2021

AACSB Continuous Improvement Review Report

College of Business

2016 ▲ 2021

AACSB CONTINUOUS IMPROVEMENT REVIEW REPORT

COLLEGE OF BUSINESS AT GOVERNORS STATE UNIVERSITY

Governors State University
College of Business
Continuous Improvement Review Report

EXECUTIVE SUMMARY

Governors State University (GSU) is one of 12 state universities in Illinois and the only regional, public, comprehensive university in Chicago's south suburban area, serving 4,649 students in Fall 2020 in 85 different bachelor's, master's, and doctoral degrees, and certificate programs. The College of Business (COB) is one of four academic colleges at GSU, serving 757 students in Fall 2020. Business programs have been offered at GSU since 1971.

College of Business at Governors State University Mission
The AACSB-accredited College of Business provides an accessible, high-quality education to a diverse student body primarily from the Chicago metropolitan area. We actively engage in research and service, which impact the business and academic community and society. We empower our students with the knowledge, skills and ethical perspectives needed to succeed in a technologically sophisticated global society.

GSU's current five-year strategic plan, Strategy 2025, established eight strategic goals for the University. As an academic unit of the University, the COB adopted the eight strategic goals and developed objectives for each goal, following a robust process with broad participation of stakeholders during AY20/21. Strategic goals and objectives for the COB's Strategy 2025 are posted on its website.

As the chief academic officer of the College, the Dean has primary oversight of the College's strategic management, operations, accreditation, budgeting, human resource, and personnel management, curriculum and program development, program assessment, student recruitment, academic services, and public relations and outreach. The Dean reports directly to the Provost and Vice President for Academic Affairs, and participates in several campus-wide committees, including the Academic Leadership Council, the University's Planning and Budget Advisory Council (PBAC), the Strategy 2025 Committee, and the Strategic Enrollment Management Committee.

The College holds meetings at the beginning and end of the fall and spring semesters for a total of four meetings per academic year. At the meetings, the Dean presents key strategic priorities and reports on key activities to faculty and staff. Each of the college standing committees also makes presentations at the meetings to ensure that all faculty and staff are informed about key priorities and progress made in COB strategic initiatives. The standing committees meet regularly through the academic year and are the Strategic Management Committee, the Assurance of Learning Committee, the College Curriculum Committee, and the Faculty and Student Development Committee. Every faculty member serves on one or more standing committees.

COB faculty members play key roles in faculty governance both in the College and in the University. In addition, faculty represent the COB through service on the Faculty Senate and many other Faculty Senate committees and other university advisory committees. Faculty also participate in the University's budget oversight as members of PBAC and Board of Trustees' committees.

INNOVATION
COB's Vision 2020 strategic plan was adopted in 2016 and completed upon adoption of COB's new Strategy 2025 in April 2021. The Vision 2020 five-year strategic plan included eight strategic priorities: (1) Academic Excellence; (2) Student Success; (3) High-Quality Faculty and Staff; (4) Enrollment Management; (5) Financial Growth and Resiliency; (6) Visibility, Outreach, and Economic Catalyst; (7) Social, Ethical, and Environmental Responsibility; and (8) Continuous Improvement. Based on these priorities a number of innovative initiatives have been implemented since the last accreditation visit, and some are highlighted below. More details are included in relevant sections in the Continuous Improvement Review (CIR) report.

Academic Excellence
- GSU's online MBA program has been recognized as "Top Best Value Online MBA Program" and "Top Online Supply Chain MBA Program" in 2018 and 2020 by BestColleges.com, and as "Best Online Supply Chain MBA" in 2019 by OnlineMasters.com. In 2020, OnlineMBAToday.com ranked the program as No. 3 in the State of Illinois online MBA programs.
- Two new graduate programs were developed in the past five years to meet the needs of the marketplace. The M.S. in Human Resource Management program started in Fall 2019, and the M.S. in Business Analytics program, revised from the existing M.S. in Management Information Systems program, started in Fall 2020. Input from industry partners was incorporated in the programs' development, and early enrollment trends show signs of market acceptance and positive growth.

Student Success
- A Student Retention Roundtable, an exit survey, and regular academic advising meetings were implemented to identify areas for improvement related to student success.
- Several student support initiatives were implemented, including a career-ready module for accounting students, a weekly skills lab for drop-in tutoring for intermediate to advanced spreadsheet analysis and e-views, and additional tutoring for accounting and business students.
- The COB encouraged more students to participate in internship opportunities and study abroad including a virtual consulting project for a Brazilian company in Spring 2021.

High-Quality Faculty and Staff
- The COB offered Quality Matters (QM) training for online teaching to full-time faculty and adjunct instructors. Mini-grants were created from revenue generated from the MBA Professional Development Seminar to support faculty research and professional development. Revisions to the College's Division Criteria for Evaluation of Faculty for Retention/Tenure/ Promotion/ Professional Advancement (Division Criteria) and preferred journals lists were made to add additional practice-oriented and business education journals providing greater alignment of retention, tenure, and promotion criteria with the COB's mission.

Enrollment Management
- In 2020 a new customer relationship management (CRM) system, Slate by Technolutions, was implemented, adding significant improvements in the graduate application process, additional self-service features for applicants, and improved ease of use for applicants and admissions staff. The system integrates data for student prospects, inquiries, applications, application review system, advanced reporting features, recruitment event management, and recruitment communication campaigns through email and text messages.
- Virtual information sessions were offered for graduate business programs utilizing Slate, Constant Contact, and Zoom.

Financial Growth and Resiliency
- External funding was received from Canadian National Railway (CN), Indiana University's Center for International Business Education and Research (CIBER), the Illinois Innovation Network (IIN), the U.S. Economic Development Administration, South Suburban Economic Growth Initiative, and PNC Foundation. The College received support from the University to create and fill two new tenure-track faculty positions, two new staff positions, and to support a Director of Accreditation and Assessment. Release time was regularly granted to faculty to support research activities and administrative roles.

Visibility, Outreach, and Economic Catalyst
- The Supply Chain Innovation Center and Business Incubator (SCICBI) was created. The COB hired a full-time staff member to serve as director of SCICBI. An annual Business Week event was created for students, alumni, and the business community. A COB Newsletter and COB Annual Report were created to highlight strategic achievements and student success.

Social, Ethical, and Environmental Responsibility
- The COB offered financial literacy workshops to GSU students and the community funded by a PNC Foundation grant. The COB also offered subsidized study abroad opportunities for GSU students to

make the experience more accessible. Fraud examination courses were added as elective options for the accounting programs. A course on sustainability was created and will be first offered in the Fall 2021 semester.

Continuous Improvement
- The COB created a Blackboard space for strategic management, assurance of learning (AoL), and accreditation activities available to all faculty and staff. The Aqua assessment system by Watermark was used for AoL juried assessment of artifacts for key program goals.
- A new faculty activity tracking and reporting software, Digital Measures, was implemented replacing the Sedona system previously used. Digital Measures is aligned with AACSB reporting standards and allows the College to track faculty intellectual contributions, create important reports, and complete faculty portfolio evaluations fully online.

ENGAGEMENT
The College began communicating with various stakeholders using a semester newsletter beginning in Spring 2017. The newsletters include highlights about COB student, faculty, and alumni accomplishments as well as upcoming events and programs. Newsletters are distributed to COB alumni and the College's Advisory Board members, donors, campus administration, faculty, and staff through email and are posted on the COB's webpage as archives for visitors to view.

The COB started administering an exit survey in capstone courses in Spring 2017 and hosted a Student Retention Roundtable each semester over the past four years. These student engagement initiatives were implemented to collect student feedback and improve services focused on the student experience.

The COB launched its annual Business Week program in Fall 2019. Business Week was created to promote engagement between students, faculty, alumni, the campus community, and the business community through a series of events across multiple days. The event was also designed to increase the visibility of the COB across campus. This program includes opening and closing keynotes by industry thought leaders on cutting-edge topics, COB faculty-led presentations, a business career and internship fair, and an alumni reception that includes a guest speaker and COB Alumni Hall of Achievement induction.

The Business Week events provide rich opportunities for COB students to interact with faculty, alumni, potential employers, and other business partners. The College also recognized eight outstanding alumni in the past two years who were inducted into the COB Alumni Hall of Achievement. The College partners with GSU's Career Services, Foundation, Alumni Office, and Office of Marketing and Communications to organize the Business Week.

IMPACT
Consistent with its mission, the COB provides an accessible, high-quality education to a diverse student body primarily from the Chicago metropolitan area. The student body is very diverse in age, race and ethnicity, and socio-economic background. Many COB students are first-generation college students, and successful attainment of a business degree from an AACSB-accredited school is an important first step to start their professional career.

While many COB students have full-time or part-time jobs while completing their business degree at GSU, many are able to pursue career advancement or find new positions in fields that are related to their business major during and immediately after completing their degree.

COB faculty conduct research that impacts their profession and academic discipline. Over the past five years (AY16/17 – AY20/21), COB faculty have produced a total of 243 intellectual contributions including peer reviewed journal articles, conference presentations, case studies, book chapters, and other qualifying activities. Several faculty members published articles in top journals, and many serve as officers or leaders of national or international professional organizations.

SELF-ASSESSED STRENGTHS & WEAKNESSES

Strengths
- Diverse student body [Goals 2 & 4; AACSB Standards 1 & 4]
- High-Quality programs with flexible delivery methods to meet student needs [Goals 1, 2, & 4; Standards 8, 9, & 11]
- High quality, diverse, and dedicated faculty [Goals 1, 2, 3, & 4; AACSB Standards 2, 5, 6, 10, & 15]
- Strong partnership with regional business community [Goal 6; AACSB Standards 1 & 13]
- Strong connection with professional organizations that serve students [Goal 2; AACSB Standards 13 & 15]

Weaknesses
- Relative lack of name recognition outside of GSU's immediate service region [Goal 4; AACSB Standard 4]
- Limited resources to support faculty and staff professional development due to budget restrictions [Goal 5; AACSB Standard 3]
- Limited career and alumni tracking, development, and support [Goal 2; AACSB Standards 4 & 7]

MISSION-DRIVEN STRATEGIC PLANNING

The College mission, aligned with the University mission and strategic plan, drives the College's strategic planning and decision-making processes. The eight goals in the COB Vision 2020 strategic plan were carried over from GSU's Vision 2020 plan. The full strategic plan provides several action items to help meet each objective, along with a timeline, an assignment of responsibility for individuals or committees, and criteria for how the objective and action items are assessed to determine their success.

The COB Strategic Management Committee regularly reviews the existing strategic plan to appraise progress toward meeting goals, objectives, and action items; discuss possible changes in priorities as appropriate; and make recommendations for resource allocation to the Dean. Based on those recommendations, the Dean makes a budget proposal to the GSU's Planning and Budget Advisory Council, a process discussed in later sections related to financial resources. The mission also helps drive decisions related to curricula, modes of course delivery, AoL processes, and faculty qualification standards.

In Spring 2020, the Strategic Management Committee led a review of the COB's current mission, vision, and core values. With input from students, faculty and staff, alumni, and business partners, the COB revised its mission and vision statements to more accurately reflect its current position and future state. In Fall 2020, the Strategic Management Committee again led the development of the COB's new five-year strategic plan, Strategy 2025. Strategic objectives were developed for each strategic goal adopted by GSU's Board of Trustees. The first draft of strategic objectives was shared with various stakeholders, and a final version was developed incorporating suggestions from these groups. On December 11, 2020, COB faculty and staff voted to approve the proposed strategic objectives. Detailed action items, measures, milestones, and other components were developed in Spring 2021. A fully developed Strategy 2025 plan was adopted by the College in May 2021.

Some of the effective practices that are part of the success of COB include:
- Collaborative decision processes (e.g., curriculum, program development)
- Transparency and open communication of important decisions (e.g., budget, hiring, program development)
- Collaboration with other units in the university (e.g., Admissions, Registrar, Advising, Financial Aid, Career Services, Dual Degree Program, Dean of Students, Institutional Advancement, etc.)
- Business engagement and collaboration with business partners (e.g., Deans' Advisory Board and SCICBI Advisory Board)

SCOPE OF REVIEW

In Fall 2020, the College enrolled 757 total students in degree programs, including 570 undergraduate students and 187 graduate students. The College offers the following programs included in the scope of review as set forth in Table 1 below.

Table 1. COB Degree Programs

Program Name	Level	Location	Date Established	FA20 Enrollment
B.A. in Business Administration, with seven concentrations	Undergraduate	University Park, IL	1971	368
B.A. in Business and Applied Science	Undergraduate	University Park, IL and Online	1984	35
B.A. in Economics	Undergraduate	University Park, IL	2013	12
B.A. in Manufacturing Management [*New Program*]	Undergraduate	University Park, IL and Online	2015	2
B.S. in Accounting	Undergraduate	University Park, IL	1995	154
Master of Business Administration (MBA), with four specializations	Graduate	University Park, IL and Online	1980	108
M.S. in Accounting	Graduate	University Park, IL	1995	39
M.S. in Business Analytics [*New Program*]	Undergraduate	University Park, IL	2020	7
M.S. in Human Resource Management [*New Program*]	Graduate	University Park, IL	2019	21
M.S. in Management Information Systems	Graduate	University Park, IL	1999	12

Since the previous accreditation review, three new degree programs were introduced.

Bachelor of Arts in Manufacturing Management
- Launched in 2015 and designed in a similar format as the B.A. in Business and Applied Science as a capstone program.
- Created due to needs identified by GSU's community college liaison and discussions with community college partner advanced manufacturing programs as a result of the increase in Illinois advanced manufacturing stackable certificate programs.
- Designed for Associate of Applied Science advanced manufacturing students who do not typically plan to transfer to a university.
- Utilizes existing faculty and existing courses in the B.A. in Business Administration program.
- Program goals are aligned with the other common undergraduate program learning goals.

Master of Science in Human Resource Management
- Launched in 2019 and designed as a career-oriented program aligned with the Society for Human Resource Management standards. Graduates are expected to play a critical role in managing diversity in the organizations within the region, an area of need that businesses have shared with the College.
- Focused on individuals who are not the traditional targets for business programs, including current students and graduates of communications, psychology, and inter-disciplinary degree programs, current human resource management professionals seeking a graduate degree, and individuals seeking to become human resources professionals.
- Utilizes existing faculty. A new tenure-track faculty line was added in Fiscal Year (FY) 2021 (AY20/21) for an August 2021 start.
- Program learning goals focus on human resources knowledge, team leadership, technology skills, problem solving, communication, ethics, and global business. Goals are measured through embedded course artifacts in the program.

Master of Science in Business Analytics
- Enrolled its first students in Fall 2020 as a revision of the existing M.S. in Management Information Systems (MIS) program. The revision was initiated based on demand from employers and the strategic enrollment planning process.
- Targeted students have a background in technology, finance, marketing, or supply chain, including students with interest or experience with data and problem solving

- As a STEM-designated program, the M.S. in Business Analytics is attractive to international and domestic students.
- Utilizes existing faculty and some existing or revised courses along with new courses. A new tenure-track faculty line was added in FY 2021 (AY20/21) for an August 2021 start.
- Program learning goals focus on decision making and problem solving, data analytics methodologies and tools, communication skills, and collaboration and teamwork. The goals include detailed objectives focused on the ethical impact of decisions and collaboration in diverse teams. Embedded course artifacts will be used to measure the program goals.

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INSTITUTIONAL AND BUSINESS SCHOOL OVERVIEW

One of 12 state universities in Illinois, Governors State University (GSU) is the only regional, public, comprehensive university in Chicago's south suburban area, serving approximately 6,000 students annually in 85 different bachelor's, master's, doctoral, and certificate programs. In Fall 2020, GSU had 4,649 enrolled students in four colleges. The College of Business (COB) is one of four academic colleges at GSU, serving 757 students in Fall 2020. As the only AACSB-accredited business school in GSU's service region, the COB offers the best value to individuals pursuing undergraduate and graduate business and economics degree programs. Its high-quality programs, coupled with a flexible schedule and multiple delivery modalities, offer a highly competitive value proposition to individuals seeking a return on their higher education investment.

GSU was founded in 1969 as an upper-division and graduate institution with a primary focus on serving transfer students from community colleges at the undergraduate level. The University transitioned to a full-service, four-year comprehensive institution in Fall 2014 with the addition of freshman students. This strategic initiative brought down the average age of GSU's undergraduate students from 33.4 in Fall 2010 to 27.8 in Fall 2020 and led to many internal process changes, including some in admissions, advising, financial aid, and student services.

Even with the addition of freshman and sophomore students, a majority of GSU's undergraduate students still come from community colleges, as "homegrown" first- and second-year students account for only 10 percent of GSU's total undergraduate enrollment. This reliance on community college transfer students makes GSU's undergraduate enrollment vulnerable, especially because enrollment at community colleges has declined in recent years. According to the Illinois Community College Board, between 2015 and 2019, enrolled student headcount in Illinois' community colleges declined 14 percent, while headcount at the top five feeder colleges for GSU declined 10 percent. These declining trends have caused major declines in GSU's undergraduate enrollment in the past few years.

At the national level, many changes in the business profession have prompted business schools to adopt new ways to recruit, admit, and educate students, especially at the graduate level. With input from the COB Advisory Board, the COB introduced new programs in recent years that meet emerging needs in the business profession, including the M.S. in Human Resource Management and M.S. in Business Analytics. The COB also moved more programs online to meet the needs of today's non-traditional business students. These strategic moves helped the COB maintain steady enrollment while the University's total enrollment declined significantly in the past few years.

The State of Illinois' historical budget impasse from 2015 to 2017 had major impacts on both GSU and the COB operations. GSU eliminated 35 programs/concentrations through a university-wide Academic Program Elimination Review Process in AY16/17, the same year the COB achieved its initial AACSB accreditation. Two small COB programs that were already being considered for elimination (B.S. in Economics and B.A. in Entrepreneurship) were eliminated through this process due to low enrollment. The budget reduction moves also included the elimination of vacant positions such as the COB Director of Academic Services and Office Manager positions. GSU also decided to close the very successful Small Business Development Center (SBDC) and the International Trade Center, which was the College's main business outreach outlet. These reductions and eliminations caused major challenges in the College's operations for a few years. Fortunately, in the most recent two years, these positions were restored, and three new budget line items, including two faculty and one staff, were added to COB's total budget in FY 2021 (AY20/21).

In recent years, the Chicago Southland has emerged as a transportation, distribution, and logistics (TDL) hub, attracting many new investments from businesses from other parts of Chicagoland and the country. The most prominent recent investments were by Amazon.com, Inc., which built 11 distribution and fulfillment centers in this region. TDL and supply chain sectors have been identified by both Illinois Governor J.B. Pritzker and the South Suburban Economic Growth Initiative as one of a few major growth engines for the Chicago region and the State of Illinois. These regional and local developments have created workforce and economic development opportunities and motivated the establishment of a Supply Chain Innovation Center and Business Incubator (SCICBI) in the College.

Situational Analysis

The COB is the only AACSB-accredited school in Chicago's southland. It offers a high-quality program at a very affordable price. This "best value" proposition is one of its main advantages and a major reason why the College achieved a modest enrollment growth in the five-year period between AY15/16 and AY20/21, during which the University's total enrollment declined significantly.

Other major relative advantages of the College include:
- High-quality programs with flexible delivery methods and schedules to meet student needs
- High-quality, diverse, and dedicated faculty
- Strong partnerships with local and regional business and non-profit community organizations
- An active and supportive COB Advisory Board representing local and regional business communities
- Strong connections with professional organizations that serve students (e.g., Council for Supply Chain Management Professionals, Illinois CPA Society, APICS) and provide resources/support

The College does have some disadvantages:
- Relative lack of name recognition outside of its immediate service region
- Limited resources to support faculty and staff professional development due to budget constraints

Environmental Forces

- The decline in state appropriations for the University resulted in unit-level budget restrictions. Illinois had a historical budget crisis from 2015 to 2017, during which higher education institutions did not receive any state appropriations. In FY 2016 (AY15/16), the University received only 30 percent of its FY 2015 state funding. As a result, GSU imposed a 15 percent tuition increase for all undergraduate and graduate programs effective Fall 2017 with an additional 15 percent differential tuition added for graduate business programs, eliminated 35 academic programs/concentrations, and eliminated 62 faculty and staff positions in 2017.

- The Illinois Board of Higher Education has reported a change in the demographics of Illinois that has led to a decline in college student population. There were 559,284 college students in Illinois in 2008. Ten years later, in 2018, there were 95,000 fewer students enrolled in college in Illinois. During that 10-year period, 10 of the 12 public universities saw enrollment declines. The exceptions were for two of the campuses of the flagship University of Illinois system.

Figure 1. Illinois Board of Higher Education – Reduction in Illinois College Students

Illinois' vanishing college students

There were 559,284 college students in Illinois in 2008. In 2018, there were 463,990. That loss of about 95,000 students is just slightly more than the entire population of Waukegan, the ninth largest city in Illinois. In the Rockford area it's equivalent to all of the people living in Belvidere, Freeport, Loves Park and Machesney Park combined.

Public universities

Illinois public universities served more than 200,000 students in 2008. That number has gone down steadily the past 10 years at most schools but not all. Enrollment losses have hit some schools harder than others, and two — the University of Illinois campuses in Urbana/Champaign and Chicago — have seen gains despite overall trends.

	Fall 2008	Fall 2018	10 year rate
U of I Chicago	25,835	31,683	23%
U of I Urbana/Champaign	43,246	49,702	15%
Illinois State University	20,799	20,635	-1%
Southern Illinois Edwardsville	13,602	13,281	-2%
U of I Springfield	4,711	4,575	-3%
Total Illinois	202,127	181,810	-10%
Governors State University	5,636	4,857	-14%
Northeastern Illinois University	11,193	8,103	-28%
Northern Illinois University	24,397	17,169	-30%
Western Illinois University	13,175	8,502	-35%
Eastern Illinois University	12,040	7,526	-37%
Southern Illinois Carbondale	20,673	12,817	-38%
Chicago State University	6,820	2,960	-57%

Source: Illinois Board of Higher Education   GATEHOUSE MEDIA

Source: [Illinois college enrollment trends, 2008-2018 | Illinois | The United States (scribd.com)](scribd.com)

- Community college student enrollments in Illinois declined by over 20 percent from FY 2016 to FY 2020. Transfer students make up a significant portion of undergraduate enrollment at GSU ([Fall_2020_Opening_Enrollment.pdf (iccb.org)](iccb.org)).

- Uncertainties caused by the COVID-19 pandemic in 2020 and beyond create challenges for the University's and College's future.

- Changes in immigration policies have negatively impacted international student enrollment in COB programs, especially at the graduate program level.

Competitive Forces

- More schools, including major universities like University of Illinois at Urbana-Champaign, have started offering online programs, especially at the graduate level. With the disruption caused by COVID-19, this trend will continue and will likely create an even more competitive marketplace for online business programs. The [University of Illinois launched the iMBA](), a completely online program by a leading business school for a total price of $24K, increased its enrollment in four years since its inception to 2,500 students in Fall 2019.

- COVID-19 has forced more schools to move their courses and programs online, creating more competition in this space in the near future.

Internal Forces

- GSU's reliance on community college transfer students for undergraduate enrollment means declines in enrollment at community colleges are reflected directly in GSU's enrollment.

- GSU changed its undergraduate advising model in Fall 2017 by establishing a centralized University Academic Advising Center. Although the COB continues to have dedicated undergraduate advisors assigned to students in its programs, the professional advisors are not part of the College's organizational structure. Frequent changes in the advisor assignments during the beginning of this transition to centralized advising created some challenges in student retention efforts. With intentional actions such as regular communications, monthly meetings with advisors, inclusion of advisors in semester student retention roundtables, and invitations to advisors to attend semester College meetings, the transition to centralized undergraduate advising was managed relatively effectively.

- Limited access to alumni information due to limitations of centralized alumni services and lack of data availability created challenges in efforts to engage with COB alumni more effectively. In recent years, the College built its own alumni database using alumni lists. Since the creation of this internal database, the outreach to this important stakeholder group has intensified through alumni events and receptions, recognizing outstanding alumni by inducting them into the COB Alumni Hall of Achievement, and highlighting alumni and their LinkedIn profiles in the biannual COB newsletter.

Opportunities to Enhance the School's Degree Offerings

- Fostering stronger industry partnerships in the supply chain and related sectors in the region will help the College provide more opportunities for its students and enhance its impact. The active partnerships will in turn help the College attract more students and help it grow enrollment and programs.

- Increasing efforts by corporations in improving their diversity and inclusiveness will create more opportunities for COB students.

- Changes to the CPA Exam in 2024 and the CPA Evolution Curriculum Model may result in revisions to the BS and MS Accounting programs with greater emphasis on data analytics and technology. Potential changes to state level CPA educational requirements including credit hour requirements may increase student enrollment in accounting programs.

- BSAD/MBA and BSA/MSA five-year pathways will likely help attract high-performing undergraduate students into the College's bachelor's and master's degree programs.

- GSU engaged an enrollment management consulting firm, RNL, in a university-wide strategic enrollment planning process beginning Spring 2020. The process is in its final stages and will likely result in the University prioritizing a number of strategies to improve enrollment at all stages of the enrollment cycle that may result in an increase in enrollment and retention in various programs and courses.

PROGRESS ON ISSUES FROM PREVIOUS VISIT

Issue 1. Transition to the 2013 Standards

"The school should continue to work on its transition to the 2013 standards including developing clear strategies for engagement, innovation, and impact and documenting student, faculty, and staff contributions to each" (Strategic Management and Innovation, Standards 1, 2, and 3)

One of the major changes in the AACSB 2013 standards was the replacement of AQ/PQ faculty qualification categories with the SA, PA, SP, and IP categories. GSU was initially accredited in 2016 under the 2003 standards. Prior to the College's initial accreditation in AY15/16, the COB's Faculty and Student Development Committee developed and recommended new qualification guidelines that aligned with the 2013 standards. The recommended guidelines for faculty qualifications were adopted by the faculty at a College meeting in May 2016. Since earning initial accreditation in December 2016, the College continues to monitor faculty qualifications using the new guidelines and adjust faculty resource deployment accordingly to ensure sufficient ratios at the program and College levels. The guidelines on COB faculty qualifications are included in the appendices.

Another major change in the 2013 standards is the introduction of "Engagement, Innovation, and Impact" as themes within the standards and included as part of AACSB's mission. In essence, business schools are expected to continuously improve upon current strategies and introduce new ways of engaging with stakeholders (e.g., students, alumni, the business community, intellectual community, the general public) through the individual and collective activities of teaching, research, and service. The College is expected to make a difference and document its impact on these stakeholders.

The Strategic Management Committee developed an Engagement, Innovation, and Impact Guideline in October 2017 as a tool to identify the ways in which individual faculty and staff members and the College as a whole engage with various stakeholders and enable the College to become more strategic and purposeful in engaging with stakeholders. The effort led to more effective collaborations with other units on campus, such as the Institutional Advancement Office, the Alumni Association, the School of Extended Learning, and Career Services, which has helped the College enhance its engagement and impact.

In May 2019, the College established the [Supply Chain Innovation Center and Business Incubator (SCICBI)](#) in response to a decision to extend the reach of the [Illinois Innovation Network (IIN)](#) to four-year public colleges in Illinois. IIN is a system of connected university-community-industry-based hubs that work together to drive innovation, economic development, and workforce development across Illinois. SCICBI is the University's innovation hub within the network. Its mission is to "promote innovation and contribute to the economic and workforce development of Chicago's Southland region, through consulting, training, and other professional services to businesses and startups in supply chain/logistics and related sectors." The Director of the SCICBI reports to the Dean of the College and is responsible for collecting and reporting data on the unit's activities.

The following is a summary of key initiatives implemented since November 2016 that allowed the College to better engage with the various stakeholder groups. Additional details about these engagement initiatives can also be found in later sections of this report, particularly in the section focusing on "participants," and "academic and professional engagement."

Engagement with Students/Impact

In consultation with faculty, the College established a [semester newsletter](#) to communicate to various stakeholders beginning in Spring 2017. The newsletters include highlights about COB

student, faculty, and alumni accomplishments and note upcoming events and programs. Newsletters are distributed electronically to COB alumni, COB Advisory Board members and other business partners/supporters, campus administration, faculty, and staff and are posted on COB's webpage as archives for visitors to view.

In Spring 2017, the College surveyed students on a variety of topics in undergraduate and graduate capstone courses. The decision to create exit surveys was discussed with faculty to obtain their input, buy-in, and consensus with the initiative's objectives. The Director of Academic Services created the survey, which is now distributed at the end of each semester. The Director of Academic Services reviews responses and briefs the Dean and chairs on trends and insights. Trends and Insights are also discussed with faculty and documented by the Director of Academic Services.

Since Spring 2018, COB has held a Student Retention Roundtable each semester with five to six current students in each session. These roundtable sessions are designed to provide an opportunity for students to share their concerns directly with College administrators, including the Dean, Division Chairs, Director of Academic Services, academic advisors, and Manager of Enrollment and External Relations. Students are selected to represent programs offered in the College and are encouraged to speak to their peers prior to the meeting in order to allow them to represent the larger student population. The roundtable discussions are captured and summarized by the Director of Academic Services with follow-up discussions concerning areas for improvement for action among the COB administrative team.

Students are encouraged to participate and be active in the several student clubs organized by the College. In recent years, the University has utilized a web portal, Jaguar Connection, as a platform for student clubs to organize their events and communicate with members. COB student clubs are encouraged to use this tool to recruit and stay connected with members and promote their events to the entire GSU community. In Spring 2018, the Accounting, Finance, and Economics Club was nominated for the Trendsetters Awards by GSU's Office of Student Life, and its faculty advisor, Assistant Professor Alice Keane, was nominated for the Outstanding Club Advisor Award. The Director of Administrative Services is responsible for collecting and reporting student clubs' activities to the College's administrators. Activities and the impact of student clubs are detailed in the Academic and Professional Engagement Section under *Student Clubs and Organizations*.

To encourage more COB students to participate in internship programs, COB added a Careers and Internships page to its website. This webpage includes valuable information about internship opportunities, useful tools for job searches and interview preparations, and COB student success stories. Links to GSU's Career Services and Jobs for Jaguars portal are also included for students to access. Academic Advisors are encouraged to present the advantages of internships to students during the advising process. This has resulted in an increase in the number of students applying and completing internships for academic credits. The Director of Academic Services and division chairs monitor and collect data on student internships. The data is shared with advisors and discussed at regular administrator meetings as necessary. Additional information on internships is detailed in the "Participants – Students, Faculty, and Professional Staff" section.

Engagement with Alumni/Impact

GSU's alumni service has traditionally been centralized, with the Alumni Association serving as the hub for alumni information and communications. Since 2017, the COB has enhanced its connections with alumni through more active and effective collaboration with the Alumni Association. These initiatives have resulted in more robust engagement with this critical network and will have a positive impact on current students as well as on the well-being of the College.

Working with the Alumni Association, the COB has hosted several alumni receptions in locations both on-campus and off-campus since Spring 2017. Current students are also invited to attend these events to connect with alumni for career opportunities and learn the value of networking. A few of these receptions were hosted by COB alumni as tokens of appreciation for the value of their education.

The COB began developing an alumni database using a Degrees Awarded report that the Office of Institutional Research compiled for the period of 2004-2020. Using LinkedIn, the COB updated employment information for 1,687 alumni who graduated during this period, accounting for 55.7 percent of the 3,025 total COB graduates during that same period. The COB uses this database for alumni communications and engagement plans.

The accounting faculty host an Accounting Alumni Hall of Achievement event and have inducted seven accounting alumni since 2014. The induction events are also attended by current accounting students and serve as a great networking opportunity. Students engage with alumni on issues such as obtaining an internship, navigating through coursework, and lessons learned from early-career years. In Fall 2021, the event will be rebranded as the GSU Hall of CPAs. More than 70 accounting alumni who have earned CPA certificates will be recognized at the Fall 2021 event.

The COB held its inaugural Business Week program in September 2019. The program included a College of Business Alumni Hall of Achievement Induction event to honor outstanding COB alumni. Five outstanding alumni were recognized for their professional achievements and contributions to their profession and community. In 2020, three alumni were recognized at the virtual induction ceremony in October as a part of the second annual Business Week.

The Director of Academic Services collects and reports data on engagement with alumni to College administrators, while the Manager of Enrollment and External Relations has primary responsibility for organizing the Business Week and for reporting data on metrics related to the activity.

Engagement with Business Community/Impact

The COB Advisory Board continues to be an active body that provides an advisory role to the Dean and the College. Advisory Board members represent a wide variety of industries and business organizations, ranging from major banks and financial institutions, regional and global manufacturing companies, and global logistics companies, as well as other professional services organizations. Several COB alumni serve as members of the advisory board. The group meets quarterly to provide perspectives to the Dean and the College in program development and business outreach. The members advocate for the College in their own communities and networks. Members of the Advisory Board have also helped COB students secure internships at various organizations.

As stated in the previous section on "Institutional and Business School Overview," GSU joined Illinois Innovation Network, a state-wide consortium of research and innovation hubs led by the University of Illinois system, in 2018 and established the Supply Chain Innovation Center and Business Incubator (SCICBI) as the University's hub within the network. This new entity builds on GSU's faculty expertise in supply chain management and other business disciplines to promote innovation in supply chain and related sectors and help businesses and startups in the region create jobs and develop workforce through consulting, employee training, mentoring services, and co-working spaces.

Four hundred thousand dollars in capital funds were allocated to GSU by the state to renovate a vacant building on GSU's campus to be the future home of SCICBI. A SCICBI advisory board was formed in late 2019 to provide advocacy and advice to the SCICBI leadership team. A full-

time director was hired in August 2020. The COB also was the recipient of a [$578,884 U.S. Economic Development Administration](#) Build to Scale grant to support SCICBI operations. These grant funds will be used to purchase hardware and equipment, software and databases, and other resources needed to provide SCICBI services, hire part-time experts-in-residence, and pay for travel and other contractual services.

On October 1, 2020, SCICBI received a $50,000 grant from the Southland Economic Transformation (SET) Funding Board to be used in subsidizing SCICBI training focused on supply chain and logistics. Through SCICBI, the College has formed new partnerships with professional organizations such as the Association for Supply Chain Managers and Council of Supply Chain Management Professionals. In addition, it extended the reach of its engagement efforts to include the entire Chicago Southland region.

In AY18/19, the College received a gift of $50,000 over a two-year duration from Canadian National Railway (CN) for continued maintenance of the CN conference room, a high-tech conference room established through a previous $100,000 gift from CN. As the only room of its type in the University, the CN room has proved to be quite impactful. The room is used by the College and other departments and units at GSU and outside groups to host meetings, workshops, and seminars. CN's $50,000 gift has also been used to support academic and faculty training to improve the quality of online courses as well as to provide support for faculty research activities.

COB faculty are actively engaged in the business community through their consulting and training activities. The following are a few recent examples.
- Dr. Anthony Andrews participated in a consulting project with Biomass Energy Systems to analyze the economic impact of gasification technology.
- Dr. Anthony Andrews examined the findings of a report that examined the economic impact of several cargo airports on local communities. This effort is part of the College's support for building a cargo airport in Peotone, a town less than 20 miles from the University.
- Associate Professor William Kresse (also known as "Professor Fraud" due to his expertise in financial fraud) was featured in many television and print news outlets, including Chicago area stations including WGN, CBS2, ABC7 FOX32, and WCIU, The U. Professor Kresse was also invited to speak to the Illinois CPA Society South Chapter as well as a meeting of investigators and auditors for State Farm Insurance in Milwaukee.
- In collaboration with GSU's School of Extended Learning, Dr. Ujvala Rajadhyaksha, Dr. Gokce Sargut, and Dr. Uday Shinde conducted a training program for National Tube Supply in University Park, IL.
- Senior Lecturer in Accounting, Michael Trendell, has been participating in consulting activities with the Kankakee County Auditor in the areas of risk management, business processes and controls, internal controls, risk of fraud & illegal acts, audit evidence working papers, and other types of documentation relative to risk management.

Utilizing a sub-grant provided by Indiana University Center for International Business Education and Research (IU CIBER), the COB organized three "[Doing Business in…" workshops](#) designed to help businesses in the region better prepare for the challenges in expanding their operations to international markets. These workshops focused on one specific region (Asia in 2017 and Eastern Europe in 2018) featured speakers from trade specialists from represented regions/countries, federal and state government agencies, and business representatives.

In AY20/21, COB also organized two [COB Thought Leadership webinars](#): the first one held in November 2020 focused on "COVID-19 and Supply Chain Disruption," and the second one in March 2021 focused on "U.S. Trade Relations under the New Administration."

Issue 2. Continue to Improve AoL and Include Direct and Indirect Measures

"It is notable that the College has made improvement in the Assurance of Learning process. Before the next review, the College should continue to improve its AoL and include direct measures and indirect measures, e.g., surveys of alumni and recruiters." (Standard 8: Curricula Management and Assurance of Learning)

Since 2016, the Assurance of Learning Committee and its co-chairs have continued to streamline and systematize the AoL process and structure to make the mission-driven AoL continuous improvement processes (assessment, analysis, interventions, etc.) more sustainable.

AoL Documentation and Monitoring Improvements – GOLA & Dashboard

A new system utilizing improved documentation was created that allowed the COB to track, evaluate, and review AoL activities over the five-year period between AACSB visits more easily.

During the past few years, the Assurance of Learning Committee created a documentation process to track the progress of activities aimed at closing the loop for each program learning goal (PLG). A document titled Goal Objective Loop Accounts (GOLAs) was created for each PLG. Program coordinators and AoL committee liaisons monitor specific goals and are responsible for updating associated GOLAs. GOLAs are reviewed at committee meetings for accuracy and timeliness. The GOLA includes information about all aspects of a single loop for an individual program learning goal including, pre-tests, analysis, interventions, post-tests, and analysis, as well as information such as rubrics used, assessment artifact details, performance targets, courses, and faculty course leaders where assessment artifacts are collected. In cases where a loop is not yet closed, the GOLA also serves as a planning document describing plans for assessments, analysis, interventions, courses, and other important information.

As the COB continued to progress further in the AoL process, the Assurance of Learning Committee determined that it was necessary to obtain a bird's eye view of the status of AoL activities. Consequently, a dashboard based on information provided in GOLAs was created in Excel to complement the detailed reporting provided in GOLAs. The dashboard is maintained by one of the committee's co-chairs and reviewed for accuracy at committee meetings. It has become a crucial element of the AoL system. The dashboard was enhanced with a color-coding scheme and a loop status field to better identify key personnel, courses, and timelines after the co-chairs of the Assurance of Learning Committee and COB Director of Academic Services attended the AACSB AoL II Seminar in October 2018.

The AoL dashboard facilitates a quick and accurate view of completed and pending pre-tests/post-tests, which assessments have been analyzed, and where interventions are taking place. The dashboard also facilitates clarity on where assessments are taking place; identification of faculty teaching courses where assessments are occurring, course leaders, liaisons, and program coordinators; mapping overall AoL activities per program and key personnel; tracking the progress and status of every PLG and outcome; and transparency and accountability for a process that is clear to all COB stakeholders. The AoL dashboard is available to all COB faculty and staff on the COB Assessment and Accreditation Blackboard shell.

Further Improvements in COB AoL Systems and Processes

During an Assurance of Learning Committee meeting on December 5, 2018, the co-chairs proposed improvements to the AoL system that involved creating program packages and course packets. The co-chairs agreed that the improvements would enhance the existing AoL system, further the maturity of the AoL architecture, inculcate an "AoL culture," and complement the big picture view presented by the AoL dashboard. The committee presented the proposed additions to faculty during the College meetings on December 5, 2018, and January 18, 2019, and, upon

approval, began implementing the revision in the Spring 2019 semester, starting with the B.S. in Accounting program.

Program packages are created by program coordinators. The package summarizes the program mission, learning goals, curriculum, program map with the sequence of courses in the program, curriculum map listing courses in the program, and alignment with program goals and other information that coordinators choose to include. These address items such as additional curriculum details and lists of course leaders, etc. Each program has created a program package as part of this enhancement in COB's AoL systems and processes.

In the future, the AoL committee plans to work with individual programs to also create course packets for each course in a program. Implementation of course packets to all programs was delayed due to the COVID-19 pandemic. Course packets are designed to help faculty instructors teaching each course understand the role of the course in achieving program goals and other AoL requirements. Course packets will be created by program coordinators in conjunction with course leaders and the support of Division Chairs. Program packages and existing course packets are available in the COB Assessment and Accreditation Blackboard shell to all full-time and part-time faculty.

COB will also prepare for the transition to the AACSB 2020 Accreditation Standards, which will move from goal-oriented assessment to competency-based assessment. COB Division Chairs, program coordinators, AoL co-chairs, Director of Academic Services, and Director of Assessment and Accreditation attended the 2021 Innovative Curriculum Conference to gain insights on how best to manage the transition in 2021-2022.

Indirect Measures of Student Learning Outcomes

Exit surveys of students in the undergraduate and graduate capstone courses are a key tool for indirectly measuring the extent to which learning outcomes have been successfully delivered. Insights from the surveys are shared with the COB's Strategic Management Committee, the Undergraduate Academic Advising Center, graduate advisor, Office of Career Services, and the COB Advisory Board with the objective of generating actionable advice and activities.

In Spring 2021, COB administered an alumni survey to about 3000 COB graduates who earned a business degree between 2004 and 2020 and received 104 responses. COB administrators will review the survey results to identify areas of improvement for future implementation.

Additional Progress on Issues Since Previous Visit

As part of its continuous improvement effort, the COB has taken several steps to further the AoL process.

- A Director of Assessment and Accreditation position was created in 2019. The Director is a faculty member who oversees all AoL activities and provides direction to its individual elements. This position is in addition to the support role provided by the Director of Academic Services staff position that was created since the last visit.
- A repository was created on the Blackboard platform that provides in-depth information regarding AoL as well as accreditation and strategic management. The Blackboard site also gives access to this information to all COB faculty and staff.
- COB started using new software that enables juried faculty assessment of student artifacts for AoL. The software, Aqua by Watermark, includes options to gather assessment data in multiple ways, including bulk uploads via Blackboard. Online peer-reviewing. This allows for a more seamless, rigorous, and inclusive assessment process, thereby fostering an AoL culture.
- The COB has also adopted diverse assessment practices, which now include direct and indirect measures such as student exit surveys and alumni surveys.

- Both tighter coordination and functional separation between the curriculum process and the AoL process are maintained by ensuring that the Director of Assessment and Accreditation and Division Chairs are members of both the AoL and Curriculum committees.

Issue 3. Strategic Planning and Measuring Progress on Initiatives

"Update strategic plan goals and measuring progress on initiatives (Standard 1: Mission, Impact, Innovation)"

The College mission, aligned with the University mission and strategic plan, influences the College's strategic planning and decision-making processes. The eight goals in the College of Business Vision 2020 strategic plan were carried over from GSU's Vision 2020 plan. The full strategic plan provides several action items to help meet each objective, along with a timeline, an assignment of responsibility for individuals or committees, and criteria for how the objective and action items will be assessed to determine their success.

The COB Strategic Management Committee regularly reviews the existing strategic plan to appraise progress made toward meeting goals, objectives, and action items; to discuss possible changes in priorities as appropriate; and to make recommendations for resource allocation to the Dean. Based on those recommendations, the Dean makes a budget proposal to the University-level Planning and Budget Advisory Council, a process discussed in later sections related to financial resources. The mission also helps drive decisions related to curricula, modes of course delivery, AoL processes, and faculty qualification standards.

In Spring 2020, the Strategic Management Committee led a review of the COB's current mission, vision, and core values. With input from students, faculty and staff, alumni, and business partners, the College revised the mission and vision statements to more accurately reflect the College's current position and anticipated future state.

In Fall 2020, the Strategic Management Committee again led the development of the COB's new five-year strategic plan, Strategy 2025. Strategic objectives were developed for each strategic goal adopted by GSU's Board of Trustees. The first draft of strategic objectives was shared with various stakeholders, and a final version was developed that incorporated suggestions from these groups. On December 11, 2020, COB faculty and staff voted to approve the proposed strategic objectives. Detailed action items, measures, milestones, and other components were developed in Spring 2021, and a fully developed Strategy 2025 plan was adopted by the College in April 2021, including goals, objectives, key performance indicators, and action items. The Strategic Management Committee implements and monitors the plan, assigns responsible individuals and timelines.

Progress on the strategic plan is monitored by the SMC with results shared through an annual report to key stakeholders. The College created its first annual report in AY17/18, which was distributed to all stakeholders, including students, alumni, faculty and staff, the University, business partners, and the general public. The College's annual report continues to be distributed to stakeholders and posted online.

Issue 4. Determine a Sustainable Substantive Differentiation

"Build a sustainable business school – determine a sustainable substantive differentiation strategy that will give the College a competitive advantage far into the future (Standard 1: Mission, Impact and Innovation, and 3: Financial Strategies and Allocation of Resources)."

As the only AACSB-accredited business school in Chicago's southland since November 2016, the COB offers the best value to individuals pursuing undergraduate and graduate business and

economics degree programs. The high-quality programs, coupled with a flexible schedule and multiple delivery modalities, offer a highly competitive value to students. Despite the competitive market conditions, the COB has carved out a good position that has generated enrollment growth in recent years.

During the four-year period between Fall 2012 and Fall 2016, the College increased its enrollment by 10 percent from 704 students in Fall 2012 to 776 in Fall 2016. Both undergraduate and graduate enrollment grew during this period by 9.4 percent and 13 percent, respectively.

Unfortunately, this growth trend did not continue after Fall 2016, and the COB-enrolled student headcount declined for two consecutive years since then. This decline was largely attributed to unfavorable market conditions, including the historic 18-month budget impasse in the state of Illinois from 2015 to 2017. In FY 2016 (AY15/16), the University received only 30 percent of its FY 2015 (AY14/15) state funding. As a result, GSU imposed a 15 percent tuition hike for all undergraduate and graduate programs effective Fall 2017, eliminated 35 academic programs and concentrations, and eliminated 62 faculty and staff positions in 2017. In addition, the COB's graduate programs also imposed another 15 percent differential tuition hike, resulting in a 30 percent total tuition increase effective in Fall 2017 for COB graduate programs. During this period, there was also a decline in international enrollment, caused partially by the challenges some students had in applying for student visas to enter the U.S.

As a result of these extremely unfavorable market conditions and fiscal environment, enrolled student headcount in the University declined by 16 percent, from 5,819 in Fall 2016 to 4,857 in Fall 2018. The COB's enrolled headcount also experienced a decline, but at a much lower rate of 5 percent from 776 in Fall 2016 to 738 in Fall 2018. The decline occurred primarily in the graduate programs, with enrolled graduate student headcount down from 171 in Fall 2016 to 138 in Fall 2018, a 20 percent decrease. This decline in graduate student enrollment was attributed to two major factors: a sudden decline in international student enrollment and the additional 15 percent differential tuition imposed to all COB graduate programs effective Fall 2017. The undergraduate enrolled headcount remained stable during this period. The COB's share of enrolled student headcount in the University's total enrolled headcount grew from 13.3 percent in Fall 2016 to 15.1 percent in Fall 2018.

Realizing the challenges presented by the external environment, the COB developed a detailed program enrollment analysis and enrollment plan in Spring 2018, which proposed several recommendations on program development and revision that will help the College create a sustainable competitive advantage in the marketplace. The University also convened a Strategic Enrollment Growth Task Force to review enrollment conditions and develop strategies. A few recommendations resulting from these efforts, including the adoption of a new CRM system, Slate by Technolutions, for managing the conversion pipeline from inquiry to enrolment, have had a direct and positive impact on COB enrollment.

With strategic efforts, such as more aggressively promoting and recruiting for the online MBA programs, moving the B.A. in Business and Applied Science program online, adding a new M.S. in HRM program, and revising the M.S. in MIS to M.S. in Business Analytics program, the downward enrollment trend in the first three years of the current five-year period was reversed from 2018 to 2020. COB enrolled student headcount increased by about 4 percent, from 738 in Fall 2018 to 757 in Fall 2020. A significant increase was most noticeable in the COB graduate programs – COB graduate student headcount went up from 138 in Fall 2018 to 187 in Fall 2020 (a 35 percent increase), while the undergraduate headcount declined less than 5 percent (from 600 in Fall 2018 to 577 in Fall 2020).

Overall, during the five-year period between Fall 2015 and Fall 2020, the COB's student

headcount increased by 2 percent, while the University's total enrolled student headcount declined by 22 percent. As a result, the COB student headcount share of GSU total student headcount increased from 13 percent in Fall 2015 to 16.5 percent in Fall 2020.

Table 1. COB Enrolled Student Headcount, Fall 2015 – Fall 2020

	FA 15	FA 16	FA 17	FA 18	FA 19	FA 20	1 Year Change	5 Year Change
COB Total Headcount	**749**	**776**	**756**	**736**	**741**	**757**	2.16%	1.07%
COB Undergraduate Total	584	605	606	598	584	570	-2.40%	-2.40%
COB Graduate	165	171	150	138	157	187	19.11%	13.33%
GSU Total Headcount	5938	5819	5185	4857	4789	4650	-2.90%	-21.69%
GSU Undergraduate	3570	3517	3326	3262	3206	3022	-5.74%	-15.35%
GSU Graduate	2368	2302	1859	1595	1583	1628	2.84%	-31.25%
COB HC/GSU HC	12.61%	13.34%	14.58%	15.15%	15.47%	16.28%		
COB UG/GSU UG	16.36%	17.20%	18.22%	18.33%	18.22%	18.86%		
COBGR/GSU GR	6.97%	7.43%	8.07%	8.65%	9.92%	11.49%		

Source: GSU Profiles of Academic Majors

Beginning Spring 2020, GSU engaged an enrollment management consulting firm, RNL, in a University-wide multi-year strategic enrollment planning process. The process is in its final stages and will likely result in the University prioritizing a number of strategies to improve enrollment at all stages of the enrollment cycle (i.e., recruitment, admission, enrollment, retention, and graduation). Emerging strategies have focused on graduate recruitment, academic advising, faculty instructional excellence, international student recruitment, financial aid, marketing, and an increased focus on emerging student populations, including Latinx students. The process is expected to see an impact on graduate program enrollment, international student recruitment, and recruitment and ongoing support of adult, transfer, and specific student populations, including an increased focus on Latinx students.

Issue 5. Build and Maintain a Research Culture Appropriate for the School's Mission

"Build and maintain a research culture appropriate for the school's mission. Research activities faculty should be on teaching load that allows them to maintain their trajectory." (Standard 2: Intellectual Contributions, Impact, and Alignment with Mission, and Standard 15: Faculty Qualifications and Engagement)

Even though the University's initial accreditation was under AACSB 2003 Standard, COB faculty revised the AQ/PQ Faculty Qualifications Guidelines in April 2016 to align with the new SA/PA/SP/IP categories in the 2013 AACSB Standard. The new Guidelines on Faculty Qualifications are now being used to monitor qualifications and guide faculty deployment decisions. The revised Faculty Qualifications Guidelines document is included in the Appendices.

A faculty member may maintain SA status by accumulating 300 points over the most recent five-year period, with a minimum of 200 points earned from category A (2 PRJs in Cabell's-listed journals or 1 PRJ in the COB Preferred Journal List).

During the Division Criteria revision in AY16/17 (effective AY17/18), COB faculty initiated the process of reviewing the COB Preferred Journal List as part of the Division Criteria revision. As a result of this revision, more practitioner-oriented journals were added to this list, as well as pedagogical journals. Public administration journals on the original list were replaced with a similar number of preferred journals in human resources and organizational behavior

disciplines, included in the category of Management journals to better align with the disciplines represented in the College.

In the past five academic years (AY16/17 – AY20/21), the College has been able to provide research-active faculty a teaching load that allows them to maintain their research trajectory. The baseline annual teaching load for AY16/17 and AY17/18 under the prior Collective Bargaining Agreement between GSU and the University Professionals of Illinois (GSU-UPI Agreement) was 24 credit hours (eight courses) for Fall and Spring semesters. COB faculty, who were highly productive in research, were able to receive two course releases to maintain a 3/3 teaching load.

Because the baseline teaching load was eight courses per year or 4/4 prior to AY18/19, it was challenging to reduce faculty loads to 3/3, even for SA status faculty. As a result, faculty members who were SA with fewer publications were able to receive one to two course releases with combinations of research and service reassignments. With the combination of research and service reassigned teaching loads, the majority of research-active Unit A tenure-track and tenured faculty were on 3/3 teaching loads for Fall and Spring semesters.

In AY18/19, the baseline teaching load for Unit A faculty was reduced from 24 credits (eight courses) to 21 credits (seven courses), and the criteria for course releases based on research activities was increased from "superior" to "exceptional" according to the GSU-UPI Agreement. Still, four COB faculty received course releases for research, and a majority of the remaining Unit A faculty received course releases for service and course development to essentially bring down the teaching load to 3/3. Only three Unit A faculty had a 3/4 teaching load in AY18/19. With the new GSU-UPI Agreement in 2019, the standard for one course release was modified to allow more discretion for up to one course release for research by the Division Chair for research-active faculty. In AY19/20, eight COB faculty received reassignment time for research, and many more received reassigned time for service and program needs.

Full-time faculty in the COB can receive up to $1,500 each year to attend academic conferences, with funding in the divisional contractual account. This fund may be used to cover conference registration, travel, and other related expenses. In recent years, especially during AY20/21, with most conferences canceled, postponed, or delivered virtually as a result of the global pandemic, faculty were allowed to utilize these allocated funds to alternative areas that support their research (e.g., software purchase and participant recruitment). The COB employs three to four graduate assistants each semester to provide research and teaching support to faculty.

The University also provides research grants through a competitive process managed by the Provost's office. University Research Grants are competitive and offer up to $2,500 in funding to support small seed basic and applied research activities. Several COB faculty were awarded University Research Grants during the past five years, including Dr. Pam Mohanty, Dr. Hyunkyu Jang, and Dr. Ujvala Rajadhyaksha.

Per the GSU-UPI Agreement, tenured Unit A faculty are eligible to apply for a sabbatical after five years of service at GSU. Sabbatical leaves can be one semester with full pay or two semesters with 50 percent pay. Between AY16/17 and AY20/21, 13 COB faculty were awarded sabbaticals to focus on their research. Most of these faculty were able to publish articles that were developed during their sabbatical leaves.

In addition to the research support through the "state-funded" accounts, starting in AY17/18, COB introduced a Faculty Research and Professional Development Small Grant Program (formerly called the Mini-Grant Program), utilizing fees collected from an MBA professional development course. These grants allow faculty members to conduct research, attend developmental workshops and seminars, attain professional certifications, purchase software

and databases needed for research, attend research conferences, and receive research-related skills training. In the first round of small grant funding (AY 17/18), eleven faculty received grant funding ranging from $500 to $800. Seventeen faculty received funding in AY18/19, seven in AY19/20, and eight in AY20/21.

In addition to standard productivity software and tools provided to all GSU faculty via ITS, including MS Office and IBM SPSS, the COB also supports faculty with Qualtrics and STATA licenses. Prior to Fall 2018, faculty had access to the WRDS database (Compustat North America and Global) via the partnership with Indiana University Center for International Education and Research. Utilizing funding from the EDA Build-to-Scale grant, starting in Spring 2021, faculty and students have access to the IBISWorld database of industry market research, reports, and statistics, as well as to Standard & Poor's Compustat (North America, Global) and Panjiva and IMPLAN databases.

Each academic year, the COB recognizes faculty and staff members for their research, teaching, or service accomplishments through the Faculty/Staff Recognition Awards. There is also an award for one faculty or staff member's overall contribution to the COB, which includes all accomplishments. (See *Faculty Periodic Review, Promotion, Recognition, and Reward Processes* below).

AACSB Table 2-1 in the appendix includes a summary of COB faculty's intellectual contributions for the five-year period of AY16/17 – AY20/21.

Issue 6. Consider Creating Faculty Research Teams

"Consider creating faculty research teams in each of the four MBA focus areas (finance, supply chain, analytics, and leadership) to increase productivity (Standard 2: Intellectual Contributions, Impact and Alignment with Mission)"

The COB's MBA program was revised in AY16/17. As a result of this revision, MBA specializations were consolidated from seven (Corporate Entrepreneurship, Finance, International Business, Human Resources, Management Information Systems, Marketing, Supply Chain Management) to four (Business Analytics, Finance, Leadership, and Supply Chain Management), effective Fall 2017. A "custom"/General Management specialization was also added, which allows students to choose any three elective courses from a list to meet the specialization requirement. This consolidation of MBA specializations was implemented in order to achieve better resource allocation. Strategically, it is beneficial to focus on fewer distinctive specialization areas that are aligned with the COB's strengths while also meeting market demand.

The four MBA specialization areas were introduced primarily as a response to market trends and needs rather than as a reflection of COB faculty's research interests. As such, the College decided that it was not beneficial for faculty to create research teams in each of these focal areas. Instead, faculty are encouraged to use the resources at their disposal to conduct research in their areas of interest and to seek to be collaborative in their research work.

COB faculty have been collaborating in their research, and the COB's collegial culture has encouraged more people to engage in team-based research projects that have resulted in publications. Several faculty members have recently published high-quality research because of such collaborations. A sample is listed below:

Gao, X., Zhan, J., & Wang T. (2017), *Analyze This, Analyze That: A Reversing Entry Case*. Accounting Instructor's Report

Ijose, O., & Ermasova, N. (2017), *Regional Patent Activities in Russia: Does Level of Risk Make a Difference*? Competitiveness Review

Ijose, O., & Chang, C. (2016), *Measuring Customer Lifetime Value: An Application in Credit Card Industry.* Academy of Business Research Journal

Keane, A. & McKenna, B. (2017), *Seventh Circuit Limits Taxpayer Remedies for IRS Errors*, Tax Notes

McKenna, B. & Keane, A. (2017), *The ERISA Church Plan Exemption: Affiliated Organizations Pray for Supreme Court Relief*, Taxation of Exempts

Zhao, J., & Ferran, C. (2016), *Business School Accreditation in the Changing Global Marketplace: A Comparative Study of the Agencies and Their Competitive Strategies.* Journal of International Education in Business

Wagner, S., & Ermasova, N. (2017), *The impact of education, diversity, professional development and age on personal business ethics of business students in Russia*. Journal of Management Development

Williams, M., Cekin, S., & Green, D. (2020), *Bitcoin and the Cross-Market Effects of the Mt. Gox Meltdown.* Issues in Information Systems

The COB also organizes Brown Bag workshops in which faculty present their research projects at various stages of completion, allowing participants to become more familiar with each other's work, find opportunities for potential collaborations, and share constructive feedback with one another. There were 15 Brown Bag sessions in the past five years. In the most recent year (AY20-21), because of the global pandemic, no brown-bag research sessions were held. Instead, the College hosted several faculty development workshops on managing student performance, dealing with plagiarism, and disability accommodations.

Table 2. COB Brown Bag Sessions, AY16/17 through AY20/21

Date	Presenter	Topic
3/8/2017	Dr. John Simon	Presenters Podium: An Online Educational Tool
5/4/2018	Dr. Feng Tian	Optimal Order Picking for a Conveyor Belt Picking System
5/4/2018	Dr. Michael Williams	A Collaborative Discussion on External Outreach & Student Enrollment
5/4/2018	Dr. Carlos Ferran	Technology-Mediated Knowledge Transfer
9/18/2018	Dr. Natalia Rekhter	Social Media 101; Social Media and Student Engagement
11/28/2018	Dr. TJ Wang	Big Data: Small Steps with Excel
12/10/2018	Dr. Alice Keane	State Sales Tax on Out-of-State Retailers: An Analysis of Supreme Court Jurisprudence on the Physical Presence Rule
12/10/2018	Dr. Mustafa Karakaplan	Assessing the Effects of New Mexico's K-3 Plus Summer Learning Initiative
2/27/2019	Dr. Stephen Wagner	Gamification of Management Practices and Business Education
4/24/2019	Dr. Wonsuk Cha	Spreading Goodwill? The Effect of Corporate Philanthropy on Global Strategic Posture

5/10/2019	Dr. Ujvala Rajadhyaksha	Project 3535 - Culture and Work-Family Interface in Global Context - Implications and Recommendations for Policy and Practice
5/10/2019	Dr. John Simon	Understanding the Use of Blockchain in Supply Chain Management
10/30/2019	Dr. Evelina Mengova	What Determines Energy Production from Renewable Sources?
12/6/2019	Mr. Jeff Alfano	SAP University Alliance and the Opportunities for Use by GSU Faculty
12/6/2019	Dr. Gokce Sargut	Where Does "Occupation-Fit" Fit?

Issue 7. Consider Providing Administrative Support for the College

"Consider providing administrative support for the College, i.e., assistant or associate dean or similar high-level administrative position" (Standard 7: Professional Staff Sufficiency and Deployment)

In FY 2017, COB received funding to re-instate the Coordinator of Academic Services position, which was eliminated during the budget reduction in FY2016. This position provided much-needed administrative support to the accreditation, assessment, and academic service activities of the College.

In AY19/20, the COB received funding to create a Director of Assessment and Accreditation position to provide further administrative support for the College in accreditation-related areas. This position was filled with a Unit A faculty member with additional course releases and stipend. While not at the level of an Assistant or Associate Dean, the position provides much-needed administrative support to all College accreditation and assessment activities. The Coordinator of Academic Services position was also changed to Director of Academic Services with additional responsibilities. The COB also added back the Office Manager position in FY 2020 (AY19/20), a position eliminated during the budget reduction in AY17/18. The position provides administrative support to the Dean.

Strategic Management Planning Process and Outcomes

The College mission, aligned with the University mission and strategic plan, guides the College's strategic planning and decision-making processes. The eight goals in the College's Vision 2020 strategic plan were carried over from GSU's Vision 2020 plan. The full strategic plan provides several action items to help meet each objective, along with a timeline, an assignment of responsibility for individuals or committees, and criteria for how the objective and action items will be assessed to determine their success.

The COB Strategic Management Committee, consisting of the Dean, Division Chairs, the Director of Academic Services, the Director of Accreditation and Assessment, and co-chairs of standing College committees, regularly reviews the existing strategic plan to appraise progress toward meeting goals, objectives, and action items. The committee members discuss possible changes in priorities as appropriate and make recommendations for resource allocation to the Dean. Based on those recommendations, the Dean makes a budget proposal to the University's Planning and Budget Advisory Council (PBAC), a process discussed in later sections related to financial resources. The mission also helps drive decisions related to curricula, modes of course delivery, assurance of learning processes, and faculty qualification standards.

Financial Strategies and Allocation of Resources:

The School's Financial Model and Sources of Operational Funding and Utilization

The University uses a centralized financial model and allocates its operating budget to units annually following a process coordinated by PBAC. PBAC is central to the fiscal management process at GSU. It is co-chaired by the Provost/Vice President for Academic Affairs and the Executive Vice President. Eighteen voting members, one senior staff member (ex officio), the presidents of Civil Service Senate, Student Senate, and Faculty Senate (also ex officio), and one administrative support person also serve on the council. In addition, committees meet to provide guidance to PBAC: the Facilities Advisory Committee; the Student Support Services Advisory Committee; the Technology Advisory Committee; and the PBAC Tuition & Fees Committee.

PBAC plays the following critical roles:
- Creates effective linkages and relationships between GSU's planning and resource allocation processes
- Promotes transparency and accountability in high-priority settings and resource allocation decisions
- Ensures meaningful participation by appropriate governance groups of the University community in this critical administrative leadership area
- Provides input and deliberation on processes, systems, and structures for strategic allocation of University resources.

The University's operating funds have two main sources – state appropriation and tuition/fee revenue (income fund). In the past few years, as the State of Illinois faced considerable fiscal challenges, the state appropriation's share of GSU's total operating budget declined from 44 percent in FY 2017 (AY16/17) to 40 percent in FY 2021 (AY20/21). Consequently, revenue from tuition and fees now accounts for a larger share of the University's annual operating budget.

The State of Illinois experienced a historic 18-month budget impasse from 2015 to 2017. In FY 2016 (AY15/16), the University received only 30 percent of its prior year FY 2015 state appropriation. GSU was forced to impose a 15 percent tuition increase for all undergraduate and graduate programs effective Fall 2017. GSU eliminated 35 academic programs or

concentrations through GSU's Academic Program Elimination process. Sixty-two staff and faculty positions were also eliminated in 2017, and the University instituted various budget reduction measures in the annual PBAC budget process.

Table 3 provides the COB total budget and GSU total budget for the period of 2016 to 2021. During this five-year period, the COB's total operating budget increased 12.6 percent, from $4,175,538 in FY 2017 (AY16/17) to $4,702,199 in FY 2021 (AY20/21), while GSU's total operating budget increased 7.6 percent. As a result, the COB's share of the total GSU budget increased from 7.7 percent in FY 2017 (AY16/17) to 8.2 percent in FY 2021 (AY20/21).

Table 3. COB & GSU Operating Budget Trend, FY 2016 to FY 2021

	FY17 (AY16/17)	FY18 (AY17/18)	FY19 (AY18/19)	FY20 (AY19/20)	FY21 (AY20/21)
COB Total Budget	$4,175,538	$4,243,349	$4,235,745	$4,418,921	$4,702,199
GSU Total Budget	$54,033,192	$54,313,127	$56,507,532	$57,784,124	$58,130,000
COB Budget/ GSU Budget	7.7%	7.8%	7.5%	7.6%	8.2%

Figure 2. COB Organizational Chart (AY20/21)
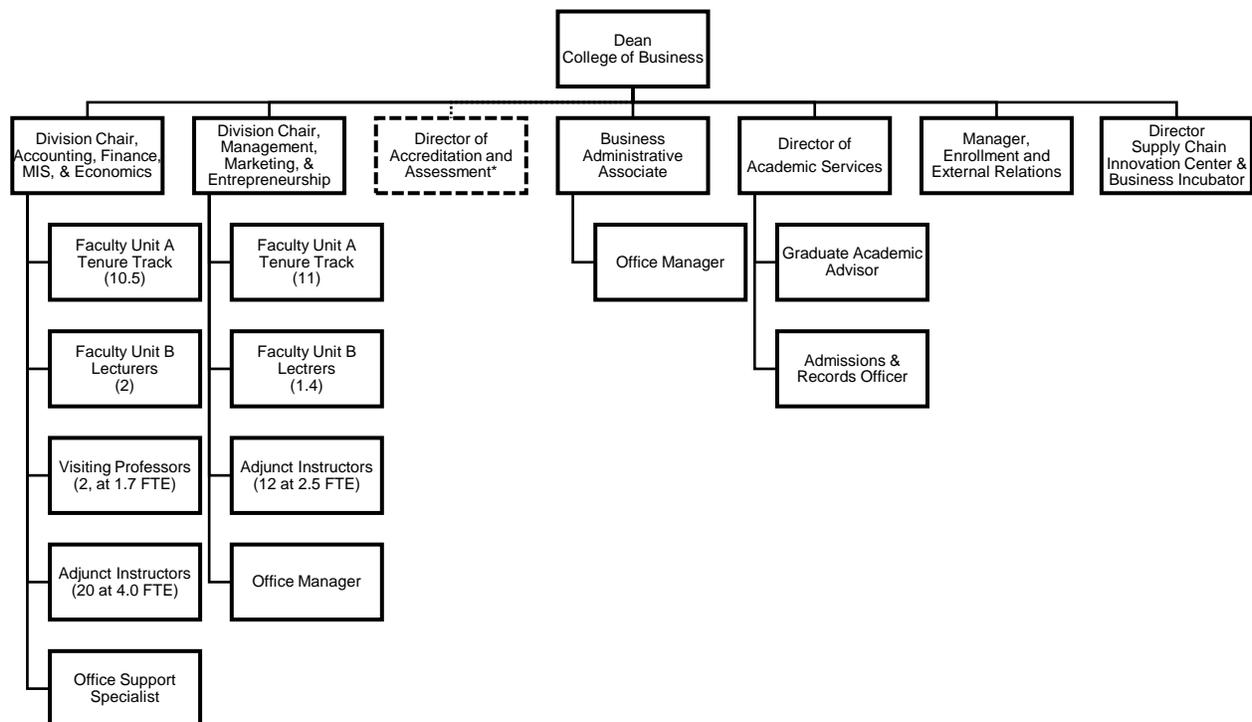
Note: The Director of Accreditation and Assessment position is held by a faculty member with a three-course release from teaching since AY19/20.

20

The largest share of the COB's annual operating budget is allocated to the salaries of the 33.1 full-time equivalent (FTE) faculty and the 12 administrative staff, including the Dean and Division Chairs. Each of the two academic divisions is supported by a Division Chair and an administrative support staff assistant. Three staff members – a senior graduate academic advisor, the Director of Academic Services, and an admissions and records officer – reside in the COB Academic Services Office. The Dean's Office includes the Dean, a business administrative associate, and an office manager. The Manager of Enrollment and External Relations and the Director of the newly established SCICBI also report to the Dean. Two academic advisors in the University Academic Advising Center are assigned to all COB undergraduate programs but are not included in COB organizational structure as they directly report to the UAAC director, who reports to Associate Provost.

During AY20/21, the COB faculty included 21.5 FTE tenured or tenured track faculty, 3.4 FTE lecturers, 1.7 FTE visiting faculty, and 6.5 FTE adjunct instructors. The College serves 757 students in graduate and undergraduate programs and produces approximately 17,000 student credit hours per calendar year (Fall, Spring, and Summer terms).

In addition to the annual operating funds allocated through the University budget process, COB also utilizes donor-generated funds, grant funds, and other alternative revenues to support its strategic initiatives. COB's endowed scholarship funds have an annual market value of close to $900K, and awards scholarships to approximately 50 students each year. Other donor-generated funds (individual contributions to general COB initiatives, including donations from alumni, faculty/staff, and other supporters) are accessible for College functions, such as alumni events, specific marketing initiatives, etc. This account has a running balance of $50K annually.

COB continues to receive sub-grant from Indiana University Center for International Business Education and Research (IU CIBER) to support its international efforts, including study abroad trips and business workshops. COB also receives funding from business partners such as Canadian Rail to support its online programs in supply chain and faculty development.

The Supply Chain Innovation Center and Business Incubator (SCICBI), through its certification training programs since Spring 2020, also generates revenues that can be used to support College initiatives. An Economic Development Administration (EDA) grant to support SCICBI's operation in 2020-2023 also provides much-needed resources to purchase research databases that will help faculty research.

COB continues to work with Institutional Advancement, the Office of Sponsored Programs and Research (OSPR) in its efforts of generating alternative revenues through donor contributions and grant activities to support more strategic initiatives. In Fall 2020, a substantial estate gift was made by the family of long-term COB's donor, Mr. Donald Morrison, who passed away at the age of 98. COB is working with Institutional Advancement and GSU Foundation on a proposal to rededicate the majority of this donation to support a named Internship Placement and Employer Relations program. This new position will contribute to student success, and also help COB better position for its transition to AACSB 2020 Standards, which has a higher expectation for learner progress documentation and tracking.

Table 4 summarizes key strategic actions, estimated cost, and sources of funds for the current review period.

Table 4. Key Strategic Action Items and Financial Resources in the Current Review Period

Key Strategic Actions	Description	Start Date	Estimated Cost	Source of Funds
New Program Development	Launched new M.S. in HRM; Revised M.S. in MIS to M.S. in Business Analytics	Fall 2019 (M.S. HRM); Fall 2020 (M.S. in Business Analytics)	$110,000 in new personnel budget for M.S. HRM; $2K in promotion and recruitment; $120,000 in new personnel budget for M.S. in Business Analytics; $2K in promotion and recruitment	New faculty lines approved through the PBAC process (FY21); Allocation of COB marketing budget
Continued Development of High-Quality Online Courses and Programs	Faculty release and/or stipend for online course development, QM training	On-Going	$40,000 in Fall 2020 on new online course development and course revision; $15,000 on QM training and adjunct stipend	Allocation from University Budget; CARES funds in AY 20-21; CN funds (QM training and adjunct stipend)
Hiring and Developing High-Quality Faculty	Hired 8 new tenure-track faculty (6 vacancy replacements and 2 new positions) in AY16/17-AY20/21	On-Going		Allocation of University Budget; 2 new faculty lines requested and approved in FY21
Research Support	Course releases for research following a competitive process; access to IBISWorld, Compustat North America and Global, Panjiva and IMPLAN databases and industry reports	On-Going	$70,000 per annum for research databases (2020-2023); Adjunct pay for courses reassigned from full-time faculty (amounts vary)	Allocation of University Budget (released courses are usually covered by adjunct faculty); EDA Build-to-Scale Grant (2020-2023)
Recognize Outstanding Faculty	Four faculty awards are given each year	On-Going	$900 total stipend each year	COB Excellence Fund
Business Week Program	Keynote and faculty-led presentations; Business Career and Internship Fair; COB Alumni Hall of Achievement Induction	October 2019	$17,000 (2019)	Registration fee, donor contributions, and GSU 50th anniversary grant

Established GSU's IIN hub	Established SCICBI	Fall 2019	$578,884 for hardware, software/databases, and expert in residence over three years; $80,000 annual personnel cost; $400,000 capital funds from the State of Illinois for space renovation/ maintenance	EDA Build to Scale grant (2020-2023); Allocation of University Budget (new line approved in FY21); IIN capital fund
Alumni Engagement	Alumni receptions and other events	Spring 2017	$2,000 each year	COB Excellence Fund

Mission Statement and Summary of Strategic Plan or Framework

The COB started the development of its new five-year strategic plan, Strategy 2025, in early 2020 after GSU's Board of Trustees voted to approve the University's strategic goals at its January 2020 meeting. As an academic unit that contributes to the achievement of the University's strategic goals, the COB is expected to adopt the eight strategic goals approved by GSU's Board of Trustees but has flexibility in developing the strategic objectives for each goal. Although developed a year earlier by the University Strategy 2025 committee, there was a long period when GSU did not have a quorum for its Board of Trustees during 2019 due to delays in board appointments; thus, formal adoption of the strategic goals was delayed until January 2020. To address this challenge, the College voted to extend its previous strategic plan, Vision 2020, for one year or until a new plan was developed and adopted. The COB adopted the University's strategic goals for the period AY20/21 through AY24/25.

The COB moved forward to review its mission and vision statements in early 2020, which led to revisions in both in May 2020. In Spring 2020, the Strategic Management Committee led a review of the COB's current mission, vision, and core values. With input from students, faculty and staff, alumni, and business partners, the mission and vision statements were revised to reflect the COB's current position and future state more accurately.

In Fall 2020, the Strategic Management Committee again led the development of the COB's new five-year strategic plan, Strategy 2025. Strategic objectives were developed for each strategic goal adopted by GSU's Board of Trustees. The first draft of strategic objectives was shared with various stakeholders, and a final version was developed incorporating suggestions from these groups. On December 11, 2020, COB faculty and staff voted to approve the proposed strategic objectives. Detailed action items and performance indicators were developed in Spring 2021, and COB's Strategy 2025 plan was adopted in April 2021.

COB Mission (Revised May 2020)

The AACSB-accredited College of Business provides an accessible, high-quality education to a diverse student body primarily from the Chicago metropolitan area. We actively engage in research and service, which impact the business and academic community and society. We empower our students with the knowledge, skills, and ethical perspectives needed to succeed in a technologically sophisticated global society.

COB Vision (Revised May 2020) The College of Business will be recognized as a school of choice in the region for high-quality talent in the fields of business and economic development.

COB Core Values

- *Excellence:* committed to excellence in teaching, research, and service, we serve the division, the College, the University, the community, and the profession.
- *Continuous Improvement*: combining our talents and perspectives to generate original ideas, we depart from conventional views to pursue new approaches, concepts, and visions to advance our teaching, research, services, and administrative processes.
- *Diversity*: practicing diversity, we encourage wide-ranging perspectives, promote open dialogue, and model respectful interaction.
- *Accountability*: demonstrating individual accountability and shared responsibility, we practice fair, honest, open, and transparent interactions while using resources effectively and efficiently.

GSU & COB Strategy 2025 Goals (Adopted by GSU in January 2020)

1. Academic Excellence: Provide quality, current and relevant academic programs.
2. Student Success: Provide equitable pathways to graduation which leads to academic, personal, and career success.
3. High-Quality Faculty and Staff: Create a learning environment where highly qualified and diversified faculty and staff are hired and retained.
4. Enrollment Management: Implement a strategic enrollment plan consistent with the University mission.
5. Invest in Excellence: Enhance and diversify revenue streams, serve as a destination for social, cultural, and continuing education, and be an economic catalyst for the region.
6. Social, Ethical, and Environmental Responsibility: Institutional actions and decisions demonstrate a commitment to social, ethical, and environmental responsibility.
7. Strong Cyber Presence: Support the people, tools, and environment that are needed to succeed in today's digital world.
8. Continuous Improvement: Institutional processes for continuous improvement are guided by evidence-based decision-making to achieve the mission of the University.

Among the Strategy 2025 goals, the only new goal is #7 – Strong Cyber Presence, an addition driven by the fact that higher education is becoming increasingly digital for students, faculty, staff, and other key stakeholders. The University and the College must respond to this trend accordingly.

Table 5 includes key innovative actions, strategies, programs, and outcomes of the current review cycle, which coincides with the 5-year period of Vision 2020 strategic plan.

Table 5. Key Innovative Actions, Strategies, Programs and Outcomes

Strategic Goals	Innovative Actions/Strategies/Programs	Outcomes/Impact
Academic Excellence	Revised MBA program in 2017; Consolidated MBA specializations from eight to four; Added MBA Professional Development Seminar as a requirement	An improved MBA program that meets the professional development needs of students as well as the market demand

Academic Excellence	Continued improving online program quality and offerings; Added General Management online rack in 2016; Moved B.A. in Business and Applied Science online in 2017	GSU's online MBA program has been recognized as "top best value online MBA program" and "top online supply chain MBA program" in 2018 and 2020 by BestColleges.com, and as "Best Online Supply Chain MBA" in 2019 by OnlineMasters.com. In 2020, OnlineMBAToday.com ranked the program as No. 3 in the State of Illinois online MBA programs.
Academic Excellence	Created M.S. in HRM program in Fall 2019	This new program enrolled 12 students in its first semester and 23 in its second year. It will continue to grow and add diversity to the COB's program portfolio
Academic Excellence	Revised M.S. in MIS to M.S. in Business Analytics in Fall 2020	This revised program enrolled seven students in its first semester and 14 in the second semester and will continue to grow. In Spring 2021, more than 160 applications were received (majority from international applicants), showing great potential for enrollment growth in AY21-22 and beyond
Student Success	Encouraged more student participation in internships by streamlining the internship application process and developing closer collaboration with Career Services	More students participated in internship opportunities and career service programs; Several accounting students have internships with the big four accounting firms
Student Success	Established Student Retention Roundtable and exit survey	Continuous improvement of student services and programming
Student Success	Offered tutoring and skills labs to students	Student participation in skill labs and tutoring services
High-Quality Faculty and Staff	Offered COB faculty research and professional development mini-grants	Supported faculty research and professional development
High-Quality Faculty and Staff	Provided QM training to adjunct faculty	Ten adjunct faculty completed Applying QM Rubrics training

High-Quality Faculty and Staff	Established regular professional development workshops on student and classroom management	Enhanced faculty skills in classroom and student management
Enrollment Management	Offered work-based GMAT waiver to qualified applicants	Expanded applicant pool for graduate programs
Enrollment Management	Implemented new CRM system for graduate application processing and admission	Streamlined graduate admissions process
Financial Growth and Resiliency	Received $50K from Canadian National Railway (CN) to support online program development in supply chain related fields	Funds utilized to provide more faculty training in online education and other related areas
Financial Growth and Resiliency	Received $578K in EDA Build to Scale grant	Support operations of the SCICBI
Financial Growth and Resiliency	Received $50K in Southland Economic Transformation Grant	Support SCICBI certification training program in supply chain management
Visibility, Outreach, and Economic Catalyst	COB semester newsletter and annual report distributed to various stakeholder groups	Provided regular communications to stakeholders about achievements by COB students, faculty, and alumni. Increased active engagement
Visibility, Outreach, and Economic Catalyst	[Business Week](#) program	Provided engaging professional development opportunities for COB students and alumni. Showcased COB faculty research and enhanced business connections
Visibility, Outreach, and Economic Catalyst	[COB Thought Leadership Series](#)	Offering businesses in the region through leadership webinars focusing on current topics such as U.S. trade, supply chain, and COVID; Help businesses in the region better prepare for the opportunities and challenges in the global marketplace and improve their competitiveness
Visibility, Outreach, and Economic Catalyst	Established SCICBI as GSU's IIN hub	Provide faculty consulting, employee training, and incubating services to the Chicago region. Contribute to the workforce and economic development of the service region

Visibility, Outreach, and Economic Catalyst	Strengthened business partnerships through advisory boards and other networks	More partnerships created with businesses in the region. Created more internship and employment opportunities for COB students
Social, Ethical, and Environmental Responsibility	Encouraged faculty participation in civic engagement and community service opportunities	
Continuous Improvement	Continue to monitor the progress of strategic goals and attainment. Communicated strategic goal accomplishments through annual reports	

Intellectual Contributions

The College recognizes intellectual contribution as a core responsibility of its faculty. While the COB's mission statement acknowledges teaching as its primary focus, research and service are also essential components of the mission. In support of its mission, the College expects faculty to maintain an ongoing program of scholarly contributions. The COB's mission and qualifications guidelines also provide guidance to the type of intellectual contributions the faculty produce.

The COB Faculty Qualifications Guidelines adopted by faculty in 2015 state "research that focuses on Basic or Discovery Scholarship, Applied or Integration/Application Scholarship, and Teaching and Learning Scholarship are all accepted." However, to ensure that faculty members are maintaining their currency in the field, they are expected to place more emphasis on Basic or Discovery and Applied or Integration/Application research. Although the College mission does not dictate that faculty members engage in any particular type of research or create any particular type of intellectual contribution, the faculty have agreed that this emphasis on Discovery and Applied research is appropriate, given that the COB has four graduate degree programs with students in these programs accounting for approximately 25 percent of the entire COB student population.

AACSB Table 2-1 is available as a separate support document and lists the intellectual contributions produced by COB faculty in the five-year period from 2016 to 2021. During this five-year period, COB faculty published 62 peer-reviewed journal articles, 14 editorial-reviewed journal articles, nine proceedings, one textbook, one case study, 11 peer-reviewed meeting proceedings, 52 peer-reviewed paper presentations, 12 competitive research awards/grants, 70 professional practice standards or public policy, and 20 other contributions, together totaling 243 intellectual contributions (ICs). 84 percent of participating faculty produced IC; 74 percent of total FTE faculty produced an intellectual contribution. The average number of intellectual contributions per faculty FTE is 6.9 if the two division chairs are included in the faculty FTE; the average PRJ/Editorial Reviewed Journal articles per FTE is 2.5. A brief summary of Table 2-1 is listed below.

Summary of Table 2-1 (5-year Intellectual Contributions):

Research Types	Basic Research/Discovery	Applied/Integration Scholarship	Teaching & Learning Scholarship
Intellectual Contributions	132 (54%)	66 (27%)	45 (19%)

The summary of intellectual contributions produced by COB faculty during the 2016 to 2021 period shows that of the 243 contributions, including those not refereed, 132 (54 percent) were Basic or Discovery Scholarship, 66 (27 percent) were Applied or Integration/Application Scholarship, and 45 (19 percent) were Teaching and Learning Scholarships. The distribution across the three research categories is reasonable and consistent with the College mission.

AACSB Table 2-2 (submitted separately) shows the journal outlets where COB faculty publish their research. COB faculty published in approximately 61 different journals. Several journals are on the COB Preferred Journals list, and also on ABDC journal list (e.g., Cornell Hospitality Journal, Communications of the Association for Information Systems, INFORMS Transaction on Education, Journal of Organizational Psychology, Journal of Memory and Language, Organizational Dynamics, Psychology and Marketing, and Quantitative Marketing and Economics).

According to Cabell's and other sources, the average acceptance rate of COB faculty's PRJs during this review period is 34.17 percent.

COB faculty's intellectual contributions that were presented or published during the last five years have been cited a total of 517 times.

COB faculty's PRJs published prior to the current five-year review period continue to be cited and have impact. Total citations of COB faculty's PRJs during this review period was 3833.

PARTICIPANTS – STUDENTS, FACULTY, and PROFESSIONAL STAFF

COB enrolled 757 students in Fall 2020. Figures 3 and 4 summarize undergraduate and graduate enrollment and degrees awarded over the past five years.

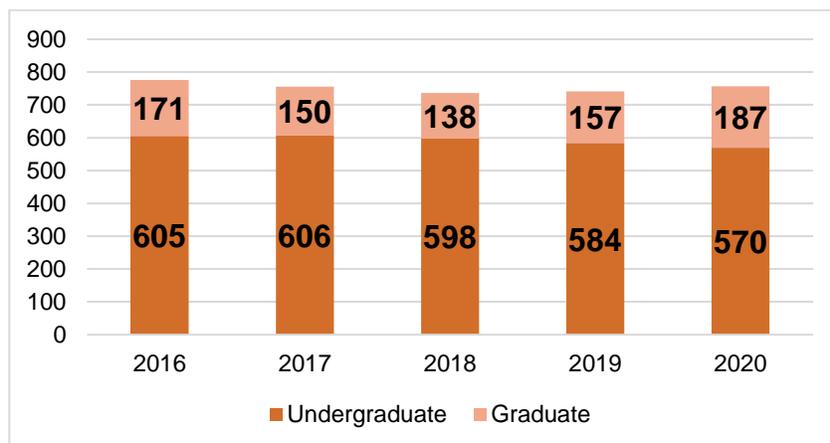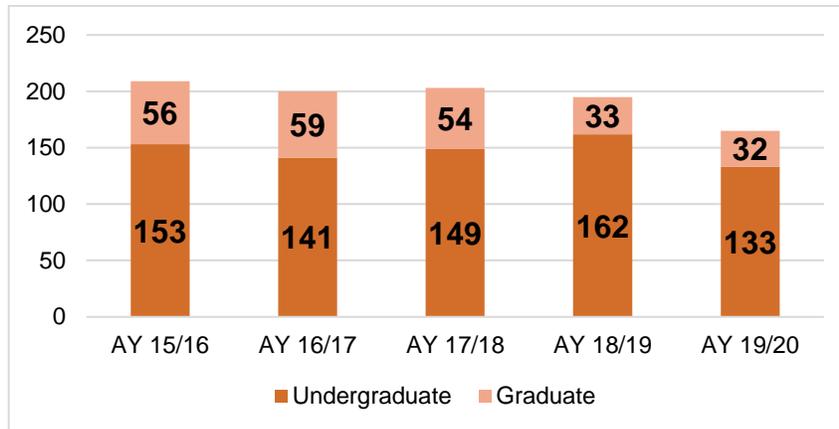Figure 3. COB Student Enrollment, 2016 – 2020

Figure 4. COB Degrees Awarded, AY15/16 – AY19/20

Student Diversity

Diversity is a key part of the COB's mission and is recognized as an important value. The COB measures diversity in a number of ways – race and ethnicity and gender are primary measures of diversity. Student age, part-time/full-time status, and transfer/direct admission are other important measures. Diversity is critical to the University mission as well. GSU is a Minority Serving Institution. Even with its existing diversity in race and ethnicity, over the past five years, the COB's undergraduate student profile has included an increasing percentage of minority students enrolled, reaching 50 percent of all COB undergraduate students for the first time. Black/African American students make up 32 percent of COB's undergraduate enrollment and 17 percent of students are Hispanic/Latinx. In the past five years, the College has seen an increase in undergraduate Hispanic/Latinx student enrollment from 11 percent in Fall 2016 to 17 percent in Fall 2020. This trend mirrors a University-wide trend, as the University is an emerging Hispanic Serving Institution. The University has engaged in a significant equity initiative over the past couple of years in an effort to understand and reduce equity gaps among different student minority populations, largely focused on Black/African American and Hispanic/Latinx students.

Figures 5 and 6 display the percentage of minority students, females, and part-time undergraduate students. Over half of undergraduate and graduate students are from a racial/ethnic minority and identify as female. GSU serves many adult students and transfer students. The average age for students is 28 for undergraduates and 35 for graduate students. A large percent of undergraduates (45 percent) and graduates (70.1 percent) are part-time students.

Figure 5. COB Undergraduate Diversity, 2016 – 2020
(Minority Students as % of Total Enrolled Student Headcount in Each Group)
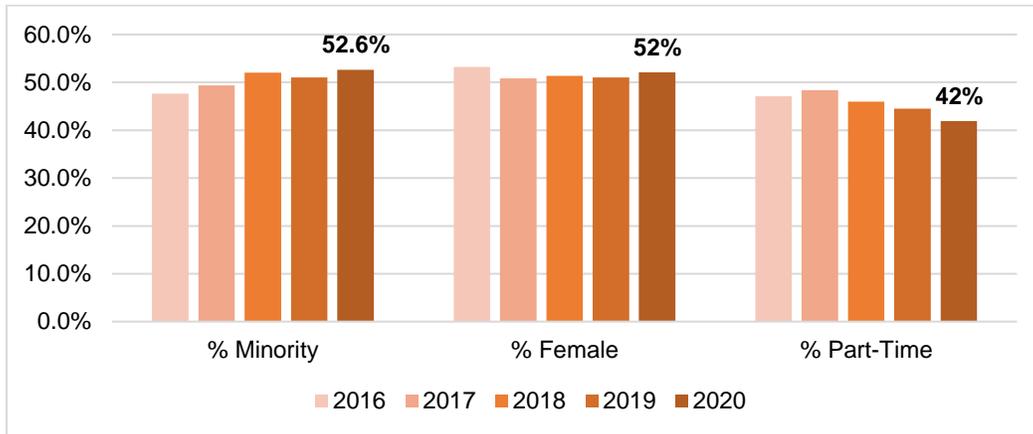
Figure 6. COB Graduate Diversity, 2016 – 2020
(Minority Students as % of Total Enrolled Student Headcount in Each Group)
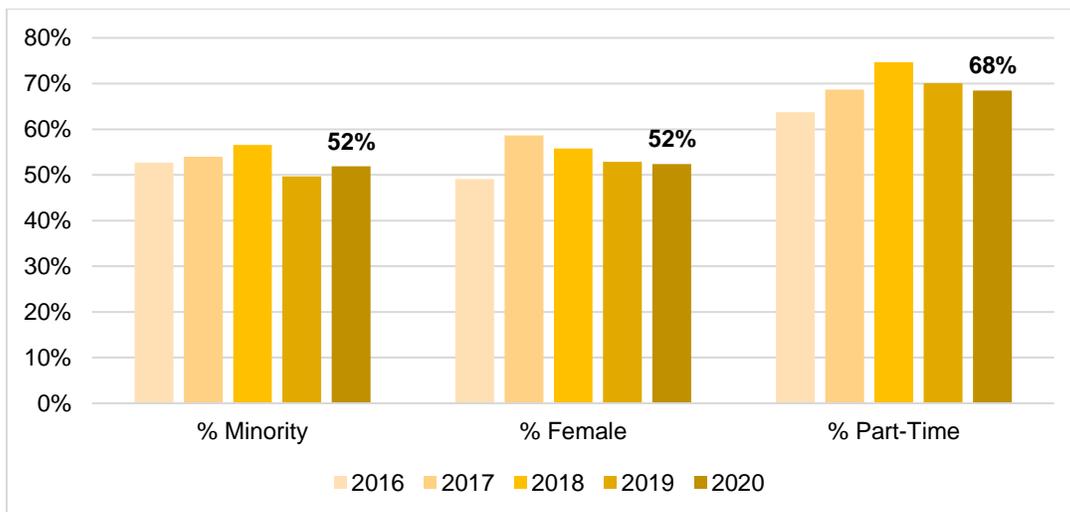
Admission Criteria

The following are COB admissions criteria:

Undergraduate Admissions Criteria:

Official high school transcript or GED; A minimum of 2.0 unweighted high school GPA on a 4.0 scale; Official ACT or SAT scores (optional for Fall 2021 applicants); Freshman Students-Have earned fewer than 24 semester hours of college credit; Transfer Students-24 or more semester credit hours of college coursework with a 2.0 or higher cumulative GPA, and transcripts from all previously attended colleges or universities.

Graduate Admissions Criteria

Transcripts from all U.S. schools attended. A credential evaluation is required for all transcripts from a university outside the U.S.; A current Professional Resume; Personal Statement to include career goals and reasons for pursuing a graduate degree. Two letters of recommendation attesting to the applicant's professional accomplishments and academic abilities. Applicants must submit a GRE/GMAT score. This requirement may be waived for the following:

- An undergrad GPA of 3.5 minimum for the last 60 hours completed from a U.S. regionally accredited college or university
- A graduate degree from a U.S. regionally accredited college or university
- Five years of relevant work experience (implemented in Fall 2018)
  http://www.govst.edu/COB/Graduate/GMATWaiver/
- Requirements met for Guaranteed Admissions program for GSU undergraduate students and recent alumni

TOEFL/IELTS/PTE and Financial Supporting Documents are required for international applicants.

Recruitment

As described in earlier sections of this report (under "Progresses Made Since Previous Visit, Issue 5), COB continues to work with GSU Admissions Office, Dual Degree Programs (DDP), Office of International Services, and other internal partners as well as external partners in its efforts of recruiting high-quality undergraduate and graduate students. A comprehensive program analysis and enrollment plan were developed in Spring 2018, identifying several key priorities in increasing COB program enrollment. This effort, in conjunction with the University's Strategic Enrollment Task Force recommendations, led to several developments that have had a positive impact on student recruitment and enrollment, including the revision of the M.S. in MIS program to M.S. in Business Analytics program in Fall 2020, and closer coordination between COB and the Admissions Office, especially with the new Director of Graduate Admissions and Retention since Fall 2018.

Beginning in February 2020, the COB began hosting virtual information sessions for graduate programs. In 2020, eight virtual information sessions were organized with a total of 140 registered prospects.

An update to the online graduate application system, Ellucian CRM Recruit, went live in 2017. It added additional self-service options for applicants to request letters of recommendation and upload their own documents. Although this improved the process for applicants, there were significant gaps in the system.

In Spring 2020, GSU began implementing a new CRM system, Slate, beginning with prospect inquiries. In addition, recruitment events went live over Summer 2020, and applications went live in Fall 2020 for Spring 2021 applications. Slate allows greater transparency of application materials and status for both the applicant and administrators, enabling unlimited user licenses, detailed reports, and flexible workflows.

COB staff continue to meet regularly with GSU admissions staff as the College continues to refine the implementation and correct gaps in the workflows. Beginning in Spring 2021, more detailed recruitment communication drip campaigns were enabled to communicate with prospects via email and text messages. In the past, there was no easy way to track or compare inquiry reporting across terms and years. The prospect inquiry and application processes now reside in the same system, allowing assessment of conversion rates across multiple phases of the recruitment/admissions funnel.

Support Services and Student Development Initiatives

Advising

Beginning in 2016, undergraduate advising moved from colleges to a centralized model in the Undergraduate Academic Advising Center, which is housed centrally outside of the College and supervised by the Director of the Center rather than by a COB Division Chair or Director. The different organizational structures and changes in advisors' physical location created some

challenges early in the transition. The COB continues to have dedicated advisors by program. As a result of the challenges that came up due to the organizational change, it became important to maintain strong connections with academic advisors. Beginning in Fall 2017, the Director of Academic Services began meeting with the academic advisors and the Director of the Undergraduate Academic Advising Center every month. The meetings include agenda items from the COB and advisor discussion items, including sharing common student concerns and questions such as registration challenges, schedule issues, retention concerns, the career-ready initiative, and internship applications. Minutes of the meetings are shared with Division Chairs and the Dean for further discussion or resolution. Division Chairs occasionally attend the meetings to focus on new programs, significant changes, or other issues that warrant more detailed discussions.

Graduate advising also changed in 2016 to a shared advising model between programs and colleges. One of the COB academic advisors was reassigned to advise for all graduate COB programs as well as four graduate programs in the College of Arts and Sciences. Even with the change, the advisor remains housed in the COB and supervised by the COB's Director of Academic Services.

The COB Advising Newsletter was first developed in Fall 2017. It is distributed each semester to provide students with timely information, deadline reminders, the academic calendar, information about their academic advisor and the registration process, internship for credit information, advice from key administrators, and information about AoL and accreditation.

Career Services & Business Week Career Fair

The COB does not have its own career services center, placement center, or staff. When a need for a business-specific career fair was identified, the COB partnered with GSU's Career Services to hold an annual business-specific career and internship fair beginning in Fall 2019 as part of the Business Week events. The first two sessions of the fair have been successful. Thirteen companies and 70 students attended the first year in Fall 2019. The second year's fair in Fall 2020 was moved online due to COVID-19, and the Career Services Office used an online fair feature of the job board system during the fair for the first time. Even with significant challenges, the COB had ten businesses participate online, with 29 students participating in at least one online interview. Although the companies in attendance did not report student hires directly to GSU, the COB is aware of several successful hires through the two career fairs.

The COB works closely with GSU's Career Services Office to provide internship and job opportunities for COB students. Examples include the GSU Career and Internships Fairs and the GSU Professional Image Career Conference. Career Services provides support and tools to all GSU students, including resume and cover letter reviewing and guides, LinkedIn workshops, job search sites, research tools, interviewing and networking guides, and other career-related workshops and events.

Career Services counselors work with students to identify interests and talents that lead students to their lifelong career pursuits. Students are guided through the entire job search process, with assistance in creating a dynamic resume, identifying valuable internships, and developing interview skills that hiring managers are seeking. Career Services also oversees the job and internship website, Jobs for Jaguars, built on the Symplicity job system, and is currently planning a transition to a new job board, Handshake.

In 2018, the COB's Director of Academic Services created a website for career and internship information for COB students to supplement the Career Services website.

Student Grievance Process Change

With the support of GSU Dean of Students office, the COB implemented the use of a new case management system, Maxient, to manage COB's academic grievance process for grade appeals or other issues. The new system was implemented in AY20/21 and includes a process for verifying student status, an online form for the student to complete with required fields, and the ability to collect supporting documentation. Once submitted, the grievance submission is sent directly to the COB Division Chairs for review. Implementing the new process improves the uniformity, documentation, and processing, and resolving of student grievances. The system allows the COB to confirm student receipt of decision letters and other features that increase transparency in grievance process administration.

The Center for Student Engagement

GSU's Center for Student Engagement and Intercultural Programs is where student involvement and learning meet. The Center affords students the opportunity to be included in activities and the chance to participate using their abilities in day-to-day activities as members of the GSU community. The center promotes a sense of belonging and connectedness through campus programming, leadership development, intercultural education, and service learning, and partners with all campus community members. Additionally, the center provides all GSU students with holistic programs and activities to enhance their collegiate experience.

Skills Lab and Graduate Assistant Tutor

GSU's tutoring center is located in the University's Academic Resource Center. The center is run by a Director and utilizes a student tutoring model. Students are hired each semester to tutor their fellow students in common core undergraduate business, statistics, and math courses. The COB's exit surveys and Student Retention Roundtables have identified occasional tutoring availability gaps for certain courses. A recent gap in tutoring for core accounting courses led to a new graduate assistant's request and allocation to support tutoring within the COB beginning in Fall 2019. In addition, the graduate assistant also hosts a weekly skills lab that is typically focused on software skills, including troubleshooting and Excel.

Typically, an average of two students attends the skills lab each week. It has served as a forum that has helped identify other software tools or student needs requiring tutoring or other support.

Student Career Ready Program Pilot

The COB's Career Ready Program is a professional development assignment developed specifically for COB students. This initiative focuses on providing the skills and resources needed to prepare undergraduate students for internships and their career paths. The Career Ready Program was created and planned to be implemented for accounting students in Intermediate Accounting I courses as a pilot in Spring 2020. Due to COVID-19, the program was delayed as the required career workshops were canceled. The program is being piloted again in Spring 2021 with the intention of eventually expanding it across all COB academic programs. The program requires students to attend a series of four one-hour career workshops and meet with the Director of Academic Services to receive a certificate of completion.

Faculty and Professional Staff Sufficiency and Deployment

Faculty Summary and Shared Governance

In AY20/21, the College had 33.1 FTE faculty and 757 students enrolled in business programs in Fall 2020.

Tenure-track faculty, lecturers, and academic support professionals -including academic advisors- are part of a bargaining unit represented by UPI. Faculty workload and academic

commitment are governed by the GSU-UPI Agreement 2019-2022, University and College policies, and the College's Division Criteria and Guidelines on Faculty Qualifications.

Faculty commitment to program integrity, discipline expertise, and currency in their respective areas of expertise can be found in the GSU-UPI Agreement 2019-2022 Statement of Academic Responsibility (preamble, page 3). Full-time faculty work under the workload and evaluation criteria set forth in the GSU-UPI Agreement. Division Chairs work with faculty in the prior spring semester to develop an annual work plan for teaching or any reassigned time for research or service activities. Faculty workload is based on 21 credit hours for Unit A tenure-track faculty and 27 credit hours for Unit B Lecturers. Faculty may submit proposals for reassigned time for research to seek a reduction in teaching based on planned research activities. Service-related reassigned time may be assigned to an annual work plan for program coordination, concentration coordination, or other significant service or accreditation activities. Reassigned time may also be awarded for online course development or training and certification related to online teaching.

Within the College, all full-time faculty members participate as members or leaders of one of the four College standing committees: the Strategic Management Committee; the College Curriculum Committee; the Assurance of Learning Committee; and the Faculty and Student Development Committee. Each committee is led by two faculty co-chairs with one faculty member per division. Division Chairs serve as ex officio members on each committee. In addition to the two faculty co-chairs, the Strategic Management Committee is made up of the co-chairs of the other three committees, other faculty, and ex officio members, including the Dean, Division Chairs, and the Director of Academic Services. Each division elects a faculty Division Personnel Committee, and the College elects Grievance Committee members for review of student academic grievances. At the University level, faculty participate in Faculty Senate, Faculty Senate committees, advisory committees, and the University-level evaluation committee, the University Personnel Committee. A COB Director of Assessment and Accreditation position was added in AY19/20 to provide additional administrative support. This position is filled by a full-time faculty member who receives a 50 percent course release and 10 percent stipend.

Faculty Deployments, Qualifications

Faculty are classified based on qualification criteria guidelines developed by the Faculty and Student Development Committee and approved by College faculty. COB deploys faculty to support its mission and strategic priorities. The full Table 15-1 is available as a supporting document. A summary of faculty deployment of participating and supporting faculty and qualification ratios is included below.

Summary of Table 15-1 (Current Faculty Ratios: AY20/21):

Discipline	Participating	Supporting	SA	PA	SP	IP	Other
Accounting	69.7%	30.3%	63.0%	0.0%	12.7%	24.1%	0.0%
Economics	85.8%	14.2%	94.3%	0.0%	0.0%	5.7%	0.0%
Finance	72.5%	27.5%	42.3%	38.5%	0.0%	19.2%	0.0%
Management	81.2%	18.8%	55.1%	15.7%	0.0%	19.7%	9.4%
MIS	70.5%	29.5%	51.9%	13.5%	5.8%	26.9%	1.9%
Marketing	79.0%	21.0%	88.2%	0.0%	0.0%	11.8%	0.0%
Total	76.9%	23.1%	62.6%	10.5%	3.7%	19.5%	3.7%

Faculty Recruitment, Hiring, and Onboarding

When faculty positions become open as replacement positions or new positions, the Dean and Division Chair appoint a diverse search committee typically chaired by a tenured faculty member or program coordinator for the related discipline. In addition, at least one faculty member from the other division and one Unit B Lecturer serve on the committees. A visiting professor is often hired for one year to bridge the gap, while a full tenure-track search is underway for replacement positions. The search committee works with GSU's Human Resources to post the position in the PeopleAdmin online application system based on the specific needs of the division and College. Positions are advertised through academic professional organization job websites such as the American Economic Association, Association for Information Systems, and general outlets including the Chronicle of Higher Education HigherEdJobs and InsideHigherEd Jobs. For administrative positions such as the Dean, advertisements are also placed on AACSB's Career Connection site. In most tenure-track searches, faculty interviews take place between November and February in the academic year prior to the position start date. The search committee provides each finalist's strengths and weaknesses, and the Dean makes an initial offer to a candidate.

Over the last five years, eight new full-time faculty were hired to fill vacant positions. Two new tenure-track lines were added in FY 2021, with the new faculty starting August 2021. The diversity of these new hires continues to reflect COB and GSU's commitment to faculty diversity, equity, and inclusion. GSU's Human Resources Department tracks the diversity of candidates for each search and shares the information with the hiring unit.

Faculty Periodic Review, Promotion, Recognition, and Reward Processes

Faculty performance is also evaluated in accordance with the GSU-UPI Agreement Article 17. Tenured and tenure-track faculty are considered Unit A faculty, while non-tenure-track lecturers are considered Unit B faculty according to the agreement's language. The Office of the Provost/Vice President for Academic Affairs prepares the annual evaluation schedule for retention, tenure, promotion, and the award of a Professional Advancement Increase (PAI) available to tenured full professors. Each tenured/tenure-track faculty member being considered for retention, tenure, promotion, or PAI submits an extensive portfolio of documentation that forms the basis for evaluating their performance. Faculty are evaluated in the areas of teaching, research, and service, using the COB's Division Criteria. Teaching is considered the primary duty and the most important of the three areas. Evaluation processes for retention, tenure, promotion, and PAI include levels of review by a Division Personnel Committee, Division Chair, Dean, University Personnel Committee, Provost, and President. In addition, when a tenured faculty member is not being considered for promotion or professional advancement, they still have a post-tenure review every four years.

Unit B faculty lecturers are formally evaluated only on their teaching performance, although some also choose to submit material related to scholarship or service activities. New Unit B lecturers receive annual contracts for the first five years based on positive teaching evaluations each year and biennial contracts thereafter. Unit B faculty with "senior status" receive a three-year contract. Visiting faculty and adjunct instructors are evaluated through student evaluation of instruction and classroom observation by the Division Chair. Course leaders review adjunct syllabi and are encouraged to communicate or meet with adjuncts to discuss teaching strategies.

Over the last five-year period, seven COB faculty were awarded tenure and promotion to associate professor, and four faculty were promoted to full professor. All three full-time COB lecturers were awarded senior status.

The initial salary of each faculty member is negotiated individually at the time of hiring. AACSB compensation survey data is used to inform the salary negotiations. Subsequent salary increases, as well as all leaves and benefits, are governed by the GSU-UPI Agreement. Under the current agreement, Unit A tenured/tenure-track faculty are awarded $4,500 to annual base salary for promotion to associate professor; $5,500 to annual base salary for promotion to professor, and $5,000 to base salary for PAI. Unit B lecturers are awarded $4,000 to annual base salary for promotion to senior status as well as some additional security protection under the agreement. For earning a "highly effective" rating, lecturers are eligible for an annual merit increase of either 1 percent of base salary or $500 prorated to percentage of appointment on base salary, whichever is higher. Other annual increases, if applicable, are governed by the GSU-UPI Agreement. For example, in the GSU-UPI Agreement 2019-2022, faculty and academic support professionals received a 2 percent and 2.75 percent general increase in the first two years of the contract and a planned 3 percent general increase in the final year.

Both the University and the College have processes in place to identify and recognize faculty or staff members who have demonstrated noteworthy excellence in the performance of their duties. At the University level, all UPI bargaining unit members are each year eligible to receive one of three Excellence Awards under Article 21 of the GSU-UPI Agreement. This article specifies that the selection process be by nomination submitted to a selection committee specifically constituted from all three major bargaining unit constituencies (Units A and B and academic support professionals). The awards may be granted for any combination of teaching/primary duties, research/creative activity, and/or service. In addition to university-wide recognition, the Excellence Awards are accompanied by a substantial monetary award, $6,000, with half of the award added to the awardee's base salary. In the past five years (2015/16-2020/21), two COB faculty were excellence award recipients.

At the College level, there is a similar process for selecting three faculty members each year to receive Faculty/Staff Recognition Awards, including one award each for teaching, one for research, and one for service, with a fourth award for overall contributions to the College. The COB Faculty/Staff Recognition Awards provide a mechanism for developing strong nominations to compete for the University Excellence Awards. Beginning in AY18/19, these College awards are now accompanied by a monetary award of $200-$300 per winner.

The College also inducts faculty members into its Beta Gamma Sigma Honor Society chapter, presenting them with Faculty Honoree Awards in recognition of their scholarship and other professional accomplishments. Recent faculty honorees included Dr. Alice Keane in 2017, Dr. Chelsea Vanderpool in 2018, Dr. Evelina Mengova in 2019, and Dr. Stephen Wagner in 2020.

As described in the response to the previous visit letter in Section 6 (Standard 2) and listed in Table 7, COB faculty also participate in Brown Bag sessions, which offer faculty opportunities to share their current research projects and engage in professional development activities. In addition, the Small Grants Program described in Section 5 (Standards 2 and 15) offers funding opportunities each semester to support faculty members' professional development and scholarship activities.

Twelve faculty were awarded sabbaticals over the past five years, allowing faculty a full semester release from teaching at full salary to work on research projects and professional development activities to help maintain qualifications for scholarly academic and practice academic status.

The College has continued to support faculty travel to present research at academic conferences, attend training and professional development sessions, and attend accreditation conferences and seminars. For the four-year period, including AY15/16 to AY19/20, the COB provided $128,069.57 for travel and conference registrations. In AY20/21, because of COVID-

19, faculty travel was drastically reduced. Funds budgeted for faculty travel were reallocated to support other professional development activities as needed.

Definition of Participating and Supporting Faculty

Full-time tenured and tenure-track faculty are considered to be participating faculty because of their professional obligations to teaching, research, and service. Full-time lecturers are also considered participating faculty because their obligations are primarily focused on teaching. While not all temporary adjunct appointments include responsibilities beyond teaching and office hours, an adjunct instructor is considered a participating faculty member if they are involved in at least two of the following activities beyond classroom instruction and office hours:

- Regular attendance at department, College, and/or university meetings
- Participation in a curriculum-related activity, such as curriculum reviews and updates, or gathering and analysis of assessment data
- Service on a department, College, or university committee or task force
- Participation in an activity that contributes to the scholarship mission of their college
- Participation in activities of a department, College, or university advisory board
- Service as a faculty advisor to a business student organization
- Participation in a department, College, or university student-focused activity, such as career advising, internship supervision, or judging student projects if interaction with students is included

Faculty members who do not meet this definition are considered supporting faculty members.

Administrative and Support Staff Management and Support

The College employs two full-time administrative directors -- the Director of Academic Services and the Director of the Supply Chain Innovation Center and Business Incubator. A third position, the Director of Accreditation and Assessment, is staffed by a full professor with release time and a stipend to support the program. The College also employs two full-time professional support staff – a Manager of Enrollment and External Relations and a Senior Academic Advisor. In addition, the College employs five full-time administrative support staff.

The University's Human Resources department develops policies for support and management of directors and staff. Policies cover activities ranging from recruitment and selection to onboarding, benefits, performance management, and training and development. Job descriptions are drafted by the Dean's Office and approved by Human Resources.

The University offers onsite training and workshops that address various subjects, including job-specific training, labor regulations, supervisory skills, and employee relations skills. The College encourages and supports offsite professional training based on needs identified via the performance review, a recent promotion, or professional interest. Since 2016, members of the support staff have had the opportunity to participate in a number of technical and professional workshops. Administrators teaching part-time in an adjunct role have training opportunities available to them through the University's Center for Active Engagement and Scholarship (CAES).

Table 6. Staff Training

Professional Training	Technical Training
▪ Ethics (new hires and annual) ▪ Title IX (annual) ▪ Harassment and discrimination prevention (new hires and annual)	▪ Cyber Security (annual) ▪ DCFS Mandated Reporter Training (new hire and annual) ▪ Ellucian Colleague ERP - updates and best practices (new hires and monthly reviews) ▪ Recruiting and Admission processing system (users and periodic) ▪ Room Scheduling System (periodic)

The University offers tuition waivers to full-time employees that have been utilized by several support staff to earn undergraduate and graduate degrees.

LEARNING AND TEACHING

Curricula Management and Development

The College Curriculum Committee is charged with reviewing and approving all curriculum changes in the College. The faculty-led committee works closely with Division Chairs and the Dean to ensure that program curricula are current and enhance student learning, engagement, and outcomes. Upon approval by the College Curriculum Committee, the Division Chair, and the Dean, course syllabi and program catalog proposals are further reviewed by the University Curriculum Committee to ensure that learning objectives are properly structured for scope, level and sequence of work, adherence to the university-wide syllabus format, and to ensure that all syllabi include required language related to university policies. Other program proposals that involve new programs (e.g., concentrations, minors, or certificates) or changes to program admission requirements are further reviewed by University's Academic Program Review Committee for fit, need, and alignment with the University's mission.

The College Curriculum Committee provides input into the University's five-year cyclical program reviews of existing programs (or three-year review of new programs). Division Chairs and program coordinators originate the reviews. The University introduced an electronic workflow system (Curriculog) in 2018. Curriculog has streamlined the committee's activities and makes the curriculum proposals currently being reviewed more transparent and accessible to campus faculty and staff.

During the last five years, the College Curriculum Committee approved the creation of new programs and courses and the revision of existing programs. Routine work delivered includes reviews of changes to existing courses, admissions requirements, and catalog revisions.

In Fall 2016, the MBA program was reviewed and revised. Several significant changes were made, including creating professional development seminars, restructuring specializations from eight to four, and the inclusion of business analytics as a new specialization. The changes resulted from input from key stakeholders, including the COB Advisory Board and MBA alumni. An example of a curricular change that was triggered by advice from the Dean's Advisory Board was the addition in Fall 2017 of CE-MBA7100 (Professional Development Seminar) as an MBA required course. This course focuses include leading high-performance teams, conflict resolution, negotiations, career management, appraising performance and providing feedback, group communication, and decision making.

A five-year B.A. in Business Administration to MBA pathway was approved in the Fall of 2017. The pathway allows undergraduate students in the B.A. in Business Administration program to complete their B.A. and MBA degrees in five years, provided that they take a specified sequence of courses and successfully meet specific GPA requirements. A similar five-year B.S. Accounting to M.S. Accounting pathway was subsequently approved, effective Fall 2020.

In Spring 2018, a new M.S. in Human Resource Management degree program was approved in response to demand for the degree from the market and an assessment of the College's ability to deliver a quality program. The approval process included internal reviews by the College Curriculum Committee, the University Curriculum Committee, Academic Program Review Committee, Graduate Council, and external reviews by the Illinois Board of Higher Education and the Higher Learning Commission (GSU's regional accrediting body). Several new courses were created in support of the new program. This program started enrolling new students in Fall 2019.

As a result of the AoL process, the M.S. in MIS program added Organizational Behavior and Problems in Business Ethics as required courses beginning in AY16/17 to better align the program with its stated program learning goals.

During AY18/19, the M.S. in MIS was revised substantially, becoming the M.S. in Business Analytics degree program. The M.S. in MIS program had seen declining enrollment, and the demand for post-graduate degree holders in the area of business analytics had risen, making this a desirable change. A GSU strategic enrollment task force also identified business analytics as an opportunity for enrollment growth for the University. Internal reviews were conducted by the College Curriculum Committee and the University Curriculum Committee. The new M.S. in Business Analytics program started enrolling new students in Fall 2020. The M.S. in MIS program is on a teach-out plan, with the remaining students expected to graduate in 2022.

A deliberate effort was made to offer more fully online and hybrid courses to increase accessibility and provide greater flexibility for students in selecting their preferred learning modality. The core courses in all degree programs are now offered both on-campus and as online (asynchronous or synchronous) or hybrid courses. Since Fall 2017, students have been able to complete all coursework leading to the B.A. in Business and Applied Science online. Since Fall 2018, the coursework for the B.A. in Manufacturing Management has also been fully available online.

A financial planning minor was developed during AY19/20 and approved for AY20/21. The interdisciplinary minor was developed as a result of input from the COB Advisory Board, utilizing both existing and new courses in accounting and finance. The minor will be recommended to students in accounting and finance to complement their degree program. The program was designed to be in alignment with the Certified Financial Planning (CFP) credential with plans to seek formal approval through CFP in the future.

Other smaller yet important course revisions and new courses were developed as part of the new M.S. in Human Resource Management and M.S. in Business Analytics programs and financial planning minor. The accounting program also added new courses in fraud examination. The B.A. in Economics added Business Ethics as a required course and is currently adding Econometrics as a new required course. Revisions were made to many courses to allow for greater flexibility in delivery modes, including hybrid and online formats.

Program Learning Goals, Assessment Tools, Procedures, and Results

Whenever a program is created, faculty create Program Learning Goals (PLGs), and a curriculum is designed accordingly to align with the goals. As students go through the program, a continuous Assurance of Learning (AoL) process takes place (see Figure 7). The AoL process is planned, managed, and executed by faculty with the support of staff and administrators.

Figure 7. COB Assurance of Learning Process
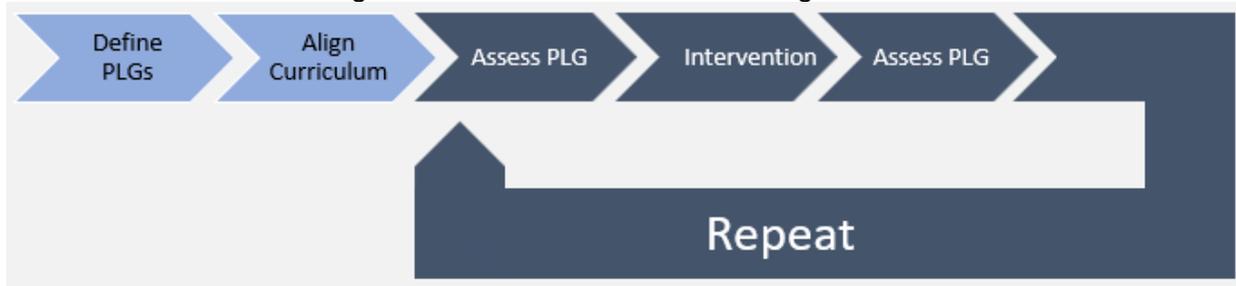
The AoL process takes the form of "loops" that assess how students accomplish each of the PLGs. Figure 8 includes an example of an assessment loop. The loops consist of gathering a

Figure 8. Assessment Loop

representative sample of student artifacts from all the sections of a required course (pre-test), analyzing the data, developing and deploying an intervention that faculty expect will improve students' relevant learning, gathering a representative sample of student artifacts from all the sections of a required course to reassess how students are doing after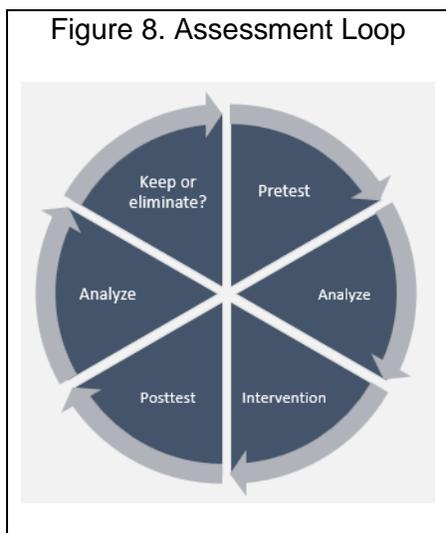 they undergo the intervention (post-test), determining if the intervention was successful (post-test analysis), and leaving or removing the intervention based on the results. Data collection might take more than one semester to ensure that sufficient data is collected. More than one semester might need to pass between the time the intervention is first implemented and when post-test data is collected, depending on where the intervention takes place and the course selected for the post-test. At least one loop is closed for each program learning goal every five years.

All loops started must be closed. Most of the time, the interventions result in a significant positive change in students' learning; however, that is not always the case. If the effect is positive, the intervention is kept indefinitely. If the effect is negative, the intervention is discontinued. However, if there is no significant change, individual faculty are free to maintain or eliminate the intervention from their classes. As with all continuous improvement processes, the effect size tends to get smaller as more loops are closed on the same PLG. At least one full AoL loop was closed for every PLG in the past five years. Table 7 includes all PLGs for COB programs, and Table 8 includes a summary of all activities for each assessment loop as documented in COB's Goal Objective Loop Account (GOLA) documents.

As described in earlier sections, COB has improved its AoL process since the previous visit, and all COB faculty are involved in program assessment activities in various roles. The AoL committee, utilizing a dashboard, tracks and monitors the PLG assessment progress, coordinates planning and implementation of assessment activities with the Director of

Assessment and Accreditation (faculty), the Director of Academic Services (staff), and program coordinators (faculty). A COB Assessment and Accreditation repository was created in Blackboard and made available to all faculty and staff and includes all AoL materials including program packages, documentation for each loop for every program learning goal, artifacts, and the AoL dashboard. AoL artifacts consist of course-embedded assessments that could be individual exam questions, case studies, simulations, and other writing artifacts.

Table 7. COB Programs Learning Goals (PLGs)

COMMON UNDERGRADUATE PLGs
Upon graduation, students should:
UC1. Have a fundamental knowledge of **basic business concepts & practices.**
UC2. Have effective **communication** skills in creating business documents and delivering business presentations.
UC3. Have a well-developed **ethical** perspective.
UC4. Have the ability to integrate **global perspectives** in business decisions.
UC5. Be able to use **technology** to support business communication.
UC6. Be effective **critical thinkers** in business contexts.

SPECIFIC PROGRAM UNDERGRADUATE PLGs	
B.S. in Accounting	UACC1. Have appropriate accounting knowledge and skills.
B.A. in Economics	UECO1. Have a fundamental knowledge of economic concepts and theory.

GRADUATE PLGs	
Upon graduation, students should:	
MBA	GMBA1. Have a **well-integrated knowledge of the functional areas** of business. GMBA2. Be effective at team **leadership** in a business context. GBMBA3. Have **technology skills** to support business analysis. GMBA4. Be skilled at business analysis to **solve problems.** GMBA5. Be effective communicators in facilitating organizational decision-making processes. GMBA6. Be skilled at **ethical** analyses in business contexts. GMBA7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in Accounting	GACC1. Have advanced **accounting knowledge** and skills. GACC2. Have **technology skills** to meet the needs of the accounting profession. GACC3. Have **problem solving** skills to meet the needs of the accounting profession. GACC4. Be effective **communicators** in facilitating organizational decision-making process. GACC5. Be skilled at **ethical** analyses in business contexts. GACC6. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in MIS	GMIS1. Have appropriate **technical knowledge** and skills. GMIS2. Be effective at team **leadership** in a business context. GMIS3. Have **technology skills** to support business analysis. GMIS4. Be skilled at business analysis to **solve problems.** GMIS5. Be effective **communicators** in facilitating organizational decision-making processes. GMIS6. Be skilled at **ethical** analyses in business contexts. GMIS7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in HRM	GMSHRM1. Have a well-integrated knowledge of the functional areas of human resource management. GMSHRM2. Be effective at team **leadership** in a business context. GMSHRM3. Have **technology skills** to support human resource management analysis. GMSHRM4. Be skilled at human resource management analysis to **solve problems.** GMSHRM5. Be effective **communicators** in facilitating organizational decision-making processes. GMSHRM6. Be skilled at **ethical** analyses in business contexts. GMSHRM7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in Business Analytics	GMSBA1. **Decision Making** – Solve business problems and make decisions informed by data. GMSBA2. **Analytics Methodologies and Tools** – Access, collect, extract, manipulate and analyze data to support analysis for business. GMSBA3. **Communication Skills** – Communicate business problems, analysis, and results to key stakeholders. GMSBA4. **Collaboration and Teamwork** – Lead and participate in projects with diverse teams to reach common goals.

Table 8. AoL Goal, Objective, and Loop Account (GOLA) Summary

	GOLA/Objective	Pretest	Analysis	Intervention	Posttest	Analysis	Outcome
Undergraduate Programs	UC1 Knowledge	17Fa-21Sp	21Su				
		15Sp	15Sp	15Fa	16Fa-17Su	17Fa	Met
	UC2 Communications (written)	18Fa-19Sp	19Fa	20Fa	20Fa	21Sp	Met
	UC2 Communications (oral)	18Fa-19Sp	20Su	20Fa	20Fa	21Sp	Partly Met
	UC3 Ethics	16Fa	17Sp	18Fa	19Fa	20Fa	Met
	UC4 Global	20Fa	20Fa				
		14Fa	14Fa	16Sp	20Fa	20Fa	Met
	UC5 Technology	16Fa-17Sp	18Sp	18Fa	18Fa-19Fa	21Sp	Met
	UC6 Critical Thinking	16Fa-17Sp	17Sp	18Fa	19Fa	19Fa	Met
	UECO1 Economics	20Fa	20Fa	21Sp	21Sp	21Sp	Met
		18Fa	18Fa	19Sp	19Sp	19Sp	Met
		17Fa	17Fa	18Sp	18Sp	18Sp	Met
		16Fa	16Fa	17Sp	17Sp	17Sp	Met
	UACC1 Knowledge Objective	17Sp	17Sp	17Fa	17Fa	17Fa	Met
Graduate Accounting	GACC1 Knowledge	17Fa	17Fa	18Fa	18Fa	18Fa	Met
	GACC2 Technology	17Su	17Su	18Sp	18Sp	18Sp	Partly Met
	GACC3 Problem Solving	16Fa	16Fa	18Fa	18Fa	18Fa	*
		15Fa	15Fa	16Sp	16Fa	16Fa	Met
	GACC4 Communications	18Fa-19Sp	19Sp	21Sp			
		17Fa	17Fa	18Sp	18Fa	18Fa	Not Met
	GACC5 Ethics	20Sp	20Sp	21Sp	21Sp	21Sp	Met
	GACC6 Global	17Fa	17Fa	18Sp	18Fa	18Fa	Not Met
Graduate MIS	GMIS1 Technical Knowledge	14Sp-15Fa	16Sp	16Fa	17Sp	20Sp	Met
	GMIS2 Leadership	16Sp	16Sp	16Fa	20Su-20Fa	21Sp	*
	GMIS3 Technology Skills	18Fa	19Fa				
		15Fa	15Fa	17Sp	17Sp	17Fa	Met
	GMIS4 Problem Solving	18Fa	19Fa				
		17Sp-17Fa	17Fa	18Sp	18Fa	19Fa	Met
	GMIS5 Communications (Oral)	17Sp	17Sp	18Sp	18Sp	20sp	Met
	GMIS5 Communications (Written)	17Sp	17Sp	17Fa	19Sp	20Sp	Met
	GMIS6 Ethics	18Fa-19Fa	20Sp				
		16Sp	16Sp	17Fa	18Fa-19Fa	20Sp	Met
	GMIS7 Global	19Fa	20Sp				
		16Fa	16Fa	17Fa	19Fa	19Fa	Met
Graduate MBA	GMBA1 Knowledge	.					
		15Fa-16Sp	16Su	16Fa	16Fa-17Sp	17Fa	Met
	GMBA2 Team Leadership	17Sp-18Sp	20Sp	20Su	20Su-20Fa	21Sp	Met
	GMBA3 Technology Skills	18Fa	19Fa				
		17Sp-17Fa	17Fa	18Sp	19Fa	18Fa	Met
	GMBA4 Problem Solving	18Fa	19Fa				
		17Sp-17Fa	17Fa	18Sp	18Fa	19Fa	Met
	GMBA5 Comm - Oral, Written	17Fa-18Fa	19Fa	20Fa	20Fa	20Fa	Met
	GMBA6 Ethics	17Fa-18Sp	19Fa	20Fa	21Sp	21Sp	Met
	GMBA7 Global	18Fa-20Sp	20Su	20Fa	20Fa	20Fa	Met
Graduate MSHR	GMSHR1 Knowledge						
	GMSHR2 Team Leadership	17Sp-18Fa	20Sp	20Su	20Su-20Fa	21Sp	Met
	GMSHR3 Technology	20Fa	21Sp				
	GMSHR4 Problem Solving	21Sp					
	GMSHR5 Communication			New Program (Fall 2019).			
	GMSHR6 Ethics						
	GMSHR7 Global	20Fa	21Sp				
MSBA	GMSBA1 Decision Making	20FA	21SP				
	GMSBA2 Analytical Methodology			New program (Fall 2020).			
	GMSBA3 Communication Skills						
	GMSBA4 Collab. & Teamwork						

* Not able to determine if the outcome was met or not. See specific GOLA for more detail.

The College's PLGs and program matrix are available on the AoL public [website](#). A separate 5-year AoL report, including all assessment summaries, GOLAs, and other details, are also available for review.

Some examples of curricular changes that AoL triggered are as follows. In 2016 the MGMT 7500 (Organizational Behavior in a Global Context) became a required course for the M.S. in MIS. In 2017 tutorials and videos regarding Excel Pivot tables were included in several courses. In 2018 a methodology on problem-solving steps as a structured approach was added to MIS7101 (Information Systems & Technology) to help guide students facing complex situations. That same year additional IFRS material was added to ACCT8965 (Integrative Perspective on Accounting Issues). In 2020, two signature assignments were introduced in BUS3200 (Business Communications). One that challenges students to use their persuasive writing skills to develop an effective one-page cover letter that will get them noticed for career opportunities and another that requires students to develop a career-oriented elevator pitch.

During the past five years, COB has developed a mature AoL culture in which all faculty are active participants. Moreover, standard operating procedures have been institutionalized to ensure continuity and reliability. AoL is not dependent on a single individual but the cooperative work of all faculty. AoL information is freely available to all stakeholders through the COB website. Nonetheless, based on our AoL maturity survey findings, additional work needs to be done to make students more aware that it is continuously taking place and how it helps improve their learning experience at the COB.

Transfer Policies and Partnerships

Since GSU was founded in 1969, transfer students have been a core part of the University's mission. Until 2014, GSU was an upper-division and graduate-only university with all undergraduate students admitted as transfer students at the junior level. In 2014, GSU admitted its first students as freshmen, but transfer students continue to be a significant part of overall student enrollment. The COB has worked closely with its community college partners in developing transfer guides for students in their Associate of Arts, Associate of Science, and Associate of Applied Science programs. The transfer guides are developed with GSU's Transfer Specialist's assistance and their counterparts at community colleges. Transfer guides are posted on GSU's [Transfer Student webpage](#). Lower-division general education and business coursework are aligned with the Illinois Articulation Initiative (IAI) course requirements, requiring institutions that are part of the initiative to accept receiving transfer credit from other IAI institutions. Students must earn a C or better for any transfer course. Upper-division courses are only accepted for transfer upon academic advisor review and Division Chair approval.

GSU has agreements with 23 community college partners, which allow students at these partner schools to enroll in the [Dual Degree Program (DDP)](#). Students in the DDP lock in the same four-year tuition rate that students starting as freshmen are charged, even while completing their associate's degree at their community college. Students must maintain GPA requirements and maintain a full-time course load at the community college in order to maintain their status as DDP students. The DDP program has helped GSU build stronger relationships with area community colleges and helps make bachelor's degree completion more affordable for students.

Faculty Development and Engagement

The performance criteria for retention and promotion are defined in COB Division Criteria. The Division Criteria is proposed by faculty with input and approvals from the Division Chairs, the Dean, the Provost, and the President, and is approved by the College and University.

Division Chairs review faculty teaching against the Division Criteria during annual evaluations of full-time faculty. Tenured faculty are evaluated during applications for promotion, professional advancement, or post-tenure review no less than every four years.

Faculty are encouraged to seek professional development opportunities to improve their teaching effectiveness. Faculty are also required to arrange for peer-observation of their teaching each academic year during the retention process and annually for lecturers. Division chairs are responsible for monitoring adjunct instructors' teaching performance and ensuring high-quality teaching standards are maintained.

The COB's Faculty and Student Development Committee, in collaboration with the Dean's Office, organizes faculty development workshops to help maintain high-quality faculty-student interaction. In AY20/21, three workshops were offered, including topics on managing academic grievances, managing student performance and grading, academic honesty and plagiarism, and accessibility and accommodations for students with disabilities.

Each year, the COB recognizes up to four outstanding faculty for their achievements during the past academic year with awards in teaching, research, and service, and as the COB's outstanding producer. The awardees are recognized at the COB's annual honors reception in April each academic year. These accomplishments are also highlighted in the COB annual report and other publications and in contacts with the public and other stakeholders.

Faculty needs for professional development in technical areas are supported, including by travel support to attend: SAP University Alliances workshops on topics such as Business Analytics, ERP Systems, Business Process Management, Blockchain, SAS, Data Visualization workshops, ESRI ArcGIS, seminars on tax law, and QM online course development training.

Faculty are continually engaged in improving their courses. Many faculty members enhance courses through revisions to or new development of online materials, including creating videos and course content aligned with the Quality Matters (QM) rubric. The move to create more online course content accelerated when all classes were moved online in asynchronous or synchronous formats due to the COVID-19 pandemic in Spring 2020.

One of the new courses developed is Digital Marketing for undergraduate students. In the words of its originator, it is

> "… informed by the latest trends in digital marketing, and included topics, such as, Google Analytics, Search Engine Optimization, Google Ads, digital marketing strategies across the consumer decision journey, etc. This is very hand-on course with almost daily in-class assignments and some take-home assignments that prepare the students for the ever-evolving field of digital marketing. I have made course improvements and added assignments, in keeping with the trends observed within the American Marketing Association's Digital Marketing certification program, syllabi of faculty teaching Digital Marketing in research universities, and current trends in the field."

Another creative example is from auditing.

> "… I have used the CN Conference Room to have my classes speak to people in the "real world" about matters discussed in class. For example, in ACCT 6355 - Seminar in Auditing Standards, I have had the students speak live with the former royal Canadian Mounted Police Inspector (from his home in Toronto) who was in charge of an investigation into a fraud scheme that is profiled in the course textbook. Additionally, in ACCT 4355 - Auditing II, I have had the students speak live with the Internal Auditor of a firm who had a Controller who had embezzled hundreds of thousands of dollars."

Instructional Development in Multiple Delivery Modalities

GSU's Center for Active Engagement and Scholarship (CAES) is dedicated to assisting faculty in developing and delivering high-quality online classes and supporting face-to-face courses, as well as supporting students in using GSU's Blackboard learning management system. CAES staff offer one-on-one course design assistance and an ongoing series of workshops to help instructors master various e-learning system tools and techniques (e.g., Blackboard, Collaborate Ultra, Respondus), as well as to increase the variety of learning strategies and styles used in the online courses. They also host an annual GSU Faculty Institute and coordinate QM workshops. CAES, in conjunction with the College of Education, offers a 15-credit hour Certificate in Online Teaching and Learning (COTL) for academic credit.

Full-time faculty are eligible to receive course reassignment for enrolling in CAES-led training requiring substantial activity, such as full QM certification or the COTL. In AY20/21, two COB faculty are currently enrolled in at least one COTL course. Faculty may also receive release time or overload to develop new online course materials or make significant revisions to existing courses that meet CAES-defined quality standards (that are similar to QM).

In 2018, the COB adopted QM criteria as the standard for evaluating the quality of all courses offered online. During Summer 2020, the College provided faculty a stipend for developing online courses that meet those standards. By the end of the Fall 2020 semester, 20 courses were developed and met the CAES/QM standard of quality. Between Spring 2018 and Fall 2020, three COB full-time faculty completed two QM training modules, and ten adjunct faculty completed one training module (i.e., Applying the Quality Matters Rubric). Since Spring 2021, CAES has offered its own QM workshops.

ACADEMIC AND PROFESSIONAL ENGAGEMENT

Academic and professional engagement are fundamental to COB's mission. The College achieves academic and professional engagement through various programs and initiatives described below.

Student Academic Engagement

Business Week

The College began its annual Business Week in Fall 2019, with planning that starts more than a year earlier. The Business Week program was designed to offer engaging professional networking and learning opportunities to the College's key stakeholders – students, alumni, businesses, corporate partners, public leaders, and the community. Business Week is designed to promote close interaction between students, industry thought leaders, employers, and alumni. Business Week events include top global speakers, faculty-led breakout sessions, a business career and internship fair, and the COB Hall of Achievement reception to honor outstanding alumni and provide networking opportunities for students.

Annual Spring Honors Recognition Ceremony

The College's Honors Recognition Ceremony celebrates the academic accomplishments and commitment to excellence of COB's high achieving students, faculty, and staff. The ceremony includes recognition of undergraduate Dean's List students, High Honors graduate students, GSU Foundation scholarship recipients, and outstanding faculty receiving awards for teaching, research, service, and outstanding producer for their exceptional contribution to further the mission of the University and the College.

The Lincoln Academy of Illinois

Each fall, each of the four-year degree-granting institutions of higher learning in Illinois,

including GSU, selects an outstanding senior as its Lincoln Laureate. The chosen students are awarded the [Student Lincoln Academy Medallion](#) and become Student Laureates of the Lincoln Academy of Illinois at a special ceremony in Springfield, Illinois. The Academy's mission statement states that the award honors "individuals whose outstanding contributions to the betterment of mankind have been accomplished in or on behalf of the State of Illinois, or whose achievements have brought honor to the state because of their identity with it, whether by birth or residence, or by their dedication to those principles of democracy and humanity as exemplified by the great Illinoisan whose name" it bears. The students receive the award for their overall excellence in both curricular and extracurricular programs. Two COB students were named GSU's Lincoln Laureate in two of the past four years.

Student Clubs and Organizations

Beta Gamma Sigma is the AACSB's International Business Honor Society, recognizing and honoring top-performing students from around the world in AACSB-accredited business schools. GSU's Beta Gamma Sigma chapter was started in 2017, and an induction ceremony has been held in each of the past four years. The chapter received High Honors status in 2019 and 2020. The chapter's officers were selected to attend the Beta Gamma Sigma's Global Leadership Summit in Fall 2019.

The COB's Accounting, Finance, & Economics Club's (AFE Club) goal is to provide an atmosphere for all students who wish to expand their knowledge of and experience in accounting, finance, and economics. Each term, the [AFE Club](#) hosts multiple events, such as speakers from the Chicago Board of Options Exchange, Accenture, and other business organizations, student workshops, webinars hosted by the Illinois CPA Society, "Meet the COB Faculty" lunches, presentations such as "Optimize Your Virtual Accounting Internship Experience" and "How Fraud Impacts Your Business, Finances, Life, & Pensions," professional development micro classes, and presentations from the Illinois Board of Examiners on the CPA exam. The club has also been a significant catalyst by providing opportunities for GSU students to receive the Mary T. Washington Wylie Scholarship and participate in the related Mary T. Washington Wylie Internship Preparation Program. This program is designed to help launch African American and other racial and ethnic minority students into the accounting profession through training, mentoring, and paid accounting internships. GSU has had over 15 students receive the scholarship and participate in the program since 2017, including four students in 2020. Recipients also gain access to graduate program scholarships, career development, and CPA exam resources. GSU students who have participated in the program have earned internships and full-time positions in companies including Abbott Labs, Ernst & Young, and Deloitte. The club also regularly hosts events with Becker CPA Review information sessions. Club leaders participate as student advocates for ICPAS and Becker.

The GSU Supply Chain Student Club partners with APICS-Chicago Chapter to provide real-world opportunities in the operations, production, and supply chain management field of study. This club is active in student case competitions, free professional development meetings along with networking opportunities, and an annual student conference.

The International Business Club's (IBC) mission is to connect students of all majors and introduce the GSU community to a culturally diverse club to expand their knowledge and opportunities internationally and locally. Over the last five years, the club organized visits to CN Railway, where members toured the North America Corporate Office and observed operators controlling trains on the company's network that spans the U.S., Canada, and Mexico. Other events hosted by IBC include a talk with a Boeing senior executive, a foreign exchange seminar, a presentation titled "Economic Impact of a Cargo Airport in Chicago Southlands," and an international world bazaar and food fest.

The Management Information Systems Club is open to students in MIS or related programs. MIS involves collecting, distributing, integrating, and analyzing data to improve decision-making.

Data is the lifeblood of a business or organization. Maintaining data integrity and ensuring that data is relevant is critical to the management process. The club offers activities to help students advance their readiness for different career paths in MIS.

Other GSU Student Organizations

COB students often participate in student clubs and programs that the University manages.

The CEO Leadership Certificate Program is designed to provide student leaders of clubs and organizations with essential leadership skills. Students have the opportunity to explore leadership trends and receive hands-on training and tips on how to successfully sustain their role as leaders. Participants attend position-specific workshops that foster learning and personal development through exploration of theories and practices.

In GSU's Emerging Leaders Program, students participate in workshops, speaker series, and community service activities that help them become successful in the classroom, competitive in the workforce, and civic-minded in their community. The experience exposes students to diverse populations to create understanding. The learning outcomes of this program provide students with a solid foundation to continue leadership beyond the campus.

GSU's Graduate Professional Network represents and supports the interests of the University's graduate student community by supporting scholarly activities and providing opportunities for professional development. This organization provides a forum to address issues pertinent to the well-being of graduate students at the University and serves as a liaison between the graduate student body and the administration to encourage communication and cooperation.

The Student Senate promotes the general welfare of GSU students. This is accomplished through the representation of student concerns, viewpoints, and interests regarding governance issues to the administration, staff, and faculty. The Student Senate strives to improve the quality of the academic and co-curricular experience at GSU and provide developmental opportunities for its members.

The International Student Club is focused on promoting diversity, cultural sensitivity, and the importance of an international education. Additionally, students network and share their stories with their peers and the GSU community.

Career and Internship Focused Events & Programs

The COB Career Ready Program began as a pilot in the Spring 2020 semester in the undergraduate accounting program. As a course assignment in the Intermediate Accounting I course, students attend a series of four one-hour career workshops. Students receive guidance and information regarding the process of earning academic credit for completing an internship in their senior year. After successfully finishing the course, students receive a certificate of completion. This initiative focuses on providing the skills and resources needed to prepare undergraduate students for their internships and career path.

A new webpage focusing on careers and internships was added to the COB's main webpage in Fall 2018. The webpage includes information about the value of internships, the process for applying for internships while attending school, and other resources for students. In AY19/20, several COB students received internships at DOT Foods, Mi-Jack, CSL Behring, Ciarlette & Robbins, Muller CPA, and other companies in the region.

The COB works closely with GSU's Career Services Office to provide more internship opportunities for students, including GSU's Career and Internships Fairs and the GSU Professional Image Career Conference.

Student Retention Roundtable

The COB's Student Retention Roundtable is a semi-annual event. Administrators and department leaders engage with students to gain feedback on the College's ability to meet student needs. This provides the College with the opportunity to assess and improve processes, communication, administrative assistance, and the students' learning experience. Some changes implemented as a result of the Student Retention Roundtable include the development of skills labs, specialized areas of tutoring, scheduling of classes, and preparing students for internships.

Alumni Networking Opportunities for Students

The COB's Hall of CPAs honors and celebrates individuals who embody the qualities that make the COB an extraordinary place to learn and grow. Inductees are COB alumni who have made significant efforts in passing the CPA exam. The College will launch its first annual Hall of CPAs Reception in 2021.

Educational Trips and Study Abroad

The College organizes study abroad trips each year. Students on these trips earn credit for special topics courses focused on the focal country's business and culture. The cost of attendance is subsidized for some students through GSU's grant award from its partners at Indiana University Center for International Business Education and Research. Before each of these trips, students attend lectures and briefings on the institutional environment, business conditions, political background, and culture of the focal country. Students are required to maintain a log and to submit a report detailing their experiences, lessons learned, and expected use of the knowledge gained as applied to their careers. Recent examples of student abroad trips include the following.

- South Africa - In December 2019, 14 students from GSU visited South Africa. Students attended a lecture at the University of Johannesburg and visited businesses, the Chambers of Commerce, and cultural sites in Johannesburg, Cape Town, and Robben Island.
- Eastern Europe - In May 2018, 13 students from four colleges, including COB, spent a week in Eastern Europe (also a day in Austria). Students attended lectures at the Corvinus University of Budapest and visited companies and cultural sites in Prague, Budapest, and Vienna.
- India - In March 2017, 13 students from three colleges, including GSU, spent a week in India traveling to New Delhi, Agra, and Mumbai. Students visited companies, cultural sites, and a university.
- South Africa - In May 2016, 13 students from three colleges, including GSU, spent a week in South Africa traveling to Cape Town, Port Elizabeth, Robben Island, and Grahamstown. Students attended lectures at Rhodes University and visited companies and cultural sites.

Due to the Coronavirus pandemic, a study abroad trip to Chile (organized for 2020) was replaced with a virtual consulting project in which COB students worked with students from Brazil to consult and recommend solutions to business challenges facing two companies based in Brazil.

Atlanta Case Competition
A GSU marketing major won third place in the 2019 Center for International Business Education and Research (CIBER) International Business Case Competition hosted by Georgia State University. The COB was one of only seven business schools across the U.S. selected to participate in the competition, which charged students with solving a real-world, internationally-focused business case.

Strategies Supporting Faculty Engagement

The COB encourages faculty to engage in the practice of business through consulting, professional development, and other activities. Faculty can earn points from these activities to meet their PA and IP qualifications. According to the COB's AACSB Faculty Qualifications Guideline, faculty can earn 50 points from substantial consulting and 25 points from modest consulting projects, for up to 150 points per five-year cycle. Faculty can earn 75 points when they obtain a new professional certification, 50 points for completing requirements for maintaining professional certification, and 25 to 50 points from serving in leadership positions in regional, national, or international professional organizations. Faculty can also earn 25 points from serving on boards of directors up to a maximum of 50 points for each five-year cycle and 25 points from presenting at professional organizations.

The GSU-UPI Agreement allows faculty to participate in consulting up to one day per week. Nine faculty participated in external paid or pro bono consulting.

An earlier section on "Progresses since Previous Visit" included details of COB faculty professional engagement. Table 9 below includes COB faculty's engagement with academic, professional, and business stakeholders.

Table 9. Faculty Engagement with Business Practices

Service as Editor or Editorial Board Member	9 Faculty	12 Boards
Service as Journal Reviewer	15 Faculty	45 Different Journals
Professional Organization Leadership Role	5 Faculty	12 Roles
Board of Advisors or Directors	6 Faculty	9 Boards
Conference-Related Service	11 Faculty	27 Roles
Consulting	9 Faculty	

Faculty engagement with the profession is encouraged and supported in a number of ways. For example, the College began offering an annual Business Week event in 2019, including several faculty presentations to the community on current issues related to various business practices. A full list of faculty presentations is provided in Table 10.

Table 10. Faculty Presentations at Business Weeks

Business Week Faculty Presentations - AY 2019-2020 and AY 2020-2021		
Date	**Presenter**	**Title**
09/23/2019	Alice Keane	Current Issues in State Taxation of Marijuana Sales
09/23/2019	Tricia Kerns	Lean Thinking, Lean Six Sigma: Applying Lean Thinking in Your Organization
09/23/2019	Stephen Wagner	Gamification of Management: The Pros and Cons of Making Work Feel More Like a Game
09/23/2019	Michael Trendell	Pensions: Differences Between Defined Benefit and Defined Contribution Plans
10/07/2020	Ujvala Rajadhyaksha	Navigating Work-Family Responsibilities Across the Globe

10/07/2020	Hyunku (Sean) Jang	Facial Recognition, Machine Learning, and Marketing
12/10/2018	William Kresse	Election Risk Limiting Audits: Applying Businesses Best Practices to Enhance Election Integrity
12/10/2018	Mucahit Kochan	Impact of Systemic Supply Chain Disruptions on Shareholders' Wealth

CONCLUSION

Since earning its initial AACSB accreditation in November 2016, GSU's College of Business has continued to implement innovation, engage with stakeholders, and impact its students, alumni, the business community, and academic profession through teaching, research, and services. Despite challenges in both the internal and external environments, the College has been able to achieve goals set forth in its current strategic plan, Vision 2020:

- Introduced two new graduate programs, while continuing to strengthen and grow existing programs at both undergraduate and graduate levels
- Achieved 10 percent growth in graduate student enrollment
- Maintained stable total enrollment despite major decline in University enrollment
- Hired and retained high-quality and diverse faculty and staff to support College mission
- Introduced new student engagement programs that promote student success and career development
- Enhanced alumni engagement programs
- Continued to engage with business community to provide more opportunities for COB students
- Generated alternative revenues from grant activities and donor engagement to support COB initiatives

Despite challenges in the external environment at the national, state, and regional levels, the College is well-positioned to achieve the goals it established in the new five-year strategic plan and looks forward to continuing its innovation, engagement, and impact into the future. Additional strategic objectives are included in Strategy 2025 to guide the College's efforts in managing the transition to AACSB 2020 standards, especially in light of the higher expectations of learner progress, societal impact, and thought leadership. The College will also start its transition to a competence-based AoL system.

With its new five-year strategic plan, Strategy 2025, the College will implement strategies that will help it transition into AACSB 2020 standards, while continuing to achieve its goals focusing on academic excellence, student success, high-quality faculty and staff, enrollment management, investment in excellence, strong cyber presence, and continuous improvement.

AACSB Table 2-1 Intellectual Contributions
Date Range: September 1, 2016 - June 4, 2021

June 7, 2021

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/ Professional Meeting Proceedings	Peer-Reviewed Academic/ Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards, or Public Policy	Other IC Type Selected by the School	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	2	14	3	19	6	5	1	4	0	1	0	2	0	19	66.7%	54.4%
Economics	15.5	16	9	40.5	19	2.5	1	8	1	0	0	3	6	40.5	100.0%	94.3%
Finance	0.5	18.5	0	19	1.5	0	0	0.5	0	0	0	10	7	19	100.0%	74.1%
Management	54.5	9	9	72.5	22	4.5	4	16	6	0	1	13	6	72.5	83.3%	76.9%
Management Information Systems	24.5	7.5	22	54	7.5	2	5	15.5	5	0	0	18	1	54	80.0%	73.7%
Marketing	35	1	2	38	6	0	0	8	0	0	0	24	0	38	100.0%	83.3%
Grand Total	132	66	45	243	62	14	11	52	12	1	1	70	20	243	**83.9%**	**73.6%**

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

The faculty in the College of Business at Governors State University produced 243 distinctive Intellectual Contributions (ICs) during the five years between September 2016 and May 2021. This includes 62 Peer Reviewed Journal articles, 14 editorial reviewed journal articles, 12 articles in conference proceedings, 52 conference presentations, 12 competitive research awards received, 1 textbook, 1 case study, 70 professional practice standards, and 20 other ICs.

Of the 243 ICs, 132 are "Basic or Discovery Research" (54%); 66 are "Applied or Integration/Applied Research" (27%), and 45 are "Teaching and Learning Scholarship" (19%). This portfolio of intellectual contributions aligns with COB's mission, expected outcomes, and strategy.

COB adopts AACSB's definition of the three research types:
- Basic or discovery scholarship (often referred to as discipline-based scholarship) refers to scholarship that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of business.
- Applied or Integration/application scholarship refers to scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business.
- Teaching and learning scholarship refers to scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

The College of Business uses a holistic approach for evaluating quality. As reflected in the College's Division Criteria guiding retention and tenure decisions, Peer reviewed journals (PRJs) published in the Preferred List are considered the highest quality intellectual contribution (IC), followed by peer reviewed journals published in Cabell's International and textbooks. The Division Criteria provide incentives for publishing in externally recognized high quality journals. Measures for determining quality include the COB Preferred List of Journals and Cabell's International. Measures of impact, such as citations, can also be used to indicate quality. Finally, the College also recognizes grants as evidence of quality. The following tables are indicators of quality that are tracked by the COB.

Table C.1 Publication Type by Research Type

Type	Basic	Applied	Learning	Total	Percentage
Peer Reviewed Journals	37	14	10	61	39.9%
Editor Reviewed Journals	3	6	2	11	7.2%
Conference Proceedings	7	1	3	11	7.2%
Presentations	26.5	14	8.5	49	32.0%
Competitive Research Awards	5	3	3	11	7.2%
Textbooks			1	1	0.7%
Case Studies			1	1	0.7%
Book Chapters	4	3	1	8	5.2%

Table C.2: PRJs by ABDC Ranking

Rank	Basic/Discovery	Learning	Applied	Grand Total
A	17%	0%	9%	13%
B	23%	0%	9%	16%
C	11%	22%	0%	11%
Not included in ABC	49%	78%	82%	60%
	100%	100%	100%	100%

Table C.3 PRJs by Acceptance Rate & Type

Row Labels	Basic/ Discovery	Learning	Applied	Grand Total
<=20%	10%	0%	4%	8%
20%<R<=30%	20%	0%	9%	15%
30%<R<=40%	12%	38%	4%	13%
40%<=R	10%	25%	17%	14%
R not Determined	47%	38%	65%	51%
	100%	100%	100%	100%

Table C.4. Overall Measure of Quality

Measure	Value
Mean acceptance rate for PRJ	31.47%
Median acceptance rate for PRJ	30%
Mode acceptance rate for PRJ	20%

As demonstrated in the above tables, the faculty in the College of Business produce a broad array of research. 43% of the intellectual contributions are in PRJ's. "A" level journals according to ABDC and over 17% of discovery research are in PRJ's with an acceptance rate under 20%. ABDC journals primarily, but not exclu consequently, a lower percent of applied and learning research appear in the ABDC rankings. Approximately 49% of the PRJs are in journals with less than a 40% acceptance rate cannot be determined are listed in Cabell's International.

In addition to the quantitative metrics, the College of Business faculty have received recognitions that indicate quality. A paragraph summarizing quality and impact for each faculty member is located at the end of this document. Some examples of such indicators of quality include:

Chevonne Alston received GNP Best Paper Award at the AAA 2021 conference
Katherine Carl received Best Paper Award, Hawaii International Conference on System Sciences, 2018
Alice Keane received Outstanding Proceedings Award, Midwest Academy of Legal Studies in Business, March 2019
William Kresse received Best Paper Award, International Conference on Learning and Administration in Higher Education, 2016
Ujvala Rajadhyaksha received Literati Awards for Excellence, Emerald Publishing, 2020

Faculty presented papers at leading conferences in a discipline including the Academy of Management, American Marketing Association, and Industry Studies Association.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

Table D.1 Citation Counts for PRJs published in the Current Cycle in Research Categories

Outlet	Discovery	Applied	Learning
PRJ	245	227	13
Proceedings			27
Total	**245**	**227**	**14**

Table D.1. shows citation counts for articles published by COB faculty since September 2016, based on Google Scholar or ResearchGate profiles. In total, the articles published during this time have been cited 517 times. 45 of the 80 PRJs published have had at least one citation.

Dr. Praggyan Mohanty's 2016 article "Beneficial effects of semantic memory support on older adults' episodic memory: Differential patterns of support of item and associative information" has been cited 31 times. Dr. Katherine Carl's 2017 article in Computers in Human Behavior (impact factor 5.003) has been cited 54 times. Dr. Sebastien Mary's article "Income elasticities for food, calories, and nutrients across Africa: A meta-analysis published in 2018, has been cited 67 times. An article published in 2018 by Dr. Stephen Wagner et al. in entitled "The facet satisfaction scale: An effective affective measure of job satisfaction facets" has been cited 28 times, an article co-published by Dr. Wonsuk Cha in 2016 and entitled "Board of directors and industry determinants in corporate philanthropy" article has been cited 25 times, while Dr. Jun Zhao and Dr. Carlos Ferran's 2016 article "Business school accreditation in the changing global marketplace: a comparative study of the agencies and their competitive advantages" has been cited 37 times.

While Table D.1. focuses on journal articles published during the current review period, articles published by COB faculty before the current review period continue to be cited and have impact. Table D.2 shows all citations for journal articles published by COB faculty, and citations since 2016.

Table D. 2. Google Scholar Profile Citation Counts

Citations All	Citations Since 2016
8110	3833

Table D.3. provides summary of selected faculty's life time total citations and citations since 2016, as well as h-index and other impact factors that reflect their research impact:

Table D.3 Selected Faculty – Life Time Total and Life Time Citations Since 2016

Faculty	All	Since 2016	h-index (all)	i10-index (all)	h-index (all pubs since 2016)	i10-index (all pubs since 2016)
Sargut	515	348	6	4	4	3
Cha	60	60	4	2	4	2
Ijose	58	28	3	2	3	1
Ferran	352	134	8	7	6	3
Mary	359	306	11	2	11	11
Green	709	312	10	10	9	7
Simon	328	77	7	7	5	3
Rajadhyaksha	988	569	12	16	11	12
Vanderpool	147	138	2	2	2	2
Wagner, S.	4198	1658	16	16	15	15

Research, Quality and Impact per Publishing Faculty

Anthony Andrews, Associate Professor in Economics, provides industry analysis research on competition in the US Automobile sector and consulted on the market area of Governors State University and the planned capability of Public/Private initiatives in Biomass Energy Systems and Housing and Commercial Development. He is on Advisory Boards of BESI, Inc. and Sustainability Service Center. He has presented his research to the Industry Studies Association (ISA), the MBAA International (MBAA) and the Midwest Economics Association (MEA) as well as to several local business, economic, and development organizations and local and national media platforms on topics of unemployment and public policy issues.

Chevonne Alston, Assistant Professor AFME. She has presented her non-profit research at three American Accounting Association (AAA) section conferences in 2021. She was appointed to the NAAS Board of Directors. (NAAS is the Accounting Division of the MBAA International.)

Katherine Carl, Visiting Assistant Professor of MIS, published an article in Computers in Human Behavior (impact factor 5.003) in 2017 that has been cited 52 times. She has presented her work at international and national conferences and received a best paper award at the Hawaii International Conference of System Sciences in 2018. She served as the track chair for the Information Systems & Technology and Special topics tracks at the 2021 Midwest DSI. She is pursuing high quality innovative research at the intersection of video game design and problem-based learning.

Wonsuk Cha, Assistant Professor of Management, publishes quality research in the field of corporate social responsibility. He has been an active reviewer in journals including *Business Ethics: A European Review* and academic conferences including *Academy of Management*. He aims to pursue high-quality research on pedagogy as well as in related topics.

Carlos Ferran, Professor of MIS & Accounting and Director of Accreditation and Assessment for the College of Business, publishes in Management Information Systems, Accounting, Strategy, and eLearning. During the 2016-2021 period, he published five PRJ's (four unique ones since one paper was published in two separate journals). According to Google Scholar, those publications have been cited 44 times. He is a Certified Management Accountant (CMA) and Certified in Strategy and Competitive Analysis (CSCA). Dr. Ferran co-chaired the 2019 Americas Conference on Information Systems (AMCIS 2019), and he was Editor-in-Chief of the Latin American and Caribbean Journal of the AIS (RELCASI). Dr. Ferran is an active peer-reviewer for the Higher Learning Commission (HLC), ABET, Quality Matters (QM), and MERLOT.

David Green, Associate Professor of Management Information Systems and Chair of the Accounting, Finance, MIS, & Economics Division, presents at conferences and publishes papers in human computer interaction including information security, information systems education, shadow IT, and cryptocurrency markets in conferences and journals including Issues in Information Systems, Behaviour & Information Technology, SIGED Conference on Information Systems Education and Research, Americas Conference on Information Systems, the Security Conference, and MIS Academic Leadership Conference. Serving in leadership roles in the Association for Information Systems Special Interest Group on Education for the past six years he was on the organizing committee for AIS SIGED's past three international conferences. In addition he served as 2019 AMCIS conference workshops co-chair, one of the major conferences in information systems.

Hyunkyu Jang, Assistant Professor of Marketing, has published research articles in multiple SSCI-listed journals, including Psychology & Marketing, Journal of Macromarketing, and Journal of Social Marketing. He has also presented his research at leading marketing conferences, including American Marketing Association, Association for Consumer Research, and Society for Consumer Psychology.

Tingting He, Assistant Professor Marketing, published numerous research papers in academic journals. She has presented her research work in many international academic conferences, served as reviewers for many academic journals, and taught many different marketing courses. Dr. He research focuses on both quantitative and qualitative marketing research and related topics. She also conducts interdisciplinary research across business areas.

Olumide Ijose, Professor of Management and Chair of the Management, Marketing and Entrepreneurship presents at conferences and publishes papers in global value chain, knowledge transfer and globalization including Industry Studies Association, Academy of Business Research Journal of International Business and Cultural Issues, Journal of Management and Marketing Research, and Competitiveness Review: An International Business Journal. Dr. Ijose served in a leadership role as the Associate Editor of the International Journal of Nigerian Studies and Development. He has work experience at the managerial level with Accenture and Royal Dutch Shell amongst other private sector companies.

Alice Keane, Assistant Professor of Accounting, has presented at four regional and national conferences and published six PRJ articles on a variety of state and federal tax issues since 2016. Her article on the federal taxation of state licensed cannabis businesses won the Outstanding Proceedings Paper Award at the Midwest Academy of Legal Studies in Business conference in 2019. She also serves as editor of the Midwest Law Journal. She was awarded the Outstanding Producer Award at GSU's College of Business in 2021 and has been nominated for the GSU Excellence Award.

Mucahit Kochan, Assistant Professor of Finance, published the article "Bank Dividend-Cuts and the Stock Market Reaction around the Great Recession" in the Journal of Finance Issues. He has presented his research in several national conferences. He has served as an instructor in a number of finance workshops for Non-Financial Managers. These workshops provided industry professionals with the fundamental financial management tools necessary for decision-making.

William Kresse, Associate Professor of Accounting has published across a number of subjects, including Fraud, Pedagogy, Business Law, and Higher Education Administration. His articles have been cited in publications ranging from *The Handbook of Mental Health and Space* to *21st Century Criminology* to *The Oxford Handbook of Crime and Public Policy* to *The Identity Theft Handbook*. He has been an invited speaker at numerous conferences, including the ACFE Global Fraud Conference and the MIT/CalTech Election Audit Summit. He is currently the only academic named to the American Bar Association's ten-person Advisory Commission on Election Law. He has worked extensively with journalists on investigations into cases of fraud. In the past year, Professor Kresse's work with investigative journalists in both Chicago and Los Angeles included reports on fraud topics related to COVID-19. These reports have led to the issuance of an FBI Alert, and to the unemployment compensation systems in both California and Illinois temporarily shutting down to implement new fraud prevention controls.

Sebastien Mary, Visiting Assistant Professor of Economics, has in the last five years published more than ten scientific articles in peer-reviewed economics journals (i.e. Empirical Economics, World Development, Review of Development Economics, Development Policy Review, Food Policy, Food Security). He also co-edited and co-authored a book in 2016, The Eurasian Wheat Belt and Food Security, published by Springer. He is currently an Associate Editor for Food Security, the leading scientific journal in the field of local and global food security.

Evelina Mengova, Associate Professor of Economics, primarily presents and publishes research focused on the impact of quality of institutions and legal systems in different countries on their international trade patterns, outsourcing, foreign direct investment and location of firms, and currently – their investment in and production of renewable energy. Her most recent publications are in journals such as: *Journal of Strategic Innovation and Sustainability, The Journal of International Business Research and Practice,* and *The Journal of Developing Areas.*

Praggyan (Pam) Mohanty, Associate Professor of Marketing, MME, specializes in the area advertising, consumer psychology, memory and information processing, and visual persuasion. She has published her research work in high quality, reputed journals, such as, the Journal of Memory and Language in 2018 (Journal Quality Indicators - 2019 CiteScore: 6.8, 2019 JCR Impact Factor: 3.893, JCR 5-Year Impact Factor: 3.924), Psychology and Aging in 2016 (Journal Quality Indicators - 2019 JCR Impact Factor: 2.107, JCR 5-Year Impact Factor: 3.244), Journal of Promotion Management in 2016 (listed in the Cabell's Directory of Publishing Opportunities), and Journal of Advertising in 2015 (Journal Quality Indicators – 2019 JCR Impact Factor: 6.302, Rankings: 1/92 in Communication; 12/152 in Business). She presented her research work in national peer-reviewed conferences in 2018 and 2020.

Ujvala Rajadhyaksha, is Associate Professor of Management. She has published 4 book chapters (as well as several articles) in the area of work and family issues, gender issues and cross-cultural issues in management with a focus on India and the South Asian region. She is frequently invited to speak at conferences and since 2016, she has 544 citations on Google Scholar and 962 citations in total.

Gökçe Sargut, Associate Professor of Management and MBA Program Coordinator. Former member of Academy of Management's (AOM) OMT Division Research Committee. Has presented in international conferences, including AOM, INFORMS, and International Risk Governance Council. He teaches strategy, and his research interest centers around topics in organization theory, social networks, and cultural industries.

Feng Tian, Associate Professor of Management presents research at conferences including Decision Sciences Institute, MBAA international, and Sino-US Logistics Summit. A certified SCPro, he works with Now Foods among other private companies to solve their operational and supply chain challenges.

Chelsea Vanderpool, Associate Professor of Management, has published research related to Human Resource Management and Organizational Behavior in the Journal of Applied Psychology and in Cornell Hospitality Quarterly, both of which are A level journals according to the ABDC. She has also presented research at the annual meeting of the Academy of Management, including a paper that was selected as a Best Paper in the conference proceedings. In addition, she serves as a reviewer for peer-reviewed journals and conferences as well as an Associate Editor for the Psychology of Women Quarterly journal (which is an A level journal according to the ABDC).

Uday Shinde, Associate Professor Management, conducts research in the areas of Management, Mindfulness and Spirituality. Since 2016, his work has been published in four PRJs including Accounting Education (an A level journal according to ABDC). He has also presented in a number of recognized academic conferences including the Western Academy of Management (2017, 2019, and 2021), Southwest Academy of Management (2018), and the Academy of Business Research (2020).

John T. Simon, Associate Professor of Management, publishes mainly in areas related to operations management. His paper in INFORMS Transactions on Education 2016 (COB Preferred Journal List) shows how to identify optimization problems in everyday puzzles, and to systematically set up the variables and constraints. His recent publication in Teaching Statistics (2021) is a delightful contribution to the discussion about one of the most fundamental measures of statistics, the variance.

Stephen Wagner, Professor of Management, consistently makes contributions to management science. He has published 5 PRJs and one scholarly book chapter since 2016. His 2018 article in *Journal of Business and Psychology* has been cited 27 times and, in total, all of the publications in his career have been cited 1,613 times since 2016.

Ting J. (TJ) Wang, Professor of Accounting, published research on pedagogy in both accounting and accounting information systems education. He served on the Editorial Board of the AIS Educator Journal between 2006 and 2019, as well as its reviewer from 2016 to 2019.

Michael Williams, Associate Professor of Finance, brings to GSU a strong publishing background on a diverse range of financial- and economics- topics. In addition to his research-related activities, Michael has been active in the local entrepreneurial and start-up community; has co-developed several cutting-

edge software applications for the financial and life science industries; and has brought his unique experiences within the Chicagoland business community directly to the classroom. Michael is currently focusing on the still-evolving field of crypto currencies, market structure, and price efficiency which may have applications on both the academic- as well as outreach- fronts.

Jun Zhao, Professor of Management, her 2016 article co-authored with Dr. Carlos Ferran, "Business school accreditation in the changing global marketplace: a comparative study of the agencies and their competitive advantages" has been cited 37 times.

AACSB Table 2-2:
Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
Date Range: September 1, 2016 - June 1, 2021

Peer and Editorial-Reviewed Journals	Number of Publications
Accounting	
Accounting Instructors' Report	2
Journal of Academic Administration in Higher Education, The	1
Journal of Taxation	1
Midwest Law Journal	2
North American Accounting Studies Journal	1
Tax Notes	3
Taxation of Exempts	1
Total Accounting	11
Economics	
Competition Forum	1
Development Policy Review	1
Economic Systems Research	1
Empirical Economics	1
Food Policy	2
Food Security	1
Higher Learning Research Communications	1
Journal of Business Cases and Applications	2
Journal of Developing Areas	1
Journal of International Business Research and Practice	1
Journal of Strategic Innovation and Sustainability	2
Operations Management Education Review	1
Review of Development Economics	1
SAGE Research Methods Cases	1
SORT-Statistics and Operations Research Transactions	1
Teaching Statistics	1
The Journal of Developing Areas	0.5
World Development	2
Total Economics	21.5
Finance	
Issues in Information Systems	0.5
The Journal of Finance Issues	1
Total Finance	1.5
Management	
AABRI Journal of Academic and Business Ethics	1

AABRI Research in Business and Economics Journal	1
Academy of Business Research Journal	1
Accounting Education	1
Business Ethics: A European Review	1
Competitiveness Review	1
Cornell Hospitality Quarterly	1
INFORMS Transactions on Education	1
International Journal of Quality & Reliability Management	1
International Journal of Quality and Service Sciences	1
Journal of Accounting and Finance	1
Journal of Business Diversity	1
Journal of Business and Psychology	1
Journal of General Management	1
Journal of Human Values	1
Journal of International Education in Business	1
Journal of Management Development	1
Journal of Organizational Psychology	2
Management Decision	1
Organizational Dynamics	1
Social Responsibility Journal	2
Society and Business Review	1
South Asian Journal of Business Studies	1
South Asian Journal of Global Business Research	1
The Journal of Developing Areas	0.5
Total Management	26.5
Management Information Systems	
ARPN Journal of Systems and Software	1
Communications of the AIS	1
Communications of the Association for Information Systems	1
Computers in Human Behavior	1
Issues in Information Systems	4.5
Journal of International Education in Business	1
Total Management Information Systems	9.5
Marketing	
Journal of Enterprising Culture	1
Journal of Memory and Language	1
Journal of Social Marketing	1
Marketing of Scientific and Research Organizations	1

Psychology & Marketing	1
Quantitative Marketing and Economics	1
Total Marketing	6
Grand Total	**76.0**

AACSB TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS
(RE: Standards 5 and 15)[1]
Date Range: September 1, 2020 - May 31, 2021

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
Accounting											
Alston, Chevonne	September 2018	PhD, 2020	312 sch		UT, MT, RES and SER	100					PhD in Accounting Univ of Mississippi (2020)
Elmes, Lynette [1]	September 2012	DBA, 2014		240 sch	UT and MT				40		DBA Accounting, Argosy, 2014; MSA Roosevelt Univ. 2000; accounting work experience; Consulting with Naj Group
Keane, Alice	September 2016	LLM, 2003	411 sch		UT, MT, RES and SER	100					LLM Tax Georgetown University (2003); JD University of Illinois (1993); PRJ (2019, 2018, 2018)
Kresse, William	September 2014	JD, 1985	357 sch		UT, MT, RES and SER	100					JD University of Illinois (1985); MS Accounting UIC (1996); Postgraduate studies in Accounting and Economics at University of Illinois at Chicago; CPA, CFE; Commissioner, Chicago Board of Elections; PRJ (2017, 2016)
Lechner, Paul	June 2011	LLM, 1998		108 sch	UT and MT				30		JD, LLM Tax, DePaul (1980, 1998); CPA, CGMA; The Lechner Group.
McKenna, Brian	September 2010	LLM, 1983	402 sch		UT, MT, RES and SER	100					LLM Tax DePaul University (1983), JD John Marshall School of Law (1977); PRJ (2020, 2020, 2017, 2017)
Nagaraja, Raj	September 2016	MS, 2012		204 sch					40		MS Accounting Loyola Chicago (2012); CPA; IRS Enrolled Agent; Chief Financial Officer Blade-Tech Industries
Prendergast, Debra	January 2011	PhD, 1998		216 sch	UT				30		PhD Public Policy UIC, 1998; MBA GSU 1989; CPA (Illinois); CGMA; CMA; Dean Business Math Science Prairie State College (2010-2020); Textbook Co-Author (2017, 2018, 2019, 2020, 2021)
Stokes, Deadra	September 2012	JD, 1994		255 sch	UT				40		JD Illinois Institute of Technology - Kent College of Law (1994); Practicing Attorney; Commissioner Fire & Police Board (Frankfort, IL); Chief Village

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
											Administrative Hearing Officer (Matteson, IL)
Sutera, Stephen	August 16, 2020	JD, 1986		27 sch	MT				10		JD John Marshall Law School (1986); Licensed Attorney; Owner Estate Planning Law Office
Trendell, Michael	September 2012	MBA, 1993	555 sch		UT and SER			100			MBA Loyola Chicago (1993); CGMA; PRJ (2016); Auditing consulting; CPA (not currently licensed); CIA (not currently licensed)
Wang, Ting Jie	September 2006	PhD, 1999	378 sch		UT, MT, RES and SER	100					PhD Accounting Rutgers (1999); PRJ (2018, 2016)
Total Accounting			2415 sch	1050 sch		500 (63.3%)	0 (0.0%)	100 (12.7%)	190 (24.1%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (69.7%)			SA ≥ 40% guideline for AACSB met (63.3%) SA + PA + SP ≥ 60% guideline for AACSB met (75.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Economics											
Andrews, Anthony	September 1996	PhD, 1991	432 sch		UT, MT, RES and SER	100					PhD Univ of Penn (1991); PRJ (2021, 2020); PRCP (2018, 2017, 2016, 2016); Consulting; Industry Analysis
Mary, Sebastien	August 16, 2020	PhD, 2010	405 sch		UT, RES and SER	100					PhD University of Aberdeen (2010); PRJ (2020, 2020, 2019, 2018, 201, 2018, 2018, 2017)
Mengova, Evelina	August 20, 2011	PhD, 2005	234 sch		UT, MT, RES and SER	100					PhD Georgetown (2005); PRJ (2020, 2019, 2017, 2016)
Revis, James	September 2018	MA, 1983		93 sch	UT				20		MA in Economics 1983 EIU; BA Economics 1981 EIU; Global Supply Management Certificate KCC; Master of Online Teaching, 2017 UI; Supply Chain Management Certificate SFU 2020;
Roy, Sudipta [2]	September 2005	PhD, 2000		84 sch	UT	30					PhD; PRJ (Forthcoming; 2019, 2019, 2019, 2019, 2019, 2018, 2018)
Total Economics			1071 sch	177 sch		330 (94.3%)	0 (0.0%)	0 (0.0%)	20 (5.7%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (85.8%)			SA ≥ 40% guideline for AACSB met (94.3%) SA + PA + SP ≥ 60% guideline for AACSB met (94.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
Finance											
Adams, Vangeliya	August 16, 2020	MA, 2007		75 sch	UT				20		MA Econ U of Illinois Chicago (2007); Senior Associate, Portfolio Valuation, Duff & Phelps (2019-Present); VP Loop Capital Markets (2017-2019); Series 7, Series 63
Kelley, Michelle	January 2012	MBA, 2008		57 sch	UT				10		MBA, 2008 from University of Chicago Booth School of Business with Concentrations in Finance and Economics. Employed as Team Leader & Senior Portfolio Manager for Northern Trust, Chicago, IL (2011-Present).
Kochan, Mucahit	August 16, 2020	PhD, 2017	378 sch		UT, MT, RES and SER	100					PhD Finance University of North Texas (2017); PRJ (2017); PRCP (2017, 2016)
Mbolela, Cecil	September 2018	MBA, 2014		96 sch	UT				10		MBA DePaul University (2014); Senior Credit Risk Analyst at the Federal Reserve Bank of Chicago
Minetti, Brandon	September 2011	MBA, 2008		18 sch	UT				10		MBA Finance DePaul; Series 7, Series 66, Life Insurance Producer License, Securities Industry Essentials Examination
Thompson, Brian	August 16, 2017	DBA, 2019		81 sch	UT and MT	10					DBA DePaul University (2019); Dissertation: "The Role of Loss Aversion in Reference Point Adaption and the Escalation of Commitment"; Principal with Black & Capital, LLC and Black & Essington Solutions, LLC.
Williams, Michael	January 2012	PhD, 2012	483 sch		UT, MT, RES and SER		100				PhD Finance Univ of Texas at San Antonio (2012); PRJ (2020); Industry Report (2016); Consulting activities and board of directors; Other Presentations (2016, 2016)
Total Finance			861 sch	327 sch		110 (42.3%)	100 (38.5%)	0 (0.0%)	50 (19.2%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (72.5%)			SA ≥ 40% guideline for AACSB met (42.3%) SA + PA + SP ≥ 60% guideline for AACSB met (80.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Management											

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
Ade-Oshifogun, Olawale	September 1998	MBA, 1996		153 sch	UT				20		EdD National Louis Univ (2014); VP Abiding Group Inc. (Present)
Babich, Robert	September 2018	MBA, 1994		33 sch	UT				20		MBA DePaul Univ (1994); Prof Business, Kankakee Community College (Present)
Betourney, James	June 2008	MBA, 1976		210 sch	UT					20	MBA Governors State Univ (1976); retired executive, Snr Bus Mgmt Consultant, IBM 2007
Cha, Wonsuk	August 2018	PhD, 2017	696 sch		UT, MT, RES and SER	100					PhD Univ of Texas Rio Grande Valley (2017); PRJ (2020, 2019, 2018, 2018, 2018, 2018)
Cooper, James	January 2012	PhD, 2013		135 sch	UT				20		PhD Benedictine Univ (2013); SHRM SCP 2016, SHRM PHR 2006; Principal/Founder Synergy Global Resources LLC (Present)
Floyd, Dwight	September 2010	Master of International Public Policy (MIPP), 1981	357 sch		UT and SER				30		MA Johns Hopkins Univ (1981); Certified Global Business Professional 2020, retired executive, Managing Dir. HR, Harris NA 2010
Ijose, Olumide	September 2010	PhD, 1989	120 sch		UT, MT, ADM, RES and SER	100					PhD Ohio State Univ (1989); PRJ (2018, 2018, 2016)
Kerns, Tricia	September 2012	EdD, 2011	447 sch		UT, MT and SER				100		EdD Olivet Nazerene Univ (2011); ScPro 2018, CLTD 2016, CPIM 2014, Lean Six Sigma Black Belt 2011; Supply Chain Manager, Palladium Energy 2014
Mutis, Marla	January 2010	PhD, 2008		270 sch	UT				20		PhD Roosevelt Univ (2008); Myers-Briggs VitaNavis certification 2020, College Advisor, Chicago City College (Present)
Rajadhyaksha, Ujvala	September 2015	PhD, 1996	549 sch		UT, MT, RES and SER	100					PhD Indian Institute of Management (1996); PRJ (2020, 2020, 2016)
Sargut, Gokce	September 2010	PhD, 2005	351 sch		UT, MT, RES and SER					100	PhD Columbia Univ (2005); PRJ (2015, 2014)
Shinde, Uday	September 2015	PhD, 2014	795 sch		UT, MT, RES and SER	100					PhD Southern Illinois Univ (2014); PRJ (2018, 2018, 2017)
Siddiqi, Muhammad	January 2017	EdD, 2015		261 sch	UT				20		EdD National Louis Univ (2015); President, Central Campus

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
											Houston Community College (Present)
Simon, John	September 2004	PhD, 1989	366 sch		UT, MT, RES and SER	100					PhD Northwestern Univ (1989); PRJ (2016, 2016) preferred journal
Taylor, Timothy	September 2011	MS, 1981		138 sch	UT				20		MSc Univ of Southern California (1981); Director of Operations ABM Industries (Present)
Tian, Feng	September 2009	DBA, 2008	507 sch		UT, MT, RES and SER		100				PhD Boston Univ (2008); SA prior 5-year rolling period; Conference presentations (DSI, 2019 and MBAA 2021); SCPro Certificate; Consulting work
Vanderpool, Chelsea	September 2014	PhD, 2014	513 sch		UT, MT, RES and SER	100					PhD Cornell University (2014); PRJ (2017) preferred journal (200 points); 160 points from other activities
Wagner, Stephen	September 2011	PhD, 2000	474 sch		UT, MT, RES and SER	100					PhD Northern Illinois Univ (2000); PRJ (2018, 2017, 2017, 2017)
Zhao, Jun [3]	September 1999	DBA, 1998			UT, MT, ADM, RES and SER		100				Ph. D. in 1999; PRJ (2019 and 2016); Full time administrator
Total Management			5175 sch	1200 sch		700 (55.1%)	200 (15.7%)	0 (0.0%)	250 (19.7%)	120 (9.4%)	
			P ≥ 60% guideline for AACSB met (81.2%)			SA ≥ 40% guideline for AACSB met (55.1%) SA + PA + SP ≥ 60% guideline for AACSB met (70.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (90.6%)					
Management Information Systems											
Alfano, Jeffrey	September 2006	MBA, 2009	624 sch		UT, MT and SER				100		MBA Saint Xavier University (2009); MS in MIS Governors State (2005); A+, MCP, ERPSIM Certifications
Carl, Katherine	August 16, 2020	PhD, 2014	235 sch		UT, MT, RES and SER		70				PhD MIS University of Arizona (2014); PRJ (2017); PRCP (2018, 2018, 2017, 2017, 2016); Certified ScrumMaster, Program Coordinator
Chung, Dalsang [4]	September 2000	DBA, 1998			UT, MT, RES and SER	50					DBA Miss. State Univ (1998); PRJ (2017, 2017, 2016). On sabbatical in Fall 2020; on leave Spring 2021.
Crooks, Bruce	August 16, 2020	MS, 2018		27 sch	UT				10		MS Computer Science Governors State (2018); ITS Application Support Specialist, Governors State University

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
Evans, Richard	January 2013	MA, 2012		18 sch	MT					10	MS.CS GSU 2013; MSMIS GSU 2006. Currently in DBA program with Walden University.
Ferran, Carlos	September 2010	DBA, 2000	309 sch		UT, MT, ADM, RES and SER	100					DBA Boston Univ (2000); CMA (2012); CSCA (2017); PRJ (2019, 2017, 2016, 2016); Editor RELCASI Journal
Garcia, Robert	August 16, 2019	ABD - PhD Candidate, 2017		132 sch	UT and MT			30			ABD MIS DePaul (2017-Present); MS Computer Science DePaul (2006); PRJ (2019); Chapter (2019); PRCC (2018, 2017, 2017, 2016, 2016); Lab Manager for Innovation Development Lab at DePaul 2016-Present.
Green, David	September 2007	PhD, 2005	88 sch		UT, MT, ADM, RES and SER	100					PhD MIS Southern Illinois University at Carbondale (2005); PRJ (2020, 2016); 4 Conference Presentations
Horvath, Michael	January 2017	MS, 2015		75 sch	UT				10		MS MIS Governors State; IT Manager at Governors State University (2005-Present)
Leonard, Andreea	August 16, 2020	MS, 2015		33 sch	UT				10		MS MIS, University of Illinois at Springfield (2015); Certifications: Network+ (2019); A+ (2019); MCSA (2019); MCSE (2007); MCT (1999)
Martin, Nancy [5]	January 2013	PhD, 2006		204 sch	MT	20					PhD MIS SIUC (2006); PRJ (2018, 2016, 2016); Chapter (2016); PRCP (2020, 2020, 2020, 2019, 2017)
Pustz, Charles	January 2018	MBA, 1996		36 sch	UT and MT				10		MBA (1996); PMP Certification (2003); Sig Sigma Black Belt; Chief Information Officer at Governors State University
Total Management Information Systems			1256 sch	525 sch		270 (51.9%)	70 (13.5%)	30 (5.8%)	140 (26.9%)	10 (1.9%)	
			P ≥ 60% guideline for AACSB met (70.5%)			SA ≥ 40% guideline for AACSB met (51.9%) SA + PA + SP ≥ 60% guideline for AACSB met (71.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (98.1%)					
Marketing											
He, Tingting	August 16, 2019	PhD, 2008	333 sch		UT, MT and RES	100					Ph.D. in 2012; PRJ in 2017 (preferred journal)
Jang, Hyunkyu	September 2017	PhD, 2017	480 sch			100					PhD Univ of Texas (2017); PRJ (2021)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification
Mohanty, Praggyan	January 2011	PhD, 2011	303 sch		UT, MT, RES and SER	100					PhD University of Missouri (2011); PRJ (2018, 2016)
Shallow, Laura		DBA, 2014		138 sch	UT				20		DBA Argosy Univ (2014); VP Strategic Partnerships, World Data Systems (Present)
Wlodarski, Donald	January 2010	MBA, 1999		159 sch	UT				20		MBA Roosevelt Univ (1998); Consultant Gorski Advertising (Present)
Total Marketing			1116 sch	297 sch		300 (88.2%)	0 (0.0%)	0 (0.0%)	40 (11.8%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (79.0%)			SA ≥ 40% guideline for AACSB met (88.2%) SA + PA + SP ≥ 60% guideline for AACSB met (88.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Grand Total			11894 sch	3576 sch		2210 (62.6%)	370 (10.5%)	130 (3.7%)	690 (19.5%)	130 (3.7%)	
			P ≥ 75% guideline for AACSB met (76.9%)			SA ≥ 40% guideline for AACSB met (62.6%) SA + PA + SP ≥ 60% guideline for AACSB met (76.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.3%)					
Faculty Sufficiency Indicators[1]: • Overall guideline: P/(P+S) ≥ 75% • By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						Faculty Qualifications Indicators[1]: • SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% • SA + PA + SP guideline: (SA + PA + SP)/(SA + PA + SP + IP + O) ≥ 60% • SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%					

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.

3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.

4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral

degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.

5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g. work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

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[1] Elmes, Lynette
Note: In 2020-2021, had a joint appointment.

[2] Roy, Sudipta
Note: In 2020-2021, had a joint appointment.

[3] Zhao, Jun
Note: In 2020-2021, did not teach any courses.

[4] Chung, Dalsang
Note: In 2020-2021, did not teach any courses.

[5] Martin, Nancy
Note: In 2020-2021, had a joint appointment.

AACSB TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS[1]

Date Range: September 1, 2020 - June 1, 2021

	Percent of teaching by degree program (measured by student credit hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's	51.31%	8.45%	5.43%	30.57%	4.24%	100%
MBA	59.8%	7.72%	0%	26.53%	5.94%	100%
MSA	88.43%	0%	0%	11.57%	0%	100%
MSBA	48.51%	16.42%	0%	35.07%	0%	100%
MSHRM	73.12%	0%	0%	26.88%	0%	100%
MSMIS	45.3%	8.55%	5.98%	35.04%	5.13%	100%
Specialized Master's	68.58%	3.95%	1.26%	25.13%	1.08%	100%

Governors State University
College of Business
Strategy 2025 (Strategic Plan for 2020/21-2024/25)

COB Mission (Revised May 2020)

The AACSB-accredited College of Business provides an accessible, high quality education to a diverse student body primarily from the Chicago metropolitan area. We actively engage in research and service, which impact the business and academic community and society. We empower our students with the knowledge, skills and ethical perspectives needed to succeed in a technologically sophisticated global society.

COB Vision (Revised May 2020)

The College of Business will be recognized as a school of choice in the region for high quality talent in the fields of business and economic development.

COB *Core Values*

Excellence: committed to excellence in teaching, research and service, we serve the division, the college, the university, the community and the profession.

Continuous Improvement: combining our talents and perspectives to generate original ideas, we depart from conventional views to pursue new approaches, concepts, and visions to advance our teaching, research, services and administrative processes.

Diversity: practicing diversity we encourage wide ranging perspectives, promote open dialogue and model respectful interaction.

Accountability: demonstrating individual accountability and shared responsibility, we practice fair, honest, open and transparent interactions while using resources effectively and efficiently.

COB Strategy 2025 (Goals, Objectives, Measures, and Action Items)
Proposed by COB Strategic Management Committee
Approved: April 26, 2021

Goal 1: Academic Excellence: Provide quality, current and relevant, academic programs	Measures/Indicators	Action Items
1.1 Ensure that academic programs are up to date, relevant, and aligned with professional and discipline standards. (Dean, Division Chairs, Program Coordinators, Faculty)	*Maintain AACSB accreditation;* *Successful 5-year cyclical program review*	1.1.1 Monitor and benchmark programs periodically using discipline standards, competitors, and peers as indicators for continuous improvement. 1.1.2. Survey the environment for industry trends and reflect these trends as applicable to the curriculum. 1.1.3. Seek advice and counsel from the College of Business Advisory Board, Alumni, and professional organizations. 1.1.4. Continue to implement Assurance of Learning plans for all programs to evaluate program effectiveness, optimize student success, and inform curricular changes.
1.2 Maintain or develop academic programs that respond to regional, state, national, and international trends, employment needs and student interests. (Dean, Division Chairs, Program Coordinators, Advisory Board)	*Maintain AACSB accreditation;* *Successful 5-year cyclical program review*	1.2.1. Continue to align curriculum with professional standards and employer needs. 1.2.2. Use feedback from employers, alumni, and educational/labor market research for continued improvement of undergraduate and graduate academic programs. 1.2.3. Explore opportunities for faculty, students, and staff to collaborate with professional and industry organizations.
1.3 Ensure College of Business programs incorporate global awareness and cross-cultural competence as appropriate. (Dean, Division Chairs, Program Coordinators)	*Number of courses; number of topics; or number of hours* of content in existing courses	1.3.1. Examine existing global perspectives and cross-cultural trends to improve the curriculum as necessary. 1.3.2. Identify courses without global or cross-cultural content and add new content where needed. 1.3.3. Identify areas and explore opportunities for interdisciplinary collaborations within the college and with other programs across the university. 1.3.4. Provide opportunities for study abroad, student and faculty exchange programs, and cross-cultural workshops for students, faculty, and the community. 1.3.5. Promote the value of internships at global companies. 1.3.6. Publicize programs to international target markets to increase recruitment of international students that will enrich our pool of students.

Goal 2: Student Success: Provide equitable pathways to graduation which leads to academic, personal, and career success	Measures/Indicators	Action Items
2.1. Provide *equitable* support to students to deal with challenges navigating the college experience (Dean, Division Chairs, Director of Academic Services, Program Coordinators, Faculty)	Satisfaction with support services; Cost of instruction measures; Utilization of services provided by the Academic Resource Center; Skills Lab and tutoring services offered by the College (Accounting, Statistics, Excel)	2.1.1. COB meetings with academic advisors (include program coordinators in some meetings). 2.1.2.Hiring GA's for tutoring and skills lab. 2.1.3. Conduct regular Retention Roundtables 2.1.4. Work with university to reduce barriers to accessing course materials (textbooks, access codes, etc.) 2.1.5. Encourage faculty to work together to consider cost effective options for textbooks and other instructional resources
2.2. Develop and promote opportunities for engagement *and career success* for all COB students; (Dean, Division Chairs, Director of Academic Services; Institutional Advancement; Student Club faculty advisors, Career Services)	Number of engagement opportunities and student participation	2.2.1. Offer more curricular, co-curricular, and extracurricular activities, such as experiential learning, internships, international learning experiences, civic engagement and service learning 2.2.2. Offer diverse programming for engagement to meet different student needs 2.2.3. Consider options to encourage or require engagement activities (e.g., passport, extra credit, etc.). 2.2.4. Encourage faculty to share career opportunities and write letters of recommendations for students Create and share recommendation Letter templates. 2.2.5. Collaborate with career services or other units to offer more internship opportunities.
Goal 3: High Quality Faculty and Staff: Create a learning environment where highly qualified and diversified faculty and staff are hired and retained	Measures/Indicators	Action Items
3.1 Maintain processes to hire faculty with qualifications that meet program needs and accreditation requirements. (Dean, Division Chairs, Search Committees)	Qualification Ratios; Continually update list of faculty searches conducted	3.1.1. Regular review of qualification guidelines 3.1.2. Regular review of annual faculty hiring plans for the college based on program needs 3.1.3. When appropriate, work with HR to post faculty positions in top professional websites, publications, and organizations
3.2 Retain high quality faculty through *effective evaluation,* active engagement, *and* professional development*;* and *recognize* faculty	Promotion rate; turnover; COB faculty awards; Small grants to faculty; Faculty Development Workshops;	3.2.1. Continue to provide support for adjunct instructors & lecturers 3.2.2. Identify ways to support faculty seeking or maintaining licensures, certifications and memberships in professional associations. 3.2.3. Promote the creation of basic, applied and pedagogical scholarship

for exceptional work (Dean, Division Chairs, Faculty and Student Development Committee)	Reassigned time for faculty scholarship and service; Financial assistance to faculty with licensure, professional organizations, and continuing education requirements; Number of graduate assistants per division	3.2.4. Design and implement professional development programs for division/department chairs, faculty, and staff. 3.2.5. Compile and publicize accomplishments of faculty, staff, and administration on an annual basis. 3.2.6. Provide positive recognition for collaborative teaching, research and outreach, among college faculty. 3.2.7. Assess the amount and quality of research conducted by COB faculty and identify the additional resources needed to help faculty improve their commitment to the teacher-scholar model. 3.2.8. Maintain and, as budgetary constraints permit, increase funding for faculty and staff for travel and/or enrollment in professional development programs. 3.2.9. Continue to utilize graduate assistants to support faculty. 3.2.10. Encourage faculty mentoring
3.3 Support the College's commitment to scholarship and faculty research activities. (Dean, Division Chairs, Faculty and Student Development Committee, Faculty)	Faculty qualification ratios; Number of intellectual contributions by type and category; Sabbaticals; Reassigned time; Mini-grants; Resources for faculty research/travel/databases/software; Revisions to faculty qualifications guidelines	3.3.1. Define the desired mix of basic, applied, and pedagogical scholarship. 3.3.2. Develop incentives for faculty to implement this desired mix. 3.3.3. As needed, revise faculty qualification research guidelines and other relevant documentation to align with the scholarship mission. 3.3.4. Revise division criteria to add research activities that align with AACSB scholarship guidelines.
3.4 Hire**, *develop,*** and retain high quality staff that meet program needs and reward exceptional work. (Dean, Division Chairs, Faculty and Student Development Committee, Faculty mentors)	Successful hires; Retention; Staff awards and certificates of appreciation; Professional development events	3.4.1. Include stakeholder feedback for staff. 3.4.2. Consider offering an annual staff award/recognition 3.4.3. Provide more professional development and training for staff. 3.4.4. Advocate for additional staff support for accreditation through the annual budget process. 3.4.5. Encourage and recognize staff involvement in college committees and activities.
Goal 4: Enrollment Management: **Implement a strategic enrollment plan consistent with university mission**	**Measures/Indicators**	**Action Items**
4.1 Increase the number of the	**# of *Graduate Applications* in an**	4.1.1. Improve collaboration and foster active cooperation with marketing, recruiting,

academic year graduate program applications by 5-10% over a 5-year period. (Dean, Division Chairs, Program Coordinators, Manager of Enrollment and External Relations, Director of Academic Services, Admissions and Records Officer)	*academic year (all applications including applications started but not completed; admitted; denied; withdrawn)*	and admissions. Organize review meetings with these units. *4.1.2.* Implement graduate admissions processes in Slate CRM to provide more self-service options for applicants and a smoother, less confusing application process. 4.1.3. Organize and host regular virtual information sessions utilizing tools including Slate events, Slate communications, zoom, and Facebook live. 4.1.4. Dedicate more marketing resources for recruitment.
4.2 Increase fall enrollments by 10% over a 5-year period including new and returning graduate students. (Dean, Division Chairs, Program Coordinators, Manager of Enrollment & External Relations; Academic Advisors, Director of Academic Services)	**Graduate Student Enrollment** (Headcount - # of graduate students enrolled in at least 1 course)	4.2.1. Collaborate and foster active cooperation with marketing, recruiting, admissions, academic advising and other retention units. Organize review meetings with these units. 4.2.2. Seek marketing or other resources needed to support increased enrollments.

4.3 Achieve 70-75% undergraduate retention and 75-80% graduate retention (within the college) **over a 5-year period**.
 	
(Dean, Division Chairs, Program Coordinators, Academic Advisors, Faculty)
	Graduate Retention Rate
	(Retained in College of Business one semester)
		4.3.1. Working closely with student services areas to retain students.
		  ○ Strategic Enrollment Plan (SEP) project;
		  ○ Retention to Graduation (R2G) Committee;
		  ○ Advising
		  ○ Academic Resource Center (tutoring, careers services, center for the junior year)
		4.3.2. Use Exit surveys to identify areas for improvement.
		4.3.3. Use graduate assistants to host skills labs and offer tutoring for areas not included in university tutoring
		4.3.4. Identify ways to improve academic planning for students.
		4.3.5. Host Retention Roundtables with students
		4.3.6. Improve collaboration and foster active cooperation with academic advising, and retention units. Organize regular meetings with these units.
		4.3.7. Work with advising and new student programs to make orientation successful with high quality and accurate academic planning.
		4.3.8. Identify ways to make courses materials more accessible to student early in the course through course fees or other resources.

Goal 5: Invest in Excellence: **Enhance and diversify revenue**	**Measures/Indicators**	**Action Items**

streams, serve as a destination for social, cultural, and continuing education, and be an economic catalyst for the region		
5.1. Establish the COB as a Thought Leader on relevant issues affecting businesses in the region (Dean, Division Chairs, Strategic Management Committee, SCICBI Director)	Number presentations and media appearances by COB faculty; COB Thought Leadership series (attendance and participation)	5.1.1. Organizing meetings with external stakeholders 5.1.2. Offer COB thought leadership webinars 5.1.3. Collaborating with GSU Marketing and Communications Department, develop a COB subject matter expert database 5.1.4. Have a presence on social media, including the creation and maintenance of websites, podcasts and video channels which allow each faculty member to focus their particular expertise
5.2. Enhance COB's identity as a center for excellence in academic knowledge, research and collaboration and cultural enhancement (Dean, Division Chairs, Faculty, Strategic Management Committee)	COB thought leadership series (offering, attendances, etc.); Media appearances by COB faculty on current events; Business Week event attendance	5.2.1. Organizing a business week program each academic year 5.2.2. Connect with and take leadership positions with commercial, social, governmental and community entities in the region, to further the social and economic goals of the region
5.3. Deepen relationships with businesses and the community in support of students and academic programs (Dean, Division Chairs, Advisory Board, SCICBI Director, Manager of Enrollment & External Relations)	Internship opportunities provided to COB students; Experiential learning opportunities created for COB students; Professional engagement opportunities for COB students (employer information sessions, roundtables, etc.)	5.3.1. Maintain an active Advisory Board – COB & SCICBI 5.3.2. Use faculty and staff expertise to solve regional and company-specific problems by engaging in training and consulting activities organized by SCICBI each academic year 5.3. 3. Co-host events with student clubs and professional organizations (IL CPA Society, etc.) and encourage student participation
5.4. Increase total individual donations to COB Excellence Fund by 5% over five years. (Dean, Institutional Advancement/Corporate Relations Liaison, Advisory Board)	Generate at least $9830 in total contributions from individual donors over 2020/2021-2024/2025	5.4.1. Collaborating with Institutional Advancement and Alumni Association, offer more alumni engagement opportunities and encourage alumni contributions 5.4.2. Encourage faculty to participate in alumni engagement activities (events, outreach, etc.) that will lead to more alumni contributions 5.4.3. Working with COB Advisory Board members on fundraising initiatives

5.5. Enhance grants activities (Dean, Division Chairs, Faculty, Office of Sponsored Programs & Research)	Number of grant applications submitted; Number of grant awarded; Amount of grant awards	5.5.1. Collaborate with GSU's Office of Sponsored Programs and Research (OSPR) in identifying suitable funding opportunities and developing grant proposals 5.5. 2.Collaborate with external partners (IIN hubs, OAI, community college partners) in identifying funding opportunities and developing proposals 5.5.3. Encourage more faculty to participate in OSPR training on grants development (capacity building)
5.6. Generate at least $100,000 revenue from individual and corporate training, business consulting, and incubating services in the five-year period (Dean, SCICBI Director)	Number of individuals obtaining certificate training; Number of consulting projects; Number of incubating clients	5.6.1. Offer certification training programs to businesses and employees (CLTD, SCPro, Six Sigma, etc.) 5.6.2. Offering incubating services to entrepreneurs and startups through SCICBI
Goal 6: Social, Ethical, and Environmental Responsibility: Institutional actions and decisions demonstrate a commitment to social, ethical, and environmental responsibility	**Measures/Indicators**	**Action Items**
6.1. Support student *diversity, inclusion, and equity* through *internal and external* partnerships (Dean, Division Chairs, Director of Academic Services, Chief Diversity Officer, Dean of Students Office, etc.)	Student diversity (age, gender, race/ethnicity, etc.); Study abroad program offering and participation	6.1.1. Collaborate with regional high schools, intervention programs, and community colleges, especially those that serve historically underserved communities. 6.1.2. Engage the university to better understand our student population by measures including race & ethnicity, gender identity, disabilities, LGBTQ, and age. 6.1.3. Training for using accessible teaching tools for students with disabilities. 6.1.4. Offer training for unconscious bias and inclusive teaching techniques. 6.1.5. Encourage more business students to join university honors program; Participate in G-Path (graduate pathways) program. 6.1.6. Collaborate with Center for the Junior Year to engage more business students 6.1.7. Engage with first year GSU students (e.g., teaching first year seminar, mastering college)
6.2 Connect with organizations to incorporate environmentally sustainable initiatives in communities and the College of Business. (Dean, Division Chairs, SCICBI Director, Manager of Enrollment & External Relations; Institutional	Student participation in events such as Earth Day; Partnership with organizations with focus on sustainability	6.2.1.COB Operations – Paper reductions; recycling 6.2.2. Create a course in sustainability 6.2.3. Implement process improvement techniques within the college to reduce time and waste 6.2.4. Encourage use of public transportation 6.2.5. Investigate interest in creating a sustainability and social responsibility club 6.2.6. Attempt to measure our carbon footprint; Consider ways to offset carbon footprint

Advancement)		
6.3. Engage with academic and professional organizations on issues that address social, ethical, or environmental matters. (Dean, Division Chairs, Faculty)	Memberships or participation in academic and professional associations	6.3.1. Investigate interest in creating a sustainability and social responsibility club. 6.3.2. Encourage faculty to participate in professional, civic, government, and academic organizations. 6.3.3. Guest lectures, projects, internships, case studies. 6.3.4. Consider COB's societal impact with reference to the UN Sustainable Development Goals (THE 17 GOALS	Sustainable Development (un.org)
Goal 7: Strong Cyber Presence: **Support the people, tools, and environment that are needed to succeed in today's digital world**	**Measures/Indicators**	**Action Items**
7.1. Develop expertise in the development and delivery of online education. (Dean, Division Chairs, Center for Active Engagement & Scholarship, Faculty leaders in online education)	Number of courses that meet CAES development standards; Number of faculty completing CAES, QM, or other training	7.1.1. Develop guidelines for online course delivery 7.1.2. Develop minimum standards for evaluating online course development. 7.1.3. Acquire the necessary hardware and software for faculty to develop and deliver eLearning content. 7.1.4. Promote professional development workshops and training
7.2. Promote online presence on different social and professional platforms. (Dean, Division Chairs, Manager of Enrollment & External Relations; Director of Academic Services, Admissions)	College profile followers/likes; Number of faculty with professional social media profiles (twitter, etc.); Faculty Google Scholar i-10 & h-impact scores; Faculty ResearchGate impact scores	7.2.1. Collaborate with marketing to offer social media professional development/training for faculty and staff 7.2.2. Encourage faculty to participate in podcasts, create professional websites, and use other social media tools. 7.2.3. Add faculty social media profiles and professional websites to GSU faculty web profiles. 7.2.4. Promote college events and news on social media 7.2.5. Hire a graduate assistant or student workers to help plan and post for social media in the college. 7.2.6. Encourage students and alumni to connect their profiles to the COB on LinkedIn. 7.2.7. Encourage faculty to track and report their Google Scholar impact measures and other research impact profiles (e.g., ResearchGate) 7.2.8. Fully utilize current social media platforms to better engage students, alumni and other stakeholders. Annual review of social platforms
7.3. Utilize an information storing and sharing system for college strategic management and committee work.	Usage of Blackboard, Aqua, Weave, and other systems to support committee work	7.3.1. Encourage committees and working groups to utilize existing data storage and information sharing systems such as Curriculog, Blackboard, Aqua, Digital Measures 7.3.2. Provide training as needed to better utilize existing systems

		7.3.3. Explore possibilities of new systems to improve efficiency
Goal 8: Continuous Improvement: Institutional processes for continuous improvement are guided by evidence-based decision-making to achieve the mission of the university	Measures/Indicators	**Action Items**
8.1 Strengthen organizational structures and improve governance and strategic plan processes. (Dean, Division Chairs, Strategic Management Committee)	Annual budget; funding strategic priorities Strategic goal attainment	8.1.1. Review strategic plan outcomes at least once each semester and execute accordingly 8.1.2. Align COB processes and structures to AACSB's 2020 Standards 8.1.3. Determine COB's focus on Societal Impacts 8.1.4. Create and publicize COB annual report 8.1.5. Create a process for collecting stakeholder ideas (e.g., online suggestion box).

Guidelines on Faculty Qualifications
For AACSB Accreditation Purposes
College of Business
Governors State University

The College of Business deploys a mix of Scholarly Academic (SA), Practice Academic (PA), Instructional Practitioner (IP), and Scholarly Practitioner (SP) and Other (O) faculty. This guideline describes the College of Business faculty qualification operational definitions, requirements for maintenance of qualifications, and procedures for administration of these guidelines.

The Relevant Standards:

AACSB Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

The operational criteria for academic and professional qualifications, as specified below, are intended to reflect carefully the intent of the AACSB standards and to provide sufficient guidance for faculty members to assure that there are very few, if any, ambiguities regarding expectations. "Faculty member" hereafter means anyone who is assigned to teach a College of Business class, regardless of contract status (tenured, tenure track, lecturer, adjunct faculty are all included). Our goal as a business school is to always have more than 40% of FTE faculty as Scholarly Academics (SA); at least 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP); and at least 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP) during any rolling five-year period.

AACSB faculty qualification categories:

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Metrics for Maintenance of Qualifications:

Various opportunities to produce intellectual contributions and development experiences which are considered "validating" for purposes of maintaining a faculty member's qualification status are listed in three groups in Appendix I of this document. Each year every faculty member is expected to cite his or her accomplishments within each of the groups and to provide documentation, as requested, for each citation.

The listings in Table 1 are not intended to be all inclusive. All faculty entries, whether listed in this document or suggested for consideration by an individual faculty member, will be reviewed for appropriateness by both the faculty member's division chair and a subcommittee of the Faculty and Student Development Committee. If the department chair and the subcommittee disagree regarding the appropriateness of any entry, the Dean will make the decision.

The "litmus test" for determining the validity of a citation will include its scope and the amount of effort required by the faculty member. For instance, a faculty member who is on an editorial review board of a journal but is not asked to do any work in that capacity during a particular year should not cite that activity or expect it to be credited. Likewise, a member of the board of a business or professional organization should be able to demonstrate substantial involvement in the strategic planning and decision-making activities of that board.

Table 1 lists the "validating activities" and their weights for faculty members. The four categories of activities are defined as follows:

Group A: Highly Significant Intellectual Contributions

Group B: Major Intellectual Contributions

Group C: Other Intellectual Contributions

Group D: Practitioner Activities

On an annual basis, faculty members report intellectual contributions and other "validating experiences" that support faculty qualifications. Faculty members update their individual qualification status, and the status is confirmed by the division chair and dean for inclusion in annual accreditation reports. Any discrepancies are addressed in consultation between the faculty member, division chair, and dean.

Meeting these requirements will not assure tenure or promotion. This document does not intend to prescribe standards for annual evaluations for faculty members. There are separate documents that describe the standards for those evaluations.

Scholarly Academic (SA):

AACSB Description of SA: *Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.*

Normally, faculty members may undertake a variety of academic engagement activities consistent with the school's mission-linked research of business and management to support maintenance of SA status. A non-exhaustive list of academic engagement activities may include the following:

- *Scholarly activities leading to the production of scholarship outcomes as documented in Standard 2*

- *Relevant, active editorships with academic journals or other business publications*

- *Service on editorial boards or committees*

- *Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.*

For Initial Qualification: The faculty member must have a terminal degree in the field of study for which the faculty member has teaching responsibility, or a degree in a closely allied field with evidence of intellectual and teaching activity in the area of teaching responsibility, or a terminal degree in another field with graduate or professional education equivalent to obtaining a master's degree in the area of teaching responsibility. Faculty members who are ABD and join the school directly from a doctoral program will be considered SA for one year, until they complete their degrees. Incoming faculty will be considered SA if they have earned their doctorate within the past five years. Those without a doctorate must have completed substantial coursework in the teaching discipline and must have an accomplished record of producing intellectual contributions.

For Continuing Qualification: This qualification requires a level of intellectual activity that is sufficient to provide currency in the faculty member's area of teaching responsibility. This must be demonstrated by the creation of intellectual works that are shared with the greater academic community and/or the accomplishment of professional service/development activities which advance the school's mission and enhance the faculty member's teaching.

A faculty member may maintain SA status by accumulating 300 points over the most recent 5-year period, with a minimum of 200 points earned from category A.

Full time administrator who was deemed SA according to above qualification criteria at the time of assuming the administrative role, will retain SA status after leaving the administrative role within the first three years. The individual must accumulate 300 points over the five years since leaving the administrative position, with a minimum of 200 points earned from category A to maintain SA status.

Practice Academics (PA):

AACSB Description of PA: *Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.*

Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of PA status. A non-exhaustive list of professional engagement activities may include the following:

- *Consulting activities that are material in terms of time and substance*
- *Faculty internships*
- *Development and presentation of executive education programs*
- *Sustained professional work supporting qualified status*
- *Significant participation in business professional associations*
- *Practice-oriented intellectual contributions detailed in Standard 2*
- *Relevant, active service on boards of directors*
- *Documented continuing professional education experiences*
- *Participation in professional events that focus on the practice of business, management, and related issues*
- *Participation in other activities that place faculty in direct contact with business or other organizational leaders*

For Initial Qualification: A faculty member may be classified as a PA faculty member if they have at least 5 years of prior status as SA and have a combination of intellectual contributions and practice-based activities in the most recent 5-year period (300 points over the most recent 5-year period, with a minimum of 150 points earned from category A or category B, and minimum of 100 points earned from category D).

For Continuing Qualification: A faculty member may maintain PA status by continuing a focus on practice-based validating experiences in addition to intellectual contributions.

A faculty member may maintain PA status by accumulating 300 points over the most recent 5-year period, with a minimum of 150 points earned from category A or category B, and minimum of 100 points earned from category D.

Instructional Practitioners (IP):

AACSB Description of IP: *Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional.*

For sustained IP status, a non-exhaustive list of professional engagement activities and interactions may include the following:
- *Consulting activities that are material in terms of time and substance*
- *Faculty internships*
- *Development and presentation of executive education programs*
- *Sustained professional work supporting IP status*
- *Significant participation in business professional associations and societies*
- *Relevant, active service on boards of directors*
- *Documented continuing professional education experiences*
- *Documented professional certifications in the area of teaching*
- *Participation in professional events that focus on the practice of business, management, and related issues*
- *Participation in other activities that place faculty in direct contact with business and other organizational leaders*

For Initial Qualification: Normally this qualification requires a master's degree from an accredited university in the teaching area and at least five years of relevant professional experiences. A bachelor's degree will meet the academic requirement only if the faculty member has exceptional professional and/or relevant experience[1]. The professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. In specialized professions, such as law or accounting, current licensure and active practice within the last five years will be required. Based on these qualifications, a faculty member will retain IP status for five years from the date of initial hire at GSU.

For Continuing Qualification: After the initial five-year period, for IP qualification to be maintained there must be evidence of successful college-level teaching in the area of expertise and evidence of substantial effort to maintain qualification through continuing education in the teaching area, consulting, or through independent research and publication.

A faculty member may maintain IP status by accumulating 150 points over the most recent 5-year period from any category.

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[1] Examples of exceptional professional experience include a partnership at a CPA firm, a VP or other top executive position at a large organization, etc.

Scholarly Practitioners (SP)

AACSB Description of IP: *Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.*

For sustained SP status, a non-exhaustive list of academic and professional engagement activities may include the following:
- *Relevant scholarship outcomes as documented in Standard 2*
- *Relevant, active editorships with academic, professional, or other business/management publications*
- *Service on editorial boards or committees*
- *Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.*
- *Development and presentation of continuing professional education activities or executive education programs*
- *Substantive roles and participation in academic associations*

For Initial Qualification: SP is a category for practitioner faculty members who are engaged in scholarly activities. An individual must meet the qualification for Instructional Practitioner (IP), accumulating a total of 150 points over the most recent 5-year period. For SP status, the IP faculty member must accumulate at least 100 or the 150 points from category A or category B.

For Continuing Qualification: To maintain SP status, an individual must accumulate a total of 150 points over the most recent 5-year period, of which at least 100 points must be from category A or category B.

An IP faculty member shall be considered as SP if he/she accumulates a total of 150 points over the most recent 5-year period, of which at least 100 points must be from category A or category B.

These expectations are to be reviewed periodically, and may be revised in conjunction with Division Criteria review.

Appendix 1. Categories and Weights for "Validating Experiences" for faculty qualification

Category	Activity	Weights
Group A	Journal Article	100 PRJ
	Journal Article	200 PRJ in College of Business Top-Rated Journal List
Group B	Scholarly book	100 new scholarly book 50 chapter in a new scholarly book 50 revision of a scholarly book 10 revision of a book chapter
	Peer-reviewed cases	100 case published in a peer reviewed journal 50 points case published in textbook
	Peer-reviewed conference proceedings[2]	75 national/international conferences 50 other conferences
	Major research grant or other external funding	50-100 major grant funded by external agency
	Other publicly available contributions, e.g. and industry study report commissioned by a reputable institution or submitted to and accepted by a reputable institution. Faculty is responsible for documenting and demonstrating the reputation of the client or accepting institution.	100
Group C	Peer-reviewed conference presentations (not published in a proceeding or a PRJ – no double counting) **	50 national/international conference 25 other conferences 25 panelist at an conference

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[2] If a full length paper submitted to a conference is peer reviewed and available to conference attendees, then it is considered a conference proceeding publication.

	Other publically available contributions	25 book review published in a journal ** 25 In-house publication with wide distribution beyond the university community ** 25 A discipline based academic report for a business or government organization in the university's service region (e.g., an economic impact study report or a monograph) ** 25 book review published in a journal ** 100 Creating an instructional software or simulation in the faculty member's discipline that is widely used
	Textbooks	100 new textbook 25 chapter in a new textbook 50 revision of textbook
	Manual, test bank and study guide for textbooks	25 new manual or study guide 10 revised manual or guide 25 test bank

| | Professional service to academic organizations | 50 editor of a PRJ
25 editor of a special PRJ issue
25 member of a PRJ's editorial review board
50 editor of a textbook
50 editor of a conference proceedings
50 leadership position at a national or international academic organization
25 leadership position in a regional or local association
15 reviewer for academic journal (maximum of 75 points per five year period)
10 reviewer for academic conference (maximum of 50 points per five year period)
10 discussant at an academic conference (maximum of 50 points per five year period)
25 points for 5+ guest lectures or presentations (maximum points is 25)
Guest lecturer or presenter as a Subject Matter Expert (SME) in the area of one's teaching discipline
5 points each for first 4 lectures and/or presentations Guest lecturer or presenter as a Subject Matter Expert (SME) in the area of one's teaching discipline |
| | Other Activities | 25 Attendance at a research method workshop, or seminar/workshop in the area of one's teaching discipline (attending a session at a professional conference would not pass the "litmus test" regarding the scope of the activity).
10 Attendance at a conference/ seminar/workshop in the area of one's teaching discipline (1 day or fewer days).
10 Attendance at an AACSB seminar on assurance of learning, curriculum issues, etc. |

	Teaching and Pedagogy	30 Creating and/or delivering high caliber executive education programs or their equivalent 20 Designing a new course in the faculty member's area of expertise 10 Teaching in executive education programs
	Media	25 Maintaining a web site or "Blog" in a faculty member's area of expertise that is updated regularly and linked at other significant sites 25 points for 5+ appearances (maximum points is 25) Television Appearances, Radio Appearances & Newspaper Referrals(5 points each for first 4 appearances)
Group D	Consulting[3]	50 substantial 25 modest (Maxim of 150 points per review cycle)
	Professional Certifications	75 obtain a new professional certification 50 completion of requirements to maintain professional certification
	Software	50 for software has external users and significant impact
	Professional service to professional organizations	50 leadership position at a national or international professional organization 25 leadership position in a regional or local association
	Other professional activities	25 serving in Board of Directors (max 50 points for each review cycle) 25 presentations at professional organizations 10 Serving as an expert witness
	Continued full time employment or practice in the teaching area	150 (Only applicable to part-time faculty)
	Other practitioner activities not included above	Subject to approval by the appropriate authority up to 50

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[3] If a consulting job lasts over multiple years, then the same points will be assigned to every year that the job spans.

Governors State University
AACSB CIR 5-Year Report
COVID-19 Addendum

Describe the impact of COVID-19 on the school to-date (e.g. enrollment, finances, faculty and staff hiring, instructional delivery, assurance of learning, etc.)

Instructional Delivery:

In March 2020, Governors State University (GSU) decided to move all courses to online or remote delivery for the remainder of the Spring 2020 semester to protect the health of students, faculty, and staff amid the increasing threat of the COVID-19 pandemic. Additionally, spring break was extended by one week so faculty could move courses online or teach remotely. Classes continued to be delivered primarily online or remotely in summer 2020.

In summer 2020, following guidelines set forth in the State of Illinois' "Restore Illinois" Public Health Approach to Safely Reopen our State, GSU developed a comprehensive GSU Operating Plan for AY20-21, which outlined GSU's approach to bring some students, faculty, and staff back onto campus. This plan was developed with input from students, faculty, and staff and was shared with all GSU communities before being finalized. Proposals from the GSU Chapter of the University Professionals of Illinois Local 4100 were reflected in the guidance statement. College Deans, Chairs, and Program Coordinators provided input based on knowledge of course and program learning outcomes. The Faculty Senate Executive Committee reviewed the Operations Plan and offered insights regarding faculty and student needs. The guidance was used by the academic colleges to establish their program's plans for continuity of instruction for the 2020-2021 academic year.

Before making a decision on Fall 2020 instructional modality, COB administrators discussed instructional options with faculty, reviewed student evaluations from the spring semester, and also hosted a student forum to collect student feedback on remote learning in summer 2020. It was decided that despite many challenges in the early phases of the transition to online and remote learning, students and faculty adjusted well to this mode of teaching and learning, and students were largely satisfied with the efforts of their instructors and grateful that they could continue to learn while protecting their health and safety. Based on these considerations, the College of Business decided to offer all Fall 2020 courses online or remotely. This plan was communicated to COB students and faculty via emails, the GSU website home page, and the COVID-19 webpage.

Student Enrollment:

Despite the disruptions caused by the COVID-19 global pandemic, the College of Business managed to grow enrolled student headcount slightly in Fall 2020, and flat enrollment in Spring 2021. Graduate student headcount went up 17-20 percent in these two semesters, while undergraduate student headcount went down about 3 percent. COB student credit hours were flat this year.

Table 1: COB and GSU Enrolled Student Headcount: 2019/2020 vs. 2020/2021 (Fall and Spring)

	Fall 2019	Fall 2020	Change	Spring 2020	Spring 2021	Change
COB Headcount	743	757	2%	720	718	0%
COB UG Headcount	586	570	-3%	559	529	-3%
COB GR Headcount	157	187	20%	161	189	17%
Total GSU Headcount	4789	4649	-3%	4559	4343	-5%

Table 2. COB and GSU Student Credit Hours: FA 19/SP 20 vs. FA 20/SP 21

	FA 19/SP 20	FA 20/SP 21	Change
COB Student Credit Hours	14265	14254	0%
GSU Student Credit Hours	90249	86365	-4%

Budget and Funding:

Because of the reduction in travel and other expenses associated with the COVID-19 stay-at-home orders, GSU had a surplus of $3.3M at the end of FY 2020. Despite major revenue shortfalls the State of Illinois faced as a result of the COVID-19 pandemic, higher education institutions did receive flat budgets in FY21. GSU's FY21 budget of $58M consisted of $23M from state appropriation and projected $35M in tuition revenue based on a flat enrollment projection. Because of these factors, the University did not have to implement destructive budget reduction measures such as furloughs and layoffs and was able to continue to fill vacant and new faculty positions in FY22.

GSU was awarded $3.6M in the first round of CARES funding in May 2020. $1.8M of this funding was used to provide student aid, and the other $1.8M was used to support technology needs associated with transitioning to distance education, faculty training, and other expenses. In December 2020, GSU received another $6.3M from the CRRSAA funding, of which, $4.5M will be used to defray expenses associated with COVID-19, and $1.8M will be provided directly to students to help pay for tuition, housing, childcare, and health care. The federal funding provided much needed resources for the University to address challenges caused by the COVID-19 pandemic.

Faculty Hiring:

COB was able to fill two faculty positions during AY20-21: Visiting Assistant Professor of Economics, and Visiting Assistant Professor of MIS/Business Analytics. Three tenure-track faculty searches were conducted during AY 20-21, resulting in the hiring of three faculty members who will start in August 2021.

Assurance of Learning:

Despite challenges caused by COVID-19, COB continued to implement its assurance of learning (AoL) plan during AY 19/20 and AY 20/21. Even though the pandemic and shift to remote learning/working caused some delay in our planned activities related to AoL, COB is on target to complete at least one AoL loop for each program learning goal by the end of the Spring 2021 semester.

Describe actions taken by the school to address current challenges related to COVID-19;

Many COB faculty had extensive online teaching experiences before the pandemic. However, to ensure high-quality online and remote teaching, a comprehensive review of COB's online courses was done in Summer 2020. COB Dean, Division Chairs, and Director of Assessment and Accreditation (an online education expert) conducted this review. Based on this analysis, about 25 courses were identified as candidates for revision, and a few courses were identified for initial online development. Faculty were compensated for this work with the allocated CARES Act funds. New and revised courses were reviewed late in Summer 2020. The course reviews were done using pre-established guidelines based on the Quality Matters (QM) Rubric. Moreover, starting in April 2020, to further improve the quality of courses, faculty were offered the opportunity to take relevant QM

Workshops [Applying the Quality Matters Rubric (APPQMR) and Designing Your Online Course (DYOC) or Improving Your Online Course (IYOC)]. Starting in Fall 2020, GSU's Center for Active Engagement and Scholarship (CAES) started to offer an equivalent series of workshops based on the QM Rubric.

Using CARES Act funds, CAES hired an additional 900 hours of specialized personnel to support faculty in developing and delivering their courses. Before those hours were used, GSU started a search to add one more permanent professional to provide that support. Moreover, it also created another position to manage and support the Center. COB faculty have actively leveraged CAES before and throughout this pandemic.

Explain how the school is supporting students and faculty;

GSU's Dean of Students office conducted a student survey in July and August 2020 to find out what concerns GSU students had about the upcoming academic year, what challenges they faced in continuing or completing their education, and how had GSU faculty and staff responded to student needs. There were 581 respondents, representing about 12 percent of Spring 2020 enrolled students.

According to the survey results, the No. 1 concern students had was about "health and safety," followed by "paying for college," and "online learning." Students also reported "loneliness and disconnection," "anxiety and depression," "family distractions," "loss of focus," and "financial" as major challenges with the move to remote/online instruction. However, despite these challenges, 80 percent of the responding students stated that they had "positive" experiences with remote instruction, which was very encouraging and reassuring. A majority of the responding students also agreed that "faculty are accommodating to student needs," and "staff has been helpful."

The survey identified three areas emerging as key opportunities for retaining GSU students: remote instruction, mental health, and financial support.

In May 2020, GSU was awarded $1.8M in Federal CARES funding to be disbursed directly to qualifying FAFSA eligible students. GSU also established a COVID-19 fund for students who are not FAFSA eligible (e.g., DACA, international students). As of February 2021, all $1.8M in CARES funds were disbursed to 1,962 students, and $125,350 was disbursed in Emergency Financial Aid Grants to 128 students for COVID-related relief through the GSU Foundation. This financial assistance provided much-needed help for our students who were facing financial challenges caused by the global pandemic.

In December 2020, GSU was awarded another $6.3M through the Coronavirus Response and Relief Supplemental Appropriations Act 2021 (RRSAA). A minimum of $1.8M will be used to provide students with financial aid grants to cover tuition, food, housing, health care, or childcare. The balance of $4.5M may be used to defray expenses associated with COVID-19, including lost revenue, reimbursement for expenses, technology costs associated with the transition to distance education, faculty and staff training, and payroll.

GSU provided loaner laptops to students who had this need. GSU also provides hot spots in its parking lots for students who may have challenges with Internet access at home. GSU Computer Lab has remained open since March 2020, while observing social distancing guidelines, to provide access to computers and the Internet for students and faculty who may need them.

The College of Business started offering virtual skills labs in Fall 2020. Skills lab was previously an in-person weekly open lab led by a graduate assistant. The lab was moved online using Blackboard Collaborate Ultra web conferencing software. Skills labs focus on technical and other support skills for students in Excel, Eviews statistics software, and other technical skills requested by students or faculty.

GSU's Center for Active Engagement and Scholarship (CAES) provides online course development training and assistance to faculty based on their skill levels. CAES staff also helped review some of the online course shells developed by COB faculty during this year.

In Spring 2021, GSU's Center for Active Engagement and Scholarship (CAES) also hired several student technical assistants who provided assistance to instructors in remote synchronous sections. These student technical assistants help instructors in the remote synchronous sections take attendance, monitor chat questions, and manage student interactions.

Describe whether COVID-19 has impacted the school's ability to align with accreditation standards.

Despite the ongoing challenges caused by COVID-19, the College of Business has been able to achieve its goals. The College meets all faculty ratio requirements, and faculty have continued to produce intellectual contributions. Students and faculty have adjusted to the online and remote learning format. The College has also maintained active engagement with its alumni, business partners, and other stakeholders through virtual events and programs such as Business Week and COB Thought Leadership Webinars.