

STRATEGIC PLAN 2017

CBE Mission Statement

We are a student-focused school of business and economics engaged in scholarly and professional activities that contribute to the well-being of society.

Western Washington University Mission (excerpted from the WWU Strategic Plan, Draft, October 2017)

“Western’s mission is clear. As a public comprehensive master’s granting university, we offer a broad range of programs that lead to careers in the professions and the academy. But Western differentiates itself by grounding every program in the liberal arts and sciences, ensuring that students enhance their knowledge, skills, and creativity, and become engaged citizens who are looking to make an impact and help solve the challenges facing the state, the nation, and the world. Western also is marked by its high level of student engagement with faculty, staff, campus programs, and the surrounding communities, so students have the opportunity even before beginning their careers to put their learning into practice in multiple ways. Our proposed mission attempts to make these vital elements of a Western education clear to all. Correspondingly, our vision reflects our desire not only to equip our student to help answer the world’s most important questions, but also to inspire them to do so through our example.”

Introduction

The following strategic plan represents a vision of our goals for the next five years. The Policy Council of CBE, a body consisting of the Dean’s Advisory Committee (DAC) and the members of Faculty Governance Committee provided their input on the Strengths, Challenges, Opportunities and Threats (SCOT) in the Fall of 2016. In the Fall of 2017, the members of DAC presented five year goals at a retreat. A draft of a strategic plan combined the inputs from those efforts was distributed to the Policy Council. After receiving feedback, the following plan was approved.

CBE Values

Engagement

The College values engagement in its approach to education, research and service. Engagement with industry advisory committees helps inform curricula and other course decisions, keeping our content relevant and preparing graduates to participate and lead in their areas of study. We also encourage students to gain practical experience and a broader perspective as we value the broader community to which we belong.

Students

We believe in the values articulated by Western Washington University, especially those of a liberal arts educational foundation including student engagement with faculty and the community, the building of professional skills, an environment with diverse perspectives, and responsibility for stewardship of resources whether they be financial, human, or environmental.

We believe to accomplish our goals our faculty must be teacher-scholars, faculty with a strong disciplinary home and expertise who are also motivated to teach and innovate in their teaching. The College mainly serves traditional-age undergraduates from the state of Washington, primarily from the western part of the state. However, we welcome students from the region, nation, and world from all backgrounds.

Research

The College seeks to recruit, select, hire, and develop teacher-scholars. We value scholarship that has a disciplinary focus and strive to keep faculty actively engaged in current issues in the field as well as engage pedagogical research. We also have a supplementary expertise in and orientation toward research that informs public policy and practical application.

Innovation

The College embraces innovative forms of student learning, research, and community engagement. Opportunities to advance student learning that lead to a process of continuous improvement are highly valued. Faculty are encouraged to experiment with new teaching formats designed to enhance student experiences. Curricula are regularly updated to better prepare students for current industry practices.

Impact

The College values the positive impact that our programs, research, and applied work have on the lives of our students and on the greater community. We believe that the College programs should go beyond technical expertise; we prepare our students to be critical thinking, ethical participants and leaders in their fields. Our faculty and staff are encouraged to make a difference in the broader community through service on advisory boards, volunteer work, and consulting.

Goals

The College supports and works toward Western Washington University's five strategic goals within the context of business and economics education and the values stated above and illustrated in the diagram below.

WWU's Strategic Goals:

1. Western provides a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research and creative activity to foster the development of engaged citizens who combine critical thinking and evidence-based reasoning to effectively address the challenges facing the state, the nation and the world.
2. Western advances understanding of and engagement with place, based upon knowledge of the region, its communities, and set within a global context.
3. Western fosters a caring community where all members are supported, where everyone has a voice and the ability to be heard, and where the definition of community is broad and inclusive.
4. Western pursues justice and equity in its policies and practices.

The College also works to support their mission and values through:

- Focusing on student learning and professional engagement
- Professional interaction between students, professionals and teacher/scholars
- Research that has an impact on the business body of knowledge
- Innovation in teaching, research and service

CBE Strengths, Challenges and Opportunities

Strengths

- well-trained, highly capable faculty
- commitment (reflected in practice) to students and excellence in education
- commitment to excellence in scholarship
- AACSB accreditation
- shared governance structures and processes; faculty participation in college governance
- Bellingham
- Outstanding program offerings.
- Local entrepreneurial firms and startups.
- Seattle and Vancouver proximity.

Challenges/Weaknesses

- Building space limitations
- low salaries relative to peers/market
- limited number of CBE staff
- capacity issues in many of our programs
- inadequate number of tenure-track faculty lines
- over reliance on NTT (particularly in certain core/foundation classes)
- lack of career services dedicated to CBE undergraduate students

Opportunities

* Executive education programs in Bellingham and Everett.

- Corporate support
- Expanded MBA program.
- Possible overseas programs.

Threats

- perceptions of limited CBE involvement with the rest of campus
- limited state funding
- competition from other universities
- physical distance of the college from major employers

Strategic goals for the College of Business and Economics

In the next five years (2017-2022), the major strategies for CBE are listed in the table below. The major thrusts are to increase diversity; hold undergraduate enrollment stable while increasing graduate enrollment; and strengthening the financial status of the College.

| Strategic Goals | Metrics | Action Plan |
|--|---|--|
| Increased diversification of faculty, staff and students | Students: increase to 33% non-Caucasian (from 28%), females to 50% (from 41%) Faculty: increase to 25% non-Caucasian (from 18%) female increase to 33% (from 24%). | Dedicated recruiting efforts in targeted venues. |
| Increased globalization of faculty and students. | Increased # of foreign exchanges and study abroad (from 4% of students to 20%). | Actively pursue MOUs with foreign universities and study abroad opportunities. |
| Offer executive education programs. | Net profit generation in Bellingham and Everett. Goal is 200,000/year. | Schedule exec education programs beginning Winter 2018. |
| Increased enrollment in Everett MBA and full-time MBA. | Doubled enrollment in Everett (to 24/yr) and Bellingham (28/day and night). | Extended recruiting efforts of international students, north Seattle. |
| Increased fundraising | Targeted minimum of 100K/yr. | More involvement with alumni and corporate support. |
| Increased industry involvement. | Added board opportunities for industry representatives. | |
| Student success | Placement rate to 95% in first 6 months post-graduation. | |

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| | Reduced time to degree to 5 years. | |
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Funding sources:

1. Increased diversity of student, faculty and staff. Western Washington is a state University and 97% of operating funds go to salary. On the student side, this is a major University initiative and funding will come from the University. In faculty recruiting, CBE participates in the PhD project and advertises in several diversity publications. In the 2017/2018 recruiting season, three positions have been filled by females, one of who will be a faculty of color. An endowed chair is still in the recruitment stages.
2. Western Washington University contracted with Study Group to recruit international students and we project to bring 75 to campus in 2018, and several hundred within four years. We anticipate establishing three study abroad programs from CBE per year by 2020.
3. Executive education efforts are presently funded through vacant faculty lines, but we hope to achieve profits in 2018 and make the programs turn a profit by 2019.
4. Increased enrollment in our weekend MBA requires promotion, funded by operating funds. We hope to offer the second cohort in 2019.

Outcomes of the Strategic Plan

Standard 1: Mission, Impact and Innovation.

The Strategic Plan helps set direction of the school. With a mission of harnessing diversity, programmatic efforts have been initiated and faculty recruiting was very successful. The faculty recruited for next year greatly enhance the college faculty diversity: two women of color, an Asian American and a Chinese male.

A meeting with the Dean, Associate Dean and students of color revealed the need for faculty education about issues concerning that group. A seminar in inclusiveness and diversity was held for faculty and a workgroup was formed to meet with the students of color.

Standard 3: Financial Strategies and Allocation of Resources.

Since the AACSB site visit, \$2,600,000 unrestricted dollars have been added to the endowment through fund raising. From these funds, \$200,000 will be allocated to the recruitment of minority business students. An October 2018 event is planned on the topic of Social Issues in the Workplace and we intend this forum to raise additional funds. Additionally, a donor contributed a full scholarship for a minority Accounting student.

Upcoming CIR

| Relevant Standard | Recommended Improvement | Plan for Improvement |
|--|--|--|
| Standard 6: Faculty Management and Support | In regards to this standard and Standard 15, the COBE should evaluate its policies for SA, PA, IP, and SP categories. For standard 6, they should articulate the progression that a faculty member may take if they choose to evolve from SA to PA. | The policy council will revise these standards during the 2018/2019 year. The current standards were devised in 2015. |
| Standard 8: Curricula Management and Assurance of Learning | The COBE's AOL efforts have certainly improved in the last 5 years. However, they should evaluate their learning goals for the number and complexity. The learning goals may need to be reduced and simplified. In addition, the AOL process should be evaluated for alternative measures and metrics. In addition, the AOL process should have "closed the loop" 2 to 3 times on multiple goals in the next five years. | The new Associate Dean, Wing Fok, has assumed the role of directing the AOL Committee. He will attend an AACSB conference on AOL, with the intention of updating AOL across college. |
| Standard 15 Faculty Qualifications and Engagement | The COBE should evaluate their standards relative to the production of IC's and clarify the expectations for SA, PA, and SP. This review should take into account the college's desire to increase graduate enrollment. | The College revised the MBA Curriculum effective 2019 with the intention of increasing enrollment by 20%. Evaluation of Standard 15 is included in coming reviews. |