

STRATEGIC PLAN 2021

Western Washington University Mission and Values

Western Washington University is a public comprehensive institution dedicated to serving the people of the state of Washington. Together our students, staff, and faculty are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement.

As a community, we uphold certain basic values. These include:

- Commitment to student success, critical thought, creativity, and sustainability
- Commitment to equity and justice, and respect for the rights and dignity of others
- Pursuit of excellence, in an environment characterized by principles of shared governance, academic freedom and effective engagement
- Integrity, responsibility, and accountability in all our work

Western Washington University Vision

- Western Washington University prepares and inspires individuals to explore widely, think critically, communicate clearly, and connect ideas creatively to address our most challenging needs, problems, and questions.

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 Faculty Governance Committee provided input on the Strengths, Challenges, Opportunities and Threats (SCOT) to the CBE in the Fall of 2016. In the Fall of 2017, the members of DAC presented a set of five-year goals. A draft of a strategic plan was distributed to the Policy Council. After receiving feedback, the plan was approved by CBE, and in 2018, by AACSB.

A Strategic Planning Task Force was initiated in Fall 2020 and Strategic Priorities were revised in Spring 2021, with input from the CBE Advisory Board, and the Equity, Inclusion, and Diversity (EID) Committee. In the Fall of 2021, short- and long-term goals were prioritized and a risk assessment was added.

CBE Mission and Values

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.

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 while preparing graduates to participate and lead in their areas of study. We also encourage students to gain practical experience and perspective by participating in and working with the broader community.

Students

We believe in the mission and values articulated by Western Washington University. A liberal arts educational foundation engages students with faculty and the community, builds professional skills and provides an environment with diverse perspectives while promoting responsible stewardship of resources, be them financial, human, or environmental. To accomplish these goals our faculty must be teacher-scholars with strong disciplinary expertise who are also motivated to be innovative teachers.

The College mainly serves traditional-age undergraduates from western Washington. However, we welcome students from across the region, nation, and the 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 we strive to keep faculty actively engaged with the current issues related to their field and to applicable pedagogical research. We encourage supplementary expertise in 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 continual improvement are highly valued. Faculty are encouraged to experiment with new teaching formats designed to enhance student experiences. Curricula are regularly reviewed and 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. To be the most impactful, these programs should go beyond technical expertise. We prepare our students to be critical thinking, ethical participants and empathetic 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 four strategic goals within the context of business and economics education and the values stated above.

WWU's Strategic Goals

- 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.
- Western advances understanding of and engagement with place, based upon knowledge of the region, its communities, and set within a global context.
- 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.
- Western pursues justice and equity in its policies and practices.

The College also works to support Western's mission and values by:

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

CBE Strengths, Challenges, Opportunities, and Threats

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
- Outstanding program offerings
- Local entrepreneurial firms and startups

- Location: City of Bellingham and the reputation of this region
- Proximity to Seattle and Vancouver

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 that the CBE has limited involvement with the rest of campus
- Limited state funding
- Competition from other universities
- Physical distance of the college from major employers

CBE STRATEGIC PRIORITIES 2021-2026

1. Accessibility, Equity, Inclusion, and Diversity

GOAL 1: Increases the diversity of students, faculty, and staff and other members of the CBE community (guest speakers, advisory board members, etc.).

ACTION PLAN: Active student recruiting at academic (e.g., community colleges, high schools) and non-academic (e.g., places of worship, community specific affinity centers) settings. Creating awareness of and highlighting the various scholarship options, typical starting salaries, placement rates, and ROI of business education from CBE. Short term certificate-based study tracks to welcome more students from underrepresented identities who are studying in other disciplines to still interact with the college. Implementation of First- and Second Year Seminar programming to identify and retain CBE interested students from historically resilient identity groups. Ensure admission/evaluation/retention policies for students as well as faculty and staff reflect equitable principles. Pursue faculty exchanges with partner Universities. Meaningful incorporation of AEID considerations and qualifications into hiring decisions. Offer mentorship and support in Tenure and Promotion process for probationary faculty from historically resilient identity groups. Ensure faculty/staff evaluations include and reward the (often invisible and disproportionate) contributions that underrepresented employees make to the student experience. Program speakers from historically resilient identity groups, per their expertise. Begin to cultivate relationships with diverse under-represented industries in our existing programs (such as health care workers, construction, development, community engagement) in forming a broad service and executive education/MBA pipeline.

GOAL 2: To commit to building a diverse learning community with a culture of equity and inclusion, ensuring the safety and success of all students, staff, and faculty. To continually and collaboratively examine and evolve our policies, practices, curriculum, and impacts to identify and resolve inequities faced by underrepresented members of our community.

ACTION PLAN: AEID training seminar attendance, student advocate employment, EID Committee involvement, BIPOC counseling for students. Funding and implementation of the CBE Student Success Center, sustained employment of Student Advocate Team, CBE AEID Committee consultation as a process point on policy, process, and curricular proposals. BIPOC counseling for students. Add AEID development/education/work as criteria in performance reviews. Offer and incentivize CBE community AEID training.

GOAL 3: Increase the proportion of female faculty. CBE is currently staffed with 37% female faculty. Goal is to attain 50% in ten years.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Students of Color	28%	33%	38%
Faculty of Color	23%	25%	30%
Staff of Color	5%	10%	15%
Female Faculty	37%	45%	50%

2. Globalization

GOAL 1: Increase percentage of foreign students and study abroad opportunities.

ACTION PLAN: Recruitment of foreign student partnership with Study Group
Increase fundraising for Study Abroad.

GOAL 2: Curriculum: integrate more global material into curriculum.
Emphasize cross-cultural communication in curriculum.

ACTION PLAN: Curriculum review of global content.
Increase guest speakers with international experience.
Promote international job opportunities for students.

GOAL 3: Develop international partnerships.

ACTION PLAN: Pursue dual degrees with foreign Universities.
Increase international teaching opportunities for faculty.
Support of visiting scholars from partner Universities.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
STUDY ABROAD	4%	8%	30%
INTERNATIONAL TEACHING	3/YR	4/YR	6/YR
DUAL DEGREES	0	2	3
VISITING SCHOLARS	2/YR	3/YR	3/YR

3. Professional/Career Readiness

GOAL 1: Develop students' "Professional Portfolio"

- ACTION PLAN:** 100% of CBE graduates should develop a personal “Professional Portfolio” that includes:
- a) Personal & Professional Brand Assessment
 - b) Personal Mission Statement
 - c) Vetted Resume
 - d) Vetted LinkedIn Presence
- GOAL 2:** Increased internships
- ACTION PLAN:** Actively encourage Internships or pertinent job experience
- GOAL 3:** Effective Professional Communication skills
- ACTION PLAN:** Build skills and practice:
- a) Written communication
 - b) Speaking, both informal and formal presentations
- GOAL 4:** To practice Professionalism
- ACTION PLAN:** Students should have:
- a) Live & Virtual practice sessions (e.g., mock interviews, etiquette dinners, speed networking, role playing)
- GOAL 5:** Increased mentoring opportunities
- ACTION PLAN:** Educating on the types of mentoring opportunities available throughout one’s career
- a) Participation with informal and formal programs
- GOAL 6:** Student Success
- ACTION PLAN:** WWU Alumni Survey. Employer surveys.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Professional Readiness	Not Formalized	All Student	All Students
Mentors	ACT	CBE Alumni	CBE
Satisfaction	66% Lvl of Satisfaction	90% Lvl of Satisfaction	95% Lvl of Satisfaction

(<https://ole.wvu.edu/wels/wels-undergraduate-ext.survey/wels-undergraduate-exitsurvey-2019-20/>)

4. Executive Education/Outreach

- GOAL 1:** Offer at least Six Western Insights per year.
- GOAL 2:** Increased involvement of CBE advisory boards

ACTION PLAN: Guest speakers, mentorships, sponsored internships.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Western Insights	6	12	12
Continuing Ed Earnings	10K	20K	50K

5. Fundraising

GOAL: Raise a minimum of 100K per year to Foundation funds.

ACTION PLAN: Active association with Development officer and Alumni Association.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Fund Raising	200K/YR	350K/YR	500K/YR

6. Curriculum

GOAL 1: Offer a state-of-the-art undergraduate program.

ACTION PLAN: Review role of ethics in curriculum.
Increase emphasis on social impact of Business and Diversity issues.
Include career readiness in the curriculum.

GOAL 2: Offer state-of-the-art graduate programs

ACTION PLAN: Strive for currency in curriculum.

GOAL 3: Expand external programs

ACTION PLAN: Offer Accounting BA in Poulsbo. Increase recruiting efforts in Poulsbo and Everett.

GOAL	CURRENT	SHORT-TERM (3-5 YRS.)	LONG-TERM (5-10 YRS.)
Bellingham UG	Reviewed 2021	Review 2023	Update 2025
Poulsbo UG	N/A	Add Accounting	Review
Bellingham MBA	Reviewed 2019	Review 2023	Update 2026
Everett MBA	Reviewed 2019	Review 2024	Update 2025

7. Social Impact

- GOAL 1: Participate in programs supporting racial equity
- ACTION PLAN: Participation in the Washington Employees for Racial Equity (WERE): sub-committee on opportunities for Black and Indigenous Employees. Sponsorship of the Deloitte Ph.D. program, contributing \$3000/year.
- GOAL 2: Participate in local community charitable activities,
- ACTION PLAN: Look for opportunities to make a difference in Whatcom, Snohomish, and Skagit Counties.
- GOAL 3: Support social impact research and curriculum.
- ACTION PLAN: Reward societal impact publications (e.g., Merrifield Research Award for Social Impact)

(Revised 5/26/2021)

(Current Draft 10/15/2021)

Ongoing Activities to Meet Strategic Priorities

The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.

A Strategic Planning Task Force was formed in Fall, 2020 to address a need for updates. This task force collaborated with the CBE Advisory Board (composed of 22 industry executives), the EID Committee, and the professional Readiness task force to update this strategic plan. Challenges and threats are addressed in the SCOT analysis and the Strategic Planning Task Force continues to discuss these issues.

The first draft was distributed to the Strategic Planning Task Force, the AEDI Committee and the Professional and Career Readiness Task Force then submitted to the entire faculty for comments resulting in the re-draft submitted to the visit team.

The Strategic Planning Task Force will add detail including responsible parties and funding by November 12, 2021. A review of this Plan will go to a 3-member sub-committee of the CBE Advisory Board who will comment. After incorporating these comments, the Strategic Plan will be submitted for entire faculty approval.

The CBE has been constantly revising the strategic plan while implementing many important strategic initiatives. Many of these implementation activities since our last CIR visit are summarized below.

The CBE has a strong tradition of shared faculty governance. We have used faculty champions to help with the formation and implement of our strategic initiatives. For the three most important strategic initiatives for CBE: Inclusiveness, Professional and Career Readiness, and Globalization, we have Jason Kanov (Management) and Claire Lending (Finance) that chair the AEID committee, Kristi Tyran (Management) chairs the Professional and Career Readiness task force and Shih-Fen Chen (International Business) chairs the Globalization task force. These faculty champions are in regular communication with our Board members since they are all chairs of the three sub-committees (with similar focuses) under the CBE Advisory Board.

Our strategic planning process is on-going. Below is a summary of the current state of our strategic plan. The Strategic Planning Task Force will be meeting again on November 12 and further details will be added to the Plan after the meeting.

Priority 1: Accessibility, Equity, Inclusion, and Diversity

Ongoing activities since last CIR visit:

- Handbook committee created from the task force
- Committee holds bi-weekly meetings
- Committee members attend seminars
- Received state funding to create a Student Success Center primarily to aid underrepresented and first-generation students.
- Partnership with HBCU: Tuskegee University
- Creation of Student Advocate position with regular meetings with the Deans

To facilitate the implementation of Priority 1, an AEID committee is officially chartered as a handbook committee with the following details:

Charge/Responsibilities

In recognizing that there is a moral imperative for the CBE as well as the business community at large to become more equitable, inclusive, culturally competent, antiracist, socially just, and ultimately more diverse, the CBE EID Committee aims to honor the lived experience of CBE's historically marginalized, oppressed, and underrepresented students and other stakeholders, particularly those who are BIPOC, but also including any and all groups who face systemic barriers in CBE. The committee's role is to engage members of the CBE community in ongoing examination of the state of CBE's culture with regard to equity, inclusion, diversity, cultural competence, antiracism, and social justice (see Appendix below for definitions of these terms), and to shepherd the college through the process of making essential changes in the norms, policies, systems, structures, practices, behaviors, and culture that result in inequity, exclusion, social injustices, and consequently a lack of diversity. More specifically, the committee shall:

- 1) Review CBE equity, inclusion, diversity, cultural competence, antiracist, and social justice deficiencies and opportunities, and implement trainings, events, and programs to strengthen CBE culture in these respects.

- 2) Provide consultation and expertise to CBE leadership including the Dean’s office, Policy Council, DAC, FGC, Curriculum Committee, CBE departments, CBE programs, and CBE centers regarding EID, antiracist, and social justice implications of existing and proposed policies and practices within the College.
- 3) Research, develop, propose, and advocate for new EID, antiracist, and social justice-oriented policies and initiatives within the CBE, including but not limited to those pertaining to:
 - the curriculum (e.g., content, pedagogy, research/internship experiences)
 - the attraction, hiring, and retention of diverse faculty, staff, students, volunteers (e.g., guest speakers, advisory board members), and other CBE stakeholder populations
 - the fostering of related knowledge and skills in all members of the College.
- 4) Establish, revise, and regularly review metrics that capture our effectiveness as a college in creating a more equitable and inclusive culture.

EID Committee Membership and Meeting Practices

The committee consists of CBE faculty and staff members—there are no membership limits for these two constituent groups—and three CBE students. All faculty, staff, and student members are voting members. Each department shall have at least one representative on the committee and the CBE staff shall have at least one representative; faculty and staff members shall self-nominate, and each constituent group may develop its own process for ensuring it has at least one representative on the committee. Faculty members may be tenure track or non-tenure track. Non-tenure-track faculty members shall be compensated for their service as specified in the CBA. EID Committee work shall be recognized as a legitimate use of staff members’ time. To ensure that the committee is centering representative issues, the committee will consistently seek out diverse perspectives through involvement of members of other CBE stakeholder groups and other groups on Western’s campus.

The student members of the committee shall be two CBE Student Advocates (determined by the Student Advocates) and one CBE senator (determined by the CBE senators). There shall be a total of five CBE student advocates who are CBE student employees hired and supervised by the committee for a term of one academic year. Meeting attendance counts toward their hours. Annual funding for CBE Student Advocates shall be provided by the CBE Dean’s Office.

Committee members are not required to be experts in or experienced with EID work, but they must be committed to the committee’s charge, have an interest in EID, cultural competence, antiracism, and/or social justice work, and also regularly pursue ongoing self-education and professional development with regard to EID, cultural competency, antiracism, and/or social justice knowledge and competency. Members must also serve on at least one EID subcommittee. (Subcommittees will be formed or disbanded as needed at

the discretion of the full committee.) The committee welcomes any and all members who accept and intend to meet these expectations.

The term of service for faculty and staff members is two years, with approximately half of the terms expiring each year. The term of service for students is one year. There are no term limits for any members.

Two of the committee's faculty or staff members shall chair the committee. A co-chair term is 2 years. For continuity, the committee will elect one co-chair each year such that there is one newly elected co-chair in a given year and one returning co-chair. There are no term limits for co-chairs.

The committee shall typically meet at least five times per quarter during the academic year. Meeting notes shall be taken and submitted to Policy Council for informational and recordkeeping purposes.

Appendix – EID Definitions:

The following definitions are provided to clarify the committee's purpose and work.

Equity – Equity in an organization exists when everyone has support and access to the resources they need to be successful, and when barriers that prevent the full participation of individuals from communities most impacted by systemic oppression are identified and eliminated.

Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of societal and institutional root causes of outcome disparities.

Equity differs from equality. Equality refers to treating everyone the same irrespective of differences in needs, circumstances, and resources. But diverse communities have diverse needs, and privileges and obstacles are not distributed equally within diverse communities. Equitable policies and systems both accommodate as well as remediate these differences.

Inclusion¹ – As an experience, inclusion is the degree to which individuals feel they are esteemed members of the group or organization, their full participation is encouraged, and they are fully a part of a system's formal and informal processes.

¹ Bell, M. P., Özbilgin, M. F., Beaugard, T. A., & Sürgevil, O. (2011). Voice, silence, and diversity in 21st century organizations: Strategies for inclusion of gay, lesbian, bisexual, and transgender employees. *Human resource management, 50*(1), 131-146; Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion?. *Human Service Organizations: Management, Leadership & Governance, 39*(2), 83-88; Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage; Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management, 31*(2), 212-236; Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management, 37*(4), 1262-1289; Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review, 28*(2), 176-189.

The experience of inclusion follows when one's concurrent needs for belongingness and uniqueness are met.

As a practice, inclusion involves providing equal opportunity for members of historically marginalized, oppressed, and/or underrepresented groups (relative to members of non-marginalized groups) to fully participate in, contribute to, and access valued resources within an organization. It also involves leveling the playing field, supporting individuals in their efforts to be fully engaged at all levels of the organization, and encouraging them to be authentically themselves. Practices that foster belongingness at the expense of an individuals' uniqueness (e.g., assimilation efforts) are not truly inclusive, nor are practices that honor individuals' uniqueness but fail to promote systemic equity and belonging.

Diversity² – A group-level characteristic that refers to observable (e.g., sex, race, age, physical ability) and non-observable (e.g., gender identity, culture, cognition, education, citizenship status) demographic differences among members. Diversity focuses on categories of difference that, independently or intersectionally, have a perceived commonality within a given cultural or national context and that impact potentially harmful or beneficial outcomes irrespective of individuals' competencies, capabilities, or qualifications.

Cultural Competence³ – An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Antiracism⁴ – Racism is a marriage of formal and informal policies and ideas that produces, normalizes, and sustains racial inequities between racial groups. Antiracism is a process of eliminating racism through the identification and change of formal and informal systems, organizational structures, policies, practices, and attitudes. Being antiracist requires action; it is not the same as being passively “notracist”.

Social Justice⁵ – The practice of allyship and coalition work in order to promote equality, equity, respect, and the assurance of rights within and between communities and social groups. (Allyship entails leveraging personal positions of

² Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion?. *Human Service Organizations: Management, Leadership & Governance*, 39(2), 83-88; Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage; Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754-1774; Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), 212-236

³ <https://www.oregonlaws.org/ors/350.375>.

⁴ <https://www.penguin.co.uk/articles/2020/june/ibram-x-kendi-definition-of-antiracist.html>;
<http://www.aclrc.com/antiracism-defined>

⁵ Lewis & Clark College ABC's of Social Justice: <https://www.lclark.edu/live/files/18474-abcs-of-social-justice>.

power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities; using one's own voice to project others' less represented voices.)

Priority 2: Globalization

Ongoing activities since last CIR visit:

A. Inward

a. Visiting Scholars

i. From China:

1. Gary Cai (Lanzhou University) - DCSI, worked with George Zhang and Jiexun Li on research and sat in classes offered by Christopher Califf.
2. Haiyuen Yin (Shaanxi Normal University) – Finance, continue to work with Sophie Kong on research and sat in classes offered by Nick Wonder and Claire Lending.
3. Liang Yan (Shaanxi Normal University) – Management and OB, worked with Mary Sass on research and sat in classes offered by Jason Kanov.
4. Ting Xiao (JiangXi University of Finance and Economics) – International Economics, visited in January of 2020, due to COVID, left in July 2020.

ii. From Sweden:

1. Maria Pettersson (Lulea University of Technology) – Environmental and Natural Resources Law. Visited for one week, from October 28 to November 1, 2019. She presented to CBE faculty and spoke in two Business and Sustainability classes under Craig Dunn.

iii. From Vietnam:

1. Thuy D.T. Hoang (Hue University) – Tourism. Visited for one day in May 2018, presented to faculty and students.

- b. Student exchange – Lanzhou University's IMBA students traditionally come to Western for a one-week class experience. Faculty involved in teaching in the program: Peter Haug, Craig Dunn, among others. The program is currently on hold due to COVID.

c. Increasing International Student number:

- i. Field day for Whatcom Community College students – held the first one in October 2018. The purpose is to introduce CBE to local community colleges with high percentage of international students, hopefully we can recruit more international students to come to CBE.

B. Outward

a. China:

- i. Summer program --Six students participated in the summer program in July 2019. They visited Lanzhou and Shanghai for two weeks. Program included: classes, company and cultural visits,

interaction with local students. Ed Love and Jiexun Li were the faculty leading the group. A similar program is being planned for summer of 2020 including three cities: Lanzhou, Xian and Shanghai. COVID put the program on hold. ii. Faculty teaching abroad – A few faculty taught in China at Lanzhou University as well as XianDian University in Xian, China. They include George Zhang, Ed Love, Craig Dunn, Craig Mayberry, Jiexun Li. Mary Sass.

iii. Continue to work with Shaanxi Normal University through our visiting scholars to develop future partnership for faculty and student exchange. Two potential programs are at the planning phases to have CBE faculty teaching in Xian. Due to COVID, these programs are being on hold.

iv. In March 2020, our MBA students were planning on visiting Shanghai under Dr. Shih-Fen Chen as part of their Global Competitive class. It was cancelled due to COVID.

b. Germany:

i. Winter break program in Germany – Ed Love has been working with two schools: Ostfalia and NBS to create possible programs during fall or spring break for our students. Ed also visited both schools in October 2019. Currently on hold due to COVID.

ii. Dual degree program with ESB Business School in Germany. We are working on setting up a dual degree program with ESB Business School. Students in the program will spend two years in each school, getting two degrees: one from ESB and one from Western, after 4 years. Initially, five students will participate in this program per year. It will be expanded once we have more experience dealing with the program.

c. Sweden:

i. Faculty exchange with Lulea University of Technology -- Two faculty, Kristi Tyran and Cat Armstrong went to teach at Lulea in September 2019. In return, Maria Pettersson came in October 2019. Future plan includes two from CBE faculty going to Sweden every year once the pandemic is over.

d. India:

i. One of our faculty has set up connection for the Dean to visit with Universities in Chennai in India. The original plan was to visit in the fall of 2020 to set up student exchange program with schools in India. Currently postponed due to COVID.

e. Vietnam:

i. Discussion was started with Hue University in Vietnam for possible faculty and student exchange.

ii. Talisa Manker, former Department Manager of DCSI visited Vietnam with the Study Group (company hired by the university to recruit international students) to help recruit Vietnamese students to come the Western. The goal is to do more staff development in globalization.

f. Chile:

- i. Dean Young visited with University of Santiago and Pontifical Catholic University of Valparaiso, Chile in March 2019. As a result, one of our faculty Steve Hanson was planning on going to Chile as part of the faculty exchange in spring of 2020. The project is currently on hold until international travel can be resumed.
 - g. Moldova:
 - i. Anca Sirbu presented to a class at the Technology University of Moldova (TUM) remotely in December of 2020.
 - ii. We are currently looking at developing future partnership with TUM to internationalize their faculty and curriculum.
- C. Other related activities
 - a. IBUS Advisory Board re-constituted – now is under the management of Associate Dean and our Kaiser Chair.
 - b. International Business Speakers Series:
 - i. Global Current Issue Speaker Series –
 1. What is going on in Hong Kong? The event attracted over 100 participants. Event was held in November 2019.
 2. Who-China or the U.S.-is Benefiting From the Trade War? Event was held in January 2020. The event drew over 70 participants, mostly external.
 - ii. U.S./China Trade War, sponsored by Ross Chair, Ted Alden. The speaker, James Green, was the former Senior Trade Official at the U.S. Embassy in Beijing. The event drew over 40 participants, mixed of students and external participants
 - iii. Brinton Scott, Western Alum and Senior partner of Winston and Strum, Shanghai, spoke in December 2018, to students and faculty. Event drew over 40 participants.

Priority 3: Professional/Career Readiness

Ongoing activities since last CIR visit:

- Task force created in 2018
- Proposal (attached for reference) completed and presented to faculty and Advisory Board in 2021.
- Proposal currently being considered by college curriculum committee for approval of two new courses.

Priority 4: Executive Education/Outreach

Ongoing activities since last CIR visit:

- Since last visit, a total of ten executive education programs have been launched
- Disney Institute – Disney’s Approach to Business Excellence
- Business Management Certificate
- Managing in the New Reality
- Navigating a New World
- 3 Project Management Exam Prep classes

- 3 Sustainability Practitioner Certification classes

Priority 5: Fundraising

Ongoing activities since last CIR visit:

- The Dean, Associate Dean and Director of Advancement have been visiting our board members on a regular basis.

Priority 6: Curriculum

Ongoing activities since last CIR visit:

- Mary Sass (Management) led a task force to review our current curriculum, in 2018, with the focus on all the core/required courses. The task force benchmarked our core curriculum against 39 AACSB peer schools. Proposal was completed in 2020 and attached for reference.

Priority 7: Social Impact

Ongoing activities after last CIR visit:

- The AEID committee is working on a future agenda.

*To implement the strategic plan, different funding sources have been used that include State funds, foundation funds and self-supporting funds. State funds indicate WWU Operating budget. Foundation funds are charitable donations. Self-supporting are funds gathered from added revenues collected.

State resources have not increased. WWU is funded by the state as if the enrollment is 10,000, yet it is over 15,000. The pandemic resulted in a hiring freeze and CBE is down three faculty members from retirements. Economics will recruit for 2022/2023, and likely Management in 2023/2024.

WWU is primarily a liberal arts University, and CBE's enrollment of around 1,500 has been static. Given our current faculty size and physical facilities, there is no motivation for growth. Growth is possible with the weekend MBA and Poulsbo campus. We are at full capacity in the main campus undergraduate program and MBA program. WWU is considered an alternative to the UW campus, a university that is less congested in a beautiful, outdoor setting. Several programs within CBE: Manufacturing and Supply Chain Management, and Business and Sustainability, for example, differentiate CBE from other colleges within the state.

Risk Assessment

1. Enrollment declines:

If the Bellingham campus were to decline in enrollment, the actions during COVID would be applied: hiring freezes, reduction of course offerings, and potential staff layoffs without the ability to rehire. The MBA program would handle enrollment declines by reverting to an every-other-year admission cycle. Poulsbo would probably survive declines by converting to shared instruction with the Bellingham campus.

ACTION PLANS:

- Prioritize modality options that are aligned with student needs.
- Continue to invest in technology to support students, staff, and faculty who cannot return to in-person learning.
- Explore options for online-only education
- Explore evening and weekend instruction opportunities to accommodate limited daytime classroom capacity
- Explore graduate program innovations. Eg: STEM MBA option which allows international MBA students two years of post-study OPT visa instead of the regular one-year visa before needing H1B sponsorship.

2. Natural Disasters/Pandemics:

Researchers believe there is a potential threat of an earthquake in Bellingham. The extent of destruction would determine the plan and potential outcomes, whether it means closing buildings, going off campus or sharing with another University. The reactions of the New Orleans area Universities during Hurricane Katrina showed that it is a mistake to assume a natural disaster this severe won't happen. COVID also was instructive, as WWU continues to navigate the path of the pandemic in 2020 and beyond.

- WWU's earthquake and other natural disaster plans can be found here: <https://emergency.wwu.edu/emergency-management>

Summary of COVID Logistics and Planning

March 11, 2020, was the day that WWU closed its doors and announced that the remainder of Winter Quarter would be taught remotely. Two weeks remained in the quarter and only about 10% of the CBE faculty had previously taught an online course.

The University and CBE instructors, led by Accounting Professor Dawna Drum, took the initiative to train faculty on the best online teaching techniques. Perhaps half of the faculty received instruction.

Remote teaching continued through Summer 2020, and budgetary measures were taken to plan for enrollment declines anticipated in 2020/2021. Ultimately, CBE cancelled more than

40 sections planned for 2020/21, resulting in a savings of over \$250,000. No staff layoffs were incurred.

The 2020/2021 academic year unfurled, with planning established by a University COVID Committee and the entire year proceeded on-line. No face-to-face courses were offered the entire academic year.

Finally, planning for Fall 2021 offered faculty the option of teaching face-to-face or continuing remotely. Approximately 55% of classes were taught on campus. The campus reopened, with students, faculty and staff required to show proof of vaccination to attend face-to-face courses. Waivers were granted for medical or religious reasons, with weekly COVID tests required for those receiving them. Masks were required for all students and faculty in class.

The plans for Winter 2022 remove the option for faculty to teach remotely, although WWU must continue to maintain COVID policies.

In terms of AACSB preparation, the biggest impact of the compressed course offerings resulted in a one-year over-reliance of faculty classified as “other.” Statistically, this will not happen in the future, however, we will pursue ways to re-classify them in the future.

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(Current Draft 10/15/2021)