California State University Chico
College of Business

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2022
CONTINUOUS IMPROVEMENT REVIEW REPORT

AACSB International

California State University, Chico
College of Business
2022 Continuous Improvement Review Executive Summary

Located in Chico, California, the College of Business (COB) is one of seven colleges at California State University Chico. The COB currently enrolls 1979 undergraduate and 257 graduate students and employs 52 full-time faculty. The COB offers two bachelors' degrees with ten options and one MBA degree with three options.

I. ADHERENCE TO 2020 STANDARDS FOR BUSINESS ACCREDITATION
The College of Business (College) at California State University, Chico (Chico State), adheres to the 2020 guiding principles as follows:

a. Ethics and Integrity. The College encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all activities and operations. In 2019-2020, internal investigations revealed a pattern of misconduct in the Accounting department that resulted in a $1M deficit. Three faculty members and one administrative aide were suspended. After an investigation, the administrative aide and one faculty member resigned, one faculty member who unsuccessfully disputed the allegation was dismissed, and a third faculty member was exonerated. The three employees found responsible for misconduct face felony criminal charges in Butte County. The discovery of, and decisive response to, this unethical conduct demonstrates a deep commitment to ethics and integrity at the highest level in the College and at the University. The recovery plan includes a focus first and foremost on learners, from ensuring continuity of classes to assessing learner and graduate outcomes.

b. Societal Impact. We have chosen three UN SDG goals that are consistent with the College's mission statement as the platform to focus our societal impact efforts: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Communities and Cities). We are building strategies around these three goals, and already have several in place as listed in the following table (more details can be found in Table 9-1).

UN SDG Goals	College Strategies
SDG 4 (Quality Education)	Online MBA and BSBA to reach rural areas Minors in Managing Sustainability and Diversity
SDG 8 (Decent Work and Economic Growth)	Sales program Consulting curriculum Project Socrates
SDG 11 (Sustainable Communities and Cities)	Wildcat Connect webinars AWIB Conference

c. Mission-Driven Focus. Our 2020-2025 Strategic Plan includes 7 Strategic Intents and 35 Strategic Tactics, and is categorized by AACSB Standards in each of the overarching categories of Inputs (Standards 1, 2, 3), Outcomes (Standards 4, 6), Continuous Improvement (Standards 5, 7), and Societal Impact (Standards 8, 9). Each of these tactics is measured to a target, and then assigned a traffic-light signal of Green (completed), Yellow (started and ongoing), and Red (not yet started). The Plan is reviewed every semester with the College and the BAB.

d. Peer Review. Quality is best served through a peer review process informed by accreditation standards to advance higher learning. We not only embrace the consultative advice provided by our AACSB peer review team, but also seek advice from the CSU All Business Deans Group, participate in the Western Association of Collegiate Schools of Business (WACSB), and engage with a new group of

all California business deans that started meeting annually in 2019.

e. Continuous Improvement. The College is dedicated to continually assess, analyze, and act on performance improvement initiatives to support learner and stakeholder needs and accomplish our vision and mission. This commitment includes policy improvements as well as AOL initiatives.

f. Collegiality. The College is dedicated to building of cooperative relationships, teamwork, collaboration, and partnerships. Our faculty actively engage in committee service and the College promotes shared governance and active participation by all members of our community.

g. Agility. The College strives for adaptability to external and internal changes. For example:
- The College responded to the catastrophic 2018 Camp Fire with several programs to support impacted students, faculty, staff, and the community as a whole, including various crowdfunding efforts, community outreach programs, and curricular innovations.
- A $1M budget shortfall discovered by the new Dean in 2019 required significant cost reduction, combined with creative revenue-generating programming, to rectify.
- The College has responded to a 30% decline in transfer students by launching an online MBA program, an online BSBA degree completion program, and a comprehensive marketing campaign aimed at increasing applications and enrollment yield.

h. Global Mindset. Global business is integrated throughout the curriculum. We offer dynamic study abroad programs. We also make use of Collaborative Online International Learning (COIL), a system that allows faculty across borders to team-teach classes together.

i. Diversity and Inclusion. We pay close attention to reducing equity gaps to zero, defined as the number of students receiving D, F, or W grades in Pell vs Non-Pell, URM vs non-URM and first-gen vs non-first-gen students. We host an annual Women in Business summit to generate capacity and networking for women in business. We host a COB First Gen luncheon and You Belong in Business conference aimed at retention and learner success. We are creating a new Assistant Dean position in 2022 with oversight responsibility of the COB's DEI efforts and initiatives.

j. Continued Adherence of AACSB Guiding Principles and Business Standards. The College approaches all its decisions with the AACSB standards in mind. Faculty qualifications are reviewed annually and continuous improvement is a major driver in College decision-making.

II. MISSION AND VISION

The College's Vision is to be a leader in business education and scholarship that solves the unprecedented challenges of the 21st century. We produce students valued for their practical orientation, critical insight, integrity and adaptability.

The College's Mission is to be a collaborative learning community that values practice-relevant, high faculty interaction teaching and applied scholarship. Our College is student centered, interdisciplinary, committed to continuous improvement and tightly integrated with our business and community partners. Through innovative curricula that emphasize critical thinking and experiential learning, we prepare graduates to achieve early career success and contribute to the ethical stewardship of environmental, social and economic resources.

Our central purpose is to "discover new ways of knowing how business can impact society positively. We educate students one individual at a time, and the result is Company Worth Keeping."

The final approved plan outlines seven strategic goals for the College:
1. Teaching: The COB will focus on improving its ability to deliver experiential and highly engaging teaching, producing collaborative graduates known for their practical orientation, critical insight, integrity and adaptability.
2. Research: The COB will consistently produce impactful applied, pedagogical, or practice-focused research.
3. Community-Integrated: The COB will productively engage with business, the University community and external community stakeholders.
4. Diversity: COB will be recognized for creating a diverse and inclusive environment that fosters student success.
5. Human Resources: All COB related activities will be managed using best practices for academic management.
6. Measurement: The COB will institutionalize data-driven approaches to decision-making and resource management.
7. Financial Management: The COB will operate with consistently balanced state-side budgets and responsible endowment spending.

More details about our Strategic Plan can be found on our website.

III. ALIGNMENT WITH SPIRIT AND INTENT OF THE 2020 STANDARDS
a. Strategic Management and Innovation (Standards 1-3) - ENGAGEMENT
i. Strategic Planning. Tactic 5.e. calls for fast and agile decision-making in the College, driven by consensus rather than a need for unanimity. Consensus is supported by a highly engaged culture, which we regularly measure with the Cultureamp platform. One example of agile decision-making is the re-organization of our departments from four to three.

Tactic 3.c. has guided the College to grow its Business Advisory Board to 22 members, and further expand it to 30. Philanthropic giving has increased, culminating in gifts to the Professional Attire Fund and the Board Endowment for Strategic Initiatives and Excellence, a Board-directed fund to encourage innovation and impact by College faculty and staff.

Tactics 3.b., 7.b., and 7.c. of the Plan call for the College to be fiscally responsible and solvent and explore alternative revenue streams beyond state support. After uncovering a pattern of overspending and fraud in 2018, the College faced a $1M budget deficit. A budget recovery plan returned the College to fiscal health a year ahead of schedule.

ii. Physical, Virtual and Financial Resources. Tactic 1.g. of the College's Strategic Plan focuses on state-of-the-art learning spaces that foster team-based learning. Built in 1958, Glenn Hall has outlived its useful life. The College has completed a required feasibility study and is now slated for building replacement in the University's master plan. Under state funding formulas, the campus is responsible for at least 10% of the cost of the estimated $90 million building. Working closely with University Advancement, the College is engaged in an innovative gift with a donor on an eight-figure gift to support construction of a new building in 2024-2025.

iii. Faculty and Professional Staff Resources
We meet all required AACSB faculty sufficiency and qualification requirements for our year of record (2021-2022) except in Accounting, which will meet the requirements in 2022 with two new tenure-track hires. We support hiring and retaining faculty by growing our innovative competitive summer research grant program as directed under Tactic 2.a., with an expectation that the projects are additive beyond faculty's normal expectations and must advance AACSB Standard 9. We also created a research needs fund to support non-travel research needs, and created a highly ranked journal incentive fund that awards $5000 in additional professional funds for any A* journal publications, and $3000 for A journals.

b. Learner Success (Standards 4-7)

i. Curriculum.

Tactic 7.b. of the Strategic Plan calls for the launch of new graduate programs (INNOVATION)

- Our new Online MBA (OMBA) program launched Spring 2020, with the first cohort starting in Fall 2020 and graduating in May 2022. The OMBA program is an innovator in shifting the campus from solely face-to-face instruction and has a 93% retention rate.
- The Online BSBA degree completion program launches in Fall 2022. The OBSBA program is mission-consistent with a goal of providing high-quality degree programs to the rural and economically depressed North State, bringing the Chico State quality and reputation to learners who otherwise could not come to Chico.

We have also enacted several curricular improvements since our last period of review.

- Requiring a Decision Analysis for Business (BADM 308) course as part of our Business Core provides all business students with the analytics and decision-making tools they need to succeed as critical-thinking business leaders.
- Designing a new elective class that applies improv training to effective management teaches students how to think on their feet and how to listen critically. At the graduate level, our new proposed option in Healthcare Administration is a curriculum innovation that is new not just to us, but to most colleges of business.
- Two new courses emphasize student success. BADM 199 is targeted at setting up first-year first-generation business students for success, as well as a course for sophomores that focuses on major and career planning (BADM 299).

Our Centers of Excellence further our commitment to experiential learning.

- Our SAP University Competence Center is one of only two in North America authorized by SAP to provide hosting and training services to higher education clients. Chico State students are the first in the country to use S4HANA.
- Students in our Center for Entrepreneurship (CFE) regularly participate in pitch competitions and partner closely with ChicoStart, a local non-profit incubator and accelerator.
- Our Center for Excellence in Finance (CEF) students practice in the newly launched Bloomberg lab with 12 terminals, manage a student-managed investment fund (SMIF), and staff the Financial Wellness Clinic, where they provide paraprofessional financial planning advice to the student community in concert with the Basic Needs food bank.
- The USCA-accredited Seufferlein Sales Program (SSP) provides experiential learning through role plays in state-of-the-art sales labs, making the program one of the most successful on the west coast with a near 100% placement rate of its graduates.

ii. Assurance of Learning

We collected data and completed loop closing for each of our learning goals twice between 2017-2020. In 2020 we substantially revised our process to align with AACSB's competency-based standards, developed a new measurement plan, and begun a more holistic approach to AOL measurement and loop closing that includes multiple indirect and direct measures.

iii. Learner Progression

The College leads the campus in supporting student success through professional advising. We were the first on campus with a full-fledged Business Student Success Center, offering thousands of hours of tutoring annually, administering the Professional Attire Fund, offering specialized workshops, and management and oversight of a business-themed Living and Learning Community. Our model has now been replicated across the other six colleges in the university.

iv. Teaching Effectiveness and Impact
To support high quality teaching in the face of the pandemic, we convened a small group of faculty experts to develop a High Quality Online Teaching Rubric. Faculty embraced training and implemented a host of new technological advances to continue providing high quality, interactive classroom experiences. We tracked the effectiveness and impact of our teaching by implementing yearly student feedback surveys about their experience with online learning and responded to that data with adjustments in our curriculum, and online teaching policies.

c. Thought Leadership, Engagement and Societal Impact (Standards 8-9) (IMPACT)
i. Impact of Scholarship
As we report in Table 8-1, excluding business communications 82% of our participating faculty generated 378 Intellectual Contributions. Of these, 100 (26.2%) were peer-reviewed journal articles, 126 (33%) were additional peer or editorially reviewed articles, and 152 (40.71%) were other intellectual contributions.

Five of our faculty boast Google Scholar h-index and i10-index scores of more than 10, and three earn scores above 30. Our faculty have published 9 double blind peer reviewed manuscripts in A* journals (as ranked by the Australian Business Deans Council, "ABDC"), and 33 more in ABDC As (i.e., 42% of our peer reviewed journal articles were in A or A* journals). This scholarship includes a wide range of theoretical and applied topics including pressing societal topics such as business ethics, business education, and organizational sustainability.

ii. Engagement and Societal Impact
• We sponsored a Women in Business Summit four times in this review cycle, aimed at empowering women to participate fully in professional business.
• We partnered with the Basic Needs project to offer financial planning advice to the campus community.
• We offered ten webinars during the pandemic lockdown to continue engaging with alumni and learners on topics such as resilience and grit.

IV. Diversity & Inclusion
Diversity and Inclusion issues are critical to the College (it is one of our Core Values). We pay close attention to reducing equity gaps to zero. Our annual Women in Business [Summit](#) generates capacity and networking for women in business. We offer a minor in Managing Diversity in Organizations. Each of the COB's seven faculty new hires in the last two years has been BIPOC.

V. Societal Impact In Curriculum, Thought Leadership, and Society
We strive to make an impact in curriculum, thought leadership, and society by creating initiatives that support the following UN SDG goals. We discussed engagement and societal impact above. In curriculum Dr. Kim cofounded the Diaries During Lockdown project, promoting systems dynamics-based Covid discussions with the general public. Several faculty use consulting projects to connect learners with organizations that seek to improve societal well-being including Enloe Hospital and Chico City Airport. We also offered a new General Education course on Socio-Economic Innovation in Far Northern California, allowing students to understand the impact of business on rural and far-flung areas of our service area. In thought leadership, Dr. Persons has written about how to offer a first class after a major natural disaster, modeled after her experiences post-Camp Fire. Faculty have written on social media addiction and implications for front-line workers. Faculty have also written groundbreaking research on quick and wide propagation of disaster tweets.

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California State University **Chico**
College of Business

Continuous Improvement Review Report

CALIFORNIA STATE UNIVERSITY, CHICO

COLLEGE OF BUSINESS

AACSB

CONTINUOUS IMPROVEMENT REVIEW REPORT

SEPTEMBER 2022

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College of Business At-a-Glance

COB Vision	The Chico State College of Business will be a leader in business education and scholarship that solves the unprecedented challenges of the 21st century.
COB Mission	Through innovative curricula that emphasize critical thinking and experiential learning, we prepare graduates to achieve early career success and contribute to the ethical stewardship of environmental, social, and economic resources. The College of Business is an engaged and collegial learning community that values practice-relevant, high faculty interaction teaching, and applied scholarship. Our College is student-centered, interdisciplinary, committed to continuous improvement, and tightly integrated with our business and community partners. We produce collaborative graduates valued for their practical orientation, critical insight, integrity, and adaptability.
COB Purpose	We discover new ways of knowing about how business can impact society positively. We educate students one individual at a time, and the result is Company Worth Keeping.

DEPARTMENTS AND FACULTY (effective Fall 2022)

Department	Full Time Faculty
Management	17
Marketing	12
BIS, Fin, & Accounting	23
College Total FT Faculty	**52**

DEGREE PROGRAMS AND ENROLLMENT (Spring 2022)

Department	Enrollment
Accounting	241
Finance	300
Human Resources	95
Management	405
BIS-Mgmt Info Systems	111
BIS-Business Analytics	26
Marketing	517
Operations and Supply Chain	21
Total COB UG Enrollment	**1979**

GRADUATE:	
MBA (Campus)	63
MBA (Online)	194
Total COB Grad Enrollment	**257**

COB CENTERS OF EXCELLENCE

Seufferlein Sales Program
SAP University Competence Center
Center for Excellence in Finance
Center for Entrepreneurship
Office of Corporate Relations (Socrates)
Center for Enterprise Sys. and Info. Research

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<h2>Required Addenda (electronic only in MyAccreditation)</h2>

Executive Summary

Faculty Qualifications and Faculty Sufficiency Criteria

AACSB Tables (2-1, 3-1, 3-2, 5-1, 9-1)

Strategic Plan

Required Addenda:
A: Covid-19 Addendum
B: Risk Analysis and Mitigation
C: Faculty Mini-CVs (Box link)

Optional Appendices (electronic only in Box)

Although not required by AACSB and not part of the Required Addenda, the following files are made available to the team in Box to help the team assess the operations and impact of the College of Business.

1: Organizational Chart
2: From the Dean's Desk-Angela Casler's Story from the Camp Fire
3: College of Business Advisory Board Biographies
4: COB Strategic Plan
5: Minimum Viable Classroom rubric for moving classes online during Covid emergency
6: Glenn Hall Renderings
7: Department Reorganization Committee Report
8: COB Budget Reduction Plan for 5% Reduction
9: Big Ideas results from proposed 21-22 budget cuts
10: College of Business Policies & Procedures Manual
11: College of Business Promotion & Tenure Policy (effective Fall 2022)
12: Hanft Executive Lecturers Policy
13: Thomas Family Fellows Policy
14: Faculty Qualifications Policies
15: Glenn Hall Feasibility Study
16: Arnerich Massena Partnering in Community Article
17: Accounting Task Force Interim Update
18: Exploring the Present and Future of Collegiate Accounting Departments
19: Online MBA Health Care Administration Market Potential
20: OMBA Program Planning Slides
21: OBSBA Program Planning Slides
22: B-Media Digital Campaign Report
23: COB Cost of Instruction Analysis
24: OMBA Financial Performance Analysis
25: COB Board Strategic Initiatives & Excellence Endowment
26: Impact Report – SAP University Competence Center
27: Impact Report – Seufferlein Sales Program
28: Spring 2022 COB Enrollment Strategy
29: Impact Report – Center for Excellence in Finance
30: Impact Report – Center for Entrepreneurship
31: Impact Report – CESR
32: AOL A-AOL Calendar Summary
33: AOL B-COB Program (BADM, BIS, MBA) Competencies
34: AOL C-COB Syllabus Template
35: 2018-2019 Research Accomplishments Book
36: 2019-2020 Research Accomplishments Book
37: AOL D-Table 5-1
38: Scholarship Impact Report
39: Measuring Culture Within COB
40: Health Services Administration Proposal to the Academic Senate
41: Faculty & Staff Diversity
42: Experiential Learning in the Curriculum
43: 2022 Core Curriculum Review
44: OMBA History
45: You Belong in Business Flyer
46: 2020-2022 Research Accomplishments Book
47: Impact of Published Work 2017-2022
48: COB Fundraising Results and Endowments (Last Five Years)

COB News Articles & Videos (Electronic Only in Box)

Although not required by AACSB and not part of the Required Addenda, the following files are made available to the team in Box folder to help the team assess how the COB tells its story to external audiences.

News Article: Passport to Peru
News Article: Entrepreneurship Student Finds Niche in the Business of Excellence (Christine Levine)
News Article: Luck: The Secret Ingredient in Alum's Home-Baked Business
News Article: Business Alumnus Brings Biotech to Chico
News Article: With Alumni Donations, Business Students Dress the Part
News Article: Marketing Students Take Top Honors at International Conference
News Article: 5 Questions with Senator and Alumnus Bill Dodd
News Article: Investor Sheds Light on Lyme with Nonprofit
News Article: Alum Awarded Congressional Gold Medal for Service as Chinese American in World War II
News Article: 5 Questions with Lauren Gruwell
News Article: Living for Today
News Article: Planning a New Paradise
News Article: Seufferlein Sales Program Wins First Place at AT&T Competition
News Article: 5 Questions with Distinguished Alum Daryl Schoen
News Article: Debra Cannon to be Honored with Honorary Doctorate
News Article: Beer-Crafting Alums Respond With Resilience
News Article: It All Adds Up for Award-Winning Accounting Alumna
News Article: Side Gig Percolates into Starbucks Partnership
News Article: Chico State's Biz Talks Connects Students with Industry Influencers
News Article: Dress for Success Event Tackles Professional Dos, Don'ts
News Article: Chico State's New Bloomberg Terminal Offers Cutting-Edge Experience
News Article: Business Double Major Embraces Role of Mentor
News Article: Asian Studies and Business Administration Major Reflects on a Promise Kept

Top reasons to support the College of Business
https://media.csuchico.edu/media/Top%20Reasons%20for%20Alumni%20to%20Support%20the%20College%20of%20Business/1_snowsx87
Alumni – College of Business - Extended
https://media.csuchico.edu/media/Alumni%20-%20College%20of%20Business%20-%20Extended/1_5c88dr53
Alumni - College of Business - Short
https://media.csuchico.edu/media/Alumni%20-%20College%20of%20Business%20-%20Short/1_e083lb2f
Mattea Bertain - College of Business Graduate
https://media.csuchico.edu/media/Mattea%20Bertain%20-%20College%20of%20Business%20Graduate/1_4hwanm7f
Dean Lau - Meetups
https://media.csuchico.edu/media/Dean%20Lau%20-%20Meetups/1_qkjx83vf
Company Worth Keeping Videos
https://media.csuchico.edu/media/Aaron%20Colton%20Chico%20State/1_2a4qa00n
https://media.csuchico.edu/media/Aaron%20Colton%20Company%20Worth%20Keeping/1_0094ezn0
https://media.csuchico.edu/media/Anne%20Sena%20Chico%20State/1_huapdui5
https://media.csuchico.edu/media/Anne%20Sena%20Company%20Worth%20Keeping/1_tmqs3573
https://media.csuchico.edu/media/Dave%20Fish%20Chico%20State/1_qqgmwp6i
https://media.csuchico.edu/media/Dave%20Fish%20Company%20Worth%20Keeping/1_femp13a4
https://media.csuchico.edu/media/Glen%20Thomas%20Chico%20State/1_67ej27wh
https://media.csuchico.edu/media/Glen%20Thomas%20Company%20Worth%20Keeping/1_p8uxhjgl
https://media.csuchico.edu/media/Jason%20Hanks%20Chico%20State/1_d7x205v6
https://media.csuchico.edu/media/Jason%20Hanks%20Company%20Worth%20Keeping/1_ktnbmovs
https://media.csuchico.edu/media/John%20Trinta%20Chico%20State/1_l57a1oy3
https://media.csuchico.edu/media/John%20Trinta%20Company%20Worth%20Keeping/1_oakkrtfm
https://media.csuchico.edu/media/Keith%20Bewley%20Chico%20State/1_p0rlaxil
https://media.csuchico.edu/media/Keith%20Bewley%20Company%20Worth%20Keeping/1_l3uu42k8
https://media.csuchico.edu/media/Marty%20Sutton%20Chico%20State/1_zvw11v6a
https://media.csuchico.edu/media/Marty%20Sutton%20Company%20Worth%20Keeping/1_r4opza5w
https://media.csuchico.edu/media/Tom%20Tognoli%20Chico%20State/1_k87hafmt

A. Provide a concise situational analysis that allows the peer review team to better understand the context, organizational structure, current environment, and specific challenges relative to your business school.

i. Context. California State University, Chico was founded in 1887 as Chico Normal School, making it the second oldest of the 23 California State University (CSU) campuses. The CSU is the largest public institution of higher education in the country, and the University, commonly called "Chico State" is one of the few residential campuses within the system. Chico State offers 37 Bachelor of Arts and 34 Bachelor of Science programs, along with 13 Master of Arts and 12 Master of Science programs, employs 1,031 staff members, and 915 diverse instructional faculty. 56.4% of faculty are full time, and 84% of whom have doctorates or terminal degrees. Chico State is accredited by the Western Association of Colleges and Schools as well as 25 professional associations covering all seven colleges (Agriculture, Behavioral and Social Sciences, Business, Communication and Education, Engineering, Computer Science and Construction Management, Humanities and Fine Arts, and Natural Science). The University is a designated Hispanic-Serving Institution (HSI), with 30 percent of enrolled learners identifying as Hispanic or Latino.

The population of the "Greater Chico Urban Area" is about 100,000, making Chico with its approximately 14,200 learners a "university town." The area surrounding Chico is predominately rural. The closest urban areas are Sacramento (about 90 miles south) and San Francisco (about 180 miles southwest). Chico State has a unique and much beloved character that enhances the experience of all members of the campus community. Known as the Chico Experience, it includes distinctive and innovative programs, a wonderful college-town atmosphere, a friendly climate on the campus, a strong sense of community, superior academic technologies, exceptional levels of learner support, and the pride taken in contributions to the community and the environment.

ii. Organizational Structure. Chico State has offered a business program since the campus was established. In its modern AACSB-accredited form, the College was founded in 1972, and currently boasts 90 qualified full- and part-time faculty and 8 professional staff in Business Student Advising and Success. The College of Business (COB) at Chico State offers the most popular degree major on campus, Business Administration (15.4% of all majors). Enrollments for our three degrees and seven options for the current period of review are provided in the following table:

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	% Change
Campus MBA Program	68	53	48	57	62	-9%
Bus Adm: Enterprise Sys (MBA)	11	8	12	15	17	55%
Bus Adm: Project Mgmt (MBA)	20	20	16	15	15	-25%
Business Administration (MBA)	37	25	20	27	30	-19%
Online MBA Program				111	194	75%
Bus Adm: Ent Sys (MBA) -Online				13	19	46%
Bus Adm: Pr Mg Online (MBA)				38	63	66%
Bus Admin (MBA) - Online				60	112	87%
BS Program	2565	2549	2434	2213	1976	-23%
Bus Admin: Accounting	346	363	338	288	232	-33%
Bus Admin: Entrepreneur	191	202	206	199	189	-1%
Bus Admin: Finance	395	389	371	342	303	-23%
Bus Admin: Management	484	488	477	467	406	-16%
Bus Admin: Marketing	670	659	645	584	521	-22%
Bus Admin: Project Mgmt	155	128	117	90	67	-57%
Bus Admin:Human Resource	124	114	96	85	97	-22%
Bus Inf Sys: Mgmt Inf Sys	163	170	150	127	111	-32%
Bus Inf Sys: Oper & Supply	37	36	34	30	21	-43%
Bus Info Sys: Bus Analy				1	29	2800%
Grand Total	2633	2602	2482	2381	2232	-15%

The College's organizational chart is included in Appendix 1. Academic programs are housed in three academic departments. In 2021,the College formed a faculty-led task force to look at the department structure. The committee was asked to use learner success as its lodestar. After much deliberation and discussion, the committee recommended the COB reorganize into three academic departments effective Fall 2022: Management (to include Entrepreneurship, Strategy, HR, Business Law), Marketing (to include Business Communications) and Information Systems, Finance, and Accounting.[1]

iii. Current Environment. Our College is ranked by *Princeton Review* as a "Best Business School," "Best Business Schools (West)," and "Best Online MBA Programs."[2] *Money Magazine* named Chico State as one of the nation's "Best Colleges for your Money" (2017, 2018, 2019, 2020).[3] In addition, *Washington Monthly* rated Chico State No. 15 in its "Best Bang for the Buck Rankings: West."[4] Additional rankings include *TFE (The Financial Engineer) Times'* Best MBA Program,[5] *CEO Magazine* (2022) "Tier 1 MBA Program in North America," and "Global Online MBA,"[6] and *EDUniversal* "Top 50 MBA Full Time" in North America.[7]

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[1] See Appendix 7 for the committee's final report.
[2] https://www.princetonreview.com/business/california-state-university--chico--college-business-1010980
[3] http://money.com/money/best-colleges/
[4] https://washingtonmonthly.com/2021college-guide/best-bang-for-the-buck-rankings-west/
[5] https://tfetimes.com/best-mba-program-rankings/
[6] https://ceo-mag.com/wp-content/uploads/2022/03/2022-MBA-RANKINGS.pdf
[7] https://www.best-masters.us/ranking-master-mba-full-time-in-north-america/mba-program-california-state-university-chico-college-of-business.html

The College is financially sound and committed to achieving its strategic plan and core mission of providing affordable, accessible, accredited, high-quality business education to undergraduate and graduate learners. In this review cycle, the College launched new online modalities for the MBA and BADM degrees, opened a Bloomberg lab and student-managed investment fund, is launching an interdisciplinary MBA option in healthcare services administration, and has reached new levels of fundraising success, including moving towards securing an eight-figure commitment for a new business building.

iv. Specific Challenges. The College has faced unprecedented challenges during this period of review. These challenges have included the Camp Fire, the 2019 discovery of a $1M budget shortfall, declining enrollments, an aging facility, and pandemic burnout.

On November 8 through November 25, 2018, the Camp Fire burned 153,336 acres and killed 87 people in the town of Paradise, 10 miles from Chico. 53,000 people were evacuated and 13,972 homes were destroyed. This disaster had a tangible impact on our campus and College community; six COB faculty and staff and 23 COB students lost their homes.[8] The College implemented several programs to support the community at this time including various crowdfunding efforts, community outreach programs, and curricular innovations.

In 2019, the newly appointed Dean discovered a $1M budget shortfall. This shortfall required significant cost reduction combined with revenue-generating programming to rectify.

Additionally, the University as a whole has been experiencing declining enrollment for several years. At the University level, Chico State's Spring 2022 headcount was 14,119, a drop of 8% from the previous year. For Fall 2022, the University admitted more than 18,000 learners, the largest admitted population since 2019. Domestic intent to enroll (IE) is up 2% compared to the year prior, and first-time freshmen (FTF) is up 8% over the prior year. Transfer applications are down almost 20%, but there is a concerted (and unprecedented) push at the University level for converting these applications into enrolled learners.

Declining enrollments at the University level are directly impacting the College of Business. A collapse in community college enrollment in 2020 is working its way to the Fall 2022 entering class, where transfer applications are down nearly 30% from normal levels. The College has responded by launching an online BSBA degree completion program, a Fall digital marketing campaign aimed at increasing applications, and a concerted Spring/Summer yield drive aimed at converting accepted learners to enrollments. Due to the nature of enrollments at Chico State, we will get a fuller picture of how successful these efforts are after Fall Census in September.

Furthermore, an outdated building continues to be a competitive disadvantage. The College has invested in modernizing the facilities as much as possible, including opening a sales training lab and Bloomberg lab, and a long-term solution in a new building is on the horizon.

Finally, the COB faces staffing challenges related to pandemic fatigue, which has compounded already existing burnout. Faculty and staff were already overworked in a lean organization where collective bargaining agreements limit flexibility and promotional opportunities for talented individuals. An antiquated pay structure makes recruiting exceptionally difficult. Although our College personnel continue to do an exceptional job of rising to the challenge of the extra demands placed on them due to the Pandemic, we all strive to find a new baseline of reasonable and rewarding workload within a productive and supportive culture moving forward.

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[8] See Appendix 2 for a recount of how the fire impacted one of our full time lecturers at the time.

B. Describe how the school has addressed any issues identified in the prior peer review visit.
N/A. There were no concerns from the last review.

C. Substantive change requests. N/A. There were no "Substantive Change" Requests.

D. Consultative Guidance
The most important strategic priority for the College remains planning for a new business building. We've been successful in having the project placed on our campus master plan, and we completed a feasibility study in 2020. Following state formulas, the $90 million project will be funded 90% by the State and the rest through campus and philanthropic funds. We seek consultative guidance on how we can continue to make the case for the importance of this building to our future success to multiple stakeholders.

A second area where we seek guidance relates to faculty qualifications. In particular, we seek to craft policies that recognize the journey faculty take as they mature in their careers.

Third, we seek guidance on how to tie our strategic plans, which emphasize our local service area, with our desire to have a positive societal impact in northern California.

E. New Degree Programs. N/A.

II. Business Accreditation Standards–Past and Future Look

A. Strategic Management and Innovation

i.   Describe the strategic management planning process of the school
   • Mission Statement and Major Strategic Initiatives

In Fall 2019, the Dean initiated the strategic planning process by appointing the Strategic Planning Steering Committee. This Committee was chaired by Dr. Mitch Casselman, an expert in strategic management and 2018 host of a series of campus seminars campus called "FutureWork." The seminars revealed that the future requires a focus on fundamental soft skills such as critical thinking, problem solving, creativity, ethics, teamwork, grit, and positivity. Using this symposium as a launching pad, along with AACSB's "A Collective Vision for Business Education," Dr. Casselman convened the Steering Committee in 2019.

The process for the group was to gather information from key stakeholders, discuss the results of that data collection, build consensus towards recommendations, and wrap up a new strategic plan by April 2020. The group met with and collected data from faculty (current and retired), staff, undergraduate learners, graduate learners, alumni, employers, and Business Advisory Board members. The goal of the Steering Committee was to be able to articulate a Strategic Vision including Who We Are, What We Do, and What Makes Us Different. The data collection phase asked five essential questions: 1) What is your aspiration; 2) Where will you play; 3) How will you win; 4) What capabilities must be in place; 5) What management systems are required. It would generate a new tagline for the College, and create a list of key initiatives along with tangible and proximate goals. The vision for the COB had to be consistent with the new Vision articulated by President Hutchinson: "Chico State will be known as a preeminent university solving the unprecedented challenges of the 21st century."

This process produced our Purpose Statement: "*We discover new ways of knowing how business can impact society positively. We educate students one individual at a time, and the*

result is Company Worth Keeping." AACSB's holistic view looks at Quality Inputs, Quality Outcomes, a Dedication to Continuous Improvement, and Societal Impact. Our approach starts with the COB 2020-2025 Strategic Plan.[9] The Plan, which includes 7 Strategic Intents and 35 Strategic Tactics, is categorized by AACSB Standards in each of the overarching categories of *Inputs* (Standards 1, 2, 3), *Outcomes* (Standards 4, 6), *Continuous Improvement* (Standards 5, 7), and *Societal Impact* (Standards 8, 9). The Plan is reviewed every semester with the College and the Business Advisory Board[10], and stakeholders are informed of the College's progress towards meeting these objectives.

Vision

The Chico State College of Business will be a leader in business education and scholarship that solves the unprecedented challenges of the 21st century. We produce students valued for their practical orientation, critical insight, integrity and adaptability.

Mission

The College of Business is a collaborative learning community that values practice-relevant, high faculty interaction teaching and applied scholarship. Our College is student centered, interdisciplinary, committed to continuous improvement and tightly integrated with our business and community partners. Through innovative curricula that emphasize critical thinking and experiential learning, we prepare graduates to achieve early career success and contribute to the ethical stewardship of environmental, social and economic resources.

Core Values

Human-centered. We value interpersonal care that respects the whole person, but we also recognize that our greatest accomplishments happen when we work together as a team. We strive to be a great place to work, supporting ongoing professional development and fostering a culture where our students, staff, and faculty feel engaged and valued in their everyday interactions with each other.

Inclusive. We value diversity in all its forms and strive to create an environment that is inclusive and celebrates all individuals and perspectives.

Truthful. We value honest and clear communication and the vital role that ethics and integrity play in society.

Enquiring. We ask questions, investigate and probe for solutions with the hope of leading our students, our community and ourselves towards an innovative and productive future.

The final approved plan outlines seven strategic goals for the College. The COB Purpose Statement "We Discover New Ways of Knowing How Business Can Impact Society Positively" means that positive societal impact is an integral part of achieving each of these strategic goals.

1. Teaching: The COB will focus on improving its ability to deliver experiential and highly engaging teaching, producing collaborative graduates known for their practical orientation, critical insight, integrity and adaptability.
2. Research: The COB will consistently produce impactful applied, pedagogical, or practice-focused research.

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[9] See Appendix 4.
[10] See Appendix 3 for BAB biographies.

3. Community-Integrated: The COB will productively engage with business, the University community and external community stakeholders.
4. Diversity: COB will be recognized for creating a diverse and inclusive environment that fosters student success.
5. Human Resources: All COB related activities will be managed using best practices for academic management.
6. Measurement: The COB will institutionalize data-driven approaches to decision-making and resource management.
7. Financial Management: The COB will operate with consistently balanced state-side budgets and responsible endowment spending.

- How the strategic plan is used to inform the school's decision-making processes

The Plan drives all COB decision-making and prioritization. To achieve the goals surrounding high-quality Teaching, the College opened a Bloomberg lab, overhauled its assurance of learning program to incorporate competencies in place of learning goals, invested in hiflex teaching, launched a curriculum core review, and began planning for a new business replacement building. In the area of Research, the College increased summer research funding to $50,000 a year and significantly tightened and harmonized the standards for achieving tenure and promotion. In Community Integration, we set diversity goals for our learners and faculty, increased the number of members on our Business Advisory Board, and created tiered giving opportunities for our corporate partners. In Human Resources we undertook new tools to measure employee morale and engagement and set targets to improve engagement scores as well as satisfaction with retention, tenure, and promotion processes.[11] In Measurement, the College invested in new data management software such as Digital Measures to lessen faculty workload and continued its commitment to measuring learning through its assessment of learning program. In Financial Management, the College stabilized its budget outlook and created new sources of revenue through launching its Online MBA and Online BSBA programs. The College also launched its Strategic Endowment for Strategic Initiatives and Excellence to cultivate philanthropy as a source for meeting its strategic goals.

- The process for monitoring success towards planned initiatives

Each of these tactics is measured to a target, and then assigned a traffic-light signal of Green (Completed), Yellow (started and ongoing), and Red (not yet started) by the BAC (composed of the Dean, Associate Dean, and Department Chairs). The results of this analysis are reviewed annually with the Business Advisory Board and faculty and staff of the College.

- How regularly the plan is updated, by whom, and when

The Plan is a five-year plan. Once adopted, it is anticipated that changes will be minimal while the College focuses on achieving progress towards the plan. At the conclusion of the plan, any initiative not completed will be examined to see whether it will roll over to the next plan starting in 2025.

- How the school strategically intends to make a positive societal impact

The College's Purpose Statement includes the statement: "We Discover New Ways of Knowing How Business Can Impact Society Positively." We achieve this through our teaching, curriculum,

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[11] Appendix 39.

research, and external activities that engage with the community. For example, in research the College pays $50,000 in additional research compensation every summer to research grants that demonstrate how the research impacts society positively (Tactic 2.c.). In order to meet the needs of an aging and pandemic-filled world, the faculty created a new option within the MBA program in Healthcare Administration, a first for the College (Tactic 7.b.). In order to fulfil the University's service and access mission, the College tracks and reports its progress in closing equity gaps in the classroom (Tactic 3.b.). Student paraprofessionals provide financial planning advice to learners in the Basic Needs Project and food bank, while other learners provide free income tax preparation through VITA. Faculty work with nonprofits to help them improve their operational efficiencies, including Torres Community Shelter, Enloe Hospital, Chico Airport, Rebuild Paradise, Hexas (grass alternative to lumber startup), and the Northern California Simulation Center (training center for nurses and doctors). The College uses the UN SDG framework to plan for future positive societal impact, as explained later in Table 9-1 and the accompanying discussion.

- Explain what the school is doing to advance diversity and inclusion, consistent with its mission

More than 56% of Chico State learners are non-White. One of the College's Four Core Values is Inclusion. As a community, the College is dedicated to the principles of Diversity (who is in the room), Equity (who should be in the room), Inclusion (making those in the room feel welcome), and Justice (how do we account for those excluded in the past). This is operationalized in our Strategic Plan which calls for the learner body to more closely reflect the diversity of learners at Chico State (Tactic 3.d.), and for the faculty and staff to reflect the diverse nature of our campus (Tactic 3.e.).[12] The College uses UN SDG Goal 4 (Quality Education) to measure and plan for meeting its diversity and inclusion goals across curriculum, research, and external activities (see Table 9-1).

ii) Complete Table 2-1 and provide an accompanying narrative that describes the school's financial situation, including any particular challenges in funding, how the school will meet those challenges, and how the school will provide resources to meet their strategic initiatives.

FUNDING OVERVIEW

The University receives funding from both state and non-state sources. The COB receives funding from a variety of sources, including the State General Fund (allocated annually by the California Legislature), University Foundation Funds (gift accounts), Research Funding through Chico State Enterprises (particularly from SAP UCC operations), fees collected from student support (Student Learning Fees and Course Consolidation Fees), special MBA program fees returned to the College, and cost recovery fees from self-support programs (summer, intersession, and online MBA and OBSBA). The main source of funding, however, is the University's General Fund allocation (a combination of state and tuition revenue). This allocation is made to the seven academic colleges using an RCM model called Activity Based Costing (ABC). The model is driven largely by FTES (Full Time Equivalent Students), as well as the actual cost of delivering instruction (the COB receives a salary index adjustment to account for higher salaries in the COB). The chart below summarizes the Sources and Uses in the COB General Fund for the last five years.

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[12] See Appendix 41 for a breakdown of faculty and staff diversity.

BASE ALLOCATIONS

Description	2017/18	2018/19	2019/20	2020/21	2021/22
Base *(in Unallocated O&E)*				8,888,859	8,674,427
ABC Adjustment			251,471	(214,432)	77,914
Faculty	5,980,601	6,632,765	6,872,110		
Faculty GSI/SSI/Stipends (union-negotiated pay increases)					289,435
Professional Development			23,400	21,000	20,400
Non-Faculty	1,127,199	1,158,584	1,186,298		
Temp Help	77,600	84,579	89,580		
OE (Office Expenses)	487,000	487,000	487,000		
TOTALS:	7,672,400	8,362,928	8,909,859	8,695,427	9,062,176

ONE-TIME ALLOCATIONS

Description	2017/18	2018/19	2019/20	2020/21	2021/22
Carryover/Encumbered Rolls	15,959		358	226,625	75,933
One-Time Allocations	411,376	97,583	92,684	110,007	19,061
Revenue/Cost Recovery	190,401	220,835	299,034	327,325	329,767
OMBA Revenue				189,858	473,151
HEERF					223,319
COB Building Fund Contribution Return	278,000				
Foundation Transfers	318,822				
Provost Additional Allocation			300,000		
TOTALS:	1,214,558	318,418	692,076	853,815	1,121,231

	2017/18	2018/19	2019/20	2020/21	2021/22
TOTAL SOURCES:	*8,886,958*	*8,681,346*	*9,601,935*	*9,549,242*	*10,183,407*

USES

Description	2017/18	2018/19	2019/20	2020/21	2021/22
Faculty	6,974,323	6,928,005	7,064,709	6,683,813	6,660,404
Non-Faculty	1,847,969	1,997,187	1,944,603	1,961,604	1,891,487
Student Assistants	144,250		30,939	2,742	20,513
OE/PD/Other	275,586	196,009	129,173	141,464	384,873
New Glenn Hall savings				692,104	720,000
TOTAL USES:	9,242,128	9,121,201	9,169,424	9,481,727	9,677,277
BALANCE:	(355,170)	(439,855)	432,511	67,515	506,130
	Deficit covered by Provost	Deficit covered by Provost			

As shown in the table, uses dramatically outpaced sources in 2018. That year, the College discovered a previously unknown pattern of budget overspending largely focused in our Accounting department. This budget deficit led to a $1 million shortfall in the College's operating budget that year.[13] The Provost committed an additional $300,000 to the College to meet its needs, while the College drew upon carryover reserves and foundation funds to close the remaining gap. The Interim Dean, Dr. Ken Chapman, instituted budget cuts in a number of areas including paying for our AOL coordinator, moving some staff to 11/12 pay plans, reducing course releases, reducing meeting refreshments and other hospitality expenses, eliminating the Thomson/Reuters database, eliminating retirement gifts, reducing office supplies, reducing student assistants, reducing tutoring and supplemental instructors, and limiting student instructional assistants to tenure-track faculty only.

Dean Lau arrived at the COB in late fall 2018. He continued to cut expenses as part of a budget recovery plan, but also made clear to faculty and staff that five areas in the College would not experience any cuts. The message to the College was, "We must continue to tackle both the cost and revenue sides of the equation. We will do so with integrity and accountability." He also implemented a revenue-sharing formula with the departments for summer and winter teaching, allowing the departments for the first time to use discretionary accounts to maintain department priorities. Most importantly, the College began to examine new sources of revenue in earnest, starting with a possible Online MBA program. By the 21-22 academic year, the COB had balanced its budget and was once again spending within its means. In the 20-21 and 21-22 academic years, the COB was able to capture salary savings and move them into a trust account for the Glenn Hall replacement project.[14]

By August 2020, as the pandemic depressed state revenues and enrollments, the budget picture for the CSU and Chico State, in particular, looked grim. All Colleges at Chico State were told to prepare for a 5% budget cut in the 21-22 academic year, which would have meant a cut

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[13] This pattern of overspending eventually led to several investigations of misconduct by COB faculty including the former Accounting department chair. These investigations led to the dismissal of two faculty members and one administrative assistant in December 2020 and several criminal charges brought against three individuals by the Butte County District Attorney in January 2022. The College and Division of Academic Affairs, in consultation with auditors and controllers at the Chancellor's Office, has completed multiple remediation actions to prevent this type of control failure from occurring again.
[14] See Appendix 6 and Appendix 15 for details on this project.

of $446,516 for the College of Business, yielding a $8.4M base budget. We responded to this challenge by engaging in a "Big Ideas" exercise to help us become an attractive, distinctive, and excellent College of Business.[15] At the same time we undertook an analysis of how much it costs the College to mount its classes.[16] Generally, the academic departments are able to schedule classes that break even, with the exception of Accounting, where most upper-level courses do not break even.

We presented the results of this analysis, along with our budget reduction plan,[17] to the Provost. Thankfully, the budget picture for 21-22 did not materialize. The passage of the American Rescue Plan in January 2021 flooded states with federal aid, and the CSU was the recipient of millions of dollars in HEERF funds as well as one-time state appropriations. The 21-22 budget was cut only $42,489, a tenth of what we were bracing for.

In addition to general fund, the College relies on self-support programs for some strategic initiatives. OMBA revenue was a lifeline for the College and allowed us to weather budget cuts and invest in strategic initiatives that matter to us. As outlined in an analysis shared with faculty,[18] the OMBA program generated $574,000 in campus recovery funds for 20-21. We dedicated those funds to various uses, including the replacement building trust fund, increasing summer research and professional development funds, establishing a research funding pool, and granting campus repopulation funds to student clubs. We also used some of that cost recovery to fund positions in graduate studies (admissions) and for expert course design.

Since the ABC model allocates funding to the colleges based on enrollment, a decline in student enrollment could pose a challenge to COB's future budgets. The COB continues to manage its budget very conservatively, and has been able to generate a budget surplus in the last three budget cycles. In addition, the OMBA continues to generate significant revenue for the COB, allowing it to meet several strategic priorities. OMBA revenues, along with salary savings recapture, has allowed the COB to allocate $1.3M towards the Glenn Hall replacement project[19] (on top of the $2.4M already pledged through philanthropic giving), and Dean Lau is working with University Advancement on an eight-figure gift that would name the building.

The College is also grateful to generous benefactors for their philanthropic support. In the last five years, these results include $2.67M to the Annual Fund, $1.58M to the endowment, and $2.5M towards capital projects. The total market value of COB endowments is $3M.[20] These funds support student scholarships, pay for BAP annual dues, support startup pitch competitions, operations for the leading sales program on the West Coast, allow us to have a student-managed investment fund, host the Women in Business program, pay for our faculty endowments, and are moving us closer to a new business building. In Summer 2021, the Business Advisory Board started the College of Business Board Strategic Initiative and Excellence Endowment.[21] The fund has commitments totaling $400,000. Once funded, the discretionary spendable can support a variety of projects such as funding an innovative research project, furthering capstone design courses, provide faculty buyouts, employ research assistant, and develop new curricula or innovative teaching or methodologies.

Looking forward to 2022-2023, the College continues to be in a strong position financially although there are significant headwinds caused by the enrollment decline. At the University

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[15] See Appendix 9 for summary.

[16] See Appendix 23.

[17] See Appendix 8.

[18] Appendix 24.

[19] See Appendix 15.

[20] See Appendix 48 for full listing of these endowments.

[21] Appendix 25.

level, a decline in enrollment is expected to lead to a 3.5% drop in University fund sources, from $245.2 million in 2021-2022 to $236.6 million in 2022-2023. At the Academic Affairs division level, the drop in funding is estimated at 4%, from $127 million in 21-22 to $122.6 million in 22-23. Using only the ABC model, funding to the Colleges would decline by $5 million. The Division is using reserves to blunt that impact to a $2 million cut, which translates to a 4.9% cut to the COB ($400,009). The COB expects that revenue from self-support programs especially the OMBA and OBSBA programs will blunt the impact of this cut for 22-23, but further planning is necessary to prepare for even more cuts in 23-24.

FUNDING STRATEGIC INITIATIVES (2020-2025)

Table 2-1

Strategic Initiatives and Expected Source of Funds
for the Next Accreditation Cycle

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds
Replacement business building (Tactic 1.g.)	$90M	$81M state funds (to be allocated) Current gifts - $2.4M Current Trust Acct - $1.7M Naming gift under development
Increase summer research grant to $50,000 (Tactic 2.a.)	$50,000 a year	MBA Graduate Professional Fee (funded)
Launch Online BSBA program (Tactic 7.b.)	$500,000 a year in media spend	Professional and Continuing Education investment (funded)
Four new faculty endowments (Thomas Family Fellow and Hanft Executive Lecturer) (7.c.)	$20,000 a year	Foundation (funded)
Professional Attire & Microbusiness Startup Fund (1b)	$75,000 a year	Foundation (funded through 2023)
Bloomberg lab & Student Managed Investment Fund (Tactic 1.f.)	$125,000 a year	Student Learning Fees SAP UCC contribution, philanthropy (funded)
Women in Business Conference (3.a.)	$20,000 a year	Philanthropy (funded)
Research Needs & Highly Ranked Journals Incentive Fund (2.d.)	$20,000 a year	OMBA Revenue (funded)
Faculty-Led Strategic Initiatives (Tactic 5.e.)	$20,000 a year	COB Strategic Initiatives and Excellence Endowment ($340,000 funded, remainder of endowment to be funded)
Executive-in-Residence Program, Faculty Internship & Corp. Partners program (3.a.)	$50,000 a year	Socrates (to be funded)

Complete Tables 3-1 and 3-2 and describe the following aspects of faculty qualifications, sufficiency, and deployment:

- Provide an overview of faculty management policies. Describe any particular forward-looking challenges in hiring of faculty and administrators.

COB Faculty belong to the California Faculty Association, one of the largest faculty unions in the country. The CFA represents faculty across all 23 CSU campuses. Faculty management is governed first and foremost by the Collective Bargaining Agreement (CBA). The CBA sets forth agreements between the CFA and CSU on recruiting faculty, reviewing for retention, promotion and tenure, reprimands, and discipline of faculty. The CBA also details the order of work assignment when assigning courses, and how much work entitlement faculty are entitled to based on seniority. The CBA also sets forth mechanisms for salary increases when there is sufficient budget to do so. In April 2022, the CFA reached an agreement with the CSU on a new CBA that provides a 4% raise in 21-22, a 4% raise in 22-23, and a one-time $3500 payment to faculty (pro-rated for timebase) in recognition of the challenges posed by teaching through COVID-19. In spite of these raises, salary at CSU universities remain low compared to other AACSB-accredited public universities, and pension reforms in 2013 make the state pension plan far less lucrative than it once was. Chico's location also poses challenges. Although relatively affordable compared to San Francisco or the Bay Area, housing in Chico is more expensive than comparable rural areas around the country, and the city's distance from major cities, lack of major interstate access, and lack of commercial air service make it harder to recruit faculty who desire these amenities.

Newly hired faculty undergo comprehensive faculty orientation at both the University and Department levels (and starting in 2022, a College-wide orientation for new faculty is planned). New COB faculty are also assigned a faculty mentor that helps them adjust to teaching, research, and service expectations at the College.

At the University level, the campus operationalizes the CBA in the Faculty Personnel Procedures Policy (FPPP), updated annually through a subcommittee of the Academic Senate. The FPPP and CBA are managed centrally through the Office of Academic Personnel (OAPL), a part of the Provost's Office. For example, the FPPP sets forth the standards of review for tenure and promotion. Prior to 2022, review committees determined whether faculty were Inadequate, Adequate, Effective, or Superior in their teaching, research, and service. From 2022 onwards, faculty will be transitioned to a new levels of evaluation: Does Not Meet Expectations, Meets Expectations and Exceeds Expectations. In response, the COB undertook a new policy on Retention, Tenure and Promotion that clarifies what level of performance is required to achieve Tenure, Promotion, and Retention. The policy[22] also sets forth what it means to Meet or Exceed Expectations in the three areas of evaluation. The new policy, operationalized at the department level, becomes effective Fall 2022. In research, the policy generally requires seven works to Exceed Expectations and five to Meet Expectations. Faculty must Meet Expectations to earn retention, tenure, and promotion, and must Exceed Expectations to earn Accelerated Tenure or Promotion.

Since compensation (including raises) is so centrally controlled, part of the COB's strategic plan calls for identifying new ways to attract and compensate faculty for outstanding performance. For the first time in our history, we started using foundation funds to create mini-endowments for faculty. For tenure-track faculty, we started the Thomas Family Fellows in Business program.[23]

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[22] Appendix 11.
[23] Appendix 13.

For lecturers, the Hanft Executive Lecturers program[24] was created, also for four-year terms. Creating a culture that celebrates faculty through the award of mini-endowments and endowments is new for us, and we will build upon this in the future.

One unique benefit in the CBA can pose a challenge to Colleges of Business across the CSU system. Under the CBA, all full-time tenured faculty who become retirement eligible are allowed to participate, at their option, in the Faculty Early Retirement Program (FERP). This election can be changed without penalty up until the start of Fall semester. A FERP faculty member retires from the CSU and begins drawing their pension, but maintains a 0.5 time base as a faculty member for up to five years, at 50% of their salary. While a generous benefit, the program can be challenging for the COB because FERP faculty do not generate sufficient salary savings to hire a replacement tenure-track position. It can also be challenging for FERP faculty to maintain research-active SA or PA status at this stage of their careers.

Although the 2017 CIR review did not reveal any problems with the COB's faculty qualification policies and procedures, subsequent refinement of the 2020 standards and interpretative standards led us to re-examine our policies. A consultant report, as well as corrective actions from a campus audit, further drove change and refinement to the policies. Now, to become Scholarly Academic or Scholarly Practitioner, faculty must achieve two peer reviewed journal articles plus three validating activities in a five-year period. We tightened our definition of Instructional Practitioners to require five validating activities, or the equivalent of three months full-time work per year. Consistent with the interpretive guidance, we clarified that Practice Academics do not need to generate any peer reviewed journals, but require five validating activities.

In our policies, we've also refined the definition of Intellectual Contributions to be consistent with AACSB standards. We collect impact metrics, particularly as they relate to positive societal impact. We've also updated our policies to define predatory journals, provide for ranking law journals, and recognition of interdisciplinary journals.

- Provide your criteria guiding identification of faculty as participating and supporting and discuss any particular environmental, cultural, or regulatory constraints that may impact your ability to have sufficient participating faculty.

Supporting faculty do not participate in the intellectual or operational life of the school beyond direct teaching responsibilities. A supporting faculty member does not usually have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). A participating faculty member, on the other hand, actively engages in the activities of the school in matters beyond direct teaching responsibilities. Faculty are required to demonstrate an appropriate level of activities to determine Participating status (illustrative Teaching, Service, and Research activities justifying Participating status are listed in the policy). The appropriate amount and level is determined on a pro-rata basis considering the faculty member's appointment time-base. This determination is made by the Department Chair at the beginning of the academic year, based on the faculty member's activities the previous year (i.e., faculty have to meet Participating criteria annually). The full policy determining Participating/Supporting status is outlined on page 26 of the COB Manual.[25]

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[24] Appendix 12.
[25] Appendix 10.

The CBA presents some challenges to faculty sufficiency. As outlined in our faculty qualifications and sufficiency document,[26] faculty are deemed participating if they participate in the life of the College through teaching activities and involvement beyond direct teaching, research activities, and/or service activities. The CBA, however, defines faculty workload in terms of time base, with 0.2 time base equating to teaching one 3-unit course. A full time 1.0 workload is generated by teaching five 3-unit courses. This 5-5 load is standard for lecturer faculty, who have no other responsibilities under the CBA besides teaching. Tenure-track faculty across campus are granted one course release per semester to do service and research, bringing their workload to 4-4. The COB routinely grants an additional course release each semester, in response to faculty requests outlining their research plans and progress, to support research productivity, bringing research faculty down to a 3-3 load. Since lecturer faculty are paid only to teach, however, the COB must spend to move lecturer faculty to participating status. This includes paying through course releases or stipends for lecturers to engage in club advising or serving as course coordinators.

- In instances where recommended faculty sufficiency and qualifications ratios are not met, address how outcomes for these programs are of high-quality to support the school's faculty staffing model.

Among the disciplines where we offer major or options, the COB meets all required faculty qualification ratios (see Table 3-1 below) except in Accounting, where a FERP faculty member has fallen into Additional status, bringing the SA ratio to 37% and the Additional ratio to 11.1% (we note, however, that overall 94.9% of our faculty are globally qualified under SA, PA, IP, or SP status). This faculty member will end FERP at the end of the academic year in Spring 2022. Additionally, two new tenure-track faculty in Accounting (an untenured Assistant and a tenured Full Professor) will begin in Fall 2022. The year of record is the only year Accounting failed to meet the ratio in the last five years. Accounting will therefore fully meet the required AACSB ratios beginning in Fall 2022. In spite of missing the ratio, Accounting continues to generate high-quality outcomes, as demonstrated by the high placement rate of Accounting graduates, as well as their high CPA passage rate. In a survey of graduating seniors, more than 68% of Accounting majors had secured a job offer at the time of graduating with an average starting salary of $62,000.

As listed on page 21 of our policy manual,[27] the COB is committed to excellence and success in its mission achievement and to long-term alignment with AACSB accreditation standards. It is therefore the aim of the COB to maintain minimum faculty ratios in excess of those required by AACSB. Our goal is to have at least 55% of our faculty be SA, and our current ratio is 52.8%. We aim to have no more than 35% of our faculty be IP, and our current ratio is 39.2%. Going forward, we aim to be attentive to these targets as we move closer to achieving them in the next accreditation cycle.

- Provide a narrative to accompany Table 3-2 describing the school's strategy for deployment of faculty.

In order to be qualified to teach in the graduate program, a faculty member must be SA or PA and have a record that they will likely be classified as SA or PA in the next two years, or currently be IP or SP and have held a full-time professional position of greater responsibility and duration than that required for the granting of initial IP status. Additionally the faculty member's area of expertise must be directly relevant to the graduate course. Table 3-2 shows our

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[26] Appendix 14.
[27] Appendix 10.

deployment across the undergraduate and graduate programs and includes courses in Business Communications and Business Law. Consistent with our policy and strategy, the graduate program sees far higher SA or PA deployment than the undergraduate program, at 73% vs 39%. Once we achieve our goals of at least 55% SA and no more than 35% IP, we will see improvement in our faculty deployment of SA faculty in both the undergraduate and graduate programs. The COB's Graduate Program Staffing policy is on page 30 of the COB Manual.

- Describe how the school ensures faculty maintain currency and relevancy in their area of teaching. Include a discussion of how faculty are regularly and meaningfully engaged with practitioners to maintain currency and relevancy.

In addition to extensive University-provided faculty development as discussed later in this report, the COB has invested heavily in faculty development to ensure currency and relevancy in teaching. For example, the COB matches professional development funding from the Provost's Office for all tenure-track faculty, and additionally provides professional development funds to all lecturer faculty. Even during the pandemic, COB faculty attended virtual conferences to maintain currency. In the Seufferlein Sales Program, faculty engage with 32 corporate partners (including Dell, Cintas, Gallo, AT&T, Oracle, DHL, Sherwin Williams, and many others) almost daily. Faculty teaching entrepreneurship engage regularly with startups and entrepreneurs who bring fresh insight into the classroom. Faculty in our consulting program engage with corporate clients, and many courses include capstone projects with clients such as Enloe Hospital (see Table 9.1) The COB has also invested in increasing teaching capability in online courses, paying faculty for their time to develop state-of-the-art Online MBA courses.

Starting in Fall 2022, COB faculty will participate in Socrates, a new platform that bridges the community between academia and the corporate world. Under Socrates, corporate partners will have the opportunity to engage with COB faculty as expert consultants at their worksites, helping them solve business challenges or providing training to their employees. COB faculty, in turn, will be able to use these connections as data sources for their own research.

Below is Summary Table 3-1 for the College of Business for the year of record, 2021-2022 (a full Table 3-1 is included in myAccreditation or click here). As required by the Standards, the Table is broken out by discipline, not organizational departments.[28] As demonstrated in Table 3-1, the COB meets the required ratios for Participating faculty by discipline, as well as overall across the College, including in the disciplines where we do not offer an option or major, Business Communications and Business Law (since no option or major is offered, these two disciplines do not meet faculty qualification ratios). As stated on page 26 of the COB manual, in addition to the required 60% participating in each discipline and 75% participating globally (we are at 78.1% participating globally), it is COB's goal to have 75% participating in each department. Business Communication (66.4% participating), Business Law (63.6% participating), Finance (65.6% participating), and Management (73.8% participating) fell short of this internal goal, and we will be addressing these shortfalls in the coming year by moving more faculty to Participating status.

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[28] For purposes of discipline, we report faculty in Business Information Systems (BIS) and Operations and Supply Chain Management (OSCM) as one discipline. In our 72-unit major course requirements, the OSCM curriculum differs from Information Systems and Analytics by only 15 units: OSCM 440, OSCM 441, OSCM 442, OSCM/AMAR 451, and OSCM/MKTG 471. Even among those 15 units, 6 units are in common with MKTG or AMAR, which brings it down to 9 units of supply chain courses. The rest of the courses either overlap with or are in common with MINS, BANA, or MGMT. Given the small number of our OSCM courses/learners and the amount of interdisciplinary overlap, it makes sense to have OSCM, BANA, and MINS options within BIS grouped as one similar to having HR, PM, and Entrepreneurship grouped under in MGMT even though they are options within our BADM degree.

AACSB TABLE 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3) (See MyAccreditation or Click Hegre for Full Table 3-1)

Date Range: September 1, 2021 - June 30, 2022

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Faculty Qualifications With Respect to Percent of Time Devoted to Mission				
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]
Accounting			5079 sch	1710 sch	300 (37.0%)	0 (0.0%)	0 (0.0%)	420 (51.9%)	90 (11.1%)
			P ≥ 60% guideline for AACSB met (74.8%)		SA ≥ 40% guideline for AACSB not met (37.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (88.9%)				
Business Communication			753 sch	381 sch	0 (0.0%)	0 (0.0%)	0 (0.0%)	200 (69.0%)	90 (31.0%)
(no degrees offered in discipline)			P ≥ 60% guideline for AACSB met (66.4%)		SA ≥ 40% guideline for AACSB not met (0.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (69.0%)				
Business Information Systems			7622 sch	274.5 sch	960 (71.1%)	0 (0.0%)	100 (7.4%)	290 (21.5%)	0 (0.0%)
			P ≥ 60% guideline for AACSB met (96.5%)		SA ≥ 40% guideline for AACSB met (71.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Business Law			1491 sch	852 sch	120 (31.6%)	0 (0.0%)	0 (0.0%)	260 (68.4%)	0 (0.0%)
(no degrees offered in discipline)			P ≥ 60% guideline for AACSB met (63.6%)		SA ≥ 40% guideline for AACSB not met (31.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Finance			3639 sch	1905 sch	500 (63.3%)	0 (0.0%)	0 (0.0%)	240 (30.4%)	50 (6.3%)
			P ≥ 60% guideline for AACSB met (65.6%)		SA ≥ 40% guideline for AACSB met (63.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (93.7%)				
Management			8658 sch	3066 sch	910 (46.9%)	100 (5.2%)	0 (0.0%)	830 (42.8%)	100 (5.2%)
			P ≥ 60% guideline for AACSB met (73.8%)		SA ≥ 40% guideline for AACSB met (46.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.8%)				
Marketing			5947 sch	1101 sch	850 (63.9%)	0 (0.0%)	0 (0.0%)	460 (34.6%)	20 (1.5%)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Faculty Qualifications With Respect to Percent of Time Devoted to Mission				
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]
			P ≥ 60% guideline for AACSB met (84.4%)		SA ≥ 40% guideline for AACSB met (63.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (98.5%)				
Grand Total			**33189 sch**	**9289.5 sch**	**3640 (52.8%)**	**100 (1.5%)**	**100 (1.5%)**	**2700 (39.2%)**	**350 (5.1%)**
			P ≥ 75% guideline for AACSB met (78.1%)		SA ≥ 40% guideline for AACSB met (52.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.9%)				

Faculty Sufficiency Indicators:

Overall guideline: P/(P+S) ≥ 75%

By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%

Faculty Qualifications Indicators:

SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40%

SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%

Table 3-2

Deployment of Faculty by Qualification Status in Support of Degree Programs
for the Most Recently Completed Regular Academic Year

Degree Program	Faculty percent of teaching by program and degree level (calculated using SCH, based on all courses in all programs)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Bachelor's Program	38.35%	0.81%	2.6%	53.98%	4.26%	100%
MBA Program	69.2%	3.75%	6.34%	20.71%	0%	100%

Degree Program	Faculty percent of teaching by program and degree level (calculated using SCH, based on Core courses only by program)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
BADM (Total)	30%	1%	4%	60%	5%	100%
BADM (Chico)	30%	1%	4%	60%	5%	100%
BADM (Redding)	29%	0%	0%	71%	0%	100%
BSIS (Total)	30%	0%	4%	61%	5%	100%
MBA (Total)	70%	4%	0%	26%	0%	100%
MBA (Campus)	49%	8%	0%	43%	0%	100%
MBA (Online)	90%	0%	0%	10%	0%	100%

B. Learner Success

i. Describe the school's processes for ensuring the curriculum is current, relevant, forward-looking, and globally oriented. When was the core, or base curriculum last updated and how?

The Undergraduate Curriculum Committee (UCC) conducts a bi-annual survey of other high-quality business schools in California, particularly other AACSB-accredited CSUs, to ensure our curriculum is current, relevant, forward-looking, and globally oriented (see page 12 of the COB Policy Manual).[29] In addition the UCC and GPC both regularly conduct program reviews in line with University policy. We also conduct indirect surveys (graduating learners, alumni, employers) and seek advisory board feedback on the curriculum through our AOL process.

The College of Business offers two Bachelor of Science degrees, Business Administration (BADM) and Business Information Systems (BIS), a Masters of Business Administration (MBA) with three specializations, and offers eleven minors.

Undergraduate Program

The undergraduate curriculum is a 120-unit degree that requires completion of a lower-division core prior to taking upper division core courses. Learners must receive a grade of C- or better in

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[29] Appendix 10.

each lower-division core course in order to advance into the upper-division core and option courses.

The BADM degree offers seven options (24-47 units) including Accounting, Entrepreneurship and Small Business Management, Finance, Human Resource Management, Management, Marketing, and Project Management.

Our policy requires the UCC and GPC to conduct focused reviews of their respective programs' content at least every two years. The overall core courses were last reviewed in 2022, and each individual Core course was reviewed in 2021. In Spring 2022, the College faculty approved a purpose statement for the Core:

> *"In our core courses, we prepare learners for business careers through a) enhancing learners' knowledge of the business environment; b) teaching learners the analytical and collaboration skills required for success within that environment; and c) developing leaders of integrity."*

The BADM lower-division core has seven required courses (21 units) that provide learners with foundations in accounting, economics, mathematics, and statistics. These include ACCT 201 (Financial Accounting), ACCT 202 (Managerial Accounting), BLAW 203 (Business Law), ECON 102 (Macroeconomics), ECON 103 (Microeconomics), MATH 107 (Finite Math for Business), and MATH 108 (Statistics).

The upper-division core has nine courses (27 units) where learners gain specific knowledge, skills and abilities that help them become well-rounded learners of business and gain KSAs that recruiters and employers desire. These upper-division core courses are designed to not only address discipline-specific content, but are also where we expect our general COB learning competencies to be addressed (see section on Assurance of Learning, below).

The upper-division core includes BCOM 300W (Business Communications), BSIS 308 (Decision Analysis), FINA 307 (Survey of Finance), MGMT 303 (Survey of Management), MGMT 304 (Human Resource Management), MINS 301 (Corporate Technology Integration), MKTG 305 (Survey of Marketing), OSCM 306 (Operations Management), and BADM 495 (Applied Strategic Decision Making).

The BIS degree offers three options (21 units) including Business Analytics, Management Information Systems, and Operations and Supply Chain Management. This degree was created to provide learners a career-relevant curriculum that prepares them for today's technologically sophisticated global business environment, and designed to meet the growing job demands for professional consultants, business process analysts, project managers, IT infrastructure analysts, enterprise systems analysts and management, logistics specialists, and production managers. The BIS degree has similar lower and upper-division core requirements to the BADM degree, with the exception of the following:

The lower division core adds an eighth course, MINS 235 (Database Design). The upper-division core replaces MINS 301 with BSIS 301 (Enterprise Technology Integration), eliminates MGMT 304 (Human Resource Management), and adds BSIS 444 (Systems Project Management), and replaces BADM 495 (Applied Strategic Decision Making) with BSIS 496W (Strategic Issues in for Information Systems Professionals).

The College also offers eleven minors for majors or non-majors to obtain specialized knowledge or to complement their business KSAs. Minors require 18-30 units to complete. Minors are offered in Accounting, Business Administration, Entrepreneurship and Small Business Management, International Business, Management, Management Information Systems,

Managing Diversity in Organizations, Managing for Sustainability, Marketing, Operations and Supply Chain Management, and Project Management.

Experiential learning is a hallmark of our COB education and is called for in Tactic 3.A. of our Strategic Plan. Appendix 42 provides details of the many ways experiential learning is woven into our curriculum and allows learners to gain practical knowledge and wisdom about business.

The MBA Program

The MBA program provides learners with the knowledge and skills necessary for effective managerial decision-making, the flexibility to pursue a general or moderately specialized business curriculum, and a basis for continued personal and professional growth. The program is designed for those with undergraduate degrees in any major. Our MBA learners work on team projects, solving real-world problems for clients, while refining their soft and hard skills. Learners leave our program knowing business fundamentals, ready to use data to make decisions, and apply practical skills to becoming a high-level contributing employee from day one.

The MBA program is a 30-36 unit degree. Learners earn a general MBA, with the option to specialize in Project Management, Enterprise Information Systems, or Health Services Administration. The MBA required core includes 8 required courses (24 units): ACCT 615 (Problems in Financial Accounting), BADM 647 (Seminar in Leadership, Global Ethics, and Corporate Social Responsibility), BSIS 610 (Business Analytics), FINA 655 (Seminar in Financial Management), MGMT 635 (Seminar in Management), MKTG 673 (Seminar in Strategic Marketing), OSCM 607 (Operations Planning and Execution), and BADM 693 (Seminar in Strategic Management and Administrative Policy).

Learners round out the general MBA with two elective courses from any 400, 500, or 600-level business course. Learners that pursue one of the MBA options complete the 24 unit core, and if completing the Enterprise Information Systems specialization complete an additional 9 units, or an additional 12 units in the Project Management option, that provides the specialized KSAs in either area. Starting in Fall 2022, learners can also specialize in Health Services Administration,[30] taking courses on Healthcare Delivery and Payment Systems, Healthcare Quality Control Management, Healthcare Financial Management, Healthcare Policy, Healthcare Law, and a Capstone Seminar in Health Services Administration.

Learners without an undergraduate business degree have a choice to take six prerequisites as campus-based courses (ACCT 201 - Introduction to Financial Accounting, ACCT 202 - Introduction to Managerial Accounting, MATH 105 - Statistics of Business and Economics, ECON 103 - Principles of Microeconomic Analysis, FIN 307 – Survey of Finance, MKTG 305 – Survey of Marketing), or can fulfill the MATH 105, ECON 103, FINA 307, and MKTG 305 requirements by enrolling in an approved, online, self-paced set of modules. All prerequisites must be completed with a C or higher.

Curriculum Management

The COB Curriculum Management Policy and Procedures is found on page 10 of our Policy Manual.[31] Program and course changes are initiated by faculty (or, suggested by the dean, associate dean, or department chairs), often triggered by the assurance of learning data and process, or changes in our environment. Whatever their scope or origin, changes or additions must be accompanied by assessment and other data commensurate with the extent and significance of the change. New or significantly changed courses, and program quality control of

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[30] See Appendix 40.
[31] See Appendix 10.

the core, options, minors, and certificates resides with the faculty under the general administrative department to which the course or program is assigned.

If an idea or initiation for change is related to a core course/program it is managed by the Undergraduate Curriculum Committee (UCC). The UCC reviews and approves any curricular changes for the undergraduate program. The UCC membership consists of two faculty from each department, the BADM and BIS Assessment Coordinators (ex officio, non-voting) and the associate dean (ex officio, non-voting). The chair of the UCC also serves as Director of the common core program for both BADM and BIS programs, which enables signature authority within the College and University.

For the graduate program, course or program changes are managed by the Graduate Program Committee (GPC). The GPC reviews and approves curricular changes for the MBA program. The GPC membership consists of all faculty teaching in the graduate program that year and the MBA/Graduate Director who serves as the GPC chair. The Director has signature authority for curriculum change within the College and University.

Generally, the UCC and GPC have mandates to monitor and evaluate the BADM, BIS, and MBA core curriculums with the objective of improving the programs and learner outcomes. The UCC or GPC gathers data and uses input from the assurance of learning process, various stakeholders (e.g., faculty, administrators, advisory boards, recruiters, learners), and considers changes to the education and business environment to make recommendations for changes to core courses and procedures. The UCC or GPC initiates, develops, vets, and approves change identified in reviews, including new courses and/or new/more effective/efficient delivery and/or sequencing of courses in core. In addition, the UCC and GPC engage in periodic review of learning goals for their relevance and currency.

ii.   Include a description of how current and emerging technologies are incorporated into the curriculum as appropriate. What are the school's plans for incorporating future technologies?

The College of Business faculty have incorporated a range of technologies into the curricula and their classrooms in the last several years. Below are some of these technologies:

- We use Blackboard Learning Management System (LMS) to facilitate delivery of the course material, assignments, exams, as well as the communication with the learners. To further enhance the effectiveness of our LMS, the university plans to transition from Blackboard to Canvas LMS. The transition process would be facilitated by providing faculty with various workshops on using the new LMS (Canvas) as well as using the automated tools to make the transition as smooth as possible.
- The faculty use a range of technologies, many of which are integrated into our current LMS, Blackboard. Some of these technologies include:
  - Technologies that facilitate learner-to-learner interactions:
    - Discussion boards
    - Wikis
    - Blogs
    - Journals
    - Google Docs
  - Team/group management technologies:
    - CATME
    - Group assignments feature in Blackboard.
    - Trusted Peer
  - Technologies that facilitate faculty-to-learner interactions:

- Pronto
- LMS announcements
- Video conferencing technologies such as Zoom and Microsoft Teams
- Poll Everywhere
  - Technologies for lecture delivery
    - Kaltura
    - Camtasia
    - YouTube
  - Technologies to ensuring academic integrity
    - Proctorio
    - Turnitin

In addition to the technologies above, the faculty also use tools available via BBL to evaluate the accessibility of the course material and make the conversions needed for maximum accessibility. Our Accessibility Resource Center (ARC) also provides a range of tools such as Kurzweil to learners based on their need. Obviously, the above are just a few examples of more general-purpose pedagogical technologies that faculty use in their classes.

In an effort to minimize the impact of pandemic on our learners, the university and COB equipped many classrooms with smart cameras and added a new hybrid mode of instruction (MOI) named ChicoFlex. ChicoFlex MOI is a subset of Hyflex technology that aims to allow delivery of material simultaneously to both online and in-person audience. To enable the faculty make the most effective use of these technologies, the university has provided a range of workshops to the faculty. These workshops not only focus on the effective use of technology, but also, creating an inclusive, equitable learning environment that encourages and fosters diversity of thoughts and opinions. COB in collaboration with the Center of Excellence in Finance and SAP Center will also launch a FinTech lab as of Fall 2022.

In discipline specific technology, our BIS program leads the way and uses SAP (Predictive Analytics, Lumira, S4/HANA, GUI), Python, R, Tableau, Java, DBVisualizer, Microsoft Data Studio, SQL Server, Visio, and ERPSim.

Excel skills are taught in OSCM 306, FIN 307, both core classes taught by all business students. It is also used extensively in BSIS 308 (Decision Analysis for Business), taken by analytics option students. These skills are reinforced in BADM 495, the capstone strategy class taken by all business students.

The COB's addition of Bloomberg terminals to the financial technology hub means that it's now possible to incorporate Bloomberg Market Concept (BMC) course into finance courses. Finance courses also use WRDS, Compustat, CRSP, MoneyGuidePro, and Morningstar. Additionally, Finance students use Python to write a "bot trader" program in the Algorithmic Trading Group, part of the Student Managed Investment Fund.

In Marketing, faculty incorporate the use of Atlas (industry mapping and sponsorship analysis tool for the sports industry), Salesforce, Tableau, and SPSS. In accounting, faculty use Excel, SAP, MindBridge AI, and Tableau.

iii.   Provide an overview of major curricula revisions that have occurred since the last review. What curriculum revisions are planned for the future?

<u>**Revisions from Input from Employers, Alumni, Faculty, and Market Forces**</u>

The most significant revision to the curriculum is the addition of online programs, starting with the Online MBA program.[32] In response to an enrollment decline in the campus MBA program, the faculty began planning in earnest to launch an Online MBA in 2018. The program would be the same degree as the campus MBA, but delivered entirely online in asynchronous six-week blocks, and be professionally marketed with an external partner through our self-support auxiliary. The program started recruiting learners in April 2020, enrolled its first cohort in August 2020, and graduated that first cohort in Spring 2022. In 2022, the option in Health Services Administration was added to the Online MBA.[33] The program enrolls around 200 learners. All courses are taught by COB faculty (i.e. we have not hired any external faculty to teach only in the OMBA program), thus allowing us to maintain required ratios in faculty qualifications and sufficiency in the program.

In 2020, when it became clear that the pandemic led to a collapse in community college enrollment which would roll through the COB's transfer applications in 2022, the COB began planning an online BSBA degree completion program.[34] The program launched marketing in February 2022, and will begin delivering its first courses in Fall 2022.

In response to market demand and AOL data, we launched a new Business Analytics option in the Business Information Systems major. This is the third option for the degree, joining the Management Information Systems and Operations & Supply Chain options. Learners pursuing this 21-unit option take courses in Data Analytics, database application development, business intelligence and data warehousing, e-commerce and cloud computing, and select nine units from a list of other courses.

One area where curriculum is likely to change in the coming months is in Accounting. Currently, learners meet the 150-hour requirement by undertaking the Professional Accounting Certificate. In 2021, Dean Lau tasked an Accounting Task Force (comprised of faculty and industry experts) with a complete review of the Accounting program, to include recommendations on how to build a leading accounting program with deep connections to industry and known for graduating top tier graduates. The Task Force started its work with data collection from employers, industry partners, and benchmarked accounting programs,[35] and made its interim recommendations to the Business Advisory Board at its Spring 2022 meeting.[36] Recommendations included that rather than pursue a master's degree in accounting or the Professional Accounting Certificate, learners seeking the 150-hour requirement should consider double-majoring in Accounting and Finance or Accounting and Information Systems (all three disciplines are now housed in the same academic department as part of our reorganization). We will spend the next years implementing this recommendation and will report on our progress during our 2027 CIR review.

Finally, in Finance the curriculum will undergo change as the program seeks official recognition as a CFP Board Registered Program.

Revisions from AOL

From 2014 to 2016, the Undergraduate Curriculum Committee (UCC) undertook a wholesale revision of the business core. Many of these changes were driven by a UCC core benchmark study and the results of prior cycles of assessment of learning data collection and action, as

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[32] See Appendix 44 for a detailed explanation.
[33] See Appendix 19 for the market potential.
[34] See Appendix 21 for program planning slides.
[35] See Appendix 18.
[36] See Appendix 17.

discussed in our 2017 CIR report. This resulted in the removal of an Intro to Business course, moving the business law course to the lower division core, refining the Statistics and Finite Mathematics courses, and creating a new required core course in Business Analytics. These changes took effect in Fall 2018. Given the recency of these changes, and the faculty's desire to assess the effectiveness of these changes through assessment of learning, no changes to the core are anticipated in the near term.

That said, as part of our current strategic plan the UCC is currently examining ways to better incorporate non-disciplinary skills and competencies into the curriculum. We recognize that the pandemic will bring about wholesale changes to the way we organize as a society, and that in order to thrive in a digital society our learners need skills development in multiple dimensions such as digital ethics, listening, discernment, entrepreneurial thinking, and teamwork. The work of the UCC will form the basis for the next round of revisions to the core and our competencies.

Consequently, in Spring 2022 the (UCC) undertook a Core Curriculum Review to ensure the core is relevant, up-to-date, and competitive.[37] The UCC benchmarked 11 programs for its review, including CSU peer schools, CSU aspirational schools, as well as out-of-state peers. Recognizing that higher education isn't the only place to gain business education, the UCC also examined emerging alternatives such as Google Certificates and University of Phoenix Online. The study revealed the COB core is unique in offering a course in Human Resource Management but is otherwise fairly similar to the competition. The study identified core gaps and a need for change in ESG, Ethics and Community Service, reintroducing an Introduction to Business course, introducing an internship requirement, and a redesign of the Honors program. In the next accreditation cycle, the UCC will continue its work to refine the Core, seeking input from employers and alumni, in order to ensure the curriculum is relevant, relevant, forward-looking, and globally oriented.

Within the BIS core, the faculty studied AOL findings and saw a need to strengthen learner understanding of how data can be more useful in making management decisions as well as the impact of digital literacy on their professional careers. The faculty therefore redesigned MINS 301, a core course, so that all students will use SAP, Salesforce, Tableau, and Excel. Additionally, they will design and use an e-portfolio using Linkedin and other social media tools.

As part of our strategic plan and in line with AOL findings, we are also experimenting with a new elective course called Innovative Leadership. This course, offered in partnership with the Theater department, seeks to train learners on listening and discernment skills through extensive use of Improv techniques. We will collect learner assessment data on this course to see if measurable improvement in learner competencies occur.

iv.   Describe how the school's curricula promotes a positive societal impact. Provide examples of curricular elements that promote societal well-being.

The College offers a minor in Managing Diversity in Organizations, in cooperation with the department of Multicultural Gender Studies. Learners learn about working together across cultural and gender lines, considering products and services in relation to cultural variables, and leading in an increasingly diverse world. Learners pursuing this minor take 9 units in MCGS 155 (Introduction to Multicultural and Gender Studies), MGMT 303 (Survey of Management), and MGMT 442 (Managing Individual Differences). They then select two courses from Management Breadth (options include human resources, managing teams and conflict, or employment law), one from Multicultural and Gender Studies breadth (options include courses focused

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[37] See Appendix 43.

experiences of Asian Americans, Black/African American studies, Latinx, LGBT & Queer issues and identities, and women's studies), and six Capstone units from MCGS.

The College also offers a minor in Managing for Sustainability. Learners pursuing this minor take 9 units in Management (Survey of Management, Managing Project Teams, and Managing for Sustainability). They take one course related to Environmental Sustainability, one course on Social Responsibility, and one course from Economic Responsibility, to complete the minor.

In 2019, the College began offering a new course in the University's General Education program.[38] MGT 380W, *Socio Economic Innovation in Far-Northern California,* examines the social, environmental and financial opportunities and challenges facing the North State geographic region with respect to employment, natural resource utilization and management, and workforce development. Students examine various economic sectors and innovative social enterprises found in the North State.

v.   Describe the school's strategies to recruit and retain diverse learners

As a Hispanic-Serving Institution (HSI) where the majority of students are non-White, the University serves a diverse set of learners from across a broad range of socio-economic backgrounds. The University places a strong emphasis on retaining diverse learners and in the year of record took action in two main areas of focus: (i) improving pass rates and closing equity gaps in high DFW courses by looking at class sizes and structures, increasing sense of belonging, and examining grading practices; and (ii) creating an engagement experience from the decision to enroll through the end of a learner's first year by examining early engagement, orientation, advising, and peer mentoring. In 21-22, the University implemented several concrete steps such as changing Academic Probation to Academic Notice, explicitly asking faculty to report on equity-related teaching practices as evidence of teaching effectiveness in their dossiers, increasing engagement in summer orientation, and offering a "Summer Boost" program at no-cost for high DFW/high equity gap courses for quick unit recovery for eligible (URM, Pell eligible) learners.

The College recruits diverse learners on campus through targeted events such as "You Belong in Business," an all-day First Generation Early Career Success & Leadership Summit.[39] In 2021 the summit featured breakout sessions such as "How Emotional Intelligence Can Help First Generation College Students Succeed" and a keynote "Helping First Generation Students Discover Effective & Inclusive Leadership Skills Needed to Make a Positive Impact." In 2022 the College is also launching a Student Ambassador Program. Student Ambassadors will use cold-calling, texting, social media, and other on and off-campus outreach methods to reach potential and current learners to help them learn how business studies can be the right choice for them. In 2022 the College also started sending recruitment emails in Spanish to engage families.

Another notable curriculum change is the change to passing grades in the business core. Before the change, a learner needed to have a C grade to pass the business core, but a C- grade was sufficient to pass any course in the option. This led to a strange inconsistency that a higher passing grade was required in earlier courses than advanced courses where mastery is more important. This inconsistency had a greater impact on first-generation learners. To resolve this inconsistency, the faculty voted to make C- a passing grade in the core. We believe this move will make some difference to working learners or first generation learners, juggling multiple priorities along with their college studies. We will monitor this policy change in the coming years

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[38] The course satisfies the Upper-Division Social Scienes (UDD) requirement and the California Studies Pathway.
[39] See Appendix 45.

to ensure it does not result in degradation of program quality or mastery of program competencies.

vi.   Provide a robust description of the school's AOL program

Summary
Our 2017-2020 accreditation plan specified that data would be collected for each learning goal in our undergraduate and graduate programs twice within our five year cycle. Despite several challenges that the College has faced during this accreditation cycle, which have included the devastating Camp Fire, the COVID Pandemic, and the 2020 AACSB Standards revision, we have not only been able to maintain our consistent measurement, we have significantly revised and improved our entire system to be consistent with Standard 5. In this report, we proudly introduce our new competencies, present data collected for our undergraduate and graduate programs throughout the review cycle, and describe our plan for moving forward with our continuous improvement efforts. Because our AOL documentation is too voluminous to provide within this report, we also invite the PRT team to check on site AOL plans for any of our degree programs, competencies, and measures of success in our College of Business Resource Center, which is housed within our online Blackboard system.

Assurance of Learning Processes
Learner Progress Meeting Competency Goals
Our 2017 Continuous Improvement Report (CIR) praised our "well-defined… mature process" (p. 4). Although no significant areas for development were identified in the CIR, a careful review of past SLO measurement reports reveals that our learners were consistently meeting the large majority of our learning goals.

Our traditional learning goals included:

BADM SLOs	BSIS SLOs	MBA SLOs
Oral Communication	Oral Communication	Data-Driven Decision Making
Written Communication	Written Communication	Teamwork
Information Technology	Systems Implementation	Ethics
Analytical Thinking & Problem Solving	Critical Analysis	Oral
Ethics	Ethical Issues	Written
Teamwork	Project Management	Globalization
Globalization	Working in Teams	
	Core Business Knowledge	

These learning goals were all measured at least twice with direct measures, consistent with the 2013 AOL Standards. A summary of our measurement calendar and achievements for our Undergraduate programs in Business Administration (BADM) and Business Information Systems (BIS), as well as our Masters in Business Administration (MBA) program, can be found in Appendix 32: AOL Calendar Summary (Summary-SLOs Sheet).

With a revision of our College's mission statement in 2019, and newly revised Standard 5, it became apparent that the primary loop closing that was indicated was a significant revision of our system. Therefore, in 2019 we began the process of revising our system to include a more

flexible competency-based system that fully embraced the notion of actionable continuous improvement in our curriculum. Having established a strong program with clear processes of measurement, it was time to elevate our AOL program and raise the bar.

Improvement outcomes for our previous Learning Goals are summarized here and reported in full in the appendix.

Table 5-1 Learning Goal Improvement Summaries by Program
BADM Learning Goals

Student Learning Outcome	Improvements process (p) or curriculum (c) and date
1.1: Oral Communication	c- Faculty instructed to provide rubric to students and communicate expectations mainly around eye contact S19. Will be re-assessed in SP22 p- Determined it was neccessary to assess Redding remote students so implemented that in S19. Then established assessing Zoom presentations for SP22.
1.2: Written Communication	p- Recomendation made to use an in-class test for assessment and in-class test was used in FA21
2: Information Technology	p- Reviewed and revised the IT learning goal when competencies were created. The SLO needed to focus more on information literacy than the specific skills listed in the current learning goal FA21
3: Analytical Thinking & Problem-Solving	c- Faculty instructed to focus on "Considers alternative perspectives" in curriculum as this was lowest result year-over-year
4: Ethics	p- Recomended students don't get assessed until they have taken MGMT 303 SP20
5: Teamwork	c- Recommend MGMT 303 teaches teamwork and be considered a prerequisite for upper division p-explore alternative data gathering methods in order to reduce leniency bias. Specifically, including students as the judges who rate the performance of other students' work may lead to inflated ratings if those ratings are used as the basis for students' grades. Thus, we suggest that ratings for students' grades are separated from ratings of student performance for AOL purposes SP20
6: Globalization	p - Test students in 400 - level classes SP18
7: Business Functional Areas	p- Review and adopt the best exam format (ex. Online vs. paper, in-class vs. outside-class) for student performance. Paper was used in 2018 and online for 2020.

BSIS Learning Goals

Student Learning Outcome	Improvements process (p) or curriculum (c) and date
1.1: Oral Communication	c- Ensure all BSIS courses use a consistent rubric FA17. p- Use reviewers who are not course instructors and assess virtual or recorded presentations too SP22
1.2: Written Communication	c - Add more focus on grammar in BADM 300, recommend quizzes on grammar FA18. Results saw large improvement in SP20
2.1: Systems Implementation	Determined this learning goal needed to be redesigned. Redesign occurred FA21
3.1: Critical Analysis	p - Recommended to use raters with subject matter knowledge FA18
4.1: Ethical Issues	p - Ensure learning goal is accurate and revise as needed. If goal is accurate, adjust curriculum SP20
5.1: Project Management	Students showed acceptable proficieny but recommend evaluating this SLO for future use and application SP19
5.2: Working in Teams	Students found to have strong teamwork skills
6.1: Core Business Knowledge	c- Adopt a weighted credit system to motivate student performance. p - Review and adopt the best exam format (ex. Online vs. paper, in-class vs. outside-class) for student performance.

MBA Learning Goals

Student Learning Outcome	Improvements process (p) or curriculum (c) and date
1: Data-Driven Decision Making	p - Increase sample size to gain more confidence in results and possibly explore gender, national origin, etc. FA18
2: Teamwork	c - Developed a repository of training, tips, and suggestions in a folder in BB Learn MBA Learning community populated with tips, resources, information on Team Coach etc. for all faculty to share and rely upon. Created SP20
3: Ethics	Students showed proficiency in Ethics
4: Oral Communication Skills	c - Continue to emphasize and use rubrics. Posted in BB Learn MBA Learning community, emphasized at new student orientation, and used in all classes. Doing reasonably well in this area, and the extension should be a focus on not just "doing well" in this area, but emphasizing the development of "WOW" presentations that have an impact. Not resting with good results here, but shooting for exceptional presentations skills. Developed a repository of training, tips, suggestions, etc. in BB Learn MBA Learning community FA20
5: Written Communication Skills	c - Provide examples for students—both good examples and low quality written work. Including writing workshop in a boot camp or the orientation meeting. Require English simplified for all MBA classes as a signal for students and a tool they can use. FA18
6: Globalization	p - Look at the globalization alignment matrix and be sure to test students after they have completed the "key" 2-3 classes. c - MBA Faculty need to determine if globalization is really an important learning goal of the MBA, and if it is, the topics need to be covered more broadly. p - Develop a new instrument for collecting data on this learning goal.

Our new competency-based system is too new to report upon improvements; however, we do plan to measure each of these new competencies at least twice in the coming AACSB cycle. A summary of our measurement calendar and achievements thus far for our programs can be found in Appendix 32: AOL Calendar Summary (Summary-Competencies Sheet).

The process for revising our competencies was an inclusive one that engaged our faculty in all programs. For our undergraduate program in Business Administration (BADM), we had a subcommittee of our Undergraduate Curriculum Committee (UCC) work with the College's Mission, past reports, and feedback from recruiters and students to propose a new set of competencies. This proposal was reviewed by the full committee and after a series of revisions and meetings, was approved on 9/9/21.

Our process was similar for our undergraduate program in Business Information Systems (BIS) and our Masters in Business Administration (MBA) program, with subcommittees in each program preparing a proposal for review, revision, and vote. The full BIS faculty provided preliminary approval of their competencies, which were then formally voted on by the UCC on 10/6/21. Similarly, a subcommittee of faculty from our campus and online MBA program proposed a revised set of competencies that were reviewed, revised, and approved by formal vote of the full Graduate Program Committee on 2/9/22.

A full report with detailed definitions of each competency for all three of our programs can be found in Appendix 33: COB Program Competencies, as well as on our Blackboard Learn College of Business Resource Center under the AACSB Accreditation tab.

Approving those competencies helped us close several critical process loops. We were able to eliminate outdated learning goals that no longer aligned with our mission, we have begun the process of systematically updating existing tools and creating new ones for our new competencies, and we have closed the loop with our core course syllabi template. Our syllabus template has been fully updated to include our new competencies, a diversity statement, and online Proctoring guidelines. The updated syllabus template can be found in [Appendix 34](#): Core Course Syllabus Template, as well as on our Blackboard Learn College of Business Resource Center under the Teaching Resources tab.

In addition to developing our new competency-based system, we have also started integrating indirect measures to our system. Whereas with our traditional SLO program we rarely measured indirect outcomes, with our new system we began conducting indirect measures every semester, starting in Fall 2020. These have included bi-annual surveys of student satisfaction collected in each November and April, annual recruiter surveys collected annually in November, annual exit survey of our graduating seniors collected in May of each year, and annual alumni surveys collected in December of each year. All of these surveys are administered through Qualtrics and sent from the Associate Dean. Surveys include questions related to mission alignment, satisfaction, mode of instruction preference, starting salary, current salary, hiring practices, competitiveness of our students, and subjective assessment of students' career readiness. Additionally, we get an annual report from the Career Center about our graduate's plans for the future. Results are summarized for review and loop closing in UCC reports, and posted to our BBL COB Resource Center. A further loop closing that we have begun is an improvement in the collection of exit data. We discovered that the exit data being collected by the Career Center was not as complete and comprehensive as we would like, so we have begun a new in-house program whereby graduating seniors can earn a graduation cord for participating in our own COB exit survey run through Qualtrics. Out in-house exit survey is sent to all graduating seniors in May. When they have completed the survey they are invited to pick up a special COB graduation cord in our Advising Office prior to their graduation ceremony. We are already using results of this indirect data to help guide our planning around mode of instruction and increasing learner satisfaction with HiFlex and online courses.

Efforts to Improve Learning Outcomes
A key outcome of our revised process has been a renewed curricular focus on communication. Results from our direct and indirect measures consistently indicate that communication is the most pressing competency to improve. We are addressing this need by becoming more wholistic in our approach to our direct measures. In the past, we measured communication by the assessment of a written paper and a classroom presentation. Under our new system this year we have measured written communication with not only a term paper assessment but also exam questions which do not have the benefit of being proofread or spell checked. Similarly, we have expanded our oral communication assessment to not only account for classroom presentations, but also Zoom presentations. The UCC is currently reviewing the results from this year's assessment and will be making concrete recommendations for curricular improvements to support student performance in this area.

Our AOL data has been essential in helping us to identify new loop closing initiatives over the past accreditation cycle. These are summarized in Table 5-1 (above), and are also listed here for ease of review.

In the BADM program, we initiated three loop closings, including instructing faculty to provide the COB Oral Communication Rubric to all students and reinforce expectations, particularly around eye contact, instructing faculty to focus on helping students learn to consider alternative perspectives when engaging in Analytical Thinking and Problem Solving, and recommending

that Teamwork be taught in MGMT 303 and considered a prerequisite for upper division coursework.

In the BSIS program, we ensured that all courses use a consistent Oral Communication grading rubric, we added an intensified focus on grammar in BADM 300, and recommended grammar quizzes to improve Written Communication, and adopted a weighted credit system to motivate student performance related to Core Business Knowledge.

In the MBA program, we implemented four improvements. The first was to charge the MBA faculty with re-committing to the Globalization goal and cover related topics more broadly. The second was to develop a repository of training, tips and suggested aimed at improving Teamwork in a BlackBoard Learn MBA Learning Community and implemented a new Teamwork Coach for our graduate program. Thirdly, we continued to emphasize the use of Oral Communication rubrics by posting them in our MBA Learning Community, emphasized it at our new student orientation, and ensured its use in all courses, with an eye of moving from good oral communication skills to truly "wow" skills. Fourthly, we provided written communication examples for students exemplifying both high and low quality written work, included a writing bootcamp at orientation, and required English Simplified as a tool for all MBA courses.

Faculty Engagement in AOL Processes
One key outcome of all these efforts has been the re-engagement of faculty in our AOL process. The UCC and our Course Coordinators have all played an active role in the re-design of our system, and the course coordinators meet with the UCC once every year to review the assessment results and our curricular loop-closing efforts.

Regional, Country, and Other Regulations
CSUC maintains continuous, university-wide accreditation with Western Association of Schools and Colleges (WASC), whose standards are consistent with, but less than, those established by AACSB.

Evidence of Equivalent Learning Outcomes
We offer two of our programs in dual formats. Students can earn our BADM degree on Chico State's campus or at our Redding site at Shasta College. We ensure consistency between the two modalities by centralizing the course offerings with the Department Chair, staffing courses with the same faculty, and offering many of our courses in hybrid or fully online contexts so that students in both modalities can take the exact same course. The Redding program is much smaller than our traditional Chico program (45 Redding students were enrolled in the COB's upper & lower division core courses in the 2021-2022 academic year). Because both programs were offered in online/hybrid formats due to COVID in the last two years, our Redding students currently enroll in the same course sections as our Chico students, but are simply designated with a combined section number. Due to the combination of the small size along with the shared sections, we have not been separating out AOL data by location, although that is something that we will be doing moving forward in Fall 2022. Similarly, students can earn our MBA degree either in our online or campus-based program. Equivalency of degree between these two programs is maintained through consistent program structure and requirements, substantial overlap of faculty teaching in both programs, program director review of course syllabi and materials, opportunity for all students to participate in our clubs and graduate association, and student evaluations of teaching. Again, because our online program is new and our AOL systems themselves were in some degree of flux with our new competencies, we have not started differentiating our data between the two programs, though that is something that we plan to start doing effective Fall 2022.

Learner Demographics and Enrollment Trends

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	1 Year Change	5 Year Change
Undergraduate	2452	2412	2272	2171	1918	-12%	-22%
Accounting	310	315	307	293	234	-20%	-25%
Business Information Systems	192	178	169	153	121	-21%	-37%
Finance and Marketing	1039	985	960	908	798	-12%	-23%
Management	911	934	836	817	765	-6%	-16%
Graduate Programs	74	60	49	114	220	93%	197%
OMBA				59	151	156%	
CMBA	74	60	49	55	69	25%	-7%
Grand Total	2526	2472	2321	2285	2138	-6%	-15%

As the table above illustrates, COB Undergraduate stateside enrollment is down 22% over the last five years. Some majors such as BIS are down significantly (37%), while others like Management are less severe (16%). This enrollment decline coincides with an overall decline at the University, from nearly 17,000 in 2017 to around 14,000 today. The picture for Graduate enrollment is better. The Campus MBA program, after a pretty severe drop from 2017 to 2019, is starting to recover and is now only 7% down compared to 2017 levels. The OMBA has done very well, helping graduate programs overall increase by 156% over the last five years.

Although the decline in undergraduate enrollment has been significant, Enrollment Management and Admissions believe that we have not yet found the floor and further declines are likely in the next two years before numbers stabilize and grow again. That said, the COB has set a goal for Fall 2022 of 1918 undergraduate learners, the same as Fall 2021.

In order to achieve this goal, the COB is engaged in two strategies. First, it is seeking to increase admission yield on stateside learners through a renewed marketing push. Second, it is launching an online BSBA program.[40]

In order to carry out the first strategy, the COB partnered with external consultant B-Media in 2021.[41] We targeted three underperforming areas - accounting, entrepreneurship, and operations & supply chain, for increased enrollment. We redesigned new landing page websites for each program, each featuring a large "Apply Now" button. Then, we worked with B-Media to drive traffic to these websites, and tracked how many website visitors actually clicked on the Apply Now button. At the conclusion of the campaign (we spent $34,500 on digital media), our ads had 2.1M impressions, 27.7k click, and 985 conversions (people clicking Apply Now). We saw a 52% increase in Accounting web traffic, and 108% increase in Entrepreneurship. We learned most clicks came from Chico-Redding, followed by Santa Clara County, San Fernando, Sacramento, Portland, and San Mateo. We concluded that this first undergraduate digital campaign was successful, and we now have a baseline on metrics to build future campaigns.

The second part of this enrollment strategy is to focus on transfer learners. Transfers drive most of our Full Time Equivalent learners, and the top transfer colleges are from Butte College, Sierra College, Yuba College, Shasta College, and Diablo Valley College. In 2020, enrollment at these community colleges collapsed-at Butte College (our main transfer partner), enrollment was down

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[40] See Appendix 28 for full details.
[41] See Appendix 22 for full report.

18% in Fall 2020. Two years later, for Fall 2022, COB transfer applications are down 28% (the University overall is down 15%). After the drive to apply as described above, we next embarked on a drive to convert applications into firm commitments to enter Chico State. We planned a series of virtual meet-up's to allow prospective learners to meet with our faculty and center directors, as well as alumni. We started sending our postcards and text messages to learners who opted in. Early results from these efforts are encouraging.

Finally, in order to meet learners where they are, we launched an online bachelor degree completion program in Fall 2022. This program, marketed by Everspring Partners with a healthy media spend budget, is showing strong interest and early application numbers look very promising.

In addition to these efforts, COB undertook the following initiatives to boost enrollment:

- 2018/2019: Increased our presence at Community College Transfer fairs. Historically we only attended the closest fairs, Butte and Shasta College but expanded to the Sacramento Area (ARC & Sacramento City College). Collaborated with Butte College to present and showcase our majors at Butte College in Business classes.

- Fall 2019: Same efforts were made, but all travel was cancelled when the COVID pandemic began. We increased our email communications to admitted learners to include a "letter from the Dean". The intention was to make connections with Business applicants and showcase the College of Business. We also participated in a variety of campus virtual Admission events.

- 2021/2022: Implemented strategic yield efforts in collaboration with the Office of Admissions, specifically including college-wide, comprehensive annual yield efforts with deliberate outreach to learners who have applied to CSU, Chico.

- 2021/2022: Initiated a student ambassador program to lead peer-to-peer student recruitment efforts.

The University publishes learner demographics publicly. The tables below outline learner demographics over the last five years for undergraduate and state-side graduate, and over the last two years for the self-support online graduate program:

Undergraduate Business Students		Fall 2017	Fall 2021
Gender	Male	1,656 (63.4%)	1,382 (64.7%)
	Female	957 (36..6%)	750 (35.1%)
	Nonbinary		3 (0.1%)
Ethnicity	White	1,228 (47.0%)	1,012 (47.4%)
	Hispanic/Latino (any race)	692 (26.5%)	672 (31.5%)
	Asian (Non-Hispanic)	168 (6.4%)	155 (7.3%)
	Black/African American	45 (1.7%)	58 (2.7%)
	American Indian/Alaskan Native	17 (0.7%)	8 (0.4%)
	Native Hawaiian/Pacific Islander	5 (0.2%)	8 (0.4%)
	2 or more	147 (5.6%)	113 (5.3%)

	176 (6.7%)	66 (3.1%)
Decline to State/Unknown	176 (6.7%)	66 (3.1%)
International Students	135 (5.2%)	43 (2.0%)

MBA Students (Campus-based)		Fall 2017	Fall 2021
Gender	Male	41 (56.9%)	38 (59.4%)
	Female	31 (43.1%)	26 (40.6%)
Ethnicity	White	35 (48.6%)	21 (32.8%)
	Hispanic/Latino (any race)	7 (9.7%)	12 (18.8%)
	Asian (Non-Hispanic)	2 (2.8%)	6 (9.4%)
	Black/African American		1 (1.6%)
	American Indian/Alaskan Native	1 (1.4%)	
	Native Hawaiian/Pacific Islander		
	2 or more	4 (5.6%)	2 (3.1%)
	Decline to State/Unknown	8 (11.1%)	9 (14.1%)
International Students		15 (20.8%)	13 (20.3%)

MBA Students (Self Support Online)		Fall 2020	Spring 2022
Gender	Male	23 (46.9%)	75 (43.4%)
	Female	26 (53.1%)	98 (56.6%)
Ethnicity	White	20 (40.1%)	64 (36.9%)
	Hispanic/Latino (any race)	18 (36.7%)	62 (35.8%)
	Asian (Non-Hispanic)	4 (5.06%)	21 (12.1%)
	Black/African American	1 (1.3%)	9 (5.2%)
	American Indian/Alaskan Native	1 (1.3%)	2 (1.2%)
	Native Hawaiian/Pacific Islander	1 (1.3%)	1 (0.6%)
	2 or more		1 (0.6%)
	Decline to State/Unknown	2 (4.1%)	10 (5.8%)

The College serves a diverse region, as reflected in these tables. Over the review period the number of White undergraduate learners stayed fairly consistent at 47%. The number of Hispanic learners, rose from 26.5% to 31.5% of our learners, slightly below the University average of 37.2% for Fall 2021. Meanwhile the number of international learners declined measurably from 5.2% to 2.0%. As our number of Hispanic learners grows, we are taking steps to recruit and retain Hispanic learners through our equity-minded initiatives including our Business Themed Community, You Belong in Business conference, peer mentoring, and student ambassador program, as described below.

Our graduate programs also serve a diverse region. The campus program is majority Male, while the online program is majority Female. While both programs are majority White, the online program sees near parity between White and Hispanic students. We expect the diversity of the online program to continue into the future, reflecting the changing demographics of the state and region.

Describe how the school identifies, provides intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations.

As a designated Hispanic-Serving Institution (campus is 35% Hispanic, COB learners are 29% Hispanic, and several COB learners are DACA (Dreamer) learners with a focus on first-generation learners, the COB pays particular attention to several metrics that indicate learner success. One is the "DWF" rate, the rate the learners earn grades of D, F, or W. The highest DFW rates in the COB, going back to 2011, were in ACCT 202 at 31%, ACCT 201 at 26%, and FINA 307 at 18%. Recently BLAW 203 has had a high DWF rate, 15% in Fall 2020 and 17% in Spring 2021. The COB offers free supplemental peer-led tutoring on all these high-DFW courses. Between 2018 and 2020, the tutoring and supplemental instruction impacted 874 learners and tracked 4,460 visits, with 43% White and 26% Hispanic learner attendance.

The University also tracks and publishes full-time four-year graduation rates. In this regard, the COB is consistent or better than campus averages, including for first-generation and URM learners. The campus four-year graduation rate is 33.5%, while COB's is 44.1%. The campus first-generation four-year graduation rate is 27.%, while the COB first-generation four-year graduation rate is 37.2%. Finally, the campus URM four-year graduation rate is 25.4%, while the COB URM four-year graduation rate is 35.8%.

In terms of retention rates, the COB is lower than campus on the one-year retention rate (82.8% vs 70.13%) but better than campus on three-year retention (81.8% vs 73%). The COB is consistent with campus retention of female URM learners, and slightly lower than campus on 1-year male URM retention, but significantly better at 3-year retention.[42]

The COB manages a Living Learning Center. Learners in the LLC take a class, BADM 199, that focuses on college success for first year learners. We found that since on-campus housing is expensive compared to off-campus, almost all learners who participated were White and not low-income. We are therefore revising the course to offer the same course content to first-generation learners who do not live on campus. We also offer a second-year success course, BADM 299, on helping learners navigate their sophomore year on campus. We also require mandatory advising for first time freshmen learners in their second semester, and transfer learners in the first year. In Spring 21 and Spring 22, we planned an all-day First Generation Summit to address issues unique to first-generation learners. We also planned First Generation luncheons targeting the same audience.

Another metric the COB focuses on is the equity gap. The equity gap is the GPA gap that exists in the classroom between URM and non-URM learners, Pell and non-Pell learners, and first-gen and non-first-gen learners. The goal is to have zero equity gap. Using dashboards, faculty can see what equity gaps exist in their classrooms. We compile this data to share with department Chairs. The data is disaggregated to protect learner confidentiality, and is not used as part of any formal faculty evaluation (although faculty can discuss how they address equity gaps in their dossiers).

We recognize that learner success is correlated to the existence of a strong mentor in college. Our alumni office offers a product, Firsthand, that pairs COB learners with an alumni mentor. Learners and mentors are based on area of interest, industry of interest, and affinity groups.

COB faculty also participate as mentors in the REACH program (Raising Educational Achievement in Collaborative Hubs). This program is aimed at increasing academic

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[42] Consistent with Standard 6, we post learner outcomes annually to our website.

achievement amongst first-generation, first-year college students from traditionally underserved backgrounds.

We currently provide substantial advising/career support and tutoring that is specifically targeted towards decreasing our DWF rates. Looking forward, we see opportunities to expand include addressing the barriers that occur in the classroom. For example, we've observed the cost of textbooks and materials is a barrier to success for URM and first-generation learners. Learners drop or fall behind and they indicate the reason is not being able to afford the required books.

We also provide support for learners through the Business Student Success Center (BSSC), a full-fledged hub for learner success that now includes professional development workshops, grants and awards, and engagement opportunities. Business tutoring services continues to be the BSSC's most utilized program. Since 2017, our tutors have supported over 2,000 business learners and continues to grow. We've gone from eight tutors supporting seven different BUS courses to sixteen tutors supporting eighteen different BUS courses. Also, during this time, supplemental instruction (SI) for our ACCT 201 and 202 courses was introduced. With the covid-19 shut down, these services were successfully moved online. As of August 2021, tutoring and SI are both offered in-person and online. The BBSC program coordinator, tutors, and SI leaders are actively engaged with instructors teaching classes and do classroom visits to promote the services. The program coordinator also works closely with instructors to get recommendations for tutor hires and to make sure core curriculum needs are being met. Over the next five years, the BSSC aims to work even more closely with instructors and have embedded tutors for the most challenging courses.

The BSSC's professional development workshop offerings have also grown. In 2017, the BSSC hosted two to three workshops per semester. Since Fall 2017, the average number of workshops per semester has almost doubled. New workshops introduced include *Salary Negotiation*, *Are you LinkedIn?*, and *How to Excel*. The covid-19 shutdown was a challenge, but most workshops were still able to be held online and a new workshop was even introduced - *Virtual Mock Interviews*. Over the next five years, the BSSC will continue to develop and introduce new workshops, both in-person and online.

In fall 2017, the BBSC launched the *Special Activity Club Grant (SACG)* and the *Professional Attire Fund (PAF)*. The College of Business values the experience learners get while being part of a student organization. Occasionally, student organizations need a little extra financial support and the *SACG* does just that. The *PAF* provides funding to support the purchase of professional attire for business majors with financial need. Since launching the *PAF*, 168 awards have been given out. Both awards are supported by generous donors. The *PAF* has been primarily supported by one very generous alum, but the BSSC has also received gifts from Giving Day donations and the CSU Chico Women's Philanthropy Council. Over the next five years, the goal is to grow both awards so that even more Bus clubs and students can receive these awards.

Lastly, in fall 2019, the BSSC launched *BADM 299: Business Major & Career Planning*. This course, designed for second-year Bus majors, focuses on setting learners up for success in the major, including professional development assessments, presentations from business faculty and professionals, and gaining a greater understanding of careers within the business industry. We include an upper division Business major who serves as a peer mentor for the learners. Over the next five years, we will continue to develop and grow this course.

Summarize how high-quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities for faculty focused on teaching enhancement.

The College of Business and the university are committed to providing high quality education to our learners. We are a very learner-centric university at which the decisions are driven by their impact on the learners. Our university mission highlights "excellence of inquiry, innovation, and experiential learning." In the College of Business, our mission is aligned with the university's mission, highlighting "innovative curricula that emphasize critical thinking and experiential learning" and providing "practice-relevant, high faculty interaction teaching, and applied scholarship." 60% of tenure track faculty workload is dedicated to teaching, and normally 100% of lecturer faculty workload is dedicated to teaching. The University provides a significant level of teaching support through the Office of Faculty Development, formerly known as The Center for Excellence in Learning and Teaching. Between 2020-2022, more than 110 COB Faculty participated in signature programs such as Faculty Learning Communities, Summer Programs, New Faculty Mentoring Program, Equity Diversity & Inclusion, Pedagogy, Online Teaching, Lecturer Mentoring Program, Affordable Learning Solutions, and Teaching Climate Change & Resilience.

The College sponsors a lunch workshop every semester (virtual since 2020) that address a variety of teaching issues. This support takes shape as encouragement from College leadership and colleagues, but manifests itself through investment of resources to fund mentoring, and curriculum and pedagogical innovations and improvements. This includes COB-funded access to Compustat, CRSP, and WRDS. In Spring 2022 we added 12 Bloomberg terminals to the financial technology lab. To ensure academic integrity of online exams, the COB pays for a university-wide license to Proctorio.

Our dedication to high-quality teaching is especially evident in our sales program. We use state-of-the-art hardware and software to train learners in role plays, helping them hone and perfect their sales management skills. The sales program also uses SalesForce in the CRM class, introducing learners and helping them to become proficient with the most widely-used CRM in business.

Consistent with Tactic 1.A. of the Strategic Plan, the COB established a cross-Departmental program to share best practices in teaching, particularly in the online environment. Faculty teaching in the OMBA program undertake QLT training offered by the Chancellor's Office.

As previously discussed, the COB is dedicated to high-quality online teaching. We developed a Minimum Viable Classroom[43] during COVID to ensure online courses met a minimum acceptable level of quality. We pay faculty $5000 in course development to move their courses to the OMBA format, which requires the highest level of course quality and integrity. The COB also used donor funds to create the Hanft Executive Lecturer program, where lecturers expert in pedagogy use their expertise to enhance teaching in the COB.

Finally, teaching is an integral part of the Retention, Tenure, and Promotion process. In order to earn tenure or promotion, it is expected that faculty will have a record of high quality teaching. During the review process, a faculty member's courses and teaching are annually reviewed through class visitations, analysis of Student Feedback on Teaching (SFOT) surveys, evaluation of course materials, and conversations with colleagues. During these reviews if any teaching weakness or deficiencies are found, the RTP committee makes suggestions for improvements and the faculty member works more closely with the department chair and a mentor to make

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[43] See Appendix 5.

improvements. The process is designed to be developmental and constructive, and enables the instructor to become a better teacher.

C. Thought Leadership, Engagement, and Societal Impact.

1. Complete Table 8-1. Describe processes to encourage faculty to produce high-quality and *impactful* intellectual contributions. Describe how the school collaborates with external stakeholders to create scholarship that informs theory, policy and/or practice of business. Provide exemplars of research that have had a positive societal impact.

Below we present Table 8-1. According to the COB Policy Manual (Appendix 10), the College of Business collects several impact metrics within the Watermark System. These include any applicable qualitative impact outcomes (including professional mission statement, number of downloads, media attention, particular audience, relevance, and other indications of recognition and/or scope of influence), as well as quantitative outcomes that every faculty member is asked to report (ABDC rank, number of citations, and Google Scholar h-index and i10-index). In the notes accompanying Table 8-1, we analyze the quantitative and qualitative impacts of this portfolio of scholarship.

Table 8-1 Intellectual Contributions
Date Range: June 1, 2017 - July 31, 2022

Part A: Five-Year Summary of Intellectual Contributions

Aggregate and summarize data by discipline.	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 journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	0	24	0	24	17	0	7	24	62.5%	70.6%
Business Communication	0	4	0	4	0	0	4	4	0.00%	8.7%
Business Information Systems	10	56.3	9	75.3	19	18.3	38	75.3	93.3%	89.9%
Business Law	2	6	2	10	3	3	4	10	100.0%	86.8%
Finance	8	21	3	32	11	11	10	32	83.3%	63.3%
Management	53	48	19	120	24	50	46	120	81.2%	78.5%
Marketing	53	39.7	20	112.7	26	43.7	43	112.7	71.4%	64.0%
Total	126 33.33%	199 52.6%	53 14.02%	378	100 26.22%	126 33.06%	152 40.71%	378	78.5%	73.2%

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

Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.

The first line of the COB Purpose statement is "We Discover New Ways of Knowing How Business Can Impact Society Positively." In our mission, we state we are an engaged and collegial learning community that values practice-relevant, high-quality interaction teaching, and applied scholarship. It is our mission to develop future business leaders through academic programs that combine state-of-the-art learning, research, and service, by both our faculty and learners. The portfolio of intellectual contributions is aligned with this mission. In this review period, 52.6% our scholarship is Applied or Integration/Application scholarship, and an additional 14.48% are Teaching and Learning Scholarship. Together, this represents 66% of our intellectual contributions. We also seek to create impact on the business community, which is reflected in how 52.6% of our scholarship is applied or application of theory scholarship.

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

Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.

Our faculty research portfolio reflects a breadth of high-quality intellectual contributions. As teacher-scholars, we set realistic publication goals in our tenure and promotion process (five scholarly works to Meet Expectations), and we welcome all forms of intellectual contributions. We require two journal articles plus three additional academic validating activities to maintain SA status. The journal outlets must be listed on the ABDC list, or accepted by a department journal review committee taking into account several factors including the journal's acceptance rate, citation rate, impact factor, editorial board composition, and so forth. We explicitly prohibit predatory or pay-to-play journals in our policies. Over the five-year review period, our faculty published 96 peer-reviewed journal articles, 121 additional peer-reviewed contributions (i.e. conference proceedings, etc), and 149 other intellectual contributions (i.e., editorial board contributions, consulting reports, etc). Excluding business communications, an average of 82% of participating faculty produced intellectual contributions. The Participating faculty generated 5.7 ICs per person on average, the SA faculty (n=34) generated 11.12 ICs per person on average, and 2.94 PRJs per person on average.

Part D: Impact of Intellectual Contributions

(i) In the last five years, our faculty have published 33 articles in A-level journals and 9 articles in A* journals, including prestigious journals such as Management Science and Journal of Financial Economics. In addition, 90 of our publications in the last five years have been in ABDC-ranked journals. Overall, this indicates 94% of the faculty's peer-reviewed journal publications are in high quality outlets. See Appendix 38 and Appendix 47 for additional impact statements on our scholarship.
(ii) Provide exemplars of the societal impact of the school's intellectual contributions. See Table 9-1 for details.

Impact of Intellectual Contributions

Google Index Scores for T/TT Faculty

		h-index	i10-index	Citations (all)	Citations (since 2017)
Damon	Aiken	17	24	1409	668
Mitch	Casselman	9	9	721	413
Danny	Chung	1	0	1	1
Tim	Heinze	7	4	132	89
Hyunjung	Kim	8	8	390	277
Sarah	Kimakwa	3	1	26	22
Nick	Lynch	2	1	47	21
Qing	Ma	10	12	388	239
Bob	Madrigal	31	39	7619	2457
Maria	Mendez	6	6	311	188
Katie	Mercurio	2	2	109	67
Arash	Neghaban	8	8	1158	933
Ken	Chapman	15	18	1908	716
Mike	Rehg	16	18	2287	1266
JB	Son	6	5	234	183
Bob	Sprague	1	0	7	7
Harish	Bahl	12	14	1185	130
Christine	Witt	5	3	202	123
Athena	Zhang	5	3	146	102
Dalen	Chiang	5	5	810	189
Ghadir	Ishqaidef	4	3	232	173
Youngsu	Lee	6	4	100	75
Terence	Lau	6	5	161	57
Matthew	Meuter	5	5	10111	3483

A*	A	B	C
1. Entrepreneurship Theory and Practice 2. Management Science 3. Journal of Consumer Psychology 4. International Journal of Information Management (4) 5. Journal of the Association for Information Science and Technology	1. Journal of Behavioral Finance (2) 2. Health Care Management Review 3. Systems Research and Behavioral Science (2) 4. System Dynamics Review 5. Journal of Business Ethics (4) 6. Journal of Services Marketing 7. Journal of Consumer Marketing 8. Journal of Sport Management	1. Journal of Product & Brand Management 2. Sport Marketing Quarterly 3. International Journal of Wine Business Research 4. Business Horizons 5. Journal of Marketing Education (2) 6. Review of Behavioral Finance (3) 7. Advances in Financial Education 8. North American Journal of Economics and Finance	1. Journal of Small Business and Enterprise Development (2) 2. Journal of Selling 3. Journal of Financial Counseling and Planning 4. Journal of Change Management 5. Journal of Accountancy (3) 6. Journal of Taxation of Investments 7. Journal of Taxation of Investments 8. China Finance Review International

6. The Journal of Financial Economics	9. Journal of Public Policy and Marketing (2) 10. Journal of Business Research (3) 11. Journal of Advertising (3) 12. Communication Research 13. Business Ethics Quarterly 14. Journal of Business Ethics Education (2) 15. Journal of Services Marketing 16. ACM SIGMIS Database: the DATABASE for Advances in Information Systems (2) 17. IEEE Transactions on Engineering Management 18. Industrial Management & Data Systems 19. Information Technology and People 20. Human Performance 21. Strategic Entrepreneurship Journal	9. Rutgers Business Review 10. Review of Economics & Finance 11. Advances in Consumer Research (6) 12. Journal of Financial Education 13. Quality Management Journal 14. Decision Sciences Journal of Innovative Education 15. Review of Pacific Basin Financial Markets and Policies 16. Journal of Corporate Accounting and Finance 17. Journal of Social Psychology 18. Service Science 19. Journal of Marketing Theory and Practice	9. Health Informatics Journal 10. Marketing Education Review 11. Journal of Taxation 12. Tax Notes Federal (2) 13. Tax Notes International 14. Review of Business Information Systems Journal 15. International Journal of Management Education 16. International Journal of Economics and Financial Issues 17. Journal of Financial Counseling and Planning
Total A*: 9	Total A: 33	Total B: 27	Total C: 21

The College of Business faculty and academic leadership affirm their commitment to generating and rewarding high-quality and impactful intellectual contributions.[44] This commitment can be found in our Faculty Qualifications policy,[45] which outlines a minimum number of intellectual contributions, as well as validating activities, to maintain Scholarly Academic (2 PRJs plus three validating activities), Practice Academic (five validating activities, at least one must be Academic), and Scholarly Practitioner (1 PRJ plus four validating activities, at least one must be Academic) status. It can also be found in Appendix 5 of our COB Policies Manual,[46] which incorporates the Australian Business Dean's List (ABDC) as evidence of high-quality journals, and allows for departments to add journals to the list while defining and prohibiting publication in predatory journals. It can also be found in our COB Retention, Tenure and Promotion Guidelines, effective Fall 2022, that outline the process for obtaining tenure and promotion including expectations around research and intellectual contributions (5 works for Meets Expectations, 7 works for Exceed Expectations). Finally, the commitment can be found throughout our policies, such as our Highly Ranked Journal Incentives fund, that provides $5000 in extra professional development funds for publication in an A* journal and $3000 in extra professional development funds for publication in an A journal. New faculty are hired with a 2-2

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[44] See Appendix 35, Appendix 36 and Appendix 46.
[45] Appendix 14 and myAccreditation
[46] Appendix 10.

load for two years before assuming the regular 3-3 load for SA and PA faculty. Any conference travel to present research is funded. We also have a Research needs fund to cover any non-travel research needs. This fund was $10,000 for 2021-2022, and may be renewed in subsequent years at the same or different levels. The purpose of the fund is to pay for faculty research needs, typically up to $1000 per research project. These needs could include survey subject incentives, questionnaire administration, focus group administration, database funding, or any other research need.

In order to create scholarship that informs theory, policy and/or practice of business, we encourage faculty to collaborate across and within University boundaries. With Socrates, faculty will have an opportunity to participate in faculty fellowships with corporate clients in order to collect research data and advance theory's application on practice. See Table 9-1 for more examples of how faculty research impacts positive societal change and the practice of business.

ii.   Provide examples of school-supported activities (beyond research) that demonstrate a positive societal impact, as described in Standard 9.

Part of our Strategic Plan calls for the COB to create value through community engagement. This calls for the College to productively engage with business, the University community, and external community stakeholders. A good example of this is the Women in Business Summit, held four times in the review cycle. This summit features sessions designed to help women feel like they belong in business. Sessions have focused on specific industries as well as telling the story of successful female business leaders. There are also practical sessions such as developing a personal brand and salary negotiation.

We recognize that food and housing insecurity is high amongst college learners. According to the Chico State Basic Needs Project, approximately 40% of college learners experience food insecurity. Within the CSU system, approximately 11% of our learners are experiencing homelessness at any given time. We are pleased to partner with the Basic Needs Project through our Financial Wellness Clinic, which co-locates learners paraprofessionals with the food bank to provide financial wellness counseling to the campus community.

After the onset of the COVID-19 pandemic in Spring 2020, the College pivoted quickly to fully online operations. As part of its effort to help the community respond, the College partnered with the Office of Alumni Relations to offer webinars to our alumni and general community. These included:

- April 9, 2020. The CARES Act and Applying for PPP loans. With Dean Terence Lau and alum Glen Thomas.
- April 30, 2020. Resilience and Grit; Employment Planning and Marketing Yourself During Crisis. With alumni Michelle Landers ('09) (Google); Lauren Gruwell ('09) (Apple); and Molly Davis ('95) (Gallo Wines).
- June 18, 2020. Wildcat Wealth; Planning in the 21st Century. With Dean Lau and alumni Gary Bedford ('77) (Cambridge Investment Research Advisors) and Kimberly Foss ('90) (Empyrion Wealth Management).
- September 10, 2020. Making the Most of Social Security. With COB Faculty Athena Zhang and Kimberly Foss ('90) (Empyrion Wealth Management).
- October 9, 2020. Building a Better Investment Portfolio. With COB Faculty Stephen Treanor and Kimberly Foss ('90) (Empyrion Wealth Management).
- December 2, 2020. Startups, Venture Capital, and the Economy. With Dean Lau, COB Faculty Eva Shepherd-Nicoll, and alum Scott Bedford ('82) (Peninsula Capital Group).

- January 31, 2021. Startups and Entrepreneurship During COVID-19. With Dean Lau, COB Faculty Tom Villa, and alum Kris Rudeegraap ('08) and Braydan Young ('09) (Sendoso.com).
- March 11, 2021. Tax Planning for Your Future. With COB Faculty Jaycob Arbogast and alum Brett Gottlieb ('09) (Comprehensive Advisor LLC).
- October 28, 2021. How to Buy a Small Business. With Dean Lau and COB Faculty Jaycob Arbogast and alum Reid Cossey ('00) (Recorders, Charts and Pens).
- March 3, 2022. Cryptocurrency. With COB Faculty Jaycob Arbogast and COB Alum Matt Ober ('07) (Third Point LLC).

These webinars offered expertise and insight from our faculty and alum to the general public, and demonstrate the reach of the College of Business and its commitment to positive societal impact even during the lockdown brought on by the pandemic. Interestingly, even as the effects of the pandemic ease, the success of these webinars (more than 200 attendees in each webinar) in bringing together our community means that we will continue to plan on offering webinars as a means of impacting our society positively.

Below, we present Table 9-1. The College has chosen three UN SDG goals as the platform to show we have a positive impact on society. The $50,000 in summer research grants that we award must support positive impact on society as a condition.

The first is SDG 4, Quality Education (Ensure inclusive and equitable education and promote lifelong learning opportunities for all). There are several curriculum related outcomes that support this goal, especially the launch of our OMBA and OBSBA programs. We also list several scholarship-related outcomes related to this goal. Finally, we note several external activities related to this goal. The second is SDG 8, Decent Work and Economic Growth (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all). Under curriculum, we note our sales program as well as consulting projects as exemplars. Under scholarship outcomes, several of our faculty have published research in this area. Finally, under external activities, we note our Wildcat Connect webinars and the AWIB conference, among others. The final goal is SDG 11, Sustainable Communities and Cities (make cities and human settlements inclusive, safe, resilient and sustainable). In curriculum we highlight consulting projects with Enloe hospital, our healthcare administration option in the MBA program, and a General Education course focused on economic development in rural Northern California. We also list several scholarship and external activities related to this goal such as our participation in Collaboratory, a database repository listing Chico State's community involvement, and a Spotify podcast series on how Covid-19 changes organizational design in California.

Looking ahead, coming out of the pandemic the COB is more committed than ever to demonstrate its value to the local community and to serve our rural Northern California constituents. Through our innovative curricula and new online programs, as well as our scholarship and external activities, we aim to establish ourselves as a leading college of business in the California State University system.

Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards

United Nations Sustainable Development Goal (SDG)	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
4 - Quality Education	The College has chosen Quality Education for its area of Societal Impact. See Vision, Mission, and Purpose for details.	Launching OMBA Launching OBSBA Hiflex investment Improv course Role plays in Sales courses Diaries During Lockdown project, promoting SD-based Covid discussions with the general public (newfadumfarm.org) Kim incorporates System Dynamics into BADM 495 and MGMT 470 to build critical thinking skills with greater awareness of complex systems.	Christine Witt, Examining the impact of simulation training on knowledge structures: An enterprise resource planning (ERP) study (funded research) Nagahban, How do Individuals' Personality Traits Affect Their Risky IT Behaviors (funded research) Persons, Disaster Roadmap: First Class Following a Disaster (funded research) Aiken, Don't Stop the Music: An Exploration of First-Generation College Students' Use of Music During Pre-Pandemic and Pandemic Times." Aiken, Collaborative Course Development: A Comparison of Business and Non-Business Perceptions of Class Experience.	Teaching forums Center for Excellence in Finance Series on Financial Education on YouTube, sponsored by Butte County Library. Wildcat Connect Webinar on Payroll Protection Program Wildcat Connect Webinar on Startups and Entrepreneurship Wildcat Connect Webinar on Crypto and Bitcoin Wildcat Connect Webinar on Wealth Management in Times of Crisis Free SD online learning modules at newfadumfar.org/learning-material to help public with no SD background build the Covid-19 model from scratch. These modules are self-study and have been used by health care educators and public policy educators.

	Shin, Business Students' Perceptions of Academic Misconduct, Credential Embellishment, and Business Unethicality.	Christine Witt served as mentor for 30 business faculty for Go Virtual Summer Institute
		Christine Witt is ERPsim Level One faculty trainer for faculty across North America
	Aiken, Heinze, Meuter, Chapman, The Impact of Collaboration, Empowerment, and Choice: An Empirical Examination of the Collaborative Course Development Method.	Jeff Trailer is a faculty mentor at IMPACT, a university level program that targets at-risk learners to help them survive and prosper their first year on campus.
		Trailer serves on Equity Minded Programs Initiative
		Kristen Minetti is faculty mentor at REACH, mentoring first gen learners to stay motivated and remaining in college.
		Hyunjung Kim keynote speaker in seminar "Using System Dynamics to Teach and Learn about Covid 19."

Kathryn Oesau successfully participates in Diversity Certificate Program from Office of Diversity and Inclusion.

Kristen Minetti completed Diversity, Equity and Inclusion on the Workplace certificate from USF.

Our CPA exam pass rate is among the Top 5 among California universities (2018 data).

The College participates fully in the Graduation Initiative 2025 program, including faculty members on the GI 2025 committee to promote inclusive education at the University.

The College makes faculty equity dashboards available to all faculty every semester, identifying courses with high equity gaps between Pell/non-Pell, First Gen, and URM learners.

Chico State learners first in the country to use S4HANA software in the classroom (from SAP). SAP learners have nearly 100% job placement rate.

| 8 - Decent Work and Economic Growth | The College has chosen Decent Work & Economic Growth for its area of Societal Impact. See Vision, Mission, and Purpose for details. Summer research grants conditioned on Standard 9. | MGMT 434 works with local businesses to recommend performance management improvements.

MGMT 460 (Managing for Sustainability) learners research social responsibility.

Sales certificates - 100% job placement rate for these seniors

Sales courses Consulting project with Rebuild Paradise

Consulting project with Chico Airport

Consulting project with Enloe Hospital

Morgan's project management classes hold roundtable discussions with City Council to discuss growth, trade-offs, and sustainable business and economic practices. | Joseph Liu, Leaving work at work: A meta-analysis on employee recovery from work (funded research)

Bonnie Persons, Anticipated outcomes where company leadership publicly support is workers (funded research)

Meuter and Zivunska, Social Media Addiction and Implications for Frontline Service Employees (funded research)

Kimawkwa publishes in social entrepreneurship to address social and economic issues, with a special focus on Africa.

Casselamn's scholarship stream focuses on poverty issues in internationall | AWIB Conference

Sales competitions

CFE partnership with Hexas, a biomass startup creating a sustainable grass-based alternative to hardwoods

Ishqaidef class consulting project with Rural Northern California Simulation Center, a nursing/medical simulation training center, a project subsequently taken on by Mercurio's marketing class and taken to completion.

Biz Talks (4 year program)

Wildcat Connect Webinars. More than 10 have been produced, on topics such as Payroll Protection Program, Startups and Entrepreneurshi, Cryto and Bitcoin, Wealth Management in Times of Crisis, and Resilience and Grit. |

development through the use of microfinance. Kim's "Socio-Technical Interdependenices and Tipping-Point Dynamics in Data-Intensive Services" discusses initial launch challenges of data-intensive services. Chung, "Does Quitting Your Corporate Job to Pursue Entrepreneurship Make you Happy" examines implications of one's decision to pursue entrepreneurship and examines the specific job attributes that these individuals are satisfied and dissatisfied with. Danny Chung, "Entrepreneurship and Employment at Startups for People with Disabilities," examines whether entrepreneurship can be a viable career alternative to wage employment for persons with disabilities. Nick Lynch, "Managing the Going Concern Risk in an Uncertain Environment: An Analysis of Regulatory Guidance and Financial Relief	Faculty Meyer works with learners and alumni on legal issues related to their startups, from formation to business planning and product development. Several faculty serve as mentors at Chico Start mentorship program. Casselman volunteer as faculty mentor at Pine Ridge reservation in South Dakota (2015-2018). Cassleman co-chair FutureWork conference, focused on design thinking to provoke ideas on how the University can adapt to the Future of Work.

| 11 - Sustainable Cities and Communities | The College has chosen Sustainable Cities and Communities for its area of Societal Impact. See Vision, Mission and Purpose for details. Summer research grants conditioned on Standard 9. | SMIF Investment course

Consulting project with Enloe Hospital

New healthcare admin option in OMBA

MGMT 447 uses Future Challenges Project focused on Seven Revolutions

MGMT 443 learners work with a team in Venezuela on how organizations work on change

MKTG 673 learners partner with Kremer Dental Care to address different marketing issues.

MKTG 673 learners partner with Rural SimCenter, a medical simulation that provides training to healthcare workers, to | for the Covid-19 pandemic" in CPA Journal.

Youngsu Lee, Impacts of Social Engagement: Empirical Analysis of Hospital Quality (funded research)

Ghadir Ishqaidef, Why Are We on Demand: Exploring the Independent Contractors Existence on Gig Platforms (funded research)

Jaebong Son, Quick and wide propagation of disaster tweets: Its measurement and implications (funded research)

Casselman, Organizing for Knowledge in an Era of Artificial Intelligence: A Fish Scale Model of Collective Omniscience (funded research)

Ghadir Ishqaidef, Bullying and Employee Outcomes: An Experimental Test of System Justification Theory (funded research) | Financial Wellness Clinic

Locating finance leaners with Basic Needs Project

VITA

Data Fest Competition

Pitch competitions

COB Zoom meeting policy

Sustainability features in Glenn Hall Building Replacement project

Collaboratory database of Community Engaged Activities by College of Business

Sean Morgan participates in City Strategic Planning. |

address marketing challenges of the firm. Dantona's new course, MGMT 380W, a GE course open for all learners, *Socio-Economic Innovation in Far-Northern California*, examines social, environmental and financial opportunities and challenges facing the North State. OSCM 607 course capstone project helps learners improve current workplace performance by utilizing process improvement methodology.	Jaebong Son, How do Emoticons Affect the Propagation of Disaster Information on Twitter? Evidence from the 2018 California Camp Fire Disaster (Funded research) Sohyoun Shin, Communications in Times of Crisis: College Faculty's Coping Strategies for Students during the Covid-19 Pandemic Casselman, Twenty-five years of management research on poverty: A systematic review of the literature and a research agenda." Casselman, "Rethinking governance for the digital era: the role of stewardship" Kim's "The Utility of a System Dynamics Approach for Understanding Cumulative Health Risk Exposure to Environmental Hazards" and "Using Stakeholder Analysis to Improve Systems Modeling of Health Issues" show how SD can support environmental and	Morgan and Trailer do strategy consulting for banks, credit unions, Chamber Commerce. Casselman project with Enloe Hospital after Camp Fire to redesign urgent care clinics. Councilman Morgan has performed six weddings for former students! Drake Brown volunteers for Habitat for Humanity. Tom Wilder is part of the CSU Chico group on homeless. Brings experience in process mapping and re-engineering to the effort. Trailer serves on Board of Torres Community (homeless) shelter and a strategic planning consultant. The shelter serves around 148 residents per night. Mendez podcast on Spotify "How is Covid-19 changing org design in California" featuring Johnson & Johnson CFO Joseph J. Wolk, Enterprise Group Rental Manager Joe Baker, and CSU Chico President Gayle Hutchinson.

	health problems with equity in mind.
	Meuter's Journal of Services Marketing article reflects on how improved service operations in a post-pandemic environment can adapt and thrive.
	Madrigal's research stream on deceptive advertising in the context of pharmaceutical advertising.
	Hao, How to Achieve Superior Performance Through Omni-Channel Reverse Logistics, Barriers, and Facilitators"

End of CIR Report.

California State University Chico
College of Business

Table 3-1
Full Citations

AACSB TABLE 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)[1]
Date Range: September 1, 2021 - June 30, 2022

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities[3]	Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	
Accounting					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Arbogast, Jaycob[1]	Accounting	MBA, 2019	294 sch		UT, MT and SER				20		Full Time practitioner job until 2020 (FT job last five years).
Bouqayes, Nora	Accounting	PhD, 2016	579 sch		UT, RES and SER	100					2 PRJs (2019, 2020); Seven conferences since 2018.
Brown, Kristina	Accounting	MA, 2007	138 sch		UT and SER				20		Professional Advisor for COB. Teaches ACCT 456 which focuses on professional skills such as emotional intelligence awareness, professional etiquette, proper interview and presentation techniques, and crafting an effective resume, as well as overviewing accountancy career paths, the various processes to become a Certified Public Account (CPA), and networking skills. Kristina's Advising skills, deep involvement in the ACCT program, and her MA in Student Services & Career Development qualify her to teach these topics as an IP.
Donnelly, Scott[2]	Accounting	MS, 1991		153 sch	UT				20		Partner in accounting firm
Griffin, Amy	Accounting	MS, 1995	1260 sch		UT and SER				100		CPA; Treasurer (Northern California Conference, Office of Education) (annual validating activity); Owner Griffin Properties (annual validating activity)
Johnson, Kathryn[3]	Accounting	MBA, 1999		330 sch	UT				20		CPA; Full time position, Forensic Account, J.S. Held Consulting.
Lauck, Marsha[4]	Accounting	MBA, 2003		927 sch	UT and MT				90		Self-employed consultant (2011-present)
Leese, Wallace	Accounting	PhD, 1978	519 sch		UT, RES and SER					50	1 PRJ (2016); 0 validating activities. Current FERP requires 1 PRJ and 1 validating activity for SA status.
Lynch, Nicholas	Accounting	PhD, 2008	462 sch		UT, MT, RES and SER	100					6 PRJs (2020, 2019, 2019, 2018, 2018); 5 conferences since 2018
Maligie, Sue[5]	Accounting	MBA, 2008	363 sch		UT, MT and SER				50		CPA; Tax Manager at Parris & Associates
Pobloske, Paule M.	Accounting	MBA, 2001	921 sch		UT and SER				100		CPA; self-employed consultant (2010-present)
Ray, Richard	Accounting	PhD, 2012	543 sch		UT, RES and SER	100					9 PRJs (2021, 2021, 2021, 2020, 2020, 2020, 2019, 2019, 2019); accounting education committee (Cal CPA 2015 - present)
Whiteside, Kathleen[6]	Accounting	MS, 1998	300 sch		UT					40	Certified Internal Auditor
Total Accounting			5079 sch	1710 sch		300 (37.0%)	0 (0.0%)	0 (0.0%)	420 (51.9%)	90 (11.1%)	

Business Communication

Faculty Member's Name	Specialty Field	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]	Additional (A)[4]	Brief Description of Basis for Qualification
			P ≥ 60% guideline for AACSB met (74.8%)			SA ≥ 40% guideline for AACSB not met (37.0%) — SA + PA + SP + IP ≥ 90% guideline for AACSB not met (88.9%)					
					Degrees or majors are offered in this discipline ☐ Degrees or majors are not offered in this discipline ☒						
Armstrong, Elizabeth	Business Communication			225 sch	UT					40	Instructor at Butte College
Farrell, Courtney[7]	Business Communication	MA, 2005		66 sch	UT				20		Community Resource Manager at 3CORE, Inc. (Full time 2012-Present)
Griffin, Michael[8]	Business Communication	MA, 1994		90 sch	UT					50	Journalism graduate degree & Single Subject Teaching Credential qualify him to teach Business Communication course.
Howell, April[9]	Business Communication	MBA, 2002	219 sch		UT and SER				60		CFO at physical therapy office (2007 - present); WIB conference (2017, 2018, 2019, 2020, 2021, 2022)
Oesau, Kathryn[10]	Business Communication	MA, 2011	450 sch		UT, MT and SER				100		English graduate degree qualifies her to teach Business Communication course; 3 conferences (2021); 3 conferences (2020)
Sharrio, Christine[11]	Business Communication	MA, 2012	84 sch		UT and SER				20		FT Technology consultant, TLP, CSU Chico
Total Business Communication			753 sch	381 sch		0 (0.0%)	0 (0.0%)	0 (0.0%)	200 (69.0%)	90 (31.0%)	
			P ≥ 60% guideline for AACSB met (66.4%)			SA ≥ 40% guideline for AACSB not met (0.0%) — SA + PA + SP + IP ≥ 90% guideline for AACSB not met (69.0%)					

Business Information Systems

Faculty Member's Name	Specialty Field	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]	Additional (A)[4]	Brief Description of Basis for Qualification
					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Aminalroayae, Fariba	Data Analytics	MBA, 2015	1254 sch		UT, MT, RES and SER			100			Vice President of Operations at Chico Top Import (annual); 3 SAP conferences (2020, 2019, 2018). 1 PRJ (2021); 1 presentation (2020)
Bahl, Harish	Supply Chain/ Transport/ Logistics	PhD, 1980	315 sch		UT, RES and SER	50					FERP, 1 PRJ (2021), 5 presentations (2021, 2018, 2017, 2017, 2016). Current FERP requires 1 PRJ and 1 validating activity for SA status.
Chiang, Dalen	Supply Chain/ Transport/ Logistics	PhD, 1976	231 sch		UT, RES and SER	50					Dept. chair (2016-2021). 1 PRJ (in press), 3 proceedings (2019, 2018, 2017), 4 presentations (2019, 2019, 2018, 2016).
Connolly, James	Computer or Management Information Systems	PhD, 1996	211 sch		UT, RES and SER	50					1 PRJ (2022); 1 conference proceeding (2020); professional engagement with SAP and other ERP-oriented companies; conferences & educational support with UCC hosting center
Hao, Jianliang	Supply Chain/ Transport/ Logistics	PhD, 2021	258 sch		UT, MT, RES and SER	100					PhD w/in 5 years = automatic SA status
Johnson, Aaron	Computer or Management	MBA, 2011		120 sch	UT and MT				20		Internal operations and project manager at Work Truck Solutions

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	Specialty Field	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]	Additional (A)[4]	Brief Description of Basis for Qualification
	Information Systems										
Maligie, William	Computer or Management Information Systems	MBA, 1984	1461 sch		UT and SER				90		President, Maligie Real Estate Holdings, Full Time (2008-Present)
Mansouri-Rad, Parand	Computer or Management Information Systems	PhD, 2012	624 sch		UT, MT, RES and SER	100					3 PRJs (forthcoming, 2020, 2017); ICIS conference (2021, 2020, 2018); DSI conference (2020); reviewer JTT (2022)
Negahban, Arash	Computer or Management Information Systems	PhD, 2015	219 sch		UT, MT, ADM, RES and SER	100					4 PRJs (2018, 2017, 2017, 2016), 5 Proceedings (2020, 2019, 2017, 2016, 2016), 8 presentations (2019, 2019, 2019, 2019, 2018, 2017, 2017, 2017)
Rowe, David[12]	Computer or Management Information Systems	MS, 2011		147 sch	UT				20		FT Director, Application Services, Los Rios Community College
Sandoe, Kent	Computer or Management Information Systems	PhD, 1994	330 sch		UT, RES and SER	100					2 PRJs (2019, 2018), 3 conferences (2019, 2018, 2017)
Son, Jaebong	Data Analytics	PhD, 2017	210 sch		UT, RES and SER	100					3 PRJs (2020, 2020, 2019), 6 proceedings (2022, 2021, 2020, 2019, 2018, 2018), 3 conferences (2019, 2019, 2019)
Sprague, Robert	Data Analytics	PhD, 2018	1137 sch		UT, MT, RES and SER	100					PhD w/in 5 years = automatic SA status
Trivedi, Carol[13]	Production/Operations Management	PhD, 2015	264 sch		UT, MT, ADM, RES and SER				60		1 PRJ (2021); SAP S4 Certificate (2022); SAP conference (2022); PMP Certification (2021); SCRUM Immersion (2021); PMI conference (2020); SAP Conference (2020)
Wei, Xinyu (Eddy)	Computer or Management Information Systems	PhD, 2021	429 sch		UT, MT, RES and SER	100					PhD w/in 5 years = automatic SA status
Wilder, Tom	Computer or Management Information Systems	MBA, 1996	400 sch		UT, MT and SER				100		Executive Director SAP University Competence Center
Witt, Christine	Computer or Management Information Systems	PhD, 2014	279 sch		UT, MT, RES and SER	100					4 PRJs (2021, 2019, 2018, 2017), 1 proceeding (2018), 3 conferences (2019, 2017, 2017)
Zeichick, David[14]	Computer or Management Information Systems	PhD, 2020		7.5 sch	MT	10					PhD w/in 5 years = automatic SA status

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities[3]	Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	
Total Business Information Systems			7622 sch	274.5 sch		960 (71.1%)	0 (0.0%)	100 (7.4%)	290 (21.5%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (96.5%)			SA ≥ 40% guideline for AACSB met (71.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Business Law					Degrees or majors are offered in this discipline ☐ Degrees or majors are not offered in this discipline ☒						
Bettencourt, Randall	Business Law/ Legal Environment	JD, 1984	615 sch		UT				90		25 hours of MCLE every 3 years to maintain license. Each 5 hours is a "documented continuing professional education experience" so 25 hours is 5 validating activities.
Hames, John[15]	Business Law/ Legal Environment	JD, 1982	933 sch		UT and SER				80		25 hours of MCLE every 3 years to maintain license. Each 5 hours is a "documented continuing professional education experience" so 25 hours is 5 validating activities.
Lau, Terence[16]	Business Law/ Legal Environment	JD, 1998			ADM, RES and SER	100					Textbook author and Editor in Chief, ABLJ; Current Dean requires 1 PRJ and 1 validating activity for SA status
Meyer, John	Business Law/ Legal Environment	JD, 1992	471 sch		UT and SER				40		Practicing attorney
Persons, Bonnie[17]	Business Law/ Legal Environment	JD, 1992	87 sch		UT, MT, RES and SER	20					3 PRJs (2020, 2019, 2017); conference presentations (2021, 2019, 2018)
Polsan, Michael	Business Law/ Legal Environment	JD, 1990	168 sch		UT and ADM				20		Student Conduct Administrator with the Student Conduct, Rights, and Responsibilities Program (2015-Present). Additionally, 25 hours of MCLE every 3 years to maintain license. Each 5 hours is a "documented continuing professional education experience" so 25 hours is 5 validating activities.
Savage, Patricia	Business Law/ Legal Environment	JD, 2003	69 sch		UT and MT				30		Owner and principle at Law Office of Patricia Savage, with active litigation practice since 2005, more than 4000 hours/year
Total Business Law			1491 sch	852 sch		120 (31.6%)	0 (0.0%)	0 (0.0%)	260 (68.4%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (63.6%)			SA ≥ 40% guideline for AACSB not not met (31.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Finance					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Anderson, Clayton	Finance - incl Banking	JD, 1999	210 sch		UT	20					Current Partner in law firm
Arbogast, Jaycob[1]	Finance - incl Banking	MBA, 2019	720 sch		UT, MT and SER				80		Full Time practitioner job until 2020 (FT job last five years).

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	Specialty Field	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]	Additional (A)[4]	Brief Description of Basis for Qualification
Bordenave, Neal	Finance - incl Banking	JD, 2002		609 sch	UT				40		Principal in an insurance brokerage firm in Chico and a state licensed agent/broker; CPCU, AIC & ARM
Hames, John[15]	Finance - incl Banking	JD, 1982	219 sch		UT and SER				20		25 hours of MCLE every 3 years to maintain license. Each 5 hours is a "documented continuing professional education experience" so 25 hours is 5 validating activities.
Harrington, Jeffrey	Finance - incl Banking	MBA, 2018		222 sch	UT				20		MBA and FT Career Advisor knowledge and skill qualifies him to teach this entry level FINA course that provides an introduction to personal finance, and a background in the areas of time value of money, loans and savings plans, retirement savings, personal taxes, and inflation.
Huang, Jian J. (Emily)	Finance - incl Banking	PhD, 2010	792 sch		UT, MT, RES and SER	100					8 PRJs (2020, 2020, 2020, 2018, 2018, 2017, 2016, 2016); 2 conferences (2022, 2021)
Keller, Pamela	Finance - incl Banking	MBA, 2009		393 sch	UT				40		FT Finance Manager
Ma, Qingzhong	Finance - incl Banking	PhD, 2006	282 sch		UT, RES and SER	100					9 PRJs (2021, 2019, 2019, 2018, 2017, 2017, 2017, 2017, 2016); 8 conferences (2022, 2021, 2021, 2021, 2020, 2018, 2018, 2017)
Ponarul, Richard	Finance - incl Banking	PhD, 1985	345 sch		UT					50	Current FERP requires 1 PRJ and 1 validating activity for SA status.
Smith, Norkeith	Finance - incl Banking	PhD, 2015	651 sch		UT, MT, RES and SER	100					2 PRJ (forthcoming; 2021); 3 conferences (2017, 2017, 2017)
Stone, Randall	Finance - incl Banking	MA, 2012		126 sch	UT				20		Practicing financial planner and real estate developer
Treanor, Stephen	Finance - incl Banking	PhD, 2008	609 sch		UT, MT, RES and SER	100					3 PRJs (2020, 2020, 2017); conference (2021), reviewer (2021), book chapter (2022)
Zhang, Wei Athena	Finance - incl Banking	PhD, 2008	366 sch		UT, RES and SER	100					7 PRJs (forthcoming, 2021, 2021, 2019, 2019, 2019, 2017); 11 conferences (2022, 2021, 2021, 2021, 2020, 2019, 2018, 2018, 2018, 2018, 2018)
Total Finance			3639 sch	1905 sch		500 (63.3%)	0 (0.0%)	0 (0.0%)	240 (30.4%)	50 (6.3%)	
			P ≥ 60% guideline for AACSB met (65.6%)			SA ≥ 40% guideline for AACSB met (63.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (93.7%)					
						Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐					
Management											
Agoff, David	HR Mgt - incl Personnel & Ind/Labor Relations	MS, 1987	567 sch		UT and SER				60		500 hours of consulting/year 2017 - 2022

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	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]	Additional (A)[4]	
Casler, Angela	Management	MBA, 2000		1020 sch	UT, MT and SER				100		Active consulting practice, approx 400 hrs/year in sustainability strategy development, program development, business plan development, workflow & process management, employee training; invited expert speaker at 6 industry association conferences 2017-2019
Casselman, Mitch	Strategic Management	PhD, 2007	417 sch		UT, MT, RES and SER	100					2 PRJ's (2021, 2019); 2 conferences (2022; 2019); Journal reviewer (2021), editorial board (2020), symposium co-chair (2017-2018)
Chung, Danny	Management	PhD, 2021	321 sch		UT, RES and SER	100					PhD w/in 5 years = automatic SA status
Covington, Bathild[18]	Management	PhD, 2012		954 sch	UT and MT				100		Active consulting practice, approx 50-100 hours/year in career coaching, business development, & communication
Crawford, Sharon	Management	PhD, 2016	993 sch		UT and SER				100		Full-time President & CEO CoLogiQ Inc., (small defense technology firm providing Systems Engineering and Technical Assistance to DoD) 2007-2018. Full time employment within last five years qualifies as IP.
Dantona, William[19]	Management	EdD, 2021		537 sch	UT	30					Terminal degree last five years.
Graves, Kelly	Management	MS, 2000	522 sch		UT and SER				60		Active consulting practice, approx 1,700 hours/year in leadership development, strategic planning, & conflict resolution; Book author (2017)
Halimi, David	Management	MS, 1977		381 sch	UT				40		Active owner of multiple retail, real estate, & event production businesses (1980-Present)
Hinrichs, Kim	Behavioral Science/ Organizational Behavior	PhD, 2002	27 sch		UT, MT, ADM, RES and SER					100	Department chair (2020-Present); Presidential track, Western Academy of Management (2019-2023)
Ishqaidef, Ghadir	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2013	747 sch		UT, MT, RES and SER	100					4 PRJs (2020, 2020, 2017, 2016); 3 conferences (2020, 2019, 2018)
Kim, Hyunjung	Strategic Management	PhD, 2009	594 sch		UT, RES and SER	100					3 PRJs (2019, 2018, 2018); 1 book chapter (2017); conferences (2 in 2021, 1 in 2018)
Kimakwa, Sarah	Management	PhD, 2021	243 sch		UT, RES and SER	100					PhD within last five years. 2 PRJs (2021, 2021).
Malgie, Sue[5]	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2008	378 sch		UT, MT and SER				50		CPA; Tax Manager at Parris & Associates
Mendez, Maria	Behavioral Science/ Organizational Behavior	PhD, 2009	684 sch		UT, RES and SER	100					2 PRJ's (2021, 2018); conference (2021), journal reviews (2018, 2019, 2021)
Morgan, Sean	Management	MBA, 2005	651 sch		UT, MT and SER				100		Active consulting practice; Council member, City of Chico (2012-Present)
Neal, Tracy	Management	MBA, 2001		174 sch	UT				20		CEO and Founder of CPG Data, LLC (2013–Present); iSellBeer (2018–Present)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities[3]	Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	
Persons, Bonnie [17]	Business Ethics - incl Corporate Social Responsibility	JD, 1992	531 sch		UT, MT, RES and SER	80					3 PRJs (2020, 2019, 2017); conference presentations (2021, 2019, 2018)
Rahn, David	Management	MS, 1991	840 sch		UT, RES and SER				100		1 PRJ (2017); 3 proceedings (2019, 2018, 2017, 2017); 2 conferences (2019, 2019); Active consulting practice, approx 50-100 hours/year in product development, product launch, and human resources
Rehg, Michael [20]	Strategic Management	PhD, 1998	153 sch		UT, ADM, RES and SER	100					2 PRJs (2018, 2018); 1 conference (2021); Reviewer for 6 journals (2017-Present)
Shepherd-Nicoll, Eva	General Business		162 sch		UT and SER				60		Executive Director, Chicostart (incubator). Qualifies under COB Policy for Faculty Without Advanced Degrees.
Trailer, Jeff W.	Strategic Management	PhD, 1995	450 sch		UT, MT, RES and SER		100				3 conference proceedings (2020, 2019, 2018); Active consulting practice 5 organizations (2021-Present; 2021-Present; 2020-Present; 2019; 2017-2018)
Trivedi, Carol [13]	Management	PhD, 2015	270 sch		UT, MT, ADM, RES and SER				40		1 PRJ (2021); SAP S4 Certificate (2022); SAP conference (2022); PMP Certification (2021); SCRUM Immersion (2021); PMI conference (2020); SAP Conference (2020)
Zivnuska, Suzanne	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2003	108 sch		UT, MT, ADM, RES and SER	100					11 PRJs (2021, 2020, 2020, 2019, 2019, 2019, 2019, 2018, 2017, 2017); 1 research report (2020); 4 conferences (2022, 2022, 2020, 2019)
Total Management			8658 sch	3066 sch		910 (46.9%)	100 (5.2%)	0 (0.0%)	830 (42.8%)	100 (5.2%)	
			P ≥ 60% guideline for AACSB met (73.8%)			SA ≥ 40% guideline for AACSB met (46.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.8%)					
Marketing					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Aiken, Kirk [21]	Marketing	PhD, 2001			UT, ADM, RES and SER	100					10 PRJs (FC, 2020, 2019, 2018, 2018, 2018, 2017, 2017, 2017, 2016); 2 presentations (2020, 2022)
Blanshei, Lance	Marketing	MBA, 1990		300 sch	UT				40		Partner in a brand development agency; Chief Concept officer for local firm
Brown, Drake	Marketing	MBA, 2015		117 sch	UT				20		MBA, Principal of Drake Consulting. Directs and supervises all program planning and program implementation - including promotion, marketing, recruiting, instruction, and outreach programs related to the Institute of Religion. This position supervises about 30 others. Consulting and volunteer leadership positions also supervise about 10 persons in direct support of American Red Cross, Salvation

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities[3]	Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	
											Army, various Food Banks, Ride 2 Walk, Wildlife Recovery Care Center, and various Homeless Shelters. Provide personnel scheduling, training, development, and life coaching. Speaker to promote community service to large groups; about 10 engagements per year. All combined these positions amount to over 2,500 hours per year.
Chapman, Ken [22]	Marketing	PhD, 1996			UT, ADM, RES and SER	100					1 PRJ (2017); JME Editorial Board member. Stepped down from AD role in July 2020, has relaxed SA standard of 1 PRJ+1 validating activity until July 2023.
Donoho, Casey	Marketing	PhD, 1990	564 sch		UT, RES and SER	50					2 PRJs (2018, 2016); Current FERP requires 1 PRJ and 1 validating activity for SA status
Heinze, Tim	Marketing	PhD, 2007	753 sch		UT, RES and SER	100					7 PRJs (2020, 2020, 2018, 2017, 2017, 2017); 3 conferences (2017, 2018, 2020)
Howell, April [9]	Marketing	MBA, 2002	339 sch		UT and SER				40		CFO at physical therapy office (2007 - present); WIB conference (2017, 2018, 2019, 2020, 2021, 2022)
Kimbell, Kevin	Marketing	MBA, 1991	450 sch		UT and SER				80		Owner of marketing consulting firm (2001-Present)
Lee, Youngsu	Marketing	PhD, 2014	619 sch		UT, RES and SER	100					7 PRJs (2020, 2020, 2018, 2017, 2017, 2017, 2016); 3 conferences (2022, 2020, 2018)
Madrigal, Robert	Marketing	PhD, 1990	276 sch		UT, RES and SER	100					8 PRJs (forthcoming, forthcoming, 2021, 2021, 2020, 2019, 2018, 2017); 4 proceedings (2022, 2020, 2017, 2017); 5 conferences (2020, 2019, 2018, 2017, 2017)
McGowan, Bill	Marketing	MBA, 1981	198 sch		UT and SER					20	Consultant at Work Truck Solutions (2017-2018)
Mercurio, Katie	Marketing	PhD, 2011	696 sch		UT, MT, RES and SER	100					4 PRJs (2021, 2019, 2018, 2016); 1 Book Chapter (2018); 4 conferences (2020, 2020, 2019, 2019)
Meuter, Matt	Marketing	PhD, 1999	540 sch		UT, MT, RES and SER	100					3 PRJs (2017, 2017, 2016); 2 conferences (2020, 2019)
Minetti, Kristin	Marketing	MBA, 2015	717 sch		UT, ADM and SER				100		Co-owner of investment company (2010-Present); WIB conference (2018, 2019, 2020, 2021, 2022)
Nelsen, Jennifer	Marketing	MBA, 2013		483 sch	UT				40		Small Business Marketing Consultant with 250+ plus hours a year in marketing strategy development including target market and competitive analysis, marketing plan development and creative strategy implementation including branding (1999-Present). Full time tenured professor at Butte College required to participate in 150+ hours a year in continuing education in the form of conferences, subject matter trainings, teacher

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	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]	Additional (A)[4]	
											trainings, and curriculum development trainings. Member of several industry associations which allows a great deal of self-study (100+ hours per year) on trends in her field.
Richter, Courtney	Marketing	MBA, 2020		93 sch	UT				20		FT Sales Manager
Shin, Sohyoun	Marketing	PhD, 2010	552 sch		UT, RES and SER	100					2 PRJs (2019, 2017); 5 proceedings (2021, 2020, 2018, 2017); 7 presentations (2021, 2020, 2018, 2018, 2017, 2017, 2017)
Shuba, Nichole	Marketing	MBA, 2022		108 sch	UT				20		Full Time Sales Manager
Villa, Thomas[23]	Marketing	MBA, 2000	243 sch		UT and SER				100		FT Executive level experience at Verizon (2009 - 2018). COB policy qualifies him for five years post retirement (to 2023).
Total Marketing			5947 sch	1101 sch		850 (63.9%)	0 (0.0%)	0 (0.0%)	460 (34.6%)	20 (1.5%)	
			P ≥ 60% guideline for AACSB met (84.4%)			SA ≥ 40% guideline for AACSB met (63.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (98.5%)					
Grand Total			33189 sch	9289.5 sch		3640 (52.8%)	100 (1.5%)	100 (1.5%)	2700 (39.2%)	350 (5.1%)	
			P ≥ 75% guideline for AACSB met (78.1%)			SA ≥ 40% guideline for AACSB met (52.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.9%)					

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 + 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 Standard 3. 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 Additional (A). 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 "Additional" 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.

[1] Arbogast, Jaycob
Note: In 2021-2022 had interdisciplinary responsibilities in Accounting.

[2] Donnelly, Scott
Note: In 2021-2022, had a joint appointment.

[3] Johnson, Kathryn
Note: In 2021-2022, had a joint appointment.

[4] Lauck, Marsha
Note: In 2021-2022, had a joint appointment.

[5] Maligie, Sue
Note: In 2021-2022, had a joint appointment and had interdisciplinary responsibilities in Management.

[6] Whiteside, Kathleen
Note: In 2021-2022, had a joint appointment.

[7] Farrell, Courtney
Note: In 2021-2022, had a joint appointment.

[8] Griffin, Michael
Note: In 2021-2022, had a joint appointment.

[9] Howell, April
Note: In 2021-2022, had a joint appointment and had interdisciplinary responsibilities in Business Communication.

[10] Oesau, Kathryn
Note: In 2021-2022, had a joint appointment.

[11] Sharrio, Christine
Note: In 2021-2022, had a joint appointment.

[12] Rowe, David
Note: In 2021-2022, had a joint appointment.

[13] Trivedi, Carol
Note: In 2021-2022, had a joint appointment and had interdisciplinary responsibilities in Management.

[14] Zeichick, David
Note: In 2021-2022, had a joint appointment.

[15] Hames, John
Note: In 2021-2022 had interdisciplinary responsibilities in Finance.

[16] Lau, Terence
Note: In 2021-2022, did not teach any courses.

[17] Persons, Bonnie
Note: In 2021-2022 had interdisciplinary responsibilities in Management.

[18] Covington, Bathild

Note: In 2021-2022, had a joint appointment.

[19] Dantona, William
Note: In 2021-2022, had a joint appointment.

[20] Rehg, Michael
Note: In 2021-2022, was on Sabbatical.

[21] Aiken, Kirk
Note: In 2021-2022, did not teach any courses.

[22] Chapman, Ken
Note: In 2021-2022, did not teach any courses was on Sabbatical.

[23] Villa, Thomas
Note: In 2021-2022, had a joint appointment.

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California State University **Chico**
College of Business

Risk Analysis & Mitigation

Risk Analysis and Mitigation

The COB's operations can be disrupted in various ways. Below we discuss the main risks and how we mitigate them.

Risk #1: External Event that requires switch to virtual operations.

Likelihood of risk occurring: Medium to High, especially for wildfire and smoke impacts

Impact if Risk Occurred: High

Severity (based on impact and likelihood): Medium to High

Description of Risk: In 2018, the Camp Fire forced a shutdown in operations for the College of Business for more than two weeks. Unprepared for virtual operations and learning, the College essentially lost two weeks from the academic calendar. In 2020, when Covid forced a shutdown of in-person operations, the College was ready. Classes were switched to virtual format with no interruption to learning. Operations that required paper, from attendance reports to hiring forms, procurement and purchasing, tenure and retention reports, and more, were switched to digital. These experiences also taught us the need to be ready for any external event that can cause business interruption. The campus uses a system called Business Continuity [Chico Ready](#) to document these business interruption plans. The plans include emergency phone numbers, cloud backups of important documents, and methods of communication for all departments and the Dean's Office.

Mitigating Actions:

- Implement Chico Ready business continuity plans.
- Move to virtual admissions events.
- Move to virtual faculty recruiting
- Move to virtual faculty meetings

Risk #2: Drop in Enrollment Necessitating Budget Cuts.

Likelihood of risk occurring: High

Impact if Risk Occurred: Medium to High, depending on severity

Severity (based on impact and likelihood): Medium to High

Description of Risk: The College's main source of funding is through the ABC model, an RCM-based budget funding model run by the Provost's Office. There are many drivers in the model, but the biggest driver is FTE learners. A 5% reduction in funding would result in about a $500,000 cut to the College's budget.

Mitigating Actions:

- Eliminate discretionary stipends.
- Move staff voluntarily to 11/12 pay plans.
- Reduce release time for faculty.
- Eliminate databases.
- Reduce student assistants.
- Reduce hospitality expenses.
- Examine Cost of Instruction dashboards and eliminate low-enrolled courses.
- Explore new certificate and degree programs.
- Increase use of Federal Work Study for student salaries.

Risk #3: Drop in Philanthropic Support.

Likelihood of risk occurring: Low

Impact if Risk Occurred: High

Severity (based on impact and likelihood): Medium

Description of Risk: The College relies on philanthropic support for a number of initiatives such as the Center for Excellence in Finance and Center for Entrepreneurship. External events like the Women in Business Summit also rely on philanthropic support.

Mitigating Actions:

- In order to move away from the ebbs and flows of annual giving, the College initiated an Endowment for Strategic Initiatives and Excellence in 2022. Once fully funded, the Endowment will create a perpetual stream of income for the College to support and advance its strategic priorities. The Endowment has raised cash and commitments in excess of $420,000 and continues to build momentum annually.
- In partnership with University Advancement, the College is revamping its strategy of identifying new prospects for philanthropy, and continuing to cultivate existing donors to move them to larger gifts.

Risk #4: Competition for human resources due to inflation and high cost of living in California

Likelihood of risk occurring: High

Impact if Risk Occurred: High

Severity (based on impact and likelihood): High

Description of Risk: Although relatively affordable compared to the Bay Area, Chico continues to experience high cost-of-living, especially in housing and energy, relative to other rural communities in the country. A lack of housing stock drives up housing costs further. Meanwhile, wages remain stagnant. Staff have not received a general pay raise since 2019.

Mitigating Actions:

- Continue to make more overload teaching opportunities available to faculty through self-support online programs.
- Continue to compensate lecturers fairly for non-teaching activities
- Incorporate the value of state benefits of Calpers in recruiting materials
- Move expeditiously to work with existing HR processes such as in-range progressions and re-classifications for existing staff
- Continuously measure employee engagement to boost morale

California State University **Chico**
College of Business

Covid-19 Addendum

COVID-19 ADDENDUM

On March 24, 2020, the College of Business hosted its first virtual Zoom meeting. The main takeaways were that the University was open, and teaching would shift online immediately (this was the first day after spring break). Physical access to campus would be highly limited, and all staff were preparing to shift to telecommuting. Faculty would develop instructional plans for online delivery to department chairs. University calendars remained intact with Commencement postponed, while the RTP calendar would be extended. Student evaluations would move to online only. Our advising operations moved completely online. Emergency sick leave was put into place and webcams distributed from parking lots. Almost immediately, we began the conversation about the upcoming pandemic impact on learners. The critical point we stressed is that the impact would be felt differently by different learners. Some learners may relocate to be with loved ones. Learners would feel stress, isolation, and worry that would weigh on everyone, but especially those with mental health challenges. The loss of library (study space for many learners) and internet (many learners didn't have internet at home) would be an impact to some students. Some learners from wealthier families may have very little impact while others would face more severe impacts. Above all, we stressed to faculty that an extraordinary crisis calls for compassion and flexibility. Maintaining "normal" academic expectations would exacerbate the effects on learners and we encouraged faculty to use their academic freedom to think creatively and ambitiously.

What we thought would be a momentary move to online became a fully online Spring 2020 semester. Commencement moved to virtual-only ceremonies that year. By May 2020, at another Zoom town hall meeting, Dean Lau observed that Covid-19 is not going away soon, and the only way to be 100% safe was to stay at home all the time and come into contact with no-one until a vaccine was developed. Flattening the curve, as we were all being urged to do by government officials, did not mean the virus would go away, as it had with other societies at that time that pursued zero-Covid policies such as China and New Zealand. We knew masks would catch droplets from the wearer, but we didn't yet know how protective masks could be. At that time in early May, there had been 62,000 cases in California and 2,500 deaths. And as we entered that summer, our Undergraduate Curriculum Committee, at Dean Lau's request, continued to delegate its authority to approve online courses to department chairs, as long as they followed a committee-developed "Minimum Viable Classroom" rubric to assess course quality. Even though classes met virtually out of necessity, it was important to the faculty of the COB that students were given a high-quality learning experience. The rubric covered 27 different facets of designing high-quality online courses, from using course videos to creating teamwork activities to using guest speakers and the use of online gradebooks and being responsive to learner questions.[1]

There was still hope that with social distancing some classes in the Fall 2020 semester could meet in hybrid or socially-distanced reduce capacity of 25% maximum. At that time, our rubric

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[1] See Appendix 5.

for Fall 2020 classes was that large classes, classes previously delivered online, classes taught by faculty who attended our "Go Virtual" training, or classes taught by faculty most vulnerable to Covid-19, would be taught online. MBA classes would stay face-to-face.

We were not able to implement this plan. The pandemic raged on throughout 2020, causing our College to remain virtual throughout the year into Fall 2020. In response, the College launched "@COB," a virtual business school dedicated to meeting the needs of our learners. In addition to virtual classes and our learners undertaking virtual study abroad and virtual internships, these included virtual advising hours, virtual guest speakers and engagement, virtual celebrations including those surrounding commencement, virtual faculty and staff meetings and teambuilders, and virtual competitions. In the spirit of continuous improvement, the College also revamped its website, and launched a section for learners called "Tools for a Successful Semester," including Tips for Succeeding in an Online Environment. Dean Lau, along with a small team of leaders and Board members, also engaged in a calling campaign to place random calls with COB learners and parents to check in on their well-being during this time. Concerned about student commitment to online learning, we created a video to encourage students to attend class and reach out for academic support.

Early in the pandemic, there was a fear that state budget, and consequently CSU budgets, would be decimated. Hiring was frozen as were promotions and raises. As we discuss in the main CIR report, a flood of pandemic relief from state and federal governments helped ease any budget shortfalls, and indeed allowed us to make strategic investments in many areas including hi-flex equipment in our classrooms. Coming out of the pandemic, the College's finances appear strong, bolstered by entrepreneurial ventures into online learning.

A modest decline in enrollment accelerated during the pandemic. Changing demographics, competition from for-profit and out-of-state schools, more California acceptances from the UC's, devastating wildfires, and then the pandemic lockdown, all exacerbated the enrollment picture. In spite of free tuition for county residents, a collapse in enrollment at our feeder community colleges in Fall 2020 is being felt most acutely in Fall 2022 transfer numbers, which are at a record low. In the main CIR report we discuss our robust response to these enrollment declines.

Faculty hiring continued during the pandemic. In 2021 we completed four tenure track hires, all remotely, and in 2022 we completed three hires, two of them remotely. We learned how to effectively manage remote interviewing, and tried our best to provide a realistic job preview to candidates through Zoom.

Staff hiring was made difficult during the pandemic. A hiring freeze left one adviser position unfilled until June 2022. Staff that were hired during the pandemic encountered difficulties in training and socialization into COB and University culture, and some left without ever coming to campus. Recruitment was made even more difficult as inflation took a bite of out wages, which were kept stagnant by stalled CBA negotiations.

Instructional mode-of-delivery continues to be in flux. Continuous waves of illness swept through faculty and learner bodies throughout 2021 and 2022. Hiflex equipment provided flexibility to faculty and learners, allowing them to pivot between in-person and remote learning as conditions warranted. We expect this situation to continue into 2023. Although the College has reduced the number of fully online sections, a high proportion of classes remain Hiflex.

- Describe actions taken by the school to address current challenges related to Covid 19.

As we emerged from the pandemic, our COB continued to ask the following questions: We now know that everything *can* be done virtually, from admissions, testing, orientation, welcomes, graduation, classes, recruitment, social events, and more. The question is, what *should* be done by Zoom? What should be online, and what should be face to face? If we take "Chico" out of "Chico State," what is left to capitalize on and grow?

Is "Work from Home" or "Live at work" a lasting change that will permanently alter American workspaces? For decades, managers and business professionals have clung to the idea that face-to-face is best, and that workers can't be trusted to work away from the office. What if those assumptions are no longer valid? In line with our strategic plan, we began to make plans to answer these questions. Using UN SDG 17, for example, we formally embraced telecommuting when possible to minimize greenhouse gas emissions and to create family-friendly workplace environments. Faculty embraced hiflex teaching, and began experimenting with new ways of reaching learners where they live and work.

A major challenge relates to learner engagement. In the early days of the pandemic after the sudden switch to remote instruction in March 2020, some learners stopped attending class without notice. Faculty had to learn new ways to retain learner attention and engagement over Zoom. As faculty evolved their pedagogical styles and learners evolved their learning styles, the situation improved and many more faculty began embracing contemporary methodologies for teaching online.

- Explain how the school is supporting students and faculty.

In cooperation with the faculty union, the University offered a one-time extension of tenure clocks to any faculty who requested it. Every tenure track faculty member in the COB, except one, requested this extension. The union also negotiated a one-time $3500 payment to faculty in recognition of the challenges brought on by teaching in a Covid environment.

Since testing centers were shut down, the College suspended the GMAT/GRE for entry into the graduate program. This suspension is still in effect and the GPC is examining the impact of this suspension on program quality.

The University also provided financial support to students. In April 2020, students received over $11 million in emergency grants through HEERF I funding. In December 2020, an additional $13 million was distributed in student aid through HEERF II funding. Finally, in March 2021, the University distributed over $31mlillion in student aid from HEERF III funding.

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

Since the Pandemic occurred in the middle of the five-year review cycle, COVID-19 has had a material impact on the School's ability to align with several accreditation standards.

First, the Pandemic created challenges for faculty in terms of research output and productivity. Conferences were cancelled in 2020, and collaboration with research colleagues slowed to a halt. Works in progress also slowed. Although virtual conferences eventually became the norm,

they are not equivalent in terms of creating the right conditions for research collaboration and presenting the results of research.

Second, the Pandemic created challenges for maintaining faculty sufficiency. Participating faculty are required to do more than teach and participate in the life of the College. For more than two years, the life of the College has been virtual. Student club activity slowed considerably, study abroad was canceled, student visits to companies was impossible, and conferences and meetings went virtual. Reopening has been slow and subject to many setbacks caused by waves of illness, mask mandates, and uncertainty over the safety of gathering again.

Third, the Pandemic has had a modest impact on our ability to maintain faculty qualifications ratios, particularly in Accounting. The move to online instruction, pandemic fatigue, and uncertainty about the future created emotional labor for all faculty, and in Accounting led to the departure of several faculty. Consequently Accounting was unable to meet its faculty qualification ratios in the year of record. Two new hires starting in Fall 2022 will correct this.

Finally, the Pandemic impacted our Assessment of Learning Program. Much of the pandemic was characterized by moving from one emergency to another, from mounting a schedule of classes to responding to student and faculty concerns to planning for enrollment declines. Consequently, the traditional cadence of AOL data collection and analysis, and closing the loop, was severely interrupted. As we move to learning competencies, we anticipate that the well-established culture of assessment, long a part of the COB, will re-establish itself among faculty.

California State University **Chico**
College of Business

Faculty Qualifications Policies

Faculty Qualifications Policy

The success of achieving the mission of the College of Business is founded on four key factors: (1) support of our students; (2) deployment of a sufficient number of highly qualified faculty who demonstrate based on their academic and professional engagement activities they are current and relevant in their respective fields and deploy pedagogical strategies that support forward-looking, globally oriented, innovative, and defined school competency goals; (3) a well-designed, integrated curricula that bring the students and faculty together in a systematic and interactive fashion to successfully deliver high performing, experiential student learning competencies, professional competencies, and preparation for professional and personal success; and (4) adequate and sustaining resources for improving quality consistent with the mission of the College. Each of these key factors must link to the College of Business' mission and strategic plan and be supported by appropriate and effective policies and procedures that ensure excellence is achieved in support of the overall mission.

This Section provides guidelines to address one key aspect of the four key factors noted above, faculty sufficiency and qualifications, as well as provide guidance on research quality and impact. This document supports the College of Business' efforts to demonstrate alignment with AACSB International Accreditation Standard 3 Faculty and Professional Staff Resources and Standard 8 Impact of Scholarship. It provides guidance to faculty members regarding their responsibilities to maintain their relevancy and currency in their respective fields in order to support high quality classroom experiences that reflect impactful pedagogical strategies, a global orientation, innovation, and alignment with program competency goals. Faculty members must also contribute to the advancement of knowledge of theory, practice, and teaching/pedagogy of business, and to support other key aspects of the College of Business' mission. Guidance in this document is provided relative to those activities that are necessary for faculty members to be "participating" faculty members in the College of Business consistent with AACSB standards.

The term "Faculty Qualifications" means:

> **To be current and relevant, forward looking, globally oriented, innovative, and aligned with program competency goals in each faculty member's respective field or fields in support of their classroom responsibilities and to support the College of Business mission in its broadest context.**

To meet expectations regarding deployment of highly qualified, engaged faculty to support the mission of the College of Business and its supporting strategic goals and objectives, this Section provides each faculty member with baseline expectations to support maintenance and enhancement of "Faculty Sufficiency" and "Faculty Qualifications" status consistent with AACSB standards.

Standard 3 of the 2020 AACSB Standards requires that the college hire and maintain a roster of faculty that are academically and/or professionally qualified and engaged. The COB expects all tenured and tenure-track faculty members to have and maintain either SA or PA status, and all lecturers to have and maintain AACSB-qualified status. This "Faculty Qualifications" Section establishes a baseline of expectations. For faculty members who are in the tenure-seeking process and/or are eligible for promotion within the policies of the College of Business, additional expectations are articulated in separate policies for those purposes.

Faculty may be considered qualified under one of the following four categories by achieving the specified outcomes within a moving five year window. Initial qualification is based on one's academic training and professional activities.

When a faculty member is first hired by the College, the hiring department is responsible for conducting due diligence and reasonable inquiry into all items on that candidate's CV. The hiring department is also responsible for obtaining copies, within three months of the date of the hire, of all items, listed as "published" in the new hire's CV for inclusion in their permanent Personnel Action File (PAF).

1. **Scholarly Academics (SA).** SA status is granted to newly hired faculty members who earned a terminal degree in business or a business related field within the past five years. Terminal degrees also include the JD for teaching business law, JD/LLM for teaching taxation, and MS Taxation/CPA for teaching taxation. SA faculty sustain currency and relevance through scholarship and related activities. Effective Fall 2022, for faculty who earned their degrees more than five years ago, SA qualification is maintained through the publication of at least two refereed journal articles or their equivalent (listed as Minimum PRJ or Equivalent in Appendix 1), plus at least three validating activities (either academic or professional) within the last five year period. Please see Appendix 1 for examples of validating activities, Appendix 2 for reporting intellectual contributions and impact metrics, and Appendix 5 for guidance on research quality expectations.

2. **Practice Academics (PA).** PA status is granted to faculty who have a terminal degree in business or a business related field, yet focus more of their time on professional engagement (in the area of teaching) activities than SA faculty. PA status may be earned after a substantive period of success in support of SA status. PA status is based on a foundation of success as a SA faculty member establishing a substantive, successful scholarly record that later converts into successful levels of professional engagement with business or other organizational practitioners. Effective Fall 2022, PA status can be maintained through at least five validating activities, at least one of which has to be an academic validating activity (see Appendix 1) within the last five year period. Consistent with the 2020 AACSB Standards, there is no requirement for PA to publish a Minimum PRJ or Equivalent.

3. **Scholarly Practitioners (SP).** SP status is normally granted to faculty who have a business or business related master's degree, and professional experience that is significant in terms of duration and level of responsibility related to their teaching field, sustain currency and relevance through scholarship, and maintain continued professional

experience, engagement, or interaction related to their professional backgrounds and experience. The highest full-time professional position held by the faculty member must have been significantly beyond an entry-level professional job. He/she/they should have been employed full-time in such position for at least three years. This employment continues to qualify the faculty member as SP for up to five years after its termination. Effective Fall 2022, along with significant professional experience, SP status can be maintained through the publication of at least one refereed journal articles or their equivalent (listed as Minimum PRJ or Equivalent in Appendix 1), plus at least four validating activities (at least one of which should be an academic activity) within the last five year period. Please see Appendix 1 for examples of validating activities, Appendix 2 for reporting intellectual contributions and impact metrics, and Appendix 5 for guidance on research quality expectations.

4. **Instructional Practitioners (IP).** IP status is normally granted to faculty that have a business or business related master's degree, significant professional experience related to their teaching field, and sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. For initial qualification, the highest full-time professional position held by the faculty member must have been significantly beyond an entry-level professional job. He/she/they should have been employed full-time in such position for at least three years. This employment continues to qualify the faculty member as IP for up to five years after its termination. Beyond five years since being employed in a position as described above, maintenance of IP status requires that the faculty member continues to have success in professional engagement activities. Effective Fall 2022, if more than five years has passed since the IP faculty member was employed full-time in their qualifying professional experience position, IP status is maintained by a minimum of five Professional validating activities within the last five year period sustained over time, OR by accumulating the equivalent of three months full-time professional experience per year. In truly exceptional circumstances a faculty member's extraordinary accomplishments could earn him/her the IP status without the usual professional experience. Such special cases of IP status, granted by the Dean may not exceed ten percent of the total faculty resources of the college.

Sustained "Faculty Qualification" status will be based on each faculty member's annual presentation of evidence of sustained, substantive faculty engagement/development activities that demonstrate currency and relevancy in his/her/their field of teaching discipline and to support other aspects of the school's mission and strategic management plan. The evidence presented must demonstrate alignment with the spirit and intent of this document and AACSB Business Accreditation Standard 3. In addition, each faculty member is responsible for the timely, annual presentation of appropriate evidence supporting "Faculty Qualification" status in accordance with these policies. In presenting this evidence, each faculty member attests to the accuracy and integrity of the information presented in accordance with the values and academic integrity policies of the College of Business. To support this assessment process, faculty must maintain current vitae in Digital Measures reflecting all key engagement activities supporting the spirit and intent of this document.

This document establishes a baseline of expectations. To support the College of Business mission and its focus on excellence and in the spirit of continuous improvement, each faculty member should strive to exceed these baseline expectations. Activities judged not aligned with this expectation do not support "Faculty Qualification" expectations as outlined in this document.

Faculty Composition

The faculty qualification categories (SA, PA, SP, & IP) can be represented as show in the figure below.

Initial Academic Preparation and Experience	Primary Means to Maintain Status	
	Academic Engagement Activities	Professional Engagement Activities
Masters + Experience	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
Terminal Degree	Scholarly Academic (SA)	Practice Academic (PA)

AACSB Standard 3 notes that at least 40% of faculty resources (based on proportion of time devoted to the mission of the college) be SA and at least 90% be a combination of SA, PA, SP, and IP. Faculty whose activities do not rise to the level of any of the above categories are classified as "Additional." Standard 3 notes that no more than 10% of faculty resources can be "Additional."

Tenured/tenure-track faculty are expected to be qualified as SA or PA. Meeting these qualification standards is necessary but not sufficient criteria for being retained, tenured, or promoted. Individual departments' personnel policies should be referred to for additional criteria.

Lecturers are expected to be qualified as SP or IP. Meeting these qualification standards is a necessary but not sufficient condition for initial and continued employment.

See Appendix 2 for further definitions on intellectual contributions and faculty responsibilities to report impact, and Appendix 5 which provides guidance on research quality expectations.

Faculty Deployment

The College of Business is committed to excellence and success in mission achievement and to long-term alignment with AACSB accreditation standards. To fulfill these expectations, the College of Business must have a highly qualified faculty to support all aspects of the mission and strategic plan. Furthermore, the COB is committed to maintaining faculty resources that exceed AACSB minimum expectations reflecting its degree portfolio. The long-term deployment of faculty should be viewed as a strategic decision to maintain a highly qualified faculty with

appropriate, mission-linked SA, PA, IP, and SP qualifications consistent with the College's degree portfolio, research goals, and other responsibilities. In light of this, it is the aim of the College to maintain the following faculty ratios (at a minimum), across each discipline, and globally.

SA: 55-65%
PA: 10-15%
IP/SP: 20-35%
SA+PA+IP+SP > 90%

FERP and Other Special Cases

Terminally qualified faculty with 0.5 annualized appointments (e.g., FERP) and department chairs (for the term they are chair and for one academic year after their term ends), and MPP employees exercising retreat rights for three academic years after their term ends, need <u>one refereed journal publication (or equivalent under Appendix 5) plus an additional validating activity within the last five year period to maintain SA status</u>. Similarly, PA status can be maintained by meeting a level of performance in proportion to the faculty member's time-base, as determined by the Dean.

Faculty members with a <u>graduate degree in law</u> will be considered SA or PA for teaching courses in business law and legal environment of business subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field, and consistent with SA or PA standards previously noted.

Individuals with a <u>graduate degree in taxation</u> or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach courses in taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching and consistent with SA or PA standards previously noted.

Extraordinary Achievements

The College acknowledges that a faculty member's academic or professional activities may have extraordinary impact that garners exceptional accolades and warrants special consideration in the faculty qualification process.

Someone who believes that he/she/they has done something extraordinary, may bring their achievement to the department's RTP committee for initial assessment. Extraordinary activities can be assessed as they happen (e.g., election to President of a national professional association) or after the fact (e.g., an article that later receives a prestigious award or a significant citation count). All forms of faculty academic and professional engagement, as well as demonstration of outstanding teaching (e.g., demonstrated national or international recognition) may be brought to the department's RTP committee for consideration.

In deciding whether an accomplishment is extraordinary, the committee's judgments will be based on the activity's significance and evidence which indicates strong contribution and consistency to the mission and the strategic goals of the college. The committee will make determinations about the significance of the scholarly or professional activities and make recommendations to the Dean.

An extraordinary achievement earns the faculty member additional credit towards maintaining qualification status. The Dean will determine how much credit to grant, including counting as an additional validating activity. Thus, a faculty member can earn status maintenance credit for the original accomplishment plus additional credit for that accomplishment being extraordinary.

Highly Ranked Journal Incentive Program

The College of Business values intellectual contributions that bring prestige to the College and that have substantial impact on the practice and research of business organizations and their operations. Although publication and research is a normal part of every tenure-track faculty member's responsibilities, publication in the very top journals of the field is not normally expected for College faculty, nor is it required for promotion or tenure or faculty qualifications. Therefore, the College will award additional Professional Development funds for publications in highly rated journals. These funds are awarded as follows:

$5000 in Professional Development funds for publication in an A* Journal on the ABDC List.

$3000 in Professional Development funds for publication in an A Journal on the ABDC List.

These amounts are subject to fund availability and are subject to change on an annual basis. Any such changes will be announced at the beginning of any fall semester.

The following guidelines apply to the application of these professional development funds:

1. The applicable amount shall be awarded based on the ranking of the journal at the time of the manuscript's formal and full acceptance by the journal.
2. The full amount shall be awarded for each Chico State COB author on any particular manuscript.
3. The manuscript must subject to normal journal peer review and acceptance practices.
4. The professional development awarded shall be awarded to the faculty member in a designated PD account and may be spent in a manner consistent with University PD guidelines or for the maintenance of qualifications (see Appendix 4). The University defines PD as:
   a. DEFINITION OF PROFESSIONAL DEVELOPMENT: Pursuit of knowledge or skill through study, research and creative activities, travel, workshops or courses, sabbaticals, internships, apprenticeships, residencies, or work with a mentor or master to enhance teaching as well as build expertise and remain current in one's discipline. Hiring students to assist with the execution of research, scholarly and creative activities is permissible.

5. Faculty are permitted to spend other PD monies (through new hire contract, annual grant, etc) before using PD money granted under this journal incentive program.
6. PD monies shall be awarded at the time of full acceptance by the journal.
7. PD monies granted under this program must be spent within five years of award. Monies may also be transferred to other faculty for PD purposes by the receiving faculty member.
8. This incentive program is effective with manuscripts fully accepted January 1, 2021, or later.

Process

Determination of Qualification Status
The Dean (or designee) shall delineate the procedure by which data are submitted for use in making initial and ongoing faculty qualification decisions. This procedure will state the forms of evidence to be submitted, to whom, at what schedule, and be updated as needed. The Associate Dean will audit these data, to assure that credit given for faculty activities matches the supplied evidence.

For newly hired faculty (and, normally as a condition of employment) the Department Chair and Dean will determine the faculty member's initial qualification status.

Before the start of each academic year, the Dean and Associate Dean will consult with a faculty committee comprised of the Department Chairs, to determine the current qualification status of each faculty member. The Dean and Associate Dean will consult with each Department Chair to determine the Chair's qualification status.

For this purpose, the Academic Year starts July 1 and ends June 30. The Dean shall make all final determinations of qualification status. The Dean will retain a record of faculty qualifications for five years. Given the nature of faculty activities, and consistent with AACSB Standards, this determination will include a qualitative component that embraces distinctiveness and alignment with mission and strategic goals.

Since there is no fixed schedule on which new validating activities occur (e.g., acceptance of a manuscript for publication), and a person's qualification status might be affected by a new validating activity, faculty may request that the Dean reassess their status at any time. The time period within which validating activities count for qualification will be moved forward so that it covers five years from the date that the faculty member's qualification status is reassessed.

If a faculty member appears to be losing (or has lost) a particular faculty qualification status, his/her/their Department Chair should inform the faculty member of the impending status change. The Chair may also consult with the faculty member about possible opportunities to regain a qualified status via validating activities.

Faculty not qualified under these standards will meet with the Dean and Department Chair to develop a MOU to establish activities and outcomes that will occur during the next academic year that are designed to restore faculty to a qualified status. Faculty who do not restore their status after one academic year and according to the terms in the MOU may not be eligible for reappointment, release time and other resources until they are re-qualified.

Support for Maintaining Qualifications

At the beginning of each academic year, the Dean shall issue a list of resources (e.g., release time from teaching, development funds) and other support that faculty will receive by virtue of being granted a particular qualification. SA and PA will typically teach a three course load per semester as support for AE and PE activities consistent with the qualification. Additional faculty development funds and resources to support the maintenance of faculty qualifications will be announced and distributed annually by the Dean (See Appendix 4).

MBA Research Needs Fund

Additionally, the College of Business Dean's Office will operate a MBA Research Needs Fund, funded by the MBA program. This fund will be $10,000 for 2021-2022, and may be renewed in subsequent years at the same or different levels. The purpose of the fund is to pay for faculty research needs, typically up to $1000 per research project. These needs could include survey subject incentives, questionnaire administration, focus group administration, database funding, or any other research need. Funds may also be used to support the maintenance of faculty qualifications (See Appendix 4). The following guidelines apply to these research funds:

1. Faculty are expected to exhaust their own PD funds first, as well as seek any PD funds available to the Department, before seeking funding from this research fund.
2. The MBA research needs fund will not cover travel.
3. Priority for funding goes to untenured faculty, then tenured faculty.
4. Requests for funding should be made to the department chair first in a written email, detailing the need and the amount requested. The department chair should forward his or her approval to the Associate Dean, who will make the determination of whether to grant the fund. If granted, the funds will be transferred to the department's PD account for spending.
5. Any unused funds granted to the department will be swept at the end of the academic year back to the Dean's office.

Participating – Supporting Status

Standard 3 of the AACSB 2020 Standards states that an accredited school "maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school's mission.

- Normally, participating faculty members will deliver at least 75 percent of the school's teaching globally (i.e. across the entire accredited unit).
- Normally, participating faculty members will deliver at least 60 percent of the teaching in each discipline.

Faculty that are not considered participating are classified as supporting. Supporting faculty do not participate in the intellectual or operational life of the school beyond direct teaching responsibilities. A supporting faculty member does not usually have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Although the standards allow for a department to have lower than 75% participating faculty, departments should strive for a minimum of a 75% participating faculty rate.

Activities Performed by Participating Faculty

A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters could include (on an annual basis):

- Teaching Activities and Involvement Beyond Direct Teaching Responsibilities:
    1. Attend teaching/pedagogical workshops or seminars
    2. Participate in faculty development events or activities
    3. Engage in curricula review or related activities
    4. Design and develop new curriculum and/or courses
    5. Serve as a coordinator of core business courses
    6. Create and publish teaching materials
    7. Participate in study abroad trips/courses or other student-focused activities
    8. Direct extracurricular activities
    9. Participate in outcomes assessment activities
    10. Contribute to instruction-related technology initiatives
    11. Serve as an honors thesis director
    12. Provide independent/individual study opportunities for students
    13. Serve as a faculty mentor for different student competitions
    14. Preparation and delivery of instruction in non-degree education
    15. Other teaching-related activities as identified by the School

- Research Activities:
    1. Conduct original research

2. Participate in funded research and/or grant activities
3. Make presentations at academic/professional meetings
4. Publish in academic or professional journals
5. Publish in proceedings of scholarly meetings
6. Serve as a journal editor or manuscript reviewer for journals and conferences
7. Assist in the organization of research workshops, seminars, or conferences
8. Attend department or school research presentations
9. Participate in an activity that contributes to the scholarship mission of the school
10. Supervise thesis or dissertation research
11. Participate in faculty development activities or events
12. Other research-related activities as identified by the School

- Service Activities:
  1. Serve on department, school, or university committees, task forces, or projects
  2. Serve in an administrative or supervisory role within the department, school, or university
  3. Serve as a faculty advisor/sponsor of student organizations
  4. Regularly attend and actively participate in department, school, or university meetings, workshops, retreats, and activities
  5. Serve as a course coordinator
  6. Assist with course scheduling
  7. Engage in university affairs as a representative of the school
  8. Participate in department and/or school-sponsored student-engagement activities
  9. Represent the department or school on external professional committees, boards, or organizations
  10. Participate in recruiting activities for students and faculty
  11. Assist students in obtaining internships
  12. Assist students in preparing for professional exams
  13. Engage in setting academic and operation policies and activities
  14. Vote on department and school matters
  15. Advise (academic and/or career), mentor, or tutor students
  16. Participate in academic or professional organizations related to one's field
  17. Work with centers or institutes in the school
  18. Participate in outreach activities of the department or school
  19. Serve as a mentor for new faculty
  20. Serve as a manuscript reviewer for journals related to one's field
  21. Other service-related activities as identified by the School

Tenure/Tenure-Track Faculty

Tenure/Tenure-Track faculty have, as part of their normal job duties, significant Service requirements. Therefore, these faculty are deemed to be "Participating" if the Department/Unit Chair is satisfied that the faculty member's documented level of Service activity normally would be associated with an evaluation of at least Adequate in the RTP process.

Temporary Faculty Whose Appointments Include Service Activities

Temporary Faculty whose appointments include service activities are deemed to be "Participating" if the Department/Unit Chair is satisfied that the faculty member's documented level of Service activity normally would be evaluated as appropriate in time and significance for his/her/their work assignment. "Appropriate in time" will be determined on a pro-rata basis considering the faculty member's appointment time-base.

Temporary Faculty Whose Appointments Do Not Include Service Activities

Some faculty are hired only to teach; therefore, they cannot be considered to be "Participating" unless they perform an appropriate amount and level of Service activities.

"Appropriate amount and level" will be determined on a pro-rata basis considering the faculty member's appointment time-base. This determination will be made by the Department/Unit Chair at the beginning of the academic year, based on the faculty member's activities the previous year. (If the faculty member starts employment in the Spring semester, then the Chair's determination instead shall be made at the start of Spring.)

If judged by the Department/Unit Chair to qualify as "Participating," then the Chair must document for the record the relevant Service activities, and his/her/their rationale for making this judgment.

Temporary Faculty Whose Appointments Span Multiple Departments

Given that Participating/Supporting is defined at the school/college level, in cases where a faculty member works for more than one Department Chair, the Dean shall determine the person's Participating/Supporting status.

Process

To facilitate record keeping for accreditation, each Department/Unit Chair shall provide to the Associate Dean a Verification of all employed faculty and their Participating status (i.e., Participating or Supporting) by the fifth week of each semester. Records will be updated and maintained in Activity Insight.

Appendix 1: Examples of Faculty Achievements that Count Towards AACSB Qualification Status (non-exhaustive lists)

<u>Minimum PRJ or Equivalents</u>

- Blind peer-reviewed journal publication (PRJ) (blind review by two or more peers).The journal cannot be a predatory journal (see Appendix 5 for a definition of a predatory journal). The publication must indicate a sufficient quality, rigor, and value to meet AACSB and COB standards, as outlined in Appendix 5. These publications must be original works intended to advance the theory, practice, and/or teaching of business and management. As such, they are based on generally accepted research principles, are validated by peers, and disseminated to appropriate audiences.

- Authoring a textbook that is published by a reputable publisher and is adopted by other universities*

- Scholarly books*

- Research monographs*

- Peer-reviewed published cases with instructional materials*

- Authoring a significant part of a major public policy analysis conducted through or on behalf of the University*

- Conducting a significant part of a funded research project, including a major contribution to a final written report or product*

- Technical reports related to funded research projects*

- *May count as a PRJ equivalent with Dean and Department Chair approval.

The below are Academic Validating Activities/outcomes (non-exhaustive list)

- Chapters in scholarly books

- Conference proceedings or presentations as well as other peer reviewed Ics.

- Significant publications in trade journals

- Instructional software that is widely used

- Receipt of externally funded, competitive research grant

- Publicly available materials describing the design and implementation of new curricula or courses

- Reviewer for peer-reviewed journal, academic conference, or professional publishing company.

- Significant book reviews published in reputable academic journals or practitioner-oriented business publications

- Relevant, active editorships of academic and/or professional journals

- Service on editorial boards or committees

- Leadership positions and participation in recognized academic societies and associations or academic conferences

- Service as a reviewer for multiple academic conferences

- At least five hours spent attending sessions at academic conference(s) or at seminar sessions providing discipline-related professional development.

- Research awards, academic fellow status, or invited presentations.

- Academic fellow status

The below are Professional Validating Activities/outcomes (non-exhaustive list)

- Consulting activities that are material in terms of time and substance

- Participation in external professional events that focus on the practice of business, management, and related issues

- Sustained professional work, directly related to the disciplinary teaching field, supporting qualified status.

- Faculty internships

- Development and presentation of executive education programs

- Significant participation in business professional associations, professional standard-setting bodies, or policymaking bodies

- Relevant, active service on boards of directors (at least 2 years of consecutive service)

- Documented continuing professional education experiences (at least five hours of engagement)

- Electronic media resources (e.g., blogs, websites) in the faculty member's area of expertise (1) that are targeted at practitioners, (2) that are developed and actively maintained by the faculty member, and (3) for which there is evidence of value to the practitioner community (e.g., re-posts, site visitation counts)

- Practice-oriented intellectual contributions

- Publishing of a discipline-related newsletter or sequence of reports that attract a regional subscription base or regional industry distribution

- Authoring a regular newspaper column that utilizes disciplinary expertise and appears in at least five issues

- Participation in other activities that place faculty in direct engagement with business or other organizational leaders.

Definitions

*Intellectual contributions are original works intended to advance theory, practice, and/or teaching of business and management. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are disseminated to appropriate audiences. (*AACSB Standard 8, 2020)

At Chico State College of Business, the faculty adopt a balanced focus on basic/discovery research and applied research with some teaching/pedagogy outcomes.

Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:

Basic or discovery scholarship is directed toward increasing the knowledge base and the development of theory

Applied or Integration/application scholarship draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real world problems and/or issues associated with practice.

Teaching and learning scholarship explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior.

Peer-reviewed intellectual contributions are those that are subject to the scrutiny and evaluation of others who have recognized subject matter expertise in the same field, normally with a similar competence to those who are producing the outputs.

This component in separated into three parts:

Peer-reviewed journal articles are scholarly publications that were submitted for critique and evaluation by one or more academics who have expertise in the discipline and/or methodology of the subject matter. Publications in law reviews may be included in this category.

Other peer- or editorial-reviewed intellectual contributions include forms of quality assurance by either peers or subject matter experts recognized as having particular practical or academic

expertise in that field. Examples include papers submitted for an academic conference that undergo peer review to be selected for conference presentation or for publication in conference proceedings. Articles published in practitioner or industry publications can be included in this category if they are sufficiently reviewed by subject matter experts. Other intellectual contributions that are not journal articles but are papers sufficiently influential with public policy, government, or industry can be included in this category if they are sufficiently reviewed by subject matter experts. Simply writing a paper as an output of consulting or other work does not render it appropriate for this category. The review and validation by subject matter experts is the determining factor as to whether such an intellectual contribution belongs in this category or in the third category of other intellectual contributions.

All other intellectual contributions include outputs that are not validated by peers or those recognized as subject matter experts. These contributions include a wide variety of outputs such as presentations at academic or professional meetings, research workshops led, invited talks, etc.

Impact of intellectual contributions is the advancement of theory, practice, and/or teaching of business and management through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved.

Impact Metrics

Faculty must demonstrate the scholarly work is making a difference on theory, practice, and/or teaching/pedagogy for management/business consistent with the College's mission and articulation of its thought leadership goals. **While the College does not pre-define impact metrics, faculty are expected to capture in Digital Measures, for each scholarly work, any applicable quantitative and qualitative impact outcomes.** Some possible impact metrics may include:

- Translation of scholarly work into executive/professional educational programming that is highly successful with multiple offerings, high demand, etc.
- Translation of scholarly work into student projects, service-learning, and other experiential learning activities that supports and enhances the success of businesses, not-for-profits, etc.
- Service as an editor, co-editor, and/or reviewer for a leading journal.
- Service as an officer, committee member, board membership, etc. in academic and professional associations.
- Citation of scholarly work by other scholars through recognition of their work.
- Invited conference presentations or delivery of research seminars at other institutions.
- Contributions to policy development at the local, regional, provincial/state, or national level.
- Clear documentation of impact on practices in business.
- Wide use of educational materials by other business schools resulting in publication of multiple editions of the teaching/pedagogy materials, including translation of the materials into other languages.
- Grants or research projects funded.

- Subject matter expert at national or international level.
- Successful, material consulting engagements that result from translation of the research work into applications for business, etc.
- National/International awards based on the research.
- Serving as a subject matter expert who is often cited in the popular press or in electronic media outlets.

Quantitative impact outcomes may include Web of Science, Google Scholar, SSCI, or Scopus.

See also Appendix 5 for Guidance on Research Quality.

Appendix 5: Publication Guidance

As stated in AACSB Standard 8, "the defining feature of quality business schools is that they are making a significant difference through educational activities, thought leadership, and engagement with external stakeholders. Quality schools create and disseminate intellectual contributions that have an impact on the theory, practice, and/or teaching of business, and have a positive impact on society." To ensure quality, faculty member's scholarly outcomes should be focused on placements in high quality journals and leading, highly recognized academic/professional events.

This publication guidance applies to all sections of the COB manual. References in the manual to "journals" or "peer reviewed journals" or "intellectual contributions" means journals published under this Appendix 5. Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences.

Intellectual contributions can be basic or discovery scholarship, applied or integration/application scholarship, or teaching and learning scholarship. In each case, the scholarship must generate new knowledge or new understandings. While scholarship is mission-driven, the quality of scholarship produced by the faculty must be sufficient to meet current AACSB accreditation standards.

1. The Department faculties in the College of Business have endorsed the Australian Business Dean's Council (ABDC) list and its journal evaluations as appropriate guidance for faculty in selecting a quality journal as a publication outlet. Journals listed on the ABDC list are assumed to meet minimal quality publication standards for each department. If a journal moves down or off the list, the College will accept the ranking for the ABDC list that was in effect at the time the manuscript was submitted.

2. Faculty may request that peer-reviewed journals not included on the ABDC list be accepted as a quality journal or removing a journal from the list for lack of quality by following processes prescribed by the department. Faculty <u>must</u> submit data establishing journal quality for consideration by the department journal review committee (comprised of the Department Personnel Committee plus the department chair). The data may include:

   - citation data for the journal (including impact factor);
   - acceptance rates;
   - data that establishes the target audience and readership;
   - editorial board composition (e.g., are editorial board members from AACSB-accredited schools);
   - whether the journal is blind reviewed;
   - whether the journal is peer reviewed;

- review processes and reviewer comments;
- whether the journal is accepted for promotion and tenure at other AACSB-accredited business schools;
- whether the journal is accepted for promotion and tenure at other departments outside business schools;
- whether the journal is listed on another list other than the ABDC list as an indicator of quality;
- outlet or sponsoring organization's reputation (rankings, citation rates, etc.)
- number of downloads or accolades received
- whether the journal is predatory. Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices. Predatory journals and publishers will normally have high acceptance rates, that charge authors large page/publishing fees, provide few, if any, peer reviewer comments, accept most articles with little or no revisions, publish contingent only upon receipt of submission and/or other fees, publish monthly (or more often), or provide very short turnaround time from submission to publication. The location of the sponsoring organization and reputation of editors and reviewers are also factors in determining whether a journal is predatory. While page fees alone do not mean that a journal or publisher is predatory, cases where authors are told they can accelerate the review process by paying higher publication fees, or the publication fees vary on the number of authors on the publication should be considered probably predatory. Appearance on a list such as Beall's (https://scholarlyoa.com/bealls-list-of-predatory-publishers-2015/) can also be an indication of a predatory journal or publisher. State and auxiliary funds may not be used to pay for any charges related to publishing in predatory journals.
- If the journal is open access, whether it is listed on a reputable source of open access journals, such as Directory of Open Access Journals (doaj.org);
- and any other relevant and valid information that may provide quality indication.

3. Faculty are required to submit requests to the Department Chair for evaluation by the Department journal review committee to have a non-ABDC list journal accepted for quality in advance of submission. When a Department journal review committee makes a majority decision on a non-ABDC journal as a quality journal, it shall publish its approval or non-approval in the form of a letter notifying the COB of this approval or non-approval, listing the factors it considered in making its determination, and signed by each member of the Department journal review committee. These decision letters shall be transmitted to the Associate Dean, so that they can be posted to the COB faculty resources website.

4. For faculty that publish in law, law reviews that are published by an ABA-accredited law school, or ranked by Washington & Lee's Law Journal Rankings, are accepted as quality

peer-reviewed journals. Journals that fall outside these two categories may be accepted by the Department journal review committee.

5. Interdisciplinary research and publications must be recognized and supported. Collaboration across disciplines is encouraged by AACSB and can be significant, productive areas of work. When such collaborative work is published in outlets not recognized as noted above, the faculty member must provide corroborating evidence of quality aligned with the above expectations. In such cases, faculty members must document the reputation of the journal, its history, editorial board and review process, other evidence as listed in #2 above, and evidence the journal or outlet is not a predatory outlet.

Strategic Plan

STRATEGIC PLAN
2020 - 2025

VISION

The Chico State College of Business will be a leader in business education and scholarship that solves the unprecedented challenges of the 21st century.

MISSION

The College of Business is a collaborative learning community that values practice-relevant, high faculty interaction teaching and applied scholarship. Our College is student-centered, interdisciplinary, committed to continuous improvement and tightly integrated with our business and community partners. Through innovative curricula that emphasize critical thinking and experiential learning, we prepare graduates to achieve early career success and contribute to the ethical stewardship of environmental, social and economic resources. We produce collaborative graduates valued for their practical orientation, critical insight, integrity and adaptability.

PURPOSE

We discover new ways of knowing about how business can impact society positively. We educate students one individual at a time, and the result is Company Worth Keeping.

The Chico Experience in the College of Business

"The Chico Experience" is our phrase that captures the amazingly friendly and close-knit community of CSU Chico. Chico State is located in a college town that is one of the most livable locations in California. The campus is renowned for its natural beauty, next to one of the largest urban parks in the country, and one of only a few residential campuses in the CSU system. The Chico Experience translates to our online students through emphasis on community engagement and teamwork. It is within this uncompromising environment that the College of Business focuses on enabling these key opportunities for its students:

1 Think Different! [We educate for excellence of inquiry.]
Our graduates are trained as critical thinkers who ask difficult questions and act with moral courage.

2 Relevance Matters. [We provide an innovative practice-focused curriculum.]
Our faculty are known for being innovative and on the leading edge of business practice.

3 Practice Makes Perfect. [We emphasize experiential learning.]
Our students learn business by doing business.

4 Skill Up for the Future [We educate for adaptation and change.]
As our graduates learn the newest disruptions in business, they also receive firm grounding on the enduring principles of business, permitting them to adjust and adapt to a rapidly changing global business environment.

5 Make a Difference. [We care about our impact on society.]
Our students will be part of the solution, actively working to solve society's pressing problems. Outcomes for our students go beyond just the core curriculum and include ethical values, community impact and personal development.

6 Find YOUR Unique Path. [We foster a supportive, student-centered environment.]
We provide a range of support services, co-curricular activities and educational opportunities to support diverse interests and help students develop a skillset that matches their own unique career aspirations.

Strategic Goals & Objectives

These thematic goals will guide the COB from 2020-2025. Each goal is accompanied by aspirational targets intended to focus and prioritize our efforts, allow us to measure our progress and allocate resources accordingly.

{TEACHING:}

Leading edge engaging teaching. The COB will focus on improving its ability to deliver experiential and highly engaging teaching, producing collaborative graduates known for their practical orientation, critical insight, integrity and adaptability.

In conjunction with Faculty Development, the COB will establish a cross-Departmental program to share best practices in teaching.

Improve capabilities to deliver high interaction teaching in non-traditional classroom settings.

The COB will continually revisit and assess its commitment to Assurance of Learning, including program learning goals for each of the COB's programs.

The COB will re-launch and support an invigorated and meaningful Honors program for students wishing to pursue a higher level of academic achievement.

Within one year, COB will complete a comprehensive curriculum review of the business core and options, and take decisive action to align curriculum offerings with the needs of future business learners and in line with the COB's vision and mission. This curriculum review will be driven by competitive benchmarking as well as employer needs, and may feature a first-year business experience, senior capstone courses, a renewed global orientation, emphasis on professional networking, promoting positive societal impact, and equal emphasis on skills and business knowledge, including critical thinking, message discernment, and listening.

COB will grow and add additional centers of excellence, including launching a financial trading lab to provide experiential learning opportunities for all COB students.

The COB will create state of the art learning spaces that support team-based learning.
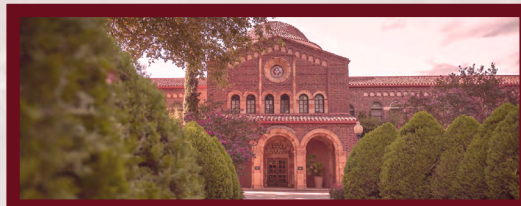
{RESEARCH:}

Consistent and supported research. The COB will consistently produce impactful applied, pedagogical, or practice-focused research.

The COB Dean's office will increase available research funding to $50,000 a year, with specific grants for research with and for business partners.

COB departments will continually assess their RTP standards on scholarship activity striving for clear and consistent standards across all research faculty.

The COB will incentivize intellectual contributions that have a positive community or societal impact.

The COB will initiate a study of how other schools are adopting and incentivizing non-traditional research activities.

{DIVERSITY:}

Student success through diversity. COB will be recognized for creating a diverse and inclusive environment that fosters student success.

All COB faculty and staff will engage in inquiry on how our implicit biases, practices and systems impact every student's success.

COB will meet University-wide goals for DFW rates, the equity gap, 4-year, and 6-year graduation rates.

COB will increase the number of students participating in student success programs such as living learning communities or tutoring services, by 15 percent.

COB will ensure the COB student body more closely reflects the diversity of students at CSU Chico

COB will continue to offer specialized/major specific advising, tutoring and co-curricular learning opportunities from a professionally qualified staff to ensure retention, persistence and timely graduation

{COMMUNITY INTEGRATED:}

Creating value through community engagement. COB will productively engage with business, the University community and external community stakeholders.

COB will increase business involvement through experiential learning opportunities and guest lectures and institute administrative practices to measure and increase the wider impact of these interactions on our College.

In conjunction with University Advancement, the COB will create tiered giving approaches that enhance cross-institutional capability for external support.

COB will seek to integrate external stakeholders more directly in our activities, increasing the number of active members of the Business Advisory Board and embedding key University stakeholders such as the Career Center and University Advancement.

{HUMAN RESOURCES:}

Focused development of our employees. All COB related activities will be managed using best practices for academic management.

COB will develop an RTP process that is reported by users as transparent, predictable, fair, and consistent.

COB will develop staff and management development programs and succession plans to grow the next generation of administrative leaders.

COB will regularly seek feedback from employees regarding culture, diversity & inclusion, satisfaction, and growth opportunities, and act on that feedback.

COB will develop models for faculty qualifications and workload that reflects the progression of academic careers.

COB will develop a reward and recognition program that aligns incentives with performance.

COB will strive to adopt systems and technology to improve productivity and reduce administrative effort.

{MEASUREMENT:}

Tangible measured progress. COB will institutionalize data-driven approaches to decision making and resource management.

COB will develop key measurables and undertake regular and comprehensive program review for each program, degree, and option to ensure contemporary and state of the art business education. This review will include an examination of how program structure drives our ability to manage our teaching capacity.

COB will develop and publish a dashboard with agreed upon metrics that track performance.

COB will establish and communicate consistent metrics that support AACSB accreditation.

COB will publicly disclose the quality of our academic program supporting learner progress and post-graduation success on a current and consistent basis.

COB decision making will be fast and agile, striving for consensus but not held back by a need for unanimity. There is an understanding that innovation requires measured risk.

COB will develop a comprehensive multi-faceted branding and marketing campaign to effectively tell the COB story to internal and external stakeholders and measure progress towards this.

{FINANCIAL MANAGEMENT:}

Financial Balance. The COB will operate with consistently balanced state-side budgets and responsible endowment spending.

COB will complete a risk analysis, identifying potential risks that can significantly impair our ability to fulfil our mission, and include a contingency plan for mitigating those risks.

COB will aggressively pursue alternative revenue streams and revenue models that allow sustainable operations for the future.

COB will aggressively seek naming opportunities for centers of excellence, faculty endowments, and student scholarships.

COB will implement a post-implementation review process to evaluate the performance of completed resource investments.

Our Future, Forward.

Core Values
Guiding the College of Business
in Solving 21st Century Challenges

The Chico State College of Business embraces several core values that guide our decision-making about people, curriculum, and research. Collectively, these values weave their way through our short-term and long-term priorities and aspirations, and into the fabric of our identity.

Human-centered. Caring, Kind and Team Oriented. We value interpersonal care that respects the whole person, but we also recognize that our greatest accomplishments happen when we come together as a team. We strive to be a great place to work, supporting ongoing professional development and fostering a culture where our students, staff, and faculty feel engaged and valued in their everyday interactions with each other.

Inclusive. Enhanced by Diversity and Inclusion. We value diversity in all its forms and strive to create an environment that is inclusive and celebrates all individuals and perspectives.

Truthful. Grounded in Integrity. We value honest and clear communication and the vital role that ethics and integrity play in society.

Enquiring. Creating Knowledge through Discovery. We ask questions, investigate and probe for solutions with the hope of leading our students, our community and ourselves towards an innovative and productive future