ownership, fixed income data and more, within Excel • WRDS

Management	9. AMPL – algebraic modeling language to describe and solve high-complexity problems for large-scale mathematical computing
Marketing	10. Tableau 11. Sales Force – provides customer relationship management capability

LOOKING AHEAD

The Analytics and Information Systems Department, in collaboration with the University's IT Services, is piloting and testing virtual application streaming using VMWare Horizon. Implementing this solution will position the College to include only one teaching computer lab in the new building. Instead, the College will instate a laptop requirement for all business students to allow any classroom to be a teaching lab and to ensure all students have access to the tools they need from anywhere at any time. The College's goal is to launch the laptop requirement in Fall 2023 since those incoming freshmen will likely spend at least two years in the new business building.

SOCIETAL IMPACT OF THE CURRICULA

Three characteristics of the University's service region inform the College's strategies for societal impact in the curricula.

1. Approximately 31% of the University's students are first-generation college students representing diverse backgrounds. It is imperative that the College provides opportunities for these students to explore careers and industries within and outside the region and that students are well-prepared to join the workforce. Field trips, internships, guest speakers, and alignment of the curricula with certification boards and professional organizations are examples of curricular efforts to impact the life trajectories of these students.

2. Bowling Green is a hub of entrepreneurship with a large number of family-owned small and medium size businesses. Thus, the College curricula support student entrepreneurs through a major or concentration (Fall 2021) in Entrepreneurship, business idea competitions, and guest speakers. The College curricula support external entrepreneurs through student consulting projects for small business owners. For example, students in ENT496 Small Business Analysis and Strategy completed consulting projects for minority and female business owners in Spring 2023 as part of a collaborative project with POP-UP, a local nonprofit aiding minority and female entrepreneurs through micro loans and business planning assistance.

3. The region is heavily centered around manufacturing and agriculture, and students do not generally understand the professional opportunities available to them in these industries. In fact, for many students, especially first-generation, their knowledge of these industries is limited to the experiences of their parents or family members as employees in these companies. The College partners with many of the companies in these industries to provide experiential experiences for students through internships, job shadows, company tours, guest speakers, participation in

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career fairs, and networking events. The sections that follow describe exemplars of the College's societal impact through curricula.

Internships and Job Shadowing
As part of the commitment to student success, the College hired an internship coordinator in February 2016 to formalize all internship efforts. Working with each department, Ms. Duvall has added an internship tracking system, significantly increased the inventory of internship options, and developed relationships with businesses across the University's service region that consistently hire interns from the College. To provide an immersive opportunity for freshmen and sophomores, businesses also partner with the College to provide job shadows, allowing students to spend a day with a professional in a discipline or industry of interest. During the 2021-2022 academic year, 291 students reported involvement in an internship experience. And, despite the impact of COVID for 2021-2022 graduates, 64% of Fall 2021 graduates and 61% of Spring 2022 graduates reported completion of at least one internship.

Alignment with Licensing Boards and Professional Organizations
The College aligns many of its academic programs with licensing boards and professional organizations in the disciplines. Accounting, Financial Planning, and Human Resources have consistently aligned with the boards for the CPA, CFP, and SHRM certifications, respectively. During the College's recent curriculum revision project, each of these programs updated their curricula to encapsulate changes among the licensing boards. In addition to programmatic alignment, other departments have designed courses to provide training for competency certification. For example, students completing CIS243 (now BDAN305) have sufficient training to complete the Microsoft Excel certification; and students in BDAN330 complete NASBA's Ethical Leadership Certificate. Finally, the College's Sales Program is accredited by the University Sales Center Alliance and is fully aligned with the requirements of that accreditation. These alignments enable many students to pass appropriate certification exams either while in college or shortly after graduation. Further, they emphasize to students the importance of lifelong learning to remain current and properly skilled for the workplace.

External Exposure to Business
The College offers multiple opportunities for students to explore business and industry outside the classroom. Field trip options range from course-specific to college-wide, focusing on course topics and/or career preparation. For example, the College conducts an annual Career Hike as part of Business and Professionalism Week. Career Hike takes students to Bowling Green businesses to tour, network, and learn more about career opportunities available in the local area. As another example, Finance faculty take students to financial planning firms in the region where they engage with University alumni and others in the industry.

The College hosts and/or participates in a variety of local conferences and continuing education programs that impact the service region while also providing opportunities for students to engage with business professionals. For example, the Finance Department hosted the FPA Midsouth Financial Planning and Investments Conference in 2018, 2019, and 2022; and the Accounting Department hosts an annual continuing education program

for accountants. Also, College representatives assist South Central Kentucky Community and Technical College with their annual Women in Computing Conference, serving as planning committee members and guest speakers. Faculty and students attend these events together where they engage with discipline experts and network with business professionals.

Internal Exposure to Business
Regional alumni and business professionals actively participate in the societal impact of the curricula by serving in a variety of roles, such as speaking to classes and assemblies, conducting mock interviews and role play simulations, judging student competitions, leading Business and Professionalism Week workshops and seminars, and even teaching courses. Bringing industry into the classroom is a significantly impactful way to connect teaching to business and bring learning to life for students.

Applied Course Projects
Multiple courses in the College include an applied component. For example, students in Dr. Whitney Peake's ENT496 Small Business Analysis and Strategy complete consulting projects for local small businesses. Business professionals judge the projects, and Dr. Peake submits the top two projects to the Small Business Association consulting project competition each year. Students in Economics and Business Data Analytics complete poster presentations as part of their senior required courses. Marketing students complete capstone projects in their senior required course. Human Resources students complete an employee handbook project for local businesses. Dr. Indu Chhachhi offers a TVA Challenge course in which senior Finance majors manage an actual stock portfolio, frequently finishing the challenge in the top 10 nationally.

Supplemental Credentials
The College offers minors and certificates to complement academic programs across the University. For example, the Certificate in Applied Data Analytics has proven particularly popular, especially among business majors. This certificate provides students with key data analysis skills to help strengthen their skillsets for the workplace. The Certificate in Advanced Professionalism formalizes the College's career preparation efforts to allow a student to combine coursework, an internship, and professionalism activities to add a credential to their transcript and resume.

LOOKING AHEAD
While excellent execution of the revised curriculum will be an immediate emphasis, the College's advisory councils are encouraging the creation of additional undergraduate and graduate certificates to provide students with supplemental opportunities to add narrowly focused credentials to their transcripts. Thus, the College will work with business partners to design additional academic certificates to address in-demand industry skillsets. In addition, the newly created career preparation core offers valuable opportunities to expand societal impact across all of the areas discussed in this section.

ASSURANCE OF LEARNING (AOL) PROGRAM
The College utilizes an Assurance of Learning (AoL) Committee to facilitate assurance of student learning efforts for both SACSCOC and AACSB. Dr. LeAnne Coder, Professor of

Management, serves as the College's AoL Coordinator and chair of the AoL Committee. Dr. Coder also represents the College on the University's Assurance of Student Learning (ASL) Committee, which oversees the University's SACSCOC assurance of student learning efforts. Previously, the Associate Dean served on the University committee, and SACSCOC and AACSB assurance of learning efforts were accomplished through separate, isolated processes. In 2019, the College began working toward a more streamlined approach to assurance of learning in an effort to alleviate confusion across the two accrediting bodies; as such, Dr. Coder replaced Dr. Thrasher on the University Committee. Combining oversight of the College's SACSCOC and AACSB AoL efforts under the purview of a single person has indeed created synergy and positioned the College well to move forward with the goal of developing a holistic assurance of student learning process.

UNDERGRADUATE COMPETENCY GOALS AND PROCESS
The following competency goals, combined with the College and University mission statements, have guided the College's student success efforts for the past five years.

1. Communication: Our students will be able to communicate effectively in written and oral forms.
2. Legal and Ethical Awareness: Our students will demonstrate an awareness of legal and ethical issues in business and society.
3. Critical and Strategic Thinking: Our students will demonstrate strategic problem-solving skills using integrated business knowledge.
4. Global Awareness: Our students will be able to explain the increasingly integrated world economy and the forces behind this integration.
5. Discipline Knowledge

The AoL Committee collects and assesses artifacts at the end of each semester from two senior-level courses.

1. The committee collects written cases from MGT498 Strategy and Policy and evaluates these cases for the following undergraduate learning outcomes: written communication, global awareness, legal and ethical awareness, and critical thinking.
2. The committee collects exam results from MGT499, ACCT499, and FIN499, the senior assessment courses, to assess core content knowledge. The exam contains 94 questions covering topics from the core business courses, and graduating seniors complete this exam during their final semester. These same students complete an additional exit exam to assess discipline-specific knowledge acquired within each major.

The AoL Committee reviews the assessment results annually, working with the appropriate department(s) and College leadership team to determine the best course of action when deficiencies are noted. For example, in 2021, the committee noted that performance on ten exit exam questions did not meet the competency goals. The departments associated with the question topics, namely Accounting, Economics, and Finance, adjusted how the content was being taught and when the content was being covered in the core courses. The AoL Committee also updated some of the questions on the exam to more accurately reflect the topics covered in the core courses. All other results exceeded the performance targets over

the past five years, with a slight dip in performance for written communication and global awareness in Spring 2020. However, the AoL Committee felt this was a consequence of pivoting to fully online mid-semester due to the pandemic; and, as expected, the results for both exceeded the targets when evaluated in the next cycle.

DIRECT AND INDIRECT MEASURES
The College currently relies primarily on direct measures, such as the exit exams and class artifacts described above. The College uses indirect measures, such as senior exit surveys, advisory council input, and employer feedback, to inform curricular and student success improvements. In addition, the College recently formed a student success advisory council, called the GFCB Associates, that brings together alumni who have graduated within the past ten years. These recent alumni offer a unique perspective on the College's curriculum and student success efforts as they are still early in their careers, yet not far-removed from their academic journeys.

The addition of required career preparation courses evolved from the indirect measures described here. Employers and alumni touted the student success resources of the College while also signaling the need for more intensive training on soft skills and workplace competencies. Thus, the College added MGT261 Business Communication Fundamentals to the business core curriculum and expanded the one-hour course offerings across all departments to require every junior and senior to complete appropriate discipline-specific career preparation.

MBA COMPETENCY GOALS AND PROCESS
The following competency goals, combined with the College and University mission statements, have guided the College's MBA Program efforts for the past five years.

1. Discipline Knowledge
2. Qualitative Reasoning
3. Quantitative Reasoning
4. Teamwork and Communication

The MBA Program Director and AoL Coordinator collect artifacts annually from three required MBA courses and the national standardized ETS Exam.

1. Individual and team presentations are collected from BA510 Advanced Organizational Behavior to assess communication and teamwork.
2. Oral data analysis presentations are collected from BA513 Contemporary Analytics to assess quantitative reasoning.
3. An individual written case analysis is collected from BA590 Strategic Business Concepts and Applications to assess written communication and qualitative reasoning.
4. The ETS Exam is completed in BA590 Strategic Business Concepts and Applications to assess discipline knowledge. In Spring 2021, the College began purchasing the exam question analysis to allow for a deeper analysis of the discipline knowledge competency goal.

The MBA faculty review the assessment results and adjust the curriculum where needed. For example, the 2021 ETS Exam revealed deficiencies in Accounting and Finance. The MBA faculty discussed the results and examined individual courses to better align them with the exam topics. Additionally, Dr. Cosby, former MBA Program Director, met with faculty teaching Accounting and Finance to review objectives and implement interventions to address the deficiencies. The Accounting faculty added optional Zoom sessions for students to meet with the faculty member to get help with assignments. The Finance faculty incorporated additional coverage of investments into the course to better address this topic.

DIRECT AND INDIRECT MEASURES
The MBA Program has historically relied heavily on direct measures for assurance of learning and curricular decisions. However, recent indirect feedback, in the form of input from current and former students and from businesses in the service region has led to a new initiative to apply quality standards to all MBA courses to ensure equitable and consistent navigation and completion across all courses. This is particularly important for a fully online program directed toward working professionals and active military personnel.

MASTER OF ACCOUNTANCY AND DATA ANALYSIS
Details of the assurance of learning process for the Master of Accountancy and Data Analysis are included in the Accounting Continuous Improvement Report.

Table 5-1 Assessment Plan and Results is available here (and in Appendix H):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=188960&u=guest&cus=499

PROCESS IMPROVEMENT AND FACULTY INVOLVEMENT
In 2020, the University initiated a project to improve assurance of student learning processes for SACSCOC. In doing so, the University Assurance of Student Learning Committee was tasked with creating and/or update learning goal curriculum maps for each major, concentration, and certificate. Simultaneously, the University purchased Anthology Portfolio as a tool to support these processes. The timing of these developments aligned perfectly with the timing of the College's strategic plan and core curriculum revisions, thus, laying the groundwork for the College to reimagine the SACSCOC and AACSB assurance of learning processes.

Historically, limited faculty representatives from each department have been integrally involved in the assurance of learning process, through their membership on the College's AoL Committee, by teaching a course from which artifacts are collected, or by teaching a course mapped to one of the competency goals. However, with the University's and College's projects around assurance of learning, an increasing number of faculty are actively participating. Faculty are revising the College's competency goals, identifying or creating artifacts, testing Anthology, completing assessments, and leading the implementation in their departments. Over the past two years, the College's AoL Committee has worked with each department to map their program learning outcomes to their curriculum, which will inform the next steps in the University's assurance of student learning project.

LOOKING AHEAD

A task force of faculty representatives from each department and led by Dr. Coder is revising the College's student competency goals in response to the new business core curriculum. The task force has made good progress, and the new goals should be instated in Spring 2023. The AoL Committee plans to use artifacts for Spring 2023 graduating seniors to assess the newly defined goals, even though those students will graduate under the old business core curriculum. Doing so will allow the College to establish a baseline to compare over time with students who fully complete the new business core curriculum. In addition, once the new competency goals are in place, the curriculum maps will be adjusted to reflect the revisions; and Dr. Coder will work with departments who identify gaps in coverage to make curricular adjustments where needed.

The College will continue to work toward synchronization of the assurance of learning processes for SACSCOC and AASCB, and the University's purchase of Anthology Portfolio will support this effort. In fact, the College has been leading the pilot of Anthology for assurance of learning and is playing an integral role in its implementation. Anthology streamlines assessment activities in a digital environment by linking directly to the learning management system and tying assessment rubrics to both learning outcomes and student artifacts. Anthology's analytics and reporting capabilities will allow the College to more readily assess learning at the major, certificate, or concentration level as required by SACSCOC and then aggregate the results to the college level for AACSB. Assessment conducted at the credential level will require greater departmental participation in the process, thereby encouraging faculty to become more invested in assurance of student learning and enhancing the benefits of the process for all involved.

STUDENT DEMOGRAPHICS AND ENROLLMENT TRENDS

ADMISSIONS AND YIELD

The University's Office of Admissions has experienced a number of changes in leadership, personnel, and processes over the past five years, creating uncertainties for the College around undergraduate student recruiting. For example, in 2017, the Office of Admissions took control of all recruiting activities, complemented by only passive activity among the colleges. That, coupled with changes in University and College leadership in 2018, resulted in a very small first-time, first-year freshman class in Fall 2019. In response, the College established a proactive recruiting plan with a specific focus on yield. The College created an internal position and reassigned Ms. Nicola Sparks, former Office Associate for the Dean's Office, to Office Associate for Recruiting and Retention. In that role, Ms. Sparks partners with the Office of Admissions, community colleges, and high schools in the service region to create and deliver College recruiting activities. Examples include, but are not limited to:

1. Visiting high school college fairs and classrooms
2. Visiting community college career fairs and classrooms
3. Arranging College speakers for high school classes
4. Organizing College preview events
5. Hosting regional FBLA leadership and competition events
6. Arranging VIP tours for prospective students and their families
7. Coordinating the College's participation in University recruiting events

Gordon Ford College of Business Mission Statement

The mission of the Gordon Ford College of Business is to actively support and engage students, faculty, staff, and community in academic and lifelong professional development, providing the foundation needed to lead in today's diverse business environment.

In July 2021, the College hired Ms. Liz Fogle as Marketing and Communication Specialist. In her role, Ms. Fogle develops consistent College branding, maintains the College's website and social media, purchases appropriate recruiting items, markets recruiting events, and provides support to Ms. Sparks for recruitment activities. In Fall 2021, a College team developed and implemented a year-long undergraduate student yield plan to ensure that all prospective students receive consistent and regular communication through mailings, emails, texts, and phone calls. As a result of these targeted activities, in Fall 2022, the College welcomed 446 first-time, first-year freshmen, the largest number in the College's history and 142 more than the Fall 2019 class.

RETENTION AND ENROLLMENT
From 2016-2021, although the University experienced enrollment decline, the College saw enrollment growth. While all other colleges experienced declines of hundreds of students, the College grew by 83 students in that same five-year window, despite welcoming the College's lowest first-time, first-year freshman class in Fall 2019. The College attributes much of the retention and enrollment success to four factors.

1. The College utilizes professional academic advisors for all undergraduate students. Freshmen and sophomores receive advising from College-focused advisors housed in the University's Advising and Career Development Center. Juniors transition to the College's internal advisors in Grise Hall, where all juniors and seniors receive advising. This model ensures that students receive the focused attention they need to reach their academic goals in a timely and cost-effective manner. Further, this model encourages faculty to mentor students, rather than providing technical academic advising.

2. The College's Internship Coordinator and Career and Professional Development Coach fill critical roles for student retention. Each assists students with career exploration, major selection, applied experiences, and other personal and professional needs. They also arrange and oversee the College's internship program, career fairs, and Professional Education and Knowledge Program. Recently, Ms. Monica Duvall, former Internship Coordinator, assumed the role of Director of Student Success, a newly created position in the College. In her expanded role, Ms. Duvall oversees all student success efforts, including the Living and Learning Community, internships, career preparation, and academic advising. Doing so ensures a more consistent and intentional focus on student success from recruiting through graduation and encourages students to build relationships with the student success staff as early as freshman year.

3. The College began the freshman Business Living and Learning Community in Fall 2017, but saw only marginal success from Fall 2017 through Spring 2021, due largely to limited University support and the pandemic. However, in Fall 2021, the University opened the new freshman dormitory village and formalized the University Living and Learning Program. The College boasts the largest academic Living and Learning Community, with Fall 2021 enrollment of 65 students and Fall 2022 enrollment of 68 students. The College's Fall 2021 to Fall 2022 retention rate among Living and Learning Community students was 86%, well above the overall University retention rate of 76%.

4. The College values relationships with the community colleges in the service region and works diligently to foster those relationships, also recognizing the unique needs of transfer students. Thus, the College collaborates closely with the University Transfer Center, the local campus of the Kentucky Community and Technical College System, and Volunteer State Community College regarding curriculum, degree pathway plans, course equivalencies, and student support. For example, in the new business core curriculum, all freshmen must complete BA170 Business Student Basics as a first course in the career preparation curriculum. This course will not adequately address the needs of transfer students who likely enter the College as juniors or second-semester sophomores. So, the College created BA220 as the first career preparation course for transfer students; and Dr. Thrasher and Ms. Duvall are working with community college advisors to develop the content for this course.

RECRUITMENT AND RETENTION OF DIVERSE STUDENTS

For many years the College has provided resources to support student recruitment and retention broadly, such as the Living and Learning Community, a peer tutoring center, professional academic advisors, a career coach, and an internship coordinator. Beginning Fall 2019, the College increased efforts to recruit and retain diverse students by:

1. Expanding the Business Living and Learning Community from 35 to 70 students
2. Creating an internal position to oversee recruiting and retention initiatives
3. Hiring a new Marketing and Communication Specialist
4. Rebranding the College's marketing materials across departments
5. Redesigning the College's marketing materials to use real images with diverse student and faculty representation
6. Increasing outreach to high schools in the service region
7. Hosting information sessions for high school business teachers and FBLA advisors
8. Implementing GFCB1 to support first-generation college students
9. Increasing diversity among the College's scholarship recipients
10. Increasing diversity among the College's student ambassadors
11. Expanding the College's "VIP Tour" options so high school teachers, especially those with large underrepresented minority populations, can bring small student groups
12. Offering classes during the University's Summer Scholars Program (a program for students who need additional support prior to starting college)
13. Creating a summer finance camp for high school students and emphasizing diversity among the campers
14. Collaborating with the Intercultural Student Engagement Center (ISEC)

GRADUATION AND STUDENT SUCCESS

As shown in the statistical highlights (below), the College's overall and population-specific six-year graduation rates have grown at a faster rate than those of the University. In addition, since 2017, the College's six-year graduation rates – overall, first-generation, and low-income – have surpassed the University's rates.

The University uses an electronic first-destination survey to gather placement data from graduating seniors. The Advising and Career Development Center conducts the survey each

year in December, May, and August. To solicit input, the Center sends automated messages via Handshake to eligible students at repeating intervals, beginning with the first day of the students' graduation month and concluding six months later. The survey asks participants to indicate whether they have accepted a job, have been accepted into graduate school, have joined the military, or are still seeking employment. The College's respondents represent a random sample of graduating business students, ranging from 11% (2017-2018) to 14% (2021-2022) of the population. Survey responses show an improvement in the College's graduate placement rates from 66% in 2017-2018 to 72% in 2020-2021. However, placement rates for 2021-2022 declined to 61%.

Statistical Highlights for Student Demographics and Enrollment Trends (WKU = the University; GFCB = the College)		
Total Enrollment	Fall 2017 • WKU = 17,215 • GFCB = 2,156	Fall 2022 • WKU = 14,250 (↓ 17.2%) • GFCB = 2,203 (↑ 2.2%)
Undergraduate Enrollment	Fall 2017 • WKU = 14,614 • GFCB = 2,043	Fall 2022 • WKU = 12,197 (↓ 16.5%) • GFCB = 2,043 (=)
Graduate Enrollment	Fall 2017 • WKU = 2,601 • GFCB = 113	Fall 2022 • WKU = 2,053 (↓ 21.1%) • GFCB = 160 (↑ 41.6%)
URM Enrollment as Percentage of Total	Fall 2017 • WKU = 15.3% • GFCB = 12.2%	Fall 2022 • WKU = 18.2% (↑ 2.9%) • GFCB = 15.6% (↑ 3.4%)
6-Year Graduation Rate	2017-2018 12. WKU = 50.7% 13. GFCB = 50.0%	2021-2022 • WKU = 57.4% (↑ 6.7%) • GFCB = 58.2% (↑ 8.2%)
URM 6-Year Graduation Rate	2017-2018 • WKU = 30.7% • GFCB = 19.2%	2021-2022 • WKU = 40.7% (↑ 10%) • GFCB = 38.8% (↑ 19.6%)
First-Generation 6-Year Graduation Rate	2017-2018 • WKU = 41.7% • GFCB = 32.4%	2021-2022 • WKU = 45.2% (↑ 3.5%) • GFCB = 51.0% (↑ 18.6%)
Low-Income 6-Year Graduation Rate	2017-2018 • WKU = 37.9% • GFCB = 32.4%	2021-2022 • WKU = 43.1% (↑ 5.2%) • GFCB = 48.8% (↑ 16.4%)
URM Undergraduate Degrees Conferred as Percentage of Total	2017-2018 14. GFCB = 7.91%	2021-2022 15. GFCB = 11.53% (↑ 3.62%)

LOOKING AHEAD

Undergraduate

The College will continue to build on the success of the College's internal recruiting, retention, and student success efforts, including an increased focus on diverse students.

1. The College will increase capacity in the Business Living and Learning Community to 96 students for Fall 2023. To do so, the College is exploring options to add additional support for the Living and Learning Community, such as hiring a full-time staff member and hiring a team of student workers from among former Living and Learning Community residents.

2. Dr. Martha Sales, Dean of Students and Director of the Intercultural Student Engagement Center, is serving on the building advisory committee to help ensure the new building is designed as an inclusive space for all students.
3. The revised business curriculum will enhance retention efforts through the inclusion of a business student basics course required for all freshmen and a version of the same course for transfer students and those who change their major after their first year. The revised curriculum will also increase business course offerings for freshmen and sophomores, thus increasing student engagement during those critical years.
4. The College is collaborating with the Intercultural Student Engagement Center and the TRIO Program to develop a minority student college preview day, an event that will focus on the unique needs and interests of underrepresented minority students.
5. The University is exploring options to improve the collection and analysis of graduate placement data, an area for development at both the College and University levels. Currently, the Provost's Office and Advising and Career Development Center are collaboratively examining Stepping Block as a tool that will encourage student engagement with the university from a student's first semester to their last, including a first destination survey as a concluding activity. As this initiative continues to progress, the College will actively participate in the selection and implementation process.

Graduate
In Spring 2022, the College added a new position to the leadership team. Dr. Dana Cosby, former MBA Program Director, assumed the role of Associate Dean for Graduate Programs and Outreach. In this role, Dr. Cosby will lead the College's initiatives to reimagine the graduate programs, to build and enhance external partnerships, to reinvigorate the College's centers, and to develop innovative and forward-looking continuing education programs. The College recognizes that graduate programs, graduate certificates, and micro credentials offer tremendous potential for the College. To that end, the graduate faculty and center and initiative directors have already begun working to engage with business organizations and business professionals in the service region through innovative offerings, such as the Advancing Workplace Cultures initiative, the piloting of micro credentialing, and the creation of stackable modules that will ultimately lead to an MBA. It is through these innovative solutions that the College will grow graduate enrollments in the coming years. Over the past five years, the College's primary focus has been undergraduate education and growth of undergraduate enrollment. The successes at that level have positioned the College well to turn the focus toward graduate education and the health of the College's graduate programs.

STUDENT SUPPORT

Student success is the College's top priority, and student support plays a major role in ensuring that success. As the College's student statistics (prior section) suggest, the University and the College provide life-changing opportunities for students. The impact extends beyond the classroom, and faculty and staff often fill the void when students do not have the necessary support at home. The College actively participates in University programs and interventions to support students, including:

1. Fifth week assessment for freshmen and sophomores
2. Living and Learning Community programming
3. Centralized advising for freshmen and sophomores
4. Adherence to accommodation requests from the Student Accessibility Resource Center
5. Collaboration with the Dean of Students, the Intercultural Student Engagement Center, and the TRIO Program
6. Collaboration with the Advising and Career Development Center
7. Collaboration with the Counseling and Testing Center
8. Participation in the "I Am First" first-generation college student initiative

Internally, the College offers impactful resources to support all students, including:

1. Peer tutoring center
2. Professional Education and Knowledge Program
3. Professional Clothes Closet
4. High impact advising model
5. Internship Coordinator and Career Coach
6. GFCB1, a new resource for first-generation college students

The College's advising model has demonstrated significant positive impact for student support and success and serves as a source of pride for the College and an example for the University. As discussed in the prior section, the College partnered with the University's Advising and Career Development Center to develop an advising model that combines centralized advising for freshmen and sophomores with dedicated professional College advisors for juniors and seniors. Faculty in the College do not conduct academic advising, but rather serve as career advisors and professional mentors for the students. This advising model encourages intensive advisor-student engagement, ensuring the student feels comfortable working with their advisor, even on sensitive issues.

The College's peer tutoring center has also demonstrated positive impact for student support, offering mutual benefits for both the students and the tutors. Students receive focused individual assistance and support from peer tutors who are business majors and have recently completed the courses they tutor. Conversely, the tutors reinforce their own knowledge of concepts and skills as they explain them to the students they assist.

Unique to the College, a dedicated internship coordinator and career coach are additional examples of the College's collaboration with the Advising and Career Development Center. Each of these individuals provides critical support to business students as they prepare for the job market and the workplace. The career coach also collaborates with the College's academic advisors to support students who are struggling to select a major. The latter grew organically out of a need for someone to help students explore their strengths and interests to identify career goals and then link those goals to an appropriate major.

Statistical Highlights for Student Support	
Academic Advising	2021-2022 • ACDC o 275-295 advisees per advisor o 30-minute average appointment • GFCB o 250-300 advisees per advisor o 30-minute average appointment
Peer Tutoring Center	2021-2022 • 11 peer tutors • 466 completed tutoring appointments • 365 tutoring hours
Career Coach	2021-2022 • 957 student appointments • 479 hours individual student assistance
Internship Coordinator	2021-2022 • 291 completed internships • 64% of Fall 2021 graduates completed at least 1 internship • 61% of Spring 2022 graduates completed at least 1 internship

LOOKING AHEAD

The College will continue to partner with the Advising and Career Development Center to maintain a full team of academic advisors to support the College. Additionally, the College will encourage professional development for all Student Success Team members to equip the staff to develop innovative solutions to continuously improve the College's student success efforts, especially as those efforts complement the courses in the new career preparation curriculum. Finally, the College will continue to evaluate the effectiveness of the peer tutoring center and will add courses and tutors as necessary to support the learning needs of the students.

TEACHING SUPPORT AND DEVELOPMENT

The College recognizes effective teaching as a critical element of the College's mission and, therefore, engages in on-going efforts to encourage and support teaching development. To that end, the College recently broadened and revised the travel support policy to provide each full-time faculty member $2500 annually for travel, conference attendance, resources, and professional development for both research and teaching. Previously, the policy only supported research-related travel. In addition to adding teaching development support, the revised policy allows faculty to carry forward any remaining funds for one year to pursue a more expensive opportunity. The College also encourages faculty to take advantage of the University's teaching-related resources. Some examples of these resources are described below.

1. Prior to utilizing Blackboard, the University requires all faculty to complete a training course on proper course design and delivery. While most of the College's faculty had already completed this training, the remainder completed the training

    during the pivot to online in Spring 2020. Now, all new faculty complete this training prior to teaching their first courses.

2. All faculty teaching online courses must complete online course design training prior to developing the course. In addition, they must work with an instructional designer to ensure the course meets accessibility requirements. The University's online course standards align with those of Quality Matters, "a global organization leading quality assurance in online and innovative digital teaching and learning environments"[6]. Since Fall 2017, 87 College faculty have completed this training.

3. Annually, the University hosts a one-day Student Success Summit in January as a platform to encourage collaboration across the University's colleges and units on topics related to student success, many of which focus on teaching-related best practices. Multiple College faculty and staff members participate in this event each year, as attendees, presenters, and session leaders.

4. Three College faculty members participated in the inaugural Inclusive Teaching Academy facilitated by the University's Center for Innovative Teaching and Learning. This program focuses on pedagogical practices and course designs to improve engagement and learning for diverse students.

5. The Center for Innovative Teaching and Learning works directly with faculty on course design, course structure, pedagogy, student engagement, and high impact practices. The Center offers group and individual training on a variety of teaching and learning-related topics, and the College strongly encourages part-time and full-time faculty to participate. In January 2019, the Center began tracking faculty participation. Since that time, 57 of the College's full-time and part-time faculty have completed at least one training; and 45 have completed at least one teaching consultation. When annual evaluations and course evaluations signal teaching as a development area for a faculty member, the College requires the faculty member to work with the Center to create and complete a teaching development plan.

An analysis of course evaluations over the past five years suggests that the resources described above have had a positive impact on teaching among the College's faculty. For the course evaluation question, "Overall, my instructor is effective", the College's rating improved by 3% over the past five years compared with an improvement of only 0.9% for the University.

The College asked Dr. Marko Dumancic, Director of the Center for Innovative Teaching and Learning to provide a brief assessment of the College's efforts to support and develop teaching, including opportunities for growth. He stated, "The Gordon Ford College of Business has distinguished itself in multiple arenas as it relates to teaching excellence and pedagogical innovation. First, the college has one of the largest, most active, and most vibrant Living and Learning Communities that boasted a retention rate of 86% last year. This outcome is the result of pairing dynamic academic instruction with inventive extracurricular activities. Second, the College leadership is a reliable partner in the work of the Center for Innovative Teaching and Learning in that they continuously encourage faculty to take advantage of the Center's professional development opportunities. Finally,

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[6] https://www.qualitymatters.org/why-quality-matters/about-qm

the College's leadership team has decided to collectively transition to Blackboard Ultra by Fall 2023, which showcases the College's forward thinking and desire to optimize the online learning experience for their students. There are two areas of potential growth for the College. The first includes a continued strategic approach aimed at elevating instructional standards for online courses and putting in place incentives to deliver more courses in hybrid and/or hyflex modalities. The second includes a continued emphasis on ensuring all courses are inclusive and equitable in their design as well as delivery. In short, this would mean that all College courses intentionally follow the principles of Universal Design for Learning."

Statistical Highlights for Teaching Support and Development (2021-2022)		
Student Course Evaluations "Overall, my instructor is effective."	2017 • WKU = 4.29 • GFCB = 4.23	2022 • WKU = 4.33 (↑ .9%) • GFCB = 4.36 (↑ 3%)
CITL Participation	January 2019 – Spring 2022 • 57 faculty completed at least one workshop • 137 workshops completed • 45 faculty completed at least one consultation • 81 consultations completed	
Online Course Development Training	Fall 2017 – Spring 2022 • 87 full-time and part-time faculty completed this training	
Blackboard Training	Fall 2017 – Spring 2022 • 100% of faculty completed this training	
University Award for Faculty Excellence	2019-2020 • Mr. Cody Turner, Marketing, received University Part-time Instructor Award	

LOOKING AHEAD

The College is exploring opportunities to develop and assess teaching effectiveness more holistically.

1. The Management Department is leading the design of a peer evaluation process for the College; and the University has begun discussions to enhance University-wide teaching evaluation processes.
2. Beginning Fall 2022, the College has implemented improvements to the faculty mentor program to bring consistency and formality to the program. Dr. Aquesha Daniels, Director of Inclusion and Impact, is leading this effort and has created a Professional Learning Community that will engage tenure-track faculty and their mentors. Appropriate University and College faculty and staff, including the annual College faculty award winners, will lead training sessions as prompts for ongoing mentor-mentee discussion.
3. At the graduate level, the College is developing quality standards for online course delivery in the MBA program. MBA faculty will participate in a series of training sessions on topics such as effective course design for adult learners, effective lecture design for online courses, and Blackboard Ultra. Then, each will work with the instructional designers in the Center for Innovative Teaching and Learning to organize their course sites and syllabi to provide a consistent design and better program navigation for students.

4. The College's Faculty and Staff DEI Committee is working with the College's Student DEI Committee to identify small inclusive teaching practices. The goal is to provide faculty with simple, easy-to-implement ideas that will improve inclusivity in the classroom, thus leading to a more effective learning experience for all students.

THOUGHT LEADERSHIP, ENGAGEMENT, AND SOCIETAL IMPACT

SCHOLARSHIP AND INTELLECTUAL CONTRIBUTIONS

As a mission-driven applied College with an emphasis on undergraduate and graduate education, faculty are required to stay abreast of current developments and advance their disciplines by producing high-quality research. In recent years, both the University and the College have increased the emphasis on impactful applied research, working to identify appropriate measures of applied quality. While the College uses traditional measures of quality such as journal rankings, citations, and journal acceptance rates, faculty also identify applied measures such as media references, speaking engagement invitations, and usefulness for industry.

Both the University and the College offer a number of resources to assist faculty with the production of high quality, impactful intellectual contributions.

The University provides:

1. Internal standalone grants and seed grants to enhance external grant applications
2. Office of Sponsored Programs to aid with external funding searches and acquisition
3. Faculty-Undergraduate Student Engagement Grants to encourage undergraduate student research
4. Graduate assistant funding
5. Graduate student research grants
6. Collaborative library resources and services

The College provides:

1. Submission and publication fee support
2. Travel and professional development support
3. Quick Turnaround Grants of up to $3,000 to support immediate research needs
4. Select endowed professorships
5. Select endowed fellowships (new for Fall 2022)
6. Access to Wharton Data Research Services (WRDS)
7. Hardware and software to support research

To encourage high quality applied research prior to the COVID pandemic, the College utilized an incentive program called Aim High, through which the College awarded competitive summer research grants to applicants who demonstrated intention to publish in highly regarded journals. While somewhat effective in its early years, effectiveness began to wane. At the onset of the pandemic, the College placed the program on hiatus for financial reasons but also chose to use that time to evaluate the effectiveness of the

Gordon Ford College of Business Mission Statement

The mission of the Gordon Ford College of Business is to actively support and engage students, faculty, staff, and community in academic and lifelong professional development, providing the foundation needed to lead in today's diverse business environment.

program and its viability for reinstatement post-pandemic. Ultimately, the program provided limited benefit for the College and was, therefore, eliminated. A task force led by Dr. Whitney Peake has begun the work to develop a new research quality program and to make recommendations for other incentives to support and enhance thought leadership in the College.

Three externally-facing centers of excellence – Center for Applied Data Analytics, Center for Applied Economics, and Center for Professional Selling – provide opportunities for collaboration with external stakeholders to inform research, teaching, and student success. Each of these centers works proactively to identify and cultivate relationships with businesses and organizations in the region while also collaborating across colleges and disciplines to promote high quality research throughout the University. For example, the Center for Applied Data Analytics recently organized a multi-day SAS training workshop for faculty and staff across the University. Additionally, center directors are collaborating with faculty in other colleges to apply for external grants to help solve practical problems in the region.

A particular point of pride for the College is the recognition of Dr. Joanna Phillips-Melancon, Professor of Marketing, as the recipient of the 2022 University Award for Faculty Excellence in Research and Creative Activity. Dr. Melancon is the first College faculty member to receive this award since 2003 and one of only two to win this award since its inception in 1969. This award is especially meaningful because the selection committee is comprised of a member of the Office of the Provost, two University Distinguished Professors, a former award recipient, and a student.

Table 8-1 summarizes the College's intellectual contributions over the past five years, and may be accessed here (or in Appendix I):
https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=188793&u=guest&cus=499.

THOUGHT LEADERSHIP AND SOCIETAL IMPACT

The College recognizes the potential to impact multiple areas within the University's geographic reach, including closely located regions of bordering states. Thus, the College defines "society" as the University's service region and surrounding areas of geographic reach.

As a regional comprehensive university with an applied focus, the University has a responsibility to the students and the service region to ensure that thought leadership promotes student success, business success, and community and industry advancement. Consistent with the College and University missions, the College makes a societal impact through synergistically linking research and expertise to drive student, business, and community engagement. Through applied thought leadership, the College impacts the practice and teaching of business by serving as a consistent and reliable source of business perspective for those in the service region. The College employees an array of scholarly academics and instructional practitioners to enhance the potential for thought leadership impact for students and the region, thereby, connecting the scholarly and applied contributions of the College's thought leadership exemplars.

As the sections that follow will demonstrate, the College's thought leadership and societal impact are largely intertwined. Research and industry expertise inform curriculum design which, in turn, informs student success initiatives and community and business outreach efforts. The College is very proud to serve the region as a bridge between academic scholarship and applied practice, building synergy across research, teaching, service, and outreach to maximize societal impact. The College offers the following three well-developed areas and two evolving areas as exemplars of impactful thought leadership that align with the College's mission "to actively support and engage students, faculty, staff, and community in academic and lifelong professional development".

FINANCIAL PLANNING

Housed in the Department of Finance, financial planning is well-established in the College as an area of thought leadership.

Impactful Research and Expertise

The College has gained extensive visibility in this area through the impactful outreach and service efforts of Dr. Ron Rhoades, Associate Pedagogical Professor of Finance. Dr. Rhoades is a nationally recognized expert in fiduciary standards and serves as an invited speaker for regional and national media, government meetings, and other events. He has submitted numerous comments to the U.S. Department of Labor and to the U.S. Securities and Exchange Commission regarding the application of the fiduciary standard to the delivery of investment advice and has also testified to the U.S. Department of Labor on proposed rules. Dr. Rhoades has served on committees and task forces of the Financial Planning Association, CFP Board of Standards, Inc., and National Association of Personal Financial Advisors, and currently serves on the Steering Committee of The Committee for the Fiduciary Standard, a group of industry leaders dedicated to public advocacy for the fiduciary standard. Dr. Rhoades recently assisted the Investment Adviser Association with visits to Capitol Hill and presented the organization's positions on issues confronting investment advisers to legislative aides from the offices of Minority Leader Mitch McConnell and Senator Rand Paul. In recognition of his work, Dr. Rhoades received the 2020 Frankel Fiduciary Prize, a national prize established to acknowledge individuals who have made significant contributions to the preservation and advancement of fiduciary principles in public life. The prize is named for Tamar Frankel, Professor of Law Emerita, Boston University School of Law.

Dr. Rhoades serves as a "Thought Leader" at *Advisor Perspectives*, the most widely read publication among personal financial advisors. He also serves on the peer review board for the *Journal of Financial Planning* and recently participated in a panel discussion hosted by the Institute for the Fiduciary Standard on "Reg BI: Enforcement and Guidance at Two Years". Dr. Rhoades has been quoted in such outlets as USA Today, CNBC, and ThinkAdvisor. Most recently, Dr. Rhoades has been invited to participate on a Certified Financial Planning Board committee charged with reviewing the preliminary draft of the CFP Board Sanction and Fitness Commission's (SFC) recommendation for revised sanction guidelines and fitness standards.

While Dr. Rhoades has established himself as an expert and applied thought leader in financial planning, he is a pedagogical faculty member and does not produce scholarly

research for academic outlets. With that said, the recent addition of Dr. Jonathan Handy, Assistant Professor of Finance, to the Finance Department as a scholarly academic faculty member will help to address this gap and elevate research-specific thought leadership in financial planning. Dr. Handy has already published one financial literacy article in *Financial Services Review* that explores how collegiate financial literacy can be improved via financial planning education seminars. He is currently researching the impact of social media as an information source on financial literacy. Future research plans include a collaborative study of how financial literacy affects the financial wellness of government employees and public servants.

Impactful Student Engagement
Through the Center for Financial Success, the Finance Department provides a highly impactful resource in financial planning for students, the College, the University, and the service region. The Center started over ten years ago but has grown extensively during the past five years under the leadership of Dr. Andrew Head, Director, and Mr. Zach Jones, Program Manager. Since 2013 the Center staff has grown from a director and one student coach to a director, full-time program manager, and nine student coaches. In 2018-2019 the Center held 128 financial advising meetings and conducted 72 financial planning presentations. In 2021-2022 those numbers grew to 348 meetings and 106 presentations. The Center's meetings and presentations focus primarily on financial literacy, customized budgets, college financing plans, post-graduation spending plans, reviews of University student bills, and evaluation of student loan offers. For example, the Center partners with the University's Department of Student Financial Assistance to assist students with financial aid decisions, recently helping a student refinance their high-interest private student loans into lower interest federal loans. This application of thought leadership provides a critical service for students, especially first-generation and low-income students.

The Financial Planning faculty provide multiple opportunities for applied and experiential student learning. For example, for the sixth consecutive year, a team of three Personal Financial Planning students participated in the Financial Planning Association's Financial Planning Challenge by submitting a written plan based on an assigned case. The College's team has advanced to the final eight in four competitions, earning as high as fourth place; and students have placed as high as second in individual events. Additionally, the faculty have advised an active Student Financial Planning Association chapter for ten years, with meeting attendance averaging 15-25 students per meeting. The College's chapter is one of few in the country where the chapter president also serves on the state Financial Planning Association Board.

Impactful Business and Community Engagement
The Finance Department hosted the third Financial Planning Conference in Fall 2022. The Department hosted the first conference in 2018 with a goal to host the conference annually; however, the pandemic led to the cancellation of the 2020 and 2021 conferences. More than 60 financial advisors from the region have attended these conferences, and many of the conference speakers are nationally acclaimed and universally acknowledged as thought leaders. Conference speakers include Michael Kitces and Jeff Levine (Kitces.com), Seema Sheth (Federal Reserve Bank of St. Louis), Jeffrey Kleintop (Charles Schwab), Bob Veres

(Financial Planning Columnist), David Beckworth (Mercatus Center), and Kamila Elliott (Chair of CFP Board). College faculty and students regularly attend, resulting in impactful engagement among students, faculty, financial planning professionals, and experts in the field.

In an effort to teach financial literacy skills to underserved populations and to strengthen the pipeline of future financial planners, the Finance Department held the first high school financial planning camp in Summer 2021. Of 14 participants, 80% were either girls or from underserved populations. The Summer 2022 camp grew from 14 to 30 participants. As a four-night residential camp hosted on the University's campus, high school students work in teams of four or five people with a student coach from the Center for Financial Success. Throughout the camp, participants attend Personal Financial Planning classes, visit local financial planning firms, interact with financial advisors, explore the industry, and present a financial plan for a hypothetical college student.

Following the 2021 camp, Dr. Handy was invited to work with the Bowling Green Junior High School Black Scholars Program. Black Scholars is a cohort program that works with young black males from junior high through their senior year in high school. Dr. Handy partners with the program to provide monthly classes on specific personal financial planning topics. For example, topics covered to date include the importance of proper personal financial decisions, time value of money, and debt and leverage. The goal of this partnership is to create an annual program that can be applied at all levels of junior high and high school.

SMALL BUSINESS DEVELOPMENT
Led by faculty in the Department of Management, the College's work in small business development has prompted local businesses to seek out guidance from the faculty.

Impactful Research and Expertise
Dr. Whitney Peake, Management Department Chair, collaborates internally and externally to produce applied intellectual contributions in the area of small business development. Dr. Peake and Dr. Paula Potter, Professor Management, wrote an article tying strategic planning and accreditation standards to community-oriented student-led consulting projects targeting small businesses. In addition, Dr. Peake is partnering with Dr. Michael Harris, Interim Dean at East Carolina University in a presentation, "Blow it Up - Where Do We Take Entrepreneurship Curriculum from Here?" which addresses expanding versus purposeful contraction as strategic options for the future of entrepreneurship curriculum. Dr. Peake's perspective focuses on the innovation and small business management aspects under the umbrella of the Management Department. This provides students increased flexibility on the job market since students are unlikely to launch businesses directly upon graduation. Dr. Peake's article on family business and best practices for Board of Director creation has over 18,600 views; and her practitioner article to small and family businesses on "doing good can be good for business" during a crisis has nearly 2700 views. This article aligns directly with her coauthors' work on small business social responsibility.

Impactful Student Engagement
ENT496 Small Business Analysis and Strategy is a popular course for entrepreneurship students and others interested in small business development. This course, housed in the Management Department, serves an important purpose for the region since small businesses typically employ local residents and reinvest money back into the community, enabling growth and development in rural areas. Since 2015, ENT496 students have worked with 39 local businesses and organizations, generating more than 11,000 pro bono consulting hours in the South-Central Kentucky region. In addition, five of seven ENT496 projects have placed in the top three nationally in the Small Business Institute Project of the Year Competition. The consulting projects prepare students for their careers, as evidenced by alumni who, on an alumni survey, rated the course as one of the most impactful and useful experiences of their academic career. Looking ahead, the Management Department's goal is to expand this model into a laboratory in which a larger number of student consultants can work with regional businesses on strategic issues, thereby bolstering service to the local business community and regional economy.

Impactful Business and Community Engagement
Discriminatory lending practices against minorities are a well-documented and long-persisting issue in the U.S. Dr. Peake and Dr. Aquesha Daniels, Associate Pedagogical Professor of Management, serve as members of the founding Board of Directors for the Peoples' Opportunity Program for Underserved Populations (POP-UP). Under the umbrella of the Bowling Green Housing Authority Live the Dream Foundation, POP-UP provides low interest microloans to low-income and minority entrepreneurs in Bowling Green and Warren County. For her work in this program, in 2021, the US Bank Foundation recognized Dr. Peake as one of 20 emerging leaders across the nation "focused on creating effective community-led solutions to the increasing economic disparities." Currently, Management faculty are designing a major research project in which POP-UP clients will participate in semi-structured interviews recounting their experiences before and after receiving funding. This project will assist in creating practical screening guidelines for future clients and expanding thought leadership on building and sustaining a national minority and low-income focused microloan program. During Spring 2022, Dr. Peake collaborated with POP-UP to have ENT496 student teams complete consulting projects for five POP-UP clients. As a result of that collaboration, the POP-UP Board of Directors has approved funding to hire four student interns during the 2022-2023 academic year.

SALES
Housed in the Department of Marketing, the College maintains an extensive and highly regarded Center for Professional Selling and a very successful Sales Program, including both a major and minor in Sales. As recently as 10 to 15 years ago, academia viewed sales as a skilled trade, much like plumbing and electrical; yet, research shows that more than 40% of current job postings for business graduates require elements of sales.

Impactful Research and Expertise
Dr. Lukas Forbes, Marketing Department Chair and Sales Program Director, conducts research in the area of sales, having published in journals such as *Journal of Marketing Education* and *Journal of Selling* and presented at multiple national conferences. Through

his research efforts and service to the University Sales Center Alliance, Dr. Forbes is recognized as a leader in sales education and is often recruited to participate in efforts to move the field forward. For example, in 2018, Adrian College led the formation of a sales program in partnership with 16 other universities. This collaboration would facilitate the delivery of a sales curriculum that could be taught in full or in part across all 17 universities, allowing enhanced flexibility for students at each university to complete a degree in sales. Dr. Forbes developed the full curriculum for this unique arrangement, and the program has successfully completed its third year.

Impactful Student and Business Engagement
Dr. Forbes has also been instrumental in the establishment of Sales as a valuable academic program among four-year institutions. The College's Sales Program has been a fully-qualified member of the University Sales Center Alliance since 2010; and Dr. Forbes has held 2 different Alliance board positions, most recently completing his term as Secretary in October 2022. The University Sales Center Alliance consists of 75 national and international universities with an emphasis in sales, and the College's program is one of only 32 that are fully accredited through the Alliance. Maintaining this accreditation ensures the program meets rigorous quality standards while also earning resources for the continuous improvement of the program. For example, SalesForce.com has partnered with Mr. Jeff Peake, Executive-in-Residence in Marketing, to provide customer relationship management software so students can gain hands-on experience interacting with the software as part of their marketing analysis course.

The Sales Program and Center for Professional Selling partner extensively with select corporate partners, currently 12 businesses, to deliver an effective applied program for students. Dr. Forbes, Mr. Peake, and Ms. Kristin Bennett, Executive-in-Residence in Marketing, work thoughtfully and intentionally to maintain a cadre of national, regional, and local business partners that provides a broad range of experiential learning opportunities for students. Representatives from these business partners participate in classroom teaching, activities, and assessments, and serve as guest discussants on the application of sales concepts in industry.

Currently, the Sales Program is taking a national leadership role with the American Marketing Association in their initiative to increase the number of females with terminal degrees in sales. The Association will hold a one-day session on this topic at their annual international conference in February 2023, and the Sales Program is one of nine programs that will sponsor attendance for one female doctoral student.

SUPPLY CHAIN
Supply chain is an emerging and important area of thought leadership spearheaded by faculty in the Department of Management and driven by the needs of business and industry in the University's service region.

Impactful Research and Expertise
Over the past five years, the College has focused on the strategic hiring of faculty members with supply chain expertise to collaborate with Dr. Ismail Civelek, Professor of Management, to develop supply chain as a thought leadership area. Ms. Tamara Strom,

Instructor of Management, joined the faculty in Fall 2021 as an Instructional Practitioner, having spent 15 years working in supply chain management, most recently as Inbound/Outbound Senior Operations Manager for Amazon. Dr. Gihan Edirisinghe, Assistant Professor Management, joined the faculty in Fall 2020 as a Scholarly Academic. Dr. Edirisinghe's research focuses primarily on online retail and has many parallels with research trends in supply chain management. Currently, he advances this area of research by applying machine learning methods to find more efficient solutions to traditional problems. Dr. Edirisinghe's research is complementary to that of Dr. Civelek, who has been a faculty member since 2011. Dr. Civelek's areas of expertise are manufacturing and service operations management, queueing theory, simulation, revenue management, supply chain management, and business analytics. He applies analytics and various technical tools to examine individual and organizational decision-making. Dr. Civelek's has published in journals such as *European Journal of Operational Research, Applied Management Journal, International Journal of Manufacturing Technology and Management, Annals of Management Science*, and *International Journal of Supply Chain Management*.

Impactful Student and Business Engagement
The College's vision for supply chain is to educate and supply workforce-ready graduates with critical thinking, ethical, and professional skills for businesses in the service region and beyond. Graduates with a supply chain concentration will be technically adept at finding data-driven business solutions and adaptable to an ever-changing supply chain environment through agile, flexible, and strategic thinking skills. At any given time, multiple businesses in the University's service region are seeking supply chain managers, supply chain coordinators, project managers, demand planners, and supply chain analysts (e.g., Magna, Henkel, Bendix, Dollar General, Penske, General Motors, Envision, JB Hunt, TriStar Greenview, etc.). Many of these companies also offer student internships. In addition, the region also boasts numerous original equipment manufacturers (Trace Die Cast, Constellium, Kobe Aluminum) and distribution centers (Fruit of the Loom, Macy's, Gap, Amazon). Thus, the College has built on the limited supply chain course offerings of the past to create formal supply chain options at both the graduate and undergraduate levels. The Supply Chain track in the MBA Program began in Fall 2021, and the Supply Chain concentration in the undergraduate Management Program has just launched.

The Management Department has developed two new undergraduate courses in Supply Chain, namely Sourcing and Procurement Management and Logistics and Transportation Management. The College will seek partnerships with industry leaders, such as Amazon, to explore artificial intelligence and machine learning in supply chain practice and to implement simulation-based applications in the supply chain courses. For example, ERPSim provides the opportunity to use a real ERP system to manage a company through various scenarios. The use of this type of simulation will provide students with knowledge and experience to better prepare them for a supply chain career.

Partnerships with the companies mentioned above will enable applied and experiential learning in supply chain similar to the opportunities available in the Sales Program. Students will learn processes, systems, and transactional flow in the classroom and will observe physical flow through site visits and internships. These partnerships will allow

students to see supply chain planning, inventory management, and supplier management in action. The College will also partner with the Council of Supply Chain Management Professionals to facilitate and support student memberships.

CYBERSECURITY

Housed in the Analytics and Information Systems Department, cybersecurity has become a thought leadership exemplar for the College in recent years and is growing in its potential for significant societal impact.

Impactful Research and Expertise

Dr. Mark Ciampa, Professor of Analytics and Information Systems, is a nationally recognized author and expert on cybersecurity. Dr. Ciampa's intellectual contributions in the area of cybersecurity include multiple peer reviewed journal publications, conference proceedings, and conference presentations. Most impactful are his 20 textbooks, all widely used in colleges and universities across the United States. In addition to traditional scholarly contributions, Dr. Ciampa has completed over 85 professional presentations, 64 publisher conference presentations, 31 professional workshops, 21 consulting activities, and multiple classroom presentations. For example, he delivered the keynote address to the Association for Computing Machinery Mid-Southeast Chapter Conference in Fall 2010. He also just completed the production and recording of 11 cybersecurity policy videos for Kirkpatrick Price, an auditing firm located in Nashville, TN.

Impactful Student Engagement

At the undergraduate level, the Analytics and Information Systems Department, in collaboration with the Department's advisory council, infused cybersecurity awareness and training into many of the Analytics and Information Systems courses. Doing so means that students across the University have an opportunity to explore and develop skills in cybersecurity. For example, the Department recently revised CIS141 Introduction to Analytics and Technology, a Colonnade (general education) course, to make cybersecurity one of the core pillars by teaching students how to be safe end users of technology. In the Business Data Analytics courses, the faculty incorporate training on proper stewardship of data security in the workplace. Adding these components to the Department's academic programs ensures that students majoring in Business Data Analytics or completing the Applied Data Analytics Certificate graduate with foundational training in this critical area.

Impactful Business and Community Engagement

The Analytics and Information Systems Department has created two new graduate-level programs targeted toward working professionals. The Certificate in Cybersecurity Data Analytics, launched in Fall 2021, allows students to obtain a graduate-level certificate alone or in conjunction with another graduate program. This Certificate pairs particularly well with the MBA and is considered an area of concentration within the MBA Program. Building upon the Certificate, the College launched the Master of Science in Cybersecurity Data Analytics in Fall 2022. Both of these programs have the potential to significantly impact businesses in the service region by focusing on practical and managerial skillsets that apply data analysis to support the principles of data confidentiality, integrity, and availability. These programs have received tremendous praise from the Kentucky Council

on Postsecondary Education for their applied focus, timeliness, and response to a critical issue facing business organizations worldwide.

COVID ADDENDUM

The COVID Addendum is available here (and in Appendix J):

https://wku.chalkandwire.com/SecureUrlPage.aspx?urlId=188961&u=guest&cus=499