WEBER STATE UNIVERSITY

Goddard School of Business & Economics

Semester Submitted: Spring 2019

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Brief Introductory Statement

The Last Five Years

The aim of this report is to provide a narrative which outlines the developments for the Department of Business Administration over the last five years, and highlights the direction and goals intended for the next five years. The report draws findings of the previous four years' annual review reports and on the GSBE AACSB re-accreditation report.

Of greatest note is that in 2017, the decision was made to split the department. The two new departments are Business Administration & Marketing (BAM), and Supply Chain & Management and Information Systems (SC&MIS). Throughout the report, where possible, information is provided for each department separately. This will assist with comparisons going forward in future five year reviews.

Over the last five years there have been multiple faculty hires. In 2015 three new faculty hires replaced two retirees; one new Marketing and two new MIS positions. In 2017 the new Director of the Hall Global Entrepreneurship Center was appointed.

A further major occurrence, which has benefited both new departments, was the development of three new centers (the Hall Global Entrepreneurship Center, the Moyes Center for Supply Chain Excellence and, the Center for Leadership in Corporate Social Responsibility).

In accordance with recommendations from the last five-year review, there have been major program changes. Marketing and Supply Chain Management successfully moved from emphasis to Major status. The GSBE curriculum committee with the guidance of department faculty reconfigured the business core to better reflect and update the knowledge and skills needs of students. The new configuration also improves the consilience of knowledge development.

New minors and courses have been developed. The Leadership Minor provides a much requested resource for both business and non-business majors to gain the leadership, critical thinking and ethical skills seen as a current gap by employers. In addition, the MBA Pre-Requisite Minor provides a clear and smooth pathway for undergraduates to gain the necessary requirements to gain entry to the MBA program. Supply Chain faculty created a new Supply Chain Minor for Engineers. This has been adapted and is currently going through Faculty Senate for approval stage and will now be open to all majors, not just engineers.

In response to the growth of new data science and data analyst jobs, especially here in Utah, MIS faculty worked with Computer Science to create the new Data Analytics Minor. Both departments provide general education courses for the university,

BSAD 1010 and, MIS 1100. BAM and MIS also provide significant coursework for programs outside the Goddard School.

Other engagement with colleagues from other colleges and departments has resulted in English designing a literature driven writing course which business school students can take as part of their communications requirement (ENGL 3750 – Topics and Ideas in Literature). This catalog year, the course covers Business, Economics and Literature: From Wages to Wal-Mart, and Wall Street to Wattsmart: Poverty, Wealth, and Consumption in Literature. Faculty also worked with our colleagues in Honors to develop a Departmental Honors option for high performing students.

The Next Five Years

The BAM department will continue to work on the shift of culture, programs and practices to ensure that students receive an education which prepares them well for organizations of the future. Creating an educational experience not just for employment, but also for graduate studies and careers is the driving force for the following plans.

In addition to business related declarative knowledge, there will be a greater emphasis on procedural knowledge. This includes; higher-level communications skills, improved critical thinking skills, fit for purpose technology skills and, character and ethics skills.

Of great importance, and urgency is the need to resolve the stress on Marketing faculty by ensuring that there are sufficient faculty to meet the growing demands for this program.
Another key early goal is to identify ways to bring communications training back into the business school thereby reducing the vulnerabilities which arise through over reliance on Professional Sales. Changing the culture and expectations related to BAM programs is going to require a coherent and collaborative effort. Any fragmentation of program delivery can open up spaces for contesting discourses and practices. For example, the department's move away from business education underpinned by a Milton Friedman based philosophy of organizations and toward a more humanist philosophy requires consistent messaging and aligned pedagogical/andragogical practice.

A final project will review the role of the HRM emphasis within the larger landscape of further education and employment. It is envisaged that students would benefit from a condensed program with clear pathways to Masters' programs, certification, and key strategic employers. The success achieved through Prof. Boyle's engagement with Carnegie Mellon University (11 students on CMU internship in Summer 2018) acts as a useful template to emulate for our HRM students.

Standard A - Mission Statement

The department of business administration was reviewed by faculty at the 2018 department strategy retreat, and supports the mission of the Goddard School of Business and Economics (GSBE):

> *The John B. Goddard School of Business & Economics provides quality undergraduate and graduate education for developing professionals and career-oriented students. Degree programs are grounded in the University's liberal arts tradition and focused on synthesis of theory across disciplines, the application of theory to practice, and the enhancement of professional skills. While we are primarily a regional institution, we seek to prepare our students to succeed in the global economy.*
>
> *Three principles are central to our mission.*
> ***Learning:*** *We champion continuous learning through excellent teaching, close student-faculty interaction, small class sizes, assurance of learning processes, and faculty scholarship designed to improve effective teaching.*
> ***Research:*** *Our portfolio of faculty intellectual contributions is diverse including application of theory to practice, advancement within and across disciplines, and utilization of research outcomes to further learning.*
> ***Community:*** *We enhance our community through the dissemination of best practices, the provision of economic information and analysis, the engagement in professional organizations and societies, and the creation of strategic relationships which expand life-long learning opportunities for our stakeholders.*

Business Administration & Marketing Mission Statement

We use Aristotle's concept of *flourishing* to inform our approach to the generation and dissemination of knowledge about the management of people and organizations, with the aim of benefitting society as a whole.

Core Values

1. Aristotle's view that epistemology is accessible and relevant to all
2. A mindset of *abundance* rather than scarcity (wellbeing over competition)
3. Organizations and societies are human cooperative efforts that require both strength and vulnerability in order to flourish
4. Treating others and their ideas with fearless openness, respect and inquiry
5. We assume people are inherently pro-social -- that we are "born to be good," in a pro-social sense
6. Any view of power (e.g., as depicted in Machiavelli's *The Prince*, and which endures today) that equates it with coercion, might and dominance will foster deeply corrosive social structures that damage our individual and collective capacity for flourishing
7. Over the long run, flourishing requires symbiotic balance; within people, between people and between people and the environment.

Guiding Principles

1. Our research shares a common emphasis on generating new knowledge that serves to benefit society as a whole, beyond traditional views of organizational impact
2. Our success is measured by a Balanced Scorecard that is in alignment with key institutional themes - access, inclusiveness and excellence - in teaching, research and service
3. Recognition that organizations and the people in those organizations are inextricably embedded in society at large
4. Organizations and their management have a social responsibility to their employees

Standard B - Curriculum

The Department of Business Administration & Marketing provides a range of programs including minors, AS, BS, BiS, an Honors program and the MBA. As a separate five year review has been conducted for the MBA program, MBA courses will not be covered in this report. Below is a full list of programs offered over the last five years. Note that as of the beginning of the 2018 academic year, MIS programs (formerly IST), and SCM programs are the responsibility of the newly formed department 'Supply Chain & Management Information Systems'.

Note that students can now apply for Departmental Honors in Business Administration.

Associate of Science

Management of Information Systems (AS)

Bachelor of Science

Business Administration (BS)

Human Resource Management Emphasis, Business Administration (BS)

Management Information Systems (BS)

Marketing (BS)

Supply Chain Management (BS)

Minor

Business Administration for Non-Business Majors Minor

Entrepreneurship Minor

Management Information Systems Minor

Leadership Minor

MBA Foundations Minor (In Fall 2019 Catalog)

SCM Minor for Engineering majors (Started 2016-17, has only 1 student)

Curriculum Map

The department is currently updating the curriculum map to reflect the change in learning outcomes from three to five, and the recent department split.

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes

The department utilizes the GSBE learning outcomes, which were revised in October, 2017.

1. **Effective Communicators**

Students will be able to demonstrate proficiency in oral and written communication skills in a professional environment.

Students will be able to:

Effectively conduct oral presentations in a professional environment
Effectively convey ideas through written documents

2. **Knowledge of Key Concepts**

Students will be able to demonstrate knowledge of key business disciplines.

3. **Analytical and Critical Thinkers**

Students will be able to gather and organize relevant data and information to identify issues and problems to draw logical conclusions.

Students will be able to:

Identify issues and problems
Gather and organize relevant data and information to analyze issues and problems
Draw logical conclusions through analysis and reasoning and posit viable alternative solutions

4. **Ethically Aware**

Students will be able to:

Systematically analyze ethical dilemmas that demonstrate advanced moral reasoning to find normative solutions
Understand key principles of business law and business ethics

5. **Global Viewpoints**

Students will be exposed to an international environment and will recognize and anticipate how sociocultural differences and political and economic forces shape institutions and business decisions.

Students will be able to:

Recognize and anticipate how sociocultural differences shape institutions and business decisions.
Recognize and anticipate how political/economic forces shape institutions and business decisions.

Five-year Assessment Summary

The following summary was taken from the most recent report to AACSB in Fall 2018.

1. Effective Communicators

	Fall 13	Spr 14	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Oral Communication								
NET 3250	89%	92%	91%	92%	95%	85%	91%	96%
Written Communication								
NET 3250	80%	71%	84%	82%	84%	68%	70%	72%
BSAD 2899					83%	82%	84%	82%
BSAD 3330					95%	92%	74%	67%
ENGL 3100								

Since the last five year review, due to the ongoing concerns about the quality of students' writing a full review of Assurance of Learning (AoL) measures was conducted by the college AoL committee. Measures for this learning outcome were added to BSAD 3330 and BSAD 2899 in Fall 2015. Revised rubrics were developed in Fall 2016 to identify the ratio changes specifically in 'Written Communication'.

The lower measures of 'Written Communication' in classes taught in the business school supported the ongoing concern that communication classes taught outside the business school were not sufficiently preparing students for writing in a business context.

In Fall 2018 NET 3250 was no longer offered being replaced by PST 3250 taught in Professional Sales by a new instructor. The GSBE curriculum committee decided to escalate the issue of teaching students writing skills. This involved a review of BSAD 2899 assignments, and the feasibility of brining students back into the business school for business communications through the revival of MGMT 3200, or the development of a new course. Although there is a strong desire from faculty to achieve this, there are resource obstacles which need to be addressed (required course with large numbers of students needs a faculty line devoted to communications).

2. Knowledge of Key Concepts

	Fall 13	Spr 14	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Assessment Indicator Title	**Percentile**	**Percentile**	**Percentile**	**Percentile**	**Percentile**	**Percentile**	**Percentile**	**Percentile**
Accounting	91%	93%	91%	97%	94%	63%	84%	82%
Economics	93%	87%	87%	92%	92%	46%	82%	68%
Management	89%	92%	77%	92%	84%	39%	98%	99%

Quantitative Business Analysis	99%	95%	96%	98%	90%	34%	58%	58%
Finance	82%	79%	85%	88%	93%	76%	85%	83%
Marketing	87%	77%	91%	87%	73%	36%	41%	18%
Legal and Social Environment	97%	68%	96%	97%	96%	18%	1%	5%
Information Systems	95%	86%	94%	97%	95%	62%	62%	81%
International Issues	56%	92%	85%	85%	81%	49%	64%	72%

The unusual, very low scores in 2016 were due to a failure in the processes used to gather data for the AoL activity. This highlighted a need to review the current ETS MFT and the in-house exit exam. In addition, actions were taken to plan changes to curricula, pedagogy and/or textbooks.

It was decided that there is a need for consistent management of the ETS MFT to mitigate against changes to instructors. The AoL and college curriculum committees are also considering replacing ETS MFT with the Peregrine MFT which would give better options of measurements and implementation.

3. Analytical Thinkers

	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Course Embedded						
QUAN 3610	60%	48%	58.5%	91%	72%	
QUAN3610, SCM 3050						75% / 68%
QUAN3610, FIN3210, SCM 3050						35% / 76% / 86%
QUAN 3610						59.6%

There was a process change in Spring 2017; using multiple courses to assess each sub learning outcome. In addition, a visiting faculty member coordinated the course in Fall 2016 and Spring 2017, as a short term solution to address low student scores. Considerations going forward include: a) spending more time on the exercises in QUAN 3610, b) assessments in these classes must be 'required' for every student and, c) to closely monitor measurement changes, devise a standard rubric for multiple courses.

4. Ethically Aware

	Fall 13	Spr 14	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Ethical Issues	97%		81%	94%	100%	96%	93.8%	86%
Key Legal Concepts	92PCTL		95PCTL	97PCTL	87.5%	100%	93.8%	89%

Moral Reasoning	67%		65%	67%				

As 'Moral Reasoning' assessment is now a part of ethical skills competencies, this element will be the focus of changes to improve students' performance.

Actions in progress are: a) the revision of rubrics from 15 categories to 3 categories (below expectation, met expectation, and exceed expectation), b) examination of changes to the cases used in classes and, c) further effort to identify explanations for decreases from Spring 2016 to Spring 2017.

5. Global Viewpoints

	Fall 14	**Spr 15**	**Fall 15**	**Spr 16**	**Fall 16**	**Spr 17**
Course Embedded						
ECON 2020	93%	81%	64.7%	70%	88%	67.7%
In-House Exit Exam						58%

The assessment questions (ECON 2020) were revised in Fall 2016. Also, the in-house exit exam was given in Spring 2017. MFT results were also utilized for this assessment.

Closing the loop activity to address the issues found for this learning outcome is ongoing, and includes; a) improved coordination between Dept. chairs and AOL/Curriculum committee members, b) the infusion of global topics into every core course and, c) consideration of the role of current International requirements (3 credits) i.e. does this signal that global competencies are an 'add-on' issue?

<u>Assessment of Graduating Students</u>
The GSBE AoL committee conducts an in-house exit exam the results of which are included in the previous section.

Standard D - Academic Advising

Advising Strategy and Process

The GSBE Advising Center has undergone major change in terms of both personnel and structure. The office now comprises a Director of Advising – Anne Hagopian, and two Academic advisors, Alex Muller and Eric Hunter.

The work of this center is part of a whole school approach to student success. The switch from faculty advising to professional advising has reduced the levels of student mis-advisement. Alex Muller is the front-line Starfish respondent, including contacting students who don't persist and those with 90+ hours. Eric Hunter provides advisement and course transfer articulation support for students interested or engaged in Study Abroad. Eric hunter also provides advising support to the Curriculum Committee.

Effectiveness of Advising

The advising center works closely with department chairs to assure that students are given the best information about prerequisites, course offerings and anticipated scheduling of courses. Thanks to WSU's on-line advising program, Cat tracks, advising is very effective with the professional advising staff and students able to easily identify those courses left for degree completion. Cat tracks is also designed to display student progress within the catalog year under which the student falls. Hyperlinks allow the student and advisor to quickly identify prerequisites. The department also provides 'advising sheets' which provide a simple view of courses and course sequencing together with clarification of prerequisites and co-requisites. The Advising Center also provides advising via online appointments in Google Hangouts. Moving forward, the department, through the review process has identified a need to further clarify student pathways or journeys. The intention is to rationalize the student pathway so that students can better plan their schedules and reduce the time to completion. This will link in with a review of course delivery to provide a more blended learning approach for students.

Career Services

Prior to Fall 2017 Career advising was conducted by the long-time GSBE career advisor housed within the Wattis Building. Upon her retirement, it was thought to be a good point at which to review and modernize the service. The new Coordinator of Recruitment and Career Development has led on the creation of a GSBE Career Services webpage, which has a link to the new Career Service Management system 'Handshake'. In addition, he has created a new student club Freshman Sophomore

Business Club (FSBC) which aims to engage with students earlier in their academic journey with a view to encouraging the development of employability skills earlier and to engage in internships which prepare them for their chosen career path. The quality of internships promoted to our students is very high, offering a range of industry opportunities to support their learning and development. Students also have the opportunity for a number of employer networking opportunities which often lead to offers for internship and job placement. In terms of encouraging professional engagement, the Weber State Society for Human Resources Management Chapter has been commended as the most active and effective in Utah.

Past Changes and Future Recommendations

Moving forward, the department, through the review process has identified a need to further clarify student pathways or journeys. The intention is to rationalize the student pathway so that students can better plan their schedules and reduce the time to completion. This will link in with a review of course delivery to provide a more blended learning approach for students.

Standard E - Faculty

Overview of Faculty

The Department of Business Administration prior to the department split employed 61 faculty in total of which 36 were adjunct faculty. The current Department of Business Administration & Marketing now comprises, 27 faculty in total of which 13 are adjunct faculty. Marketing faculty are working overload to meet student demand, and require another hire to bring faculty workload into equilibrium. The Department of Supply Chain & Management Information Systems comprises, 33 faculty in total of which 23 are adjunct faculty.

Programmatic/Departmental Teaching Standards

All faculty members undergo an annual review for teaching effectiveness. In addition to course evaluations, an assessment is made of the relevance and rigor of course materials. The Department of Business Administration strives to maintain very high teaching standards and provides students with access to some of the top academic researchers in their field. It also, boasts faculty who have made significant advisory contributions to government and industry, regionally, nationally and internationally.

Faculty Qualifications

The tables below show the qualification levels of faculty as split by new departments.

Business Administration & Marketing

Name	Rank	Discipline	Qual
Allred, Tony	Professor	Marketing	PhD
Amos, Clinton	Assoc.Pr.	Marketing	PhD
Anderson, Jennifer	Assist.Pr.	Bus. Adm.	PhD
Fox Kirk, Wendy	Assist.Pr.	Bus. Adm.	PhD
Hansen, Shaun	Assoc.Pr.	Bus. Adm.	PhD
Kaiser, Chuck	Instructor	Business Law	na
King, Jesse	Assist.Pr.	Marketing	PhD
King, Skyler	Assist.Pr.	Marketing	PhD
Noack, Dave	Assist.Pr.	Entrepreneurship	PhD
Read, David	Assist.Pr.	Businesss Law	JD
Stevens, Michael	Professor	Bus. Adm.	PhD
Stoddard, Brandon	Instructor	Entrepreneurship	Masters
Thompson, Bryant	Assist.Pr.	Bus. Adm.	PhD
Thue, Matthew	Instructor	Business Law	JD

SC & MIS

Name	Rank	Discipline	Qual
Barlow, Evan	Assist.Pr.	SCM	PhD
Boyle, Randy	Assoc.Pr.	MIS	PhD
Carrier-Giraud, Francois	Assist.Pr.	SCM	PhD
Clements, Jeff	Assist.Pr.	MIS	PhD
Fawcett, Dee	Assist.Pr.	SCM	PhD
Fawcett, Stan	Professor	SCM	PhD
Le, Taowen	Professor	MIS	PhD
Schvaneveldt, Shane	Professor	SCM	PhD
Song, Seokwoo	Professor	MIS	PhD
Zhang, Grace	Assist.Pr.	MIS	PhD

All of the adjunct instructors have a minimum of a Masters Degree in the appropriate discipline. This puts the department in compliance with stringent AACSB accreditation requirements with regards to faculty qualification (as represented by the faculty qualifications table for the 5th year accreditation maintenance report for AACSB according to the 2018 model).

Faculty Scholarship

In order to ensure that later reporting can make meaningful comparisons, faculty scholarship is reported here for the two new departments.

Business Administration & Marketing

Across the last five years members of BAM faculty have consistently produced high results in the area of scholarship. For example, in the 2017 annual review of performance 50% of faculty significantly exceeded expectations, whilst a further 30% exceeded expectations, and the remaining 20% met expectations. Below are some examples of BAM faculty scholarly activity.

Anthony Allred and Clinton Amos (2018), "Disgust Images and Nonprofit Children's Causes," Journal of Social Marketing, Volume 8 (1), 120-140.

Clinton Amos, Anthony Allred and Grace Zhang (2017), "Does the 'Health Halo' Effect Apply to Biodegradable Products?" Journal of Consumer Policy, Volume 40, 279-298.

Fox-Kirk, W. (2017) Viewing Authentic Leadership Through a Bourdieusian Lens: How Structural Power Constrains Agentic Expression. *Advances in Developing Human Resources* Special Issue: Authentic Leadership in HRD: Context and Identity Matter! Critical Explorations on Leading Authentically 19(4).

Hansen, S.D., King, S., & Mouritsen, M. (2018). Embedding Ethics into MBA Marketing Coursework: The Utility of a Trust Approach. *Business Education Innovation Journal.*

Elizabeth T., J. King, V. Lucente, S. Ephraim, M. Murphy, and E. Taff (Published online 2017, In print Jan. 2018), "Does Attorney Advertising Influence Patient Perceptions of Pelvic Mesh?," *Urology, Accepted 2017.* https://doi.org/10.1016/j.urology.2017.08.050

Mentoring Activities

Noack, D., Miller, D. R., & Guidice, R. M. (2017). One foot in Babylon, the other in a startup: The influence of job and employment alternatives on joiner commitment. *International Journal of Entrepreneurial Behavior & Research*.

Lee, K. and **Read, D**., (2018) *Technology-Enhanced Employees and the Americans with Disabilities Act*, Journal of High Technology Law, 18(2) pp.238

Bird A & Stevens MJ (2017). "Assessing Global Leadership Competencies." In Mendenhall M, Osland J, Bird A, Oddou G, Maznevski M, Stevens M & Stahl G (editors) *Global Leadership: Research, Practice, and Development* (3rd ed.). New York: Routledge.

Thompson, B. S., & Korsgaard, M. A. (2018). Relational Identification and Forgiveness: Facilitating Relationship Resilience. *Journal of Business and Psychology*, 1-15.

Supply Chain & Management Information Systems

Over the last five years members of SC&MIS faculty have consistently produced high results in the area of scholarship. For example, in the 2017 annual review of performance 63% of faculty significantly exceeded expectations, whilst a further 25% exceeded expectations, and the remaining 13% met expectations. Below are some examples of SC&MIS faculty scholarly activity.

Randall J. Boyle, Jeffrey A. Clements, & Jeffrey Gainer Proudfoot. "Measuring Deception: A Look at Antecedents to Deceptive Intent." The American Journal of Psychology, vol. 131, no. 3, 2018, pp. 347–367.

Jeffrey A. Clements, Randall J. Boyle, "Compulsive technology use: Compulsive use of mobile applications." Computers in Human Behavior, vol. 87, 2018, pp. 34-48.

Brockhaus, S., Fawcett, S. E., Knemeyer, A. M., & Fawcett, A. M. (2017). Motivations for environmental and social consciousness: Reevaluating the sustainability-based view. Journal of cleaner production, 143, 933-947.

Syahrial, E., Suzuki, H., & Schvaneveldt, S. J. (2017). The impact of serviceability-oriented dimensions on after-sales service cost and customer satisfaction. Total Quality Management & Business Excellence, 1-25.

Seokwoo Song & Jonghak Sun, "Exploring Effective Work Unit Knowledge Management (KM): Roles of Network, Task, and KM Strategies," Journal of Knowledge Management, Vol. 22, No. 7, 2018, pp. 1614 – 1636

Taowen Le, Jin Zhang, Wayne Huang: "An Exploratory Investigation of Gender and Cross-Major Differences in Business Student Success in an IT Course", Journal of Utah Academy of Sciences, Arts, and Letters, pp. 119-143, vol. 92, 2015. (Received 2015 Utah Academy Best Paper Award)

Zhang, L., Pentina, I., and Kirk, W. F. (2017). "Who Uses Mobile Apps to Meet Strangers: The Roles of Core Traits and Surface Characteristics," Journal of Information Privacy and Security

<u>Mentoring</u>

Currently, mentoring is an informal process, although if anyone desires a formal mentor, they can request this through the department chair. However, provision of faculty development is provided through a number of activities are available for

both new and existing faculty. For new faculty both the University and the College run retreats for all new full-time faculty. This practice will continue given the large number of new hires in the college. Faculty are also encouraged to attend events run by the Teaching and Learning Forum, with most department faculty attending the recent 'Innovative Teaching Conference'. The provision of 'Brown Bag Meetings' also facilitates faculty development.

New adjunct faculty are generally mentored by the department chair or senior faculty in the specific discipline area of instruction In addition, the university's Teaching and Learning forum provides a half-day adjunct retreat once in the Fall and once in the Spring. Upon initial hiring, their credentials are reviewed by the associate dean for accreditation compatibility. Typically, all adjunct faculty teach one and no more than two courses per semester. Some adjuncts teach every semester, always lower level courses.

Diversity of Faculty

The current demographic of tenured and tenure-track faculty in the BAM department is as follows:

Female	Male
2	12

One faculty member is of mixed heritage and, two faculty grew up and were at least partly educated outside the United States i.e. Spain and the UK.

The current demographic of tenured and tenure-track faculty in the SC/MIS department is as follows:

Female	Male
2	8

Four faculty grew up and were at least partly educated outside the United States i.e. China, South Korea and France.

Ongoing Review and Professional Development

Formal reviews follow the tenure and promotion policies specified in the PPM and the GSBE tenure document. Intermediate tenure review have often triggered additional reviews (fourth and fifth year reviews not formally required) when areas of performance were judged to be insufficient. The department chair conducts formal annual reviews of every faculty member for merit pay decisions and input for post-tenure review decisions.

Faculty members are given the regular opportunity to attend teaching conferences or workshops to hone skills or address deficiencies. Faculty are encouraged to present scholarly contributions at appropriate professional conferences and can be funded for more than one trip per academic year. Such trips may also include bringing co-authors to Weber State University. Virtually all faculty travel and present to one professional conference or workshop each year.

The GSBE has a formal process for faculty development assigned to the associate dean. In the event of deficient faculty reviews, generally in the area of scholarship, a formal faculty development plans needs to be created.

Evidence of Effective Instruction

Faculty teaching performance is evaluated through the faculty annual review, student course evaluations, third year review for and tenure review processes.

In 2017 BAM faculty teaching performance was as follows; 42% significantly exceeded expectations, 50% exceeded expectations and, 8% met expectations.

For the same year SC&MIS faculty teaching performance was as follows; 38% significantly exceeded expectations, 50% exceeded expectations and, 13% met expectations.

The university's call to make greater use of High Impact Educational Experiences (HIEEs) highlighted that many courses in the business school already meet, or exceed the expected standards. In a GSBE faculty retreat, devoted to HIEE strategy and implementation, it was agreed that every student should experience at least two HIEEs in their academic career. The ideal model being one at entry point and one at capstone.

Improvements to the department's internship communications and processes has resulted in a growth in students taking paid internships. It is important to the department that internship opportunities provide valuable learning opportunities for students whether this is through practical knowledge and skills development, or through the development of social capital and enabling networks.

Through the Entrepreneurship minor and the new centers, networks, funding and pathways have also been created to effectively develop students who wish to start their own organization or make a success of a new service or product. A very good example of this work is the story of Isaac Farley & O-Town Kitchen.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The only staff member directly assigned to the Department of Business & Marketing on an ongoing basis is the administrative support specialist. This staff member is instrumental in keeping a more extensive departmental filing system and in processing students during registration. The large number of students majoring the department's degree programs necessitates constant oversight and vigilance to ensure the quality and integrity of the department's degrees and programs. The current staff member has had a number of development opportunities, including support for her MBA studies, and her engagement with professional development networks e.g. Board member of Women in Business and WSU's Utah Women in Higher Education Network. A part-time student worker also supports the department. The department receives good support from the Dean's office to ensure that all facilities and ICT equipment are up to date. The department also receives excellent support from the Stewart Library.

Adequacy of Administrative Support

Currently, the distribution of administrative support for the two new departments and the GSBE centers is being reviewed. Ambiguity of reporting lines and increased workloads for some staff members requires a work redesign effort.

Adequacy of Facilities and Equipment

Considerable improvements to facilities and equipment have taken place over the last five years. Thanks to funding from donors, the dean's office and the university, the GSBE now has four new Centers.

1. The Hall Global Entrepreneurship Center
2. The Jerry & Vicky Moyes Center for Supply Chain Excellence
3. The Center for Tax Education & Research
4. The Center for Leadership in Corporate Social Responsibility

Faculty and students benefit from these centers as they create opportunities for research, engagement with industry, and access to scholarships and professional development experiences for students e.g. contests, mentoring, lecture series and internships. These centers also act as conduits to draw in potential students from local high schools.

Other improvements include the Bill Child Center (a study and meeting space for students); the refurbishment of the student club space, and development of the digital printing laboratory.

Adequacy of Library Resources

The library representative for the GSBE, Ed Hahn, has been very responsive to any requests by the department. Library facilities are sufficient with a good range of online business databases and access to a wide range of e-journals.

Standard G - Relationships with External Communities

Description of Role in External Communities

Both departments engage with communities through the student clubs and individual faculty relationships.

AWE

Achieving Women's Excellence (AWE) is a club that brings together students interested in business and leadership, to provide opportunities that help students grow personally and professionally through leadership, education, networking support, and community service. The aim is to empower club members to become successful industry leaders.

SCCats

SCCats is a student organization run by the students studying SCM. It is dedicated to helping those interested in studying SCM to expand their educational experience and provide networking opportunities with industry professionals. Some of the ways that SCCats provides these benefits are through links with local chapters of professional organizations.

SHRM

SHRM is a student affiliate program of the Society for Human Resource Management. Its aim is to promote mutually beneficial interaction between HRM students and practitioners. This includes networking, participation in regional conferences, and free access to the Northern Utah Human Resource Association (NUHRA) professional development luncheons.

WAM

The objective of the Weber Association of Marketing is to increase knowledge of marketing, including new technical skills not learned in the classroom. It is affiliated with the American Marketing Association.

Summary of External Advisory Committee Minutes

The Business Administration & Marketing department does not have a separate external advisory committee, but the creation of an external development committee was discussed at the Fall 2017 department strategy retreat. The Supply Chain & Management Information Systems department, through SCM has developed an advisory board for their program. The GSBE has a very active and involved Business Advisory Council.

WEA

The mission of the Weber Entrepreneurs Association (WEA) is to provide opportunities for entrepreneurial-minded students to learn the process of starting and running successful businesses. This is accomplished by creating opportunities where students can assess and develop entrepreneurial skills, network with entrepreneurs, gain experience through association activities, build successful businesses, and screen businesses that apply for funding.

Individual Faculty External Community Relations

The table below shows community service for faculty in BAM, correct at Fall 2018. Requests for information for the department of SC&MIS should be sent to the SC&MIS department chair.

Organization	**Role**	**Faculty Name**
Bear River Mutual Insurance ($150M in premiums annually--5-15 year appointment)	Board of Directors	Tony Allred
Axis Direct Marketing Solutions (pest-control and waste management services throughout the U.S.)	Advisor	Tony Allred
Genuine Solar (Solar Sales and Installation for Utah)	Advisor	Tony Allred
Haitian Roots (a non-profit organization providing educational opportunities for impoverished Haitian children)	Advisor	Tony Allred
International Leadership Association's Women's Leadership Affinity Group	Executive Team Member & Chair of Membership and Awards Committee	Wendy Fox- Kirk
Academy of Management, Gender Diversity & Organization	Global Ambassador	Wendy Fox-Kirk
Utah Women's Higher Education Network (UWHEN)	Board Member	Wendy Fox-Kirk
Utah Women's Leadership Project	Ambassador	Wendy Fox-Kirk
Utah's Gender Research Interdisciplinary Network	Co-founder	Wendy Fox-Kirk
YWCA's Real Women Run	Board Member	Wendy Fox-Kirk
Utah Bar Association	Publications Committee	David Read
KRCL Radio, 90.9	Board of Directors	David Read
Sunstone Education Foundation (independent non-profit academic association dedicated to sponsoring open scholarly/academic forums and publications on religious thought and experience)	Board of Trustees & Program Committee Chair	Michael Stevens
Utah Certified Development Company	Board of Trustees	Brandon Stoddard

Community and graduate Success

Both departments, together with the college prepares students for the business world and to take the lead in shaping our future organizations. To this end, every student participates once in the Nye Executive Lectures course, which brings successful business people to campus to provide a one-hour lecture/Q&A for the class, after which 15 students have lunch with the speaker to learn more. Student feedback indicates that this is one of the most valuable activities in which they engage.

Students also benefit from the significant investments made by the college in international education. Examples are, the annual study abroad Spring break trip to Italy, and the recent study abroad trip to the UK. These ten-day excursions get students talking to CEOs of companies abroad, where they learn that business abroad varies significantly from U.S. business. Partner universities offer students affordable month-long programs in which they can earn six credits of coursework and live abroad, as well as full-semester or –year study abroad. WSU students may even spend two years at home and two years abroad at selected partners, learning a foreign language, interning abroad, and earning two bachelor's degrees in four years.

As shown in every major survey, demand for business majors from all areas will continue to be strong as long as business and organizational improvement remain important. Growing demand is for strong data analysis and critical thinking skills. Skills to analyze huge data sets and leadership/cooperative skills are currently at the forefront. The department thus created new minors in Data Analytics and Leadership in 2017. These minors, open to all WSU students, fill the respective skill gaps. In addition, the MBA continues to be a prerequisite to climbing the corporate ladder. Since non-business majors often have 4-7 courses to take before they can begin an MBA program, the department created the Minor in MBA Foundations that guarantees nonbusiness majors entry into WSU's MBA directly with no additional course preparation.

In terms of understanding graduate success, in spring 2018, the college worked with Jessica Oyler to add questions to the graduation survey. We are still analyzing results and thus cannot incorporate them here, but we plan to continue the extended survey and will have information to report in the future. The response rate was 70%. The college is also working toward a two-years-after-graduation survey and methodology, with the goal of operationalizing it in 2019.

Standard H – Program Summary

Results of Previous Program Reviews

Problem Identified in previous BOR review (2013)	Action that has been taken
IST curriculum was not fully aligned with the department's mission and goals.	A major overhaul and reconfiguration of the IST program and a shift to the designation or attribute MIS.
Review of the department's mission statement to ensure complementarity and/or alignment with the GSBE's changed mission statement. Also, ensuring alignment with WSU's mission.	Following a collaborative strategy review process within the new department of Business Administration & Marketing, a new mission statement has been written.
Greater attention and development of data analytics was necessary to ensure that the SCM program was providing the necessary technical skills for students to be ready for the workplace.	New course developed MIS 2030 – Introduction to Business Analytics.
The committee strongly recommended that the IST (now MIS) program develop an advisory board, and consider requiring Microsoft Excel certification as part of the admission process.	MIS Advisory Board has been identified and invited to first meeting Spring of 2019. MyEducator is now being used in MIS 2010 and this course focuses on Excel.
IST (now MIS) minor should be leveraged throughout the business school with a view to growing student numbers. This is due to the increasingly technical nature of job tasks in the modern workplace.	The MIS Minor was adjusted to be more appealing to a broader swath of business school students by reducing the number of credit hours. New Data Analytic Minor has also been approved for a start in Fall 2019.
The committee suggested that the department explore the feasibility of developing a data analytics course to address growing trends in this field.	New Data Analytics minor developed jointly with Computer Science.
Required - a comprehensive curriculum review of each major every five years to keep up with the ever changing business environment. Of particular focus should be to add in a social media marketing course to the Marketing program.	Results from comprehensive review by Marketing faculty. Data regarding enrollments and declared majors were collected and a report was created supporting our request to the provost's office for a marketing instructor. The request was supported by the department chair, dean and executive committee. The application for approval of a marketing minor was started in Curriculog with the hope that the request for an instructor would be approved. The request for an instructor was, subsequently not approved. Many of the marketing classes are currently filled to capacity, all faculty are teaching three separate course per semester, one course is outside the marketing curriculum and some overload courses are being taught. Hence, without the marketing instructor, the marketing department does not have the

	resources to serve students interested in the minor. The department committee has put the application on hold until there is an opportunity for additional faculty resources.
A review of learning outcomes should take place, given the addition of IST to the department and the removal of Finance classes.	No review of departmental learning outcomes has taken place. The department uses GSBE's learning outcomes which were reviewed and re-written in 2017.
The committee strongly recommended hiring strategically to ensure that new faculty expertise matches the direction of the department. Particular emphasis was placed on the hiring of IST faculty stating the need for data analytics knowledge which would benefit IST, SCM and MBA programs.	There have been two new IST (MIS) faculty hires Dr. Randall J. Boyle (Assoc. Prof.) who has significant experience in teaching Cyber Security, Advanced Cyber Security, Telecommunications, Networking & Servers, System Analysis and Design, Decision Support Systems, Web Servers and Introduction to MIS. And Dr. Jeffrey A. Clements who brings an expertise in 3D printing, rapid prototyping, emerging technologies and managing disruptive innovations.
The committee recommended that classroom support for IT be improved.	GSBE hired an intern to support Greg Brighton to manage IT support. In addition, classroom IT support is now managed by WSU central IT. GSBE IT provides support for faculty and staff only.
The committee recommended that the department investigate the feasibility of developing an Advisory Board, similar to that developed by the SCM program.	Engagement with key stakeholders regarding the advisory board is underway. Steve Starks (President of the Utah Jazz) has agreed to serve on the advisory board. Former president of WSU, Paul H. Thompson has also agreed to serve on the advisory board. Further developments have been put on hold due to transitions within our department and the school.
Establish relationships with other colleges and departments to enrich programs and enhance student experience.	With the development of a leadership minor, faculty engaged approximately fifteen partners (e.g., department chairs) receiving strong support for the new inclusive and integrated leadership minor. Of those, the strongest partnerships are BIS and Honors. BIS considers the leadership minor one of the most promises areas of emphasis for its students. The Honors Program invited Bryant Thompson to develop and teach an Honors class on leadership. Bryant taught this course in Fall of 2018. The course was a strong success

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

(Reference: Annual Report - Responsiveness to student demand and contributions to student success) – from Annual report; provide summary of past five years work and efforts to 'close the loop' on action plans determined.

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Include summary of relevant elements of strategic plan development reported in the annual report

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary
(*Note*: Data provided by Institutional Effectiveness)

Business Administration	2013-14	2014-15	2015-16	2016-17	2017-18
SCH - w/IST	**14,951**	**14,370**	**16,031**	**15,917**	**15,636**
SCH - w/out IST	**11,237**	**12,828**	**12,883**	**12,841**	12,393
BSAD	4,406	4,500	4,768	4,870	4,773
ENTR	126	141	1,104	1,227	954
FIN*	0	0	0	0	0
IST/MIS	3,714	3,383	3,148	3,076	3,243
MGMT	2,343	2,724	2,880	2,535	2,583
MKTG	2,718	2,157	2,355	2,463	2,493
SCM	1,644	1,465	1,776	1,746	1,590
Student FTE Total w/ist	**498.37**	**479.00**	**534.37**	**530.57**	**521.20**
Student FTE Total w/out ist	**374.57**	**427.60**	**429.43**	**428.03**	413.1
Student Majors [3]	1279	1236	1269	1225	1200
BSAD	1167	1131	1148	1117	1074
IST/MIS Bach	102	92	115	100	119
IST/MIS Assoc	10	13	6	8	7
Program Graduates [4]					
Associate Degree	9	7	5	6	4
Bachelor - IST	16	18	21	18	28
Bachelor - BSAD**	138	133	126	137	115
Student Demographic Profile [5]					
Female	386	377	370	379	360
Male	781	754	778	738	714
Faculty FTE Total [6]	**28.44**	**28.61**	**31.7**	**26.9**	n/a
Adjunct FTE	13.49	11.03	12.51	**6.84**	n/a

Contract FTE	14.95	17.58	19.19	20.06	n/a
Student/Faculty Ratio [7]	**17.52**	**16.74**	**16.86**	**19.72**	n/a
*moved to ACCT dept 13-14					
	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Student Credit Hours Total					
Student FTE Total					
Student Majors					
Program Graduates					
Student Demographic Profile Female Male					
Faculty FTE Total Adjunct FTE Contract FTE					
Student/Faculty Ratio					

Appendix B:

Faculty (current academic year)

Business Admin. & Marketing	**Tenure and tenure-track**	**Contract**	**Adjunct**
Number of faculty with Doctoral degrees	12	1	
Number of faculty with Master's degrees		1	
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	12	2	
SC & MIS			
Number of faculty with Doctoral degrees	10		
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	10		

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Matthew Thue	Instructor	n/a	JD	2	Business Law, Employment Law and Ethics
Brandon Stoddard	Instructor & Director of the Hall Global Entrepreneurship Center	n/a	MS	2	Entrepreneurship and Small Business Start Up.

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Elizabeth Hill	Administrative Specialist II	5	Administration

Appendix D: Financial Analysis Summary
(This information was provided by the Office of Institutional Effectiveness)

Business Administration	2013-14	2014-15	2015-16	2016-17	2017-18
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Contract FTE	14.95	17.58	19.19	20.06	n/a
Student/Faculty Ratio [7]	**17.52**	**16.74**	**16.86**	**19.72**	n/a

Appendix E: External Community Involvement Names and Organizations

See Section C. - Individual Faculty External Community Relations

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Dr. Hal Crimmel	Professor/Chair of English	WSU, Lindquist College of Arts & Humanities
Dr. Matt Mouritsen	Professor School of Accounting/Director of MBA	WSU, Goddard School of Business & Economics
Dr. Chris Hartwell	Assistant Professor of Management	USU, John. M. Huntsman School of Business