Charlton College of Business
UMass Dartmouth

Continuous Improvement Review
2015-2019

Prepared for
Association to Advance Collegiate Schools of Business

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Preface

Vision Statement
The Charlton College of Business (CCB) aspires to be renowned for preparing confident, effective, well-desired graduates and socially responsible business leaders.

Mission Statement
The Charlton College of Business, as part of a comprehensive public university, provides accessible, affordable and exceptional graduate and undergraduate business education in an environment of engaged scholars. As a leading business school, we create and disseminate knowledge, innovate and catalyze change and prepare our graduates to positively transform lives, organizations and communities.

Statement of Values
- To pursue excellence and rigor in all endeavors
- To act with integrity
- To be open minded, receptive to and respectful of the opinions and contributions of others
- To embrace and foster innovation and creativity
- To act in service to our communities

I. Definitions and Executive Summary: Engagement, Innovation, and Impact

Who We Are
- University of Massachusetts Dartmouth (UMassD) is ranked as a National University, #218, (U.S. News & World Report (USNWR)) enrolling 8,500 students in Southeastern Massachusetts.
- UMassD is a doctoral university: higher research activity (R2), (Carnegie Classification).
- UMassD is the 3rd highest-ranked public university in Massachusetts. (USNWR).
- UMassD is ranked #105 for top public schools among nationally-ranked universities (USNWR).
- UMassD is ranked #84 nationwide and #3 in Massachusetts in social mobility (USNWR).
- UMass system is ranked in the top 20% of the world's universities (Times Higher Education)
- UMassD students come from public high schools (88% all, 82% CCB).
- CCB undergraduate enrollment is largely face-to-face. Graduate enrollment is shifting online.
- CCB was listed among the best business programs for nationally-ranked universities (USNWR).
- In 2020, CCB will celebrate 20 years as an AACSB accredited school.
- CCB offers undergraduate programs, an MBA, and MS degrees in Accounting, Finance, Healthcare Management, and Technology Management.
- CCB was ranked #20 for best online bachelor's degree in accounting (College Choice).
- CCB was ranked #26 nationally for the MS in Healthcare Management (Master's Program Guide).
- CCB Online MBA program was ranked #101 nationwide (USNWR).
- CCB faculty served on 24 journal editorial boards.
- CCB faculty produced 151 peer-reviewed publications over the past five years.
- CCB faculty serve on 69 industry and community boards.
- CCB hosts 6 active student clubs and organizations.
- CCB houses a center of excellence, the Center for Marketing Research, and a Behavioral Lab.
- CCB students delivered 111,140 service-learning hours over the past five years.
- CCB faculty delivered 46 service-learning classes over the past five years.
- A majority of CCB alumni, 67%, tend to remain in Massachusetts.

Engagement

The Charlton College of Business creates opportunities for engagement between and among students, faculty, industry, and community and views these opportunities as central to our mission. Over the last five years, CCB focused efforts on fewer, more scalable, impactful, and systematic methods of engagement. CCB fosters student engagement through classroom participation, course-embedded industry projects, traditional team projects, clubs and organizations, study abroad opportunities, student ambassador activities, student mentor activities, student social media influencer opportunities, service learning, research activities, professional development and student enrichment programming, and center projects. Faculty engagement occurs through teaching and service on university, college and department committees focused on teaching and learning, research, university service, and student success. Faculty engage with industry and community through course-related industry projects, consulting, service on boards and serving as a hub for industry and community by hosting regional functions. Faculty engage in their professions through research and grant activities, professional association service, serving as journal editors and serving on the advisory board of professional organizations. Faculty also advise students and advise student projects and theses. Industry engages with CCB in their contributions to curriculum development, participation in professional and career development activities, input on new programs, funding support, participation on advisory boards, and providing internships and jobs for students. CCB engages with community through collaborations that support regional economic and social development.

CCB engaged local industry through:

➢ **Center for Marketing Research.** Led by Dr. Nora Barnes, the Center for Marketing Research (CMR) activities integrate students, faculty and industry by engaging undergraduate and graduate student teams and faculty in local industry marketing research projects. CMR also conducts end of semester client dinners where students, faculty and clients network and students present research results to clients. In addition, CMR organizes and runs a popular annual celebrity/ scholarship dinner, actively engaging local industry and community, to further promote CMR activities and raise funds for student scholarships. The CMR will celebrate 20 years of innovative engagement serving local business and community with an anniversary celebration in March 2020. https://www.umassd.edu/cmr/about-the-center/ (Ongoing activity)

➢ **Business After Hours Annual Event.** CCB hosts the two local Chambers of Commerce annually for a Southcoast Business After Hours Event. Industry partners, CCB faculty, and students interact in this annual networking and CCB promotional event. CCB expanded the event over the past few years to showcase the expansion of our academic programs and the CCB resources available to our industry partners, including our course-embedded industry project opportunities, Center for Marketing Research opportunities, student mentoring opportunities, and internship and career placement resources. Additionally, the faculty and students now showcase previous industry-related projects in a poster format. (Ongoing and enhanced event)

➢ **Start-up Weekend and EforAll**. CCB supports local entrepreneurship and annually co-hosts, along with the UMass Dartmouth Center for Innovation and Entrepreneurship, a Start-up weekend for students and local entrepreneurs. CCB faculty lead and participate in this initiative serving as facilitators, team mentors and judges. In addition to the hosted Start-up weekend, CCB faculty regularly participate in other local Start-up Weekends and EforAll events serving as facilitators, mentors, and judges. Faculty also encourage participation by our students and a number of students have formed teams and participated in the weekends. One CCB student team recently placed second in an on-campus Start-up Weekend. When possible, our Start-up Weekend coincides with our major student open houses so prospective students and parents see Start-up weekend engagement. (Ongoing and enhanced event)

➢ **Course-embedded industry projects.** CCB faculty expanded the use of course-embedded industry projects as a means to provide valuable, real-world, experiential learning to students, to support local industry, and to enable faculty to engage in current industry projects. Over the past

five years CCB faculty integrated the Start-up Weekend model, both inside and outside of courses, to work with local businesses and start-ups in our Center for Innovation and Entrepreneurship to solve industry problems and assist in launching new businesses. The Center for Marketing Research regularly utilized course-embedded projects and Management, Marketing, Operations, MIS and Accounting faculty also regularly engaged student teams in course-embedded industry projects. (Ongoing and enhanced activities.)

➢ **Re-energized CCB Advisory Board.** The CCB Advisory Board is evolving and expanding to primarily include external industry partners. The Board focuses on CCB student career development, CCB branding, and fundraising, three primary goals identified in the strategic plan.

CCB engaged the community through:
➢ **Food Security Revolution.** Food insecurity is a significant problem in the Southcoast region and one that hampers economic development and educational attainment. The CCB faculty, in partnership with the UMassD Leduc Center, UMassD MassPIRG, and local service organizations, hosted three annual Food Revolution Fairs, programs designed to bring together local nonprofits and farms engaged in food insecurity for the Southcoast region. The programs provide an opportunity to discuss the status of food security in the Southcoast and to share challenges, best practices, upcoming opportunities and possible collaborations. CCB students attend and learn, first hand, from nonprofit participants about this serious issue. In addition, with the support of MBA and undergraduate MIS students, a "Food Finder" and "Food Rescue" phone app is planned to launch by summer 2020 to help Southcoast residents find a food bank as well as tighten up the supply chain where food can be rescued and delivered to food banks. Led by Professor Timothy Shea. (Ongoing and enhanced event.)

➢ **Volunteer Income Tax Assistance (VITA).** Accounting students and faculty participate annually in the local VITA program in New Bedford to assist low-income individuals in filling out their personal tax returns. Residents of New Bedford greatly appreciate this annual tax assistance. Led by Professor Mike Griffin. (Ongoing)

➢ **High School DECA competition practice.** CCB DECA students and DECA faculty advisors host several hundred, area, high school DECA students and faculty, annually, for trial runs for upcoming competitions. Over the last few years faculty expanded our CCB DECA students' role in this event and now CCB DECA students organize the majority of the event logistics including the high school participants (generally around 20 schools), high school student participants, high school faculty participants, CCB faculty and staff participants, mentors, judges, room locations, and program. This is a significant project management opportunity for our DECA students, a good opportunity for our faculty to connect with high school faculty, and a good opportunity for high school students to gain exposure to a college campus and college life. Many regional students are first generation college students and this activity may be their first exposure to college. Led by Professors Jackie Einstein and Paul Bacdayan. (Ongoing and enhanced)

➢ **Junior Achievement.** CCB students engage with local elementary, middle, and high schools and deliver Junior Achievement modules in afterschool programs. This engagement allows young students the opportunity to practice the principles of financial management, entrepreneurship, and how to become career and work ready. Additionally, young students gain an introduction to college through their interactions with the CCB students. Led by Professor Dawn Gupta. (Ongoing)

New CCB engagement initiatives
➢ **Behavioral Lab.** Over the past five years, the Marketing faculty collaborated, designed, and set up a Behavioral Lab in CCB. This lab now engages faculty, students and community members in basic behavioral research studies. These studies introduce students to and engage them in behavioral research and support faculty research. This lab also facilitated more collaboration

among CCB faculty in the design of the lab, specific research collaborations, and publications. Led by Professor J.D. Mora.

- ➢ **Course-embedded speed networking**. Several faculty developed and added course-embedded career development activities to support student career development and student confidence. One innovative and successful initiative is in-class speed networking with local volunteer industry partners and alumni. In addition to better preparing students for networking and job interviews, these activities actively engage and involve local industry partners into the life of CCB. Led by Professors Paul Bacdayan and Jackie Einstein.

- ➢ **Cyber Security Studies.** Over the past few years, CCB conducted two national employee cyber security studies identifying the most common employee IT security threats, recommended solutions, and developed a training module. This research expanded to a pilot program in which our spring 2019 graduating CCB MIS majors took the employee IT security training module. MIS faculty will provide IT employee security training to our CCB freshmen and seniors so they have a competitive advantage entering the workforce. Led by Professors Steve White and Tim Shea.

- ➢ **New master's programs.** CCB added four specialized master's programs since the last review, advancing the college from a largely undergraduate institution with an MBA program to a college offering a healthy array of relevant master's programs supporting workforce development in the Southcoast. CCB added the MS Accounting (MSA), MS Healthcare Management (MSHM), MS Technology Management (MSTM) and also gained all approvals for MS Finance launched in 2019. Led by Professors Jia Wu, Laura Forker, ZhengZhong Shi, and Duong Nguyen.

- ➢ **Online program delivery.** CCB faculty responded to graduate student demand for online programs and added the MBA, MSA, and MSHM online and the MSTM program launches fully online in 2020. CCB also responded to undergraduate degree completion demand and introduced undergraduate online programs in Accounting, General Business Administration, MIS, Management – Leadership Option, Marketing and Operations Management. These online programs directly address the educational attainment challenges of the Southcoast region.

- ➢ **Career Development Program.** Since our last review, CCB faculty and staff developed a more contemporary, robust, college-based, career development program for CCB students to augment activities offered through the university Career Development Center and elevate a culture of professional development among our CCB students and faculty. We now offer more industry speakers, career coaching, career development, and networking opportunities for our students, both through co-curricular and embedded class activities.

Innovation

The Charlton College of Business values innovation in curriculum, student and faculty engagement, and engagement with industry and the community. CCB definitions have not changed since the previous report, although activities within categories have been added or expanded. CCB defines curriculum innovation as the introduction of new degree programs, expansion of integrated experiential learning, introduction of honors courses, changes in the delivery method of existing programs, the introduction of new majors or the introduction of significant changes to existing programs and curriculum. CCB defines student and faculty engagement innovation as the introduction of new student clubs and organizations, service learning, interaction with alumni and research centers, student research, increased support for teaching and research, leading new programs, increased support for student clubs and organizations, significant changes to majors and graduate programs, and internship programs. CCB defines community engagement innovation as the introduction of new activities such as joint projects through CCB centers of excellence with local chambers of commerce and business community, new service learning projects, and the development of new facilities that will enhance community interaction.

Students and Learning
- 2015, CCB updated program level capstone classes with a Service Learning component.
- 2015, CCB launched MS Accounting, Healthcare Management and Technology Management
- 2019, CCB launched a new MS in Finance.
- 2018/19, CCB added the MS in Accounting and MBA – Accounting option online.
- 2018/19, CCB added the Graduate Certificate in Finance online.
- 2018/19, CCB added the MBA – Finance option online.
- 2018/19, CCB added the BS Finance online.
- 2018/19, CCB added the BS in MIS online.
- 2018/19, CCB added the MBA SCM-IS option and Graduate Certificate online.
- 2018/19, CCB added the MBA - Business Analytics option and Graduate Certificate online.
- 2019/20, CCB added the MSTM online (launches in fall 2020).
- CCB added course-embedded speed networking and other professional development activities.
- Faculty enhanced a partnership with the University of the Azores/Nonagon Institute of Technology for faculty/student participation in Start-up Weekends here and in the Azores.
- CCB developed a business card initiative for accepted freshmen attending our Accepted Student Receptions. Additionally, the freshmen advisor collects updated information for entering freshmen and distributes the updated business cards. This results in early student engagement.
- CCB added a wide range of professional development activities and career coaching in CCB to promote a culture of student professional development.
- CCB added a 1.5 credit Professional Communications course for students participating in presentation competitions and for transfer students missing 1 or 1.5 credits.

Operations
- CCB faculty developed promotion and tenure standards more aligned with a research university.
- CCB offers new tenure-track faculty a 2 and 2 teaching load for the first two years so they can focus more on research during those first two years.
- CCB enhanced undergraduate advising by adding more professional advisors, locating advisors in CCB, adding student peer mentors, and focusing on intrusive advising and engagement.
- Increased professional student advising will allow faculty more time for research.
- CCB moved student career development activities to the CCB facility.
- CCB is moving undergraduate advising materials online and away from paper tracking sheets.
- CCB offers blended and online courses to allow more student and faculty flexibility.

IMPACT

The Charlton College of Business is proud of the impact that it has on our students through their educational, professional, and social experience at CCB. Consistent with the mission, CCB prepares students to become confident and successful business leaders and to responsibly and positively transform their communities. CCB evaluates the impact of faculty activities by their contributions to their academic professions through mission based and discipline enhancing scholarship, engagement with the business community, and their leadership in academic professions, business and local communities. The scholarly reputation of CCB faculty continues to increase as we add faculty and increase publications, presentations, conference participation and collaborative research efforts across universities. CCB measures the impact of the curriculum through its ability to attract students and prepare and place graduates in the business world or graduate schools and by the recognition CCB receives in providing an affordable, accessible and high-quality business education. CCB measures community impact by the value and reach that student and faculty activities provide to the community in support of economic growth through innovation, research and support. Some indirect measures of community impact include the number of industry and community partnerships, student enrollments, graduates, internships, and successful alumni who are recognized business leaders, entrepreneurs and government leaders.
- UMassD ranked in the top 3% on the U.S. President's Higher Education Community Service Honor Roll: one of 20 finalists. (President's Higher Education Community Service Honor Roll).
- UMassD ranked #10 as a best value Massachusetts college for in-state students (Payscale)

and ranked #6 of 33 Massachusetts schools for affordability of online programs (College Choice).

- UMassD ranked in top 15% of nationally ranked universities for service (Washington Monthly).
- UMassD ranked in top 15% for social mobility (Social Mobility Index).
- UMassD alumni ranked in the top 27% of colleges and universities for average salary (Payscale).
- CCB ranked in the top 10 accounting programs in Massachusetts (Accounting Degree Review).
- CCB ranked #20 in the nation for best online bachelor's degree in accounting (College Choice).
- CCB assists accounting workforce development needs with the new MS Accounting program.
- CCB assists finance workforce development needs with the new MS Finance program.
- CCB assists healthcare workforce needs with the new MS in Healthcare Management program.
- CCB assists the IT workforce development needs with the new MS in Technology Management.
- CCB supports accessible workforce development by serving over 450 online students.
- CCB online MBA program ranked #101 nationwide (USNWR).
- CCB ranked #1 for online MBA in healthcare management programs (The Best Schools).
- CCB ranked #26 nationally for the MS in Healthcare Management (Master's Program Guide).
- CCB ranked #2 for online Healthcare MBA programs (MHA Degree, 8/19).
- CCB ranked #10 for Best Online Master's in Healthcare Management Degrees (College Choice).
- CCB ranked #19 in for 25 Best Master's in Healthcare Administration Online Degree Programs for 2018 (Best College Reviews).
- CCB ranked #38 in the U.S. for Top 50 Most Affordable Online Master's in Healthcare Administration 2018 (Best Colleges: Top Schools & Degree Programs).
- Over the past five years, 100 CCB students studied abroad in Australia, Chile, China, Costa Rica, Cyprus, Czech Republic, England, Finland, France, Germany, Iceland, Ireland, Italy, Japan, Portugal, Scotland, South Korea, Spain, or Thailand.
- Over the past five years, 82 CCB students volunteered 9,135 hours to our VITA Program, processing 5,266 tax returns generating $11,700,000 in refunds.
- Over the past five years, the Center for Marketing Research engaged over 300 students in 71 research projects with 66 companies.
- Over the past five years, the CMR distributed $104,900 in student scholarships during the Celebrity/Scholarship Dinners involving over 2,100 industry and community guests.
- During 2018/19 alone, 75 students participated in industry research projects through the CMR serving 17 corporate and community clients.
- In 2018/19 alone, the CMR raised $24,000 for student scholarships.
- Over the past five years, 1,207 students participated in nine BLab projects with five CCB faculty.
- Over the past five years, CCB processed scores of course-embedded industry projects.
- Over the past five years, 30 students delivered 27 Junior Achievement programs to 11 schools.
- Over the past five years, CCB faculty produced 441 intellectual contributions including 151 PRJs.
- Over the past five years, CCB faculty research was cited over 10,000 times.

II. Situational Analysis

The Region

The Southcoast region is filled with history, renewal, and challenges. The town of Dartmouth, home to the University and with a population of 34,000, is a pleasant, coastal, college town with beaches, vineyards, farms, and shopping. The larger Southcoast region, representing over 300,000 people, includes other similar small towns and larger cities, but the region is significantly influenced by the urban centers of Fall River, to the northwest, and New Bedford, to the east. Both urban centers have a deep history in fishing and whaling and a large population of Portuguese and Azoreans originally coming to this country to support whaling activities. Both cities also gained recognition in textiles and apparel manufacturing until those industries moved south and then offshore. New Bedford struggles economically, but rallied to become the number one fishing port in the United States in terms of dollar value of landed catch and has benefitted from a downtown revival anchored in the arts. In recent years, however, commercial fishing and the related fishing industries have experienced a downturn and the city is seeking diversified economic growth through expansion into wind energy and other 'blue economy' industries. Fall River continues to struggle economically. The major employment regional sectors include educational services,

health services, social services, electronics and traditional manufacturing, retail trade, construction, arts, entertainment, recreation and food services, including many small businesses. The long-awaited Southcoast Rail will provide commuter rail service between Boston and southeastern Massachusetts by 2024. Currently, Taunton (another Southcoast city), Fall River, and New Bedford are the only major cities within 50 miles of Boston without commuter rail to Boston. The lack of rail to Boston and absence of flexible transportation between New Bedford and Fall River compromise local transportation. Average regional income and education attainment levels are below the state level.

UMass Dartmouth is a vital economic resource for the region. For example, in 2015, "the University generated $466 million in statewide annual economic impact."

The University
UMass Dartmouth is the smallest of the five state-subsidized campuses of the University of Massachusetts system, which is governed by a Board of Trustees headquartered in Boston. The UMass system enrolls more than 74,000 students, with the Dartmouth campus contributing approximately 8,500 students including 6,841 undergraduate and 1,672 graduate students enrolled in 58 undergraduate majors and 50 graduate degree programs.   The campus annual operating budget is $260 million. Campus-wide, 84 percent of all students and 89 percent of all undergraduate students are from Massachusetts. Overall, 50 percent of all students and 51 percent of undergraduate students are male, 35 percent of all students and 37 percent of undergraduate students are students of color. (Fall 2018)

The Dartmouth campus serves the Southcoast region of the state, including parts of Rhode Island and Cape Cod. UMass Dartmouth, like many other public universities, evolved through a series of mergers. New Bedford Textile School and Bradford Durfee Textile School in Fall River were chartered in 1895. The two schools merged in 1960 to become the Southeastern Massachusetts Technical Institute (SMTI). SMTI advanced into a more comprehensive university in 1969 and was renamed Southeastern Massachusetts University (SMU). In 1991, SMU became a campus of the University of Massachusetts system and was renamed University of Massachusetts Dartmouth.

Chancellor Robert E. Johnson joined the University in 2017 and reorganized the upper administration over the past two years.   UMass Dartmouth's mission and ambitious goals identified in the University's previous strategic plan can be found at UMassDTransform2020. A major accomplishment of UMassD, identified as a priority in its strategic plan was the achievement of Doctoral University – Higher Research Activities (R2) status in 2016, an advancement from the previous designation as a Master's University.

The changing student demographics are impacting the Southcoast. The Northeast and Massachusetts are experiencing a decline in the number of college-age students and the Southcoast, in particular, is experiencing one of the larger declines. Consequently, while Massachusetts benefited in the past from the large number of universities and colleges, the current demographic shift is causing competition among the many Massachusetts institutions for the shrinking pool of regional students. Several New England schools have closed, some have merged, and others are facing financial challenges. UMassD is also experiencing a decline in international student enrollment consistent with most other rural institutions.

Charlton College of Business
The Charlton College of Business provides a rich educational student experience informed by experiential learning, faculty research, industry and community interactions, and best practices. CCB is one of seven schools and colleges including the College of Arts and Sciences, College of Engineering, College of Nursing, College of Visual and Performing Arts, School of Marine Science and Technology, and the UMass School of Law. Supported by an operating budget of $1,100,000 (excluding full-time personnel), CCB offers a wide array of graduate and undergraduate programs. At the graduate level, CCB offers the MBA, MS Accounting, MS Finance, MS Healthcare Management and MS in Technology Management. The specialized master's programs were added since the last review. At the undergraduate level, CCB offers a Bachelor of Science degree with seven majors and eight minors.

While CCB added new graduate programs since the last review, total enrollments have remained relatively steady with an overall growth of 92 students or 4.7 percent, from 1,933 to 2,025. Undergraduate enrollments account for 79 percent of the CCB student body.

Table 1: Charlton College of Business Enrollments by Program and Major, Five Year Trends

BS	2014	2015	2016	2017	2018
Accounting	358	356	300	290	309
Business Undeclared	339	287	257	248	243
Finance	179	173	176	160	170
General Business Administration	57	79	106	132	134
HR Management (phased out)	4	3			
Management	249	281	255	250	267
Management Information Systems	76	56	62	79	94
Marketing	271	253	239	252	282
Operations Management	40	115	118	116	103
Undergraduate certificates	4	2	1		
Total Undergraduate	*1,577*	*1,605*	*1,514*	*1,527*	*1,602*
Masters					
Accounting		17	39	52	37
Health Care Management		7	23	27	38
MBA	328	286	272	218	279
Technology Management		3	16	24	23
Certificate Programs	28	17	34	36	46
Total Graduate	*356*	*330*	*384*	*357*	*423*
Total College Enrollment	**1,933**	**1,935**	**1,898**	**1,884**	**2,025**

Over the past five years, CCB awarded an average of 382 baccalaureate degrees representing 28.2 percent of UMassD undergraduate students and an average of 182 master's degrees representing 43.9 percent of the UMass graduate students.

Table 2: Charlton College of Business Graduates by Degree/Certificate Program: Five Year Trends

BS	2014	2015	2016	2017	2018
Accounting	94	86	115	108	84
Finance	48	45	62	55	51
General Business Administration	13	19	16	26	26
HR Management	19	3	1	1	
Management	23	46	65	86	84
Management Information Systems	22	26	27	15	19
Marketing	77	97	103	71	79
Operations Management	44	35	26	44	48
Undergraduate certificates	1	1	1	1	0
Total Undergraduate (excluding certificates)	*340*	*357*	*415*	*406*	*391*
Masters					
Accounting			1	23	31
Healthcare Management				6	5
MBA	145	163	142	153	132
Technology Management				8	12
Graduate certificates	9	15	13	21	32
Total Graduate (excluding certificates)	*154*	*178*	*156*	*211*	*212*
Total CCB Graduates (excluding certificates)	**494**	**535**	**571**	**617**	**603**

CCB houses three departments (Accounting and Finance; Decision and Information Sciences; and Management and Marketing) representing 44 full-time faculty members (Fall 2019, up from 37 in our previous review), 36.4 percent are female, 45.7 percent are faculty of color, and 86 percent hold terminal degrees. Table 3 provides a summary of faculty ethnicity.

Table 3: Charlton College of Business Faculty by Gender and Ethnicity: Fall 2018

Gender		
Female	16	36.4%
Male	28	63.6%
Ethnicity		
American Indian/Alaskan Native	0	0.0%
Asian	15	34.1%
Black/African American	0	0.0%
Hawaiian/Pacific Islander	0	0.0%
Hispanic/Latino	1	2.3%
Non-Resident Alien	9	20.5%
Not Specified	0	0.0%
Two or more races	0	0.0%
White	19	43.2%
Faculty of Color*	16	45.7%
With earned doctorate	38	86.0%

The undergraduate population is largely traditional and regional with 89 percent of students from Massachusetts, 8 percent out-of-state, and 3 percent international. At the undergraduate level, 86 percent are full-time, 34 percent are female and 39 percent are students of color. The graduate population is older, with the majority between the ages of 25 and 39, 66 percent from Massachusetts, 18 percent out of state, and 16 percent international. Females make up just over half of the graduate population, 28 percent are students of color and 70 percent attend part-time.

Table 4: Demographic Profile of Charlton College of Business Students (Fall 2018)

Demographic Profile		Undergraduate		Graduate	
Gender	Female	540	34.0%	213	50.4%
	Male	1,029	65.6%	210	49.6%
Age	19 and younger	312	19.9%	0	0.0%
	20-24	961	61.2%	94	22.2%
	25-29	134	8.5%	113	26.7%
	30-39	83	5.3%	118	27.9%
	40-49	53	3.4%	62	14.7%
	50 and older	26	1.7%	36	8.5%
Ethnicity	American Indian/Alaskan Native	3	0.2%	1	0.2%
	Asian	69	4.4%	33	7.8%
	Black/African American	262	16.7%	22	5.2%
	Hispanic/Latino	176	11.2%	29	6.9%
	Non-Resident Alien	44	2.8%	70	16.5%
	Not Specified	66	4.2%	9	2.1%
	Two or more races	57	3.6%	13	3.1%
	White	892	56.9%	246	58.2%
	Students of Color*	567	38.9%	98	28.5%
Resident Status	Massachusetts	1,396	89.0%	279	66.0%
	Out-of-State	129	8.2%	75	17.7%
	International	44	2.8%	69	16.3%
Enrollment Status	Full-time	1,347	85.9%	125	29.6%
	Part-time	222	14.1%	298	70.4%
Class	Freshmen	355	22.6%		
	Sophomore	353	22.5%		
	Junior	429	26.9%		
	Senior	422	26.9%		
	Undergraduate certificate	10	0.6%		

*Faculty and Students of Color excludes 'Not Specified' and 'Non-Resident Alien' per federal definition.

Data collected for the Cap and Gown Survey (Senior survey) in May 2018, during senior week, reveal that CCB had the highest job placement rates, prior to graduation, of all the colleges and schools. Of CCB students, 55 percent had accepted a full-time position prior to graduation, up significantly from 41 percent in 2009. Of those employed, 84 percent were in a field highly or somewhat related to their major while the other 16 percent were employed in a field not at all related to their major. Additionally, ten percent of graduating CCB students had applied and been accepted to a graduate program, up from 4 percent in 2009. The College of Arts and Sciences had 45 percent of students with jobs and 15 percent headed to graduate school. The College of Engineering had 43 percent with jobs and 13 percent headed to graduate school. Lastly, the College of Nursing had 37 percent who were employed and no students indicating graduate school.

Data collected for the most Recent Graduate Survey (6-months post-graduation) supported the senior survey and revealed that CCB had one of the highest job placement rates of the colleges and schools. Of CCB respondents, 81 percent were employed 6-months post-graduation. Of those employed, 91 percent were in a field highly or somewhat related to their major. Thirty-two percent of graduating CCB students were enrolled in an advanced certificate or degree at a graduate school.

Since the last review, CCB expanded its graduate program offerings consistent with the University and CCB strategic plans, by adding four new graduate programs while also maintaining and building a well-qualified faculty base with the expansion of full-time faculty from 37 to 44 with strategic faculty additions. While CCB developed a Ph.D. proposal, the initiative was paused as there were concerns about adequate demand and resources. There are no plans, currently, to move the Ph.D. program forward.

The completion of CCB's new learning pavilion in 2016 has enriched the College in a myriad of ways. The student learning and social spaces, technology-enabled classrooms, trading room, research lab, and break-out spaces are bustling and appreciated by all stakeholders: students, faculty, alumni, and local industry. Prior to the completion of the building, faculty, staff and classrooms were scattered across campus. CCB students, faculty, and staff now have a 'home'.

Competitive Pressures
Charlton College of Business's primary face-to-face competitors include the other UMass campuses, particularly the Boston and Lowell campuses, in addition to the more regional growing competition from Bridgewater State University, Johnson and Wales University, Roger Williams University, Salve Regina University, University of Rhode Island and Bryant University. Additionally, CCB competes with the over 60 Boston area colleges and universities offering stronger industry connections and related internships and co-ops, cultural attractions, and urban appeal. The majority of competitors also hold AACSB accreditation and many promote higher job placement rates.

While CCB's online enrollment is growing slowly, online competition is also fierce among the UMass campuses and the large online institutions such as Southern New Hampshire University, Purdue Global, Arizona State University, and Grand Canyon University. CCB is well positioned with its additional online programs, but the marketing, recruitment, and on-boarding budgets of competitors far outpace the marketing, recruitment, and on-boarding resources of CCB and UMassD.

Opportunities
While on-campus undergraduate enrollment net growth will be difficult to achieve in the near future, given our competitors and the likely student demographics over the next five to ten years, we are hopeful that our modern CCB learning pavilion, new freshmen residential suites, new honors college, and increased emphasis on experiential learning will attract more high-achieving students. Opportunities also exist for CCB to expand enrollments in the new graduate programs, both face-to-face and online, and online at the undergraduate level. The online undergraduate programs were designed to appeal to degree-completers in the region as well as traditional undergraduate students.

Scope of Accreditation Review
The degree programs within the scope of this accreditation review include the undergraduate programs, MBA, MS Accounting, MS Healthcare Management and MS in Technology Management. The MS Finance just launched in fall 2019 and had no graduates during this review period.

Competitive Advantages of the Charlton College of Business
The Charlton College of Business has several distinctive advantages over regional competitors. CCB is the only AACSB accredited college in Massachusetts, south of Boston, serving the Southcoast. UMassD and CCB are recognized as regional leaders in economic development with strong industry and community ties. CCB benefits from the UMass brand and its highly qualified faculty. CCB offers a myriad of differentiating experiential learning and engagement opportunities for students. CCB is known for a wide array of high-quality academic programs at a competitive price. CCB has small class sizes, student/faculty engagement, and commitment to diversity, access, and student success. CCB supports a global community.

AACSB Accreditation: The Charlton College of Business is the only AACSB accredited college in the Southcoast region. CCB's commitment to meet or exceed AACSB standards differentiates CCB's faculty qualifications, research, academic programs, student experiences, and student outcomes from the other local public and private colleges and universities. CCB will celebrate 20 years of AACSB accreditation in 2020.

Regional Leader in Economic Development: The Charlton College of Business benefits from the many industry and community partnerships developed in the Southcoast. Both industry and community organizations partner with CCB in program development, student class projects, research, student internships, student placements, and other regional development initiatives. CCB faculty and students also engage in small business development and entrepreneurship activities such as Start-up Weekends and EforAll.

UMass Brand and High-Quality Faculty: The Charlton College of Business achieves further recognition as part of the UMass system with a global reputation and worldwide network of over 330,000 alumni and a current student body in excess of 74,000. Consistent with the other UMass campuses, CCB adheres to higher student admissions standards and employs a highly qualified faculty in terms of initial academic preparation and ongoing demonstrated scholarship and professional experience and currency in field.

Experiential Learning: A wide array of experiential learning opportunities differentiate the student experience at CCB. Students benefit from rich student club and organization experiences, competitions, research, Center for Marketing Research opportunities, Behavioral Lab opportunities, ambassadorships, social media opportunities, mentoring, and other leadership possibilities. These opportunities enhance student learning, build student confidence, and better prepare students for the future of work.

Wide Array of Academic Programs: Charlton College of Business responds to the workforce development needs of local industry in the Southcoast and now offers a wide array of high quality undergraduate and graduate programs at a competitive price. CCB offers undergraduate programs in accounting, finance, general business administration, management, information systems, marketing, and operations management. At the graduate level, CCB offers the MBA, MS in Accounting, MS in Finance, MS in Healthcare Management and MS in Technology Management. CCB also offers stand-alone graduate certificate programs that may lead to various master's programs. CCB provides access to undergraduate and graduate programs by offering flexible delivery through day, evening, blended, and online courses.

Small class sizes, student/faculty engagement, and commitment to diversity, access, and student success: CCB supports student success by providing numerous student engagement opportunities in small classes, faculty engagement and advising, in-house professional advising, career development opportunities, and welcoming transfer policies and practices. The College and the University are committed to diversity and access and actively recruit through the College Now program, a one-year pathway program designed to identify and accept approximately 200 academically disadvantaged

students annually who possess the ability, desire, and motivation to benefit from a structured program, but do not meet qualifications for direct admission. Applicants to this program must be in-state residents and meet at least one of the following eligibility criteria: low-income status, limited English language background, or ethnic student of color status. CCB and the University also strive to diversify the community through our international recruitment and international pathway partner, Navitas. Navitas recruits both direct admit undergraduate and graduate international students and international students requiring a pathway for additional English language acquisition and other support services. Navitas, with teaching and advising support from our faculty, also delivers an on-campus pathways program for our international students needing additional support prior to formal admission to our degree programs.

Globalization: The University and CCB value a global UMassD community. CCB recognizes that the world of work is also global and strives to not only globalize our CCB community, but also expose students and faculty to international opportunities, business practices, and culture. More than half the CCB full-time faculty is international. CCB also strives to internationalize our student body and currently 16 percent of our graduate students are international and almost three percent of our undergraduates are international. The College partners with our university International Programs Office and supports study abroad opportunities for CCB students.   CCB welcomes international students to our campus. International faculty and student exchanges are supported as well as faculty participation in international conferences and workshops. CCB faculty and students also participate in international clubs and events.

III. Progress Update on Issues identified from Previous Visit.

Charlton College of Business made progress on the issues identified in the previous CIR decision letter. The items below summarize the achievements by specific issue.

1. "The college needs to strengthen the infrastructure related to the implementation of the Strategic Management plan. In particular, develop appropriate mechanisms for the dissemination of progress to relevant stakeholders. Continue efforts to identify factors that establish differentiation in the College's mission." (Standard 1: Mission, Impact and Innovation)

The CCB Executive Committee (Dean, Associate Dean, Assistant Deans, and Chairs) lead and manage the College. They collaborate to identify and align initiatives and resources with the Strategic Management Plan. The full-time faculty base, a critical component of the CCB infrastructure, has grown from 37 to 44 full-time faculty over the past five years and the advising staff has expanded. Ad hoc groups, task forces and standing curriculum committees pursue individual initiatives in alignment with the strategic plan. Over the past five years, CCB has advanced from a primarily undergraduate college with an MBA program to a robust college with a rich array of undergraduate and master's programs with extensive experiential learning opportunities for students.

Recent examples of differentiating accomplishments or advancements, by CCB Strategic Goal follow.

GOAL 1: Enhance CCB's Visibility
- Named in Princeton Review's 2015 and 2016 "Best Business Schools"
- Ranked #150 in the U.S. News and World Report "Best Business Programs"
- Ranked #26 nationally in Master's Program Guide, 2016, for M.S. in Healthcare Management
- Ranked #10 in Accounting Degree Review – Massachusetts, 2015, 2017, for B.S. in Accounting

GOAL 2: Increase Enrollment and Retention
- Increased undergraduate enrollments (2014: 1,577 to 2018: 1,602)
- Increased graduate enrollments (2014: 356 to 2018: 421)
- Expanded honors enrollment 20% (2014: 46 to 2018: 55)
- Supported active student clubs and organizations
- Implemented iSucceed course to improve retention for second-term high-risk students
- Implemented in-house professional advising model

- Implemented freshmen student mentor program
- Reworked the core undergraduate curriculum to include a new sophomore class, MGT 201, Leadership, Teamwork, and Collaboration, to improve retention and better connect students to CCB
- Implemented weekly admissions and enrollment report distribution and action items.

GOAL 3: International Partnership and Globalization
- Increased the percentage of international undergraduate students from 2% to almost 3%.
- Increased visiting scholars (Accounting and Finance: 3, Decision and Information Science: 3)
- Signed student and faculty exchange agreements with universities in China and England
- Increased faculty support for international research and conferences/workshops
- Signed articulation agreements with universities in China and Malaysia
- Participated in student/faculty exchanges in Start-up Weekends with NonAgon/Azores
- Participated in student and faculty exchange with Universite de Pau, Bayonne, France
- Achieved STEM designations for MBA – Business Analytics and MS Technology Management

GOAL 4: High Quality Academic programs
- Launched MS programs in Accounting (face-to-face and online), Finance (face-to-face), Healthcare Management (face-to-face and online), and Technology Management (face-to-face and online beginning in fall 2020 (STEM approved))
- Developed online BS programs in Accounting, Marketing, and Management Leadership and online General Business Administration
- Launched MBA concentration and Post-Baccalaureate certification in Business Analytics (STEM approved)
- Developed learning goals, assessment plans and began assessment cycles for all new programs

GOAL 5: Support Faculty Development
- Hired seven net new full-time faculty since 2015 (three additional faculty authorized for fall 2020)
- Increased faculty conference, journal submission fee, professional membership and other support
- Increased graduate student support
- Established the Charlton Behavioral Laboratory in Spring 2017

GOAL 6: Improve Faculty Research Productivity
- Increased visiting scholars and professors
- Encouraged faculty journal editorship and faculty on editorial boards of journals
- Increased publications in high-quality/impact factor journals
- Implemented the 2 and 2 teaching loads for the first two years for new tenure-track faculty hires

GOAL 7: Outreach and Advancement
- Increased alumni panels to support student networking/career development
- Established two positions, Executive-in-Residence and Entrepreneur-in-Residence
- Developed and managed corporate training contracts
- Increased CCB, Business Innovation Research Center (BIRC), and Center for Marketing Research (CMR) education, research and training activities in support of Southcoast economic development
- Expanded Business After Hours events with the Fall River and New Bedford Chambers of Commerce
- Expanded the CCB Advisory Board

In addition to the accomplishments related to the strategic goals, CCB also developed mechanisms to better disseminate accomplishments with key stakeholders over the past few years including:

- Stakeholder group communications: University leadership briefings, emailed newsletters
- Local business community and alumni: emailed newsletters; Advisory Board meetings; hosting Chamber events featuring CCB resources; Chamber of Commerce Summit on campus; Project Management Master Class; and Food Security events
- Prospective students: Target X communications, Dean letters
- Faculty presentations at professional conferences
- Alumni contributed CCB activities summaries for Alumni Relations publications
- Current students "Shake the Ship" campus-wide feedback; Dean's Listening Sessions with students; CCB events, including graduate open houses, listed under Southcoast Business
- Created Charlton Student Ambassadors program
- CCB student testimonial videos for Alumni Relations social media communications and website

2. "The College needs to build on current efforts to establish and define impact of intellectual contributions on the theory, practice and teaching of business and management." (Standard 2: Intellectual Contributions and Alignment with Mission).

- Consistent with the University's success in achieving recognition as a research institution, CCB, revised all department promotion and tenure standards over the past five years. CCB faculty also recently revised the faculty qualification standards to better align with the new promotion and tenure standards and the expectations of a research institution. Faculty are working on further defining desired impactful intellectual contributions (preferred journals, conferences, etc.) on the theory, practice, and teaching of business and management, consistent with the newly approved University promotion and tenure standards. The revised standards emphasizing faculty scholarship, primarily in the form of refereed journal publications in recognized business journals, are a major accomplishment.
- Current hiring, professional development, and resource allocation strategies now more fully consider discipline, community, and global impact of actual and potential intellectual contributions in alignment with our mission. Recent faculty hires in behavioral research demonstrate our commitment to these priorities. Publications or presentations in unrelated areas receive less credit and no professional development support.

3 "Given the current resource commitment, implementation of certain goals in the Strategic Management Plan should follow quality assurance principles. Specifically, the future launch of three masters (Goal IV High Quality Academic Programs) and a Ph.D. Program (Goal VII Ph.D. Program) should be closely monitored to ensure the delivery of high-quality business programs." (Standard 3: Financial Strategies and Allocation of Resources; Standard 5: Faculty Sufficiency and Deployment)

- While the development of new programs has been aggressive, so too has been quality assurance. While CCB now offers more degree programs, the total number of students, both headcount and full time equivalent, has not grown substantially over the past five years. Additionally, while faculty deployment complexity increases with additional programs, our full-time faculty base has increased by 7 full-time faculty and faculty qualifications have improved over the past five years.
- CCB launched the new MS programs in Accounting, Finance, Healthcare Management and Technology Management to serve the professional development needs of the working professionals in the Southcoast and beyond.
- CCB did not pursue final approval of the Ph.D. program due to uncertainty of resources and demand. There is no plan to seek final approval at this time.
- All new programs follow assurance of learning principles with defined learning objectives, student learning assessments, and curricular revision processes.
- CCB now focuses on delivering degree programs, including certificate programs that lead to degrees, rather than tailored corporate training programs that drain faculty resources and impact fewer students.

4. "The criteria related to academic and professional engagement that sustains currency and relevance for the categories specifying qualified faculty status needs to be re-examined to ensure expectations are clearly defined." (Standard 15: Faculty Qualifications)

CCB faculty revised the faculty qualification standards to include more specific definitions of academic and professional engagement activities that sustain currency and relevance. The new definitions are also more aligned with a research university and the strategic goals of the University and CCB. Additionally, processes are now in place to ensure annual reviews of faculty qualifications for academic and professional currency. If currency is not met, options for regaining academic or professional currency are developed or contract renewals are not processed, if feasible.

IV. Strategic Management and Innovation

The Charlton College of Business still follows the Charlton Strategic Plan, developed in 2015 in alignment with the University strategic plan, UMASSD Transform 2020. CCB followed the University planning process in the development of the 2015 plan and will do so again in the update of the plan over the next year. The University, after assembling the new upper administrative team over the last two years, is in the process of updating the University strategic plan and expects completion in late fall 2020. CCB will review and update the College strategic plan in 2020/21 and 2021/22 and ensure alignment with the new University plan. CCB will also focus on differentiation in the mission. In the interim, CCB follows the current comprehensive plan and regularly vets initiatives and outcomes with stakeholders including the CCB Advisory Board, faculty, alumni, and students. All stakeholder groups will be engaged in the development of the next strategic plan.

Over the past five years and consistent with most universities today, particularly in the northeast, student recruitment and retention were and are the two primary strategic priorities stated by the University. CCB had also identified these as a strategic goal (Goal 2: Increase Enrollment and Retention). These broad recruitment and retention initiatives are also aligned with two other CCB goals (Goal 3: International Partnerships and Globalization and Goal 4: High Quality Academic Programs).

The College made significant progress in the areas of student recruitment and retention (Goal 2). CCB designed, received funding for, and implemented a new professional advising cohort model that better supports student success. The model shifts advising of our incoming students, beginning in fall 2018, from University centralized advisors located in another building across campus to CCB professional advisors located in CCB. The new CCB professional advisors advise new students through 70-75 credits at which point students receive a faculty advisor in their major. Previously, entering CCB freshmen and low credit transfer students were advised centrally until they earned 45 credits. Then they had a professional advisor from 45 to 60 credits. Once students earned 60 credits, they were shifted to a third advisor, a faculty advisor. The new model, supported and funded by the upper administration, resulted in the first CCB professional advisor transferred to CCB in 2017 and subsequently promoted to advising coordinator, a second CCB advisor was added in fall 2018, and a third CCB advisor was added in fall 2019. CCB expects to add a fourth advisor in fall 2020 to advise the 2020 new student cohort. As a result of this new advising model, CCB expects advisor/student interactions to increase, retention rates to improve, and the student experience to be improved due to accessible and consistent advising in CCB by full-time professional advisors. To the extent possible, we are logging student/advisor interactions, tracking patterns of student interactions, and moving to best practices in intrusive advising.

In fall 2018, CCB added a second recruitment and retention initiative, an upper-class student mentor program for our freshmen. The CCB student mentors maintain an active presence in the CCB advising space and regularly engage new freshmen in advising and social activities. CCB added a transfer specialist student mentor in fall 2019.

A third significant initiative, designed specifically to improve the freshmen experience, was a shift of all CCB freshmen seminars to fall, beginning in fall 2018, a reduction in the seminars class sizes to a maximum of 29, and classroom assignments within the CCB. These changes to our freshmen seminars place our freshmen in CCB, in close proximity to their advisors and mentors. These efforts should

increase freshmen satisfaction and retention and more effectively engage new students into CCB life. The Dean, Assistant Dean for Undergraduate Programs, and advisors meet with the freshmen seminars faculty early in the fall semester to coordinate faculty, advisors, and student mentor activities supporting freshmen retention. CCB also now distributes CCB planners to all freshmen in the freshmen seminars to assist them in time management.

CCB also made significant progress in College-centered student career development activities in support of student retention and engagement. Beginning in fall 2017, CCB added and prominently positioned a Professional Career Coach and added an in-house series of CCB career development initiatives. These activities include the new student business card campaign, course embedded speed networking, a CCB series of career development seminars, career development fireside chats, and a speaker series, largely featuring alumni and industry professionals, emphasizing career development. Our CCB pavilion is now alive with a career development vibe and ongoing initiatives for students.

In support of enrollment growth, CCB made significant progress advancing the portfolio of program offerings from a primarily undergraduate college to a college offering a rich array of undergraduate and graduate programs on campus and online. Over the last five years, CCB added four master's programs: MS Accounting, MS Healthcare Management, MS Technology Management (STEM approved), and most recently, the MS Finance program (STEM approved). CCB also launched a new MBA concentration and Post-Baccalaureate certification program in Business Analytics (STEM approved). Additionally, CCB responded to the student stakeholder demand for online education and migrated several graduate and undergraduate programs online including: MS Accounting, MS Healthcare Management, BS programs in Accounting, Marketing, and Management Leadership and General Business Administration program. All new programs meet workforce development needs with learning goals and assessment plans for continuous improvement.

In addition to the many accomplishments related to recruitment and retention, CCB also made progress in strategies to increase and improve faculty development and research (Goal 5: Support Faculty Development) and faculty research (Goal 6: Enhance Faculty Research Productivity). Most significantly, CCB added seven net new faculty positions over the past five years including four additional tenure-track faculty and three additional full-time lecturers. All faculty hired met faculty qualification definitions. Additionally, the maintenance of faculty qualifications process is systematized to ensure that faculty continued to meet academic or professional faculty qualifications. Additionally, CCB systematically allocated annual faculty development monies for professional travel and professional development for all tenure-track faculty in each department. Departments also identified data bases or other research support and typically the College and the respective Department shared the cost. Virtually all faculty requests for research assistance were met.

Tenure and promotion standards were revised to more clearly recognize refereed journal publications as the preferred output of impactful scholarship activity and to better align the College with the research expectations of the University. Discussions are underway for a course release process based on research output. Lastly, the Management and Marketing faculty launched the Behavioral Lab to support behavioral research and recruited faculty interested in conducting work in the lab.

Financial Strategies and Allocation of Resources

The UMassD receives most of its funding, over 48%, through tuition and fees (net of scholarship allowances) including room and board. The UMass System receives an annual allocation from the State and the system allocates monies to campuses based largely on enrollments and other strategic initiatives. The system allocation to UMassD has been relatively unchanged over the past few years representing approximately 33% of UMassD's total expenditures. External grants, auxiliary income from dining, parking, and Online and Continuing Education make up the remaining 9% of UMassD funding.

Faculty line allocations are determined at the University level based on enrollments, available funding, and University priorities with input from deans. Funding for full-time faculty salary and benefits, in addition

to other fully benefitted full-time staff, is managed at the University level. The University student to faculty ratio is 16 to 1, down from 18 to 1 in 2014. The Charlton College of Business student to faculty ratio is 33 to 1, a reduction from 34 to 1 in 2014 and an important metric identified in Goal 5: Support Faculty Development.

CCB receives a distribution of funds from the University in General Operating Funds. Additionally, CCB receives the vast majority of major fees paid by our majors. CCB also receives an allocation from the Office of Continuing Education based on enrollments in CCB online and continuing education courses. Trends in funding have not changed significantly over the past five years.

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Salary Expense	$ 7,449,436	$ 8,196,519	$ 8,338,531	$ 9,027,198	$ 9,932,267
Operating Expenses	359,097	365,232	497,463	520,836	482,485
Total Direct Expenses	$ 7,808,533	$ 8,561,751	$ 8,835,994	$ 9,548,034	$10,414,752

Funding for College salaries and operations over the past few years has increased by $2,606,219 ($10,414,752 - $7,808,533) or 25%. Much of this increase was due to increases in faculty and increases in benefits. The largest expenditures and strategic priorities funded by the College continue to be instructional costs for well-qualified, part-time faculty, faculty professional development support, student work support, faculty research support for data bases, and student enrichment support including student career development support, research and competition support, and other student engagement support. The University funds the new professional advisors within the College. The Dean, supported by a shared Major Gift Officer from the Advancement Office, also focuses on increasing the number of student scholarships. Six new endowed student scholarships were secured during the last year.

Examples of two recent key strategic action items and related financial resources follow.

Action Item	Cost	Source of Funds	Timing of Funds
Faculty position	$160,000 (including benefits)	Provost Office, University level	September (state monies), September & January (tuition)
Professional Advisor position	$65,000 (including benefits)	Provost Office, University level	September (state monies), September & January (tuition)

Mission Statement and Summary of Strategic Plan
The Charlton College of Business vision statement, mission statement, statement of values and goals, strategies, and tactics are listed below. These will be reviewed and revised, as appropriate, during 2020/21 after completion of the University strategic plan. At that time, CCB will further identify differentiating aspects of the plan.

Our Guiding Principles

Vision Statement
 The Charlton College of Business aspires to be renowned for preparing confident, effective, well-desired graduates and socially responsible business leaders.

Mission Statement
 The Charlton College of Business, as part of a comprehensive public university, provides accessible, affordable and exceptional graduate and undergraduate business education in an environment of engaged scholars. As a leading business school, we create and disseminate knowledge, innovate and catalyze change and prepare our graduates to positively transform lives, organizations and communities.

Statement of Values
- To pursue excellence and rigor in all endeavors
- To act with integrity
- To be open minded, receptive to and respectful of the opinions and contributions of others
- To embrace and foster innovation and creativity
- To act in service to our communities

Goals, Strategies and Tactics

The most recent Charlton Strategic Plan, entitled Strategic Management and Innovation (SMI) was completed in 2014. The SMI included well-defined goals, objectives and the associated strategies or tactics to achieve the goals. The SMI follows.

Goal 1: Enhance Charlton College of Business Visibility

Strategy: Differentiating our products – our curriculum, degrees, certifications
　Tactics:
1. Strategically assess all programs for viability and impact (Measures and Metrics: Enrollment, Job opportunities, Job placement)
2. Invest in branding our college. Align our marketing materials and step up online resources to disseminate consistent message of quality. Showcase CCB's impact in all marketing materials. Keep all marketing materials current. Leverage opening of new CCB building. (Measures and Metrics: Growth of Honors programs, Signature Programs, and Internships, Flexibility, Web Site Maintenance and Analytics, Brochures and Social media use)
3. New Slogan to reflect freshness and new goals (Measures and Metrics: Enrollment, New Programs, Research, Retention, Cluster Faculty Hiring)
4. Improve the internal image of CCB by educating the university community about our achievements (Measures and Metrics: Newsletter, Events, Interdisciplinary Programs, New Programs, Outreach)
5. Embed engagement into our curriculum and market (Measures and Metrics: Internships, Service Learning, Events by Centers of Excellence and Student Clubs, Regional Organizations and Alumni Involvement)
6. Incubate innovation and entrepreneurship, including external opportunities such as Microsoft Imagine and the Kaufmann Foundation (Measures and Metrics: Center for Entrepreneurship, Student Entrepreneurship Forum, Service Learning, Business Plan Competition, New Entrepreneurship Major)
7. The new Charlton Learning Pavilion as a Learning center should be the focus of branding.

Goal 2: Increase Enrollment and Retention

Strategy: Early exposure and involvement of freshmen and sophomores with CCB
　Tactics:
1. Develop a Report Card for CCB enrollment and retention and establish internal and external benchmarks (Measures and Metrics: Increase in Enrollment and Retention, Regular Updates, Peer and Aspirant Schools)
2. Enhance Freshmen Experience; focus on MIS101 and additional co-curricular activities. Adequately address at-risk freshman and "Plus-1" freshmen – students that are better than the average CCB student. (Measures and Metrics: Engagement in campus and CCB Co-curricular Activities, Soft Skills Related to Success such as Test-taking, Time-Management and Communication, continued use of Faculty for MIS101 with Specific Freshman Year Experience, Assessment of a Second Freshman Class Option)
3. Improve employment opportunities through enhanced career development infrastructure (Measures and Metrics: Job fair, Internships, Corporate partnership, Career Development support)
4. Improve entrepreneurial opportunities for students (Measures and Metrics: Student Investment Club, Internships and Jobs, Student Entrepreneurship Forum, Business Plan Competition)
5. Inculcate Professionalism in students – Invest in students clubs, Undergraduate Research opportunities, External Teambuilding, Competitive activities such as Business Plan 490 simulation, Elevator speech, Toastmaster's club (Measures and Metrics: Budget for Student Club

and Organizations. Number of Clubs. Events. Participation by Students in Clubs and Events including State-wide Undergraduate Research Conference. Collective Annual Review of Charlton Student Club by Faculty Sponsors.)

6. Liaise with local, regional, and international feeder schools (Measures and Metrics: Number of MOUs. Articulation Agreements. Enrollment. Visits to and from High Schools and Community Colleges. Tracking yield from Feeder Schools.)
7. Improve quality of open house experience for parents and students (Measures and Metrics: Number of events, Attendees, Enrollment, Participant Feedback)

Strategy: Engage and motivate students. Tactics:
1. Create co-curricular and extracurricular professional opportunities for a value-added experience and engage students with the life of CCB (Measures and Metrics: Participation in CCB and Campus Student Clubs and Organizations – Especially for the First Semester Freshman, Business Plan Competition, Undergraduate Research, CCB Centers of Excellence, Service Learning.)
2. Investigate the option of an honors section for each core class (Measures and Metrics: Students in Honors – especially tracking the "Plus-1" or above average students. Plus-1 Annual Survey)

Goal 3: International Partnership and Globalization
Strategy: Build, nurture, and promote meaningful international partnerships. Tactics:
1. Prioritize the existing partnerships and develop those with greater potential (Measures and Metrics: MOUs, Student Exchange Programs, Faculty Exchanges, Joint Research and Grants, International Student Recruitment)
2. Build new partnerships in new emerging economies (Measures and Metrics: MOUs with Universities in Emerging Economies, Students from Emerging Economies, Joint Research and Grants)
3. Build innovative and revenue-generating joint degree programs with partner countries (Measures and Metrics: Overseas Programs, Online Programs, On-Site programs, Joint Research and Degree Programs, Growing Income from Programs)
4. Support faculty initiatives at CCB towards international collaborations (Measures and Metrics: MOUs, Joint Research Projects and Grants. Number of Fulbright Scholars)

Goal 4: High Quality Academic Programs
Strategy: Introduce innovative programs and focus on strategically important programs. Tactics:
1. Investigate the possibilities of launching new MS programs
2. Investigate the option of one honors section for each core class (Measures and Metrics: Participation, especially by "Plus-1" Students, Annual Student Feedback)
3. Introductory finance and investment Primer for all majors (Measures and Metrics: Assessed as part of new Career Preparation learning goal)
4. Introduce select courses into University Studies such as personal finance, project management and entrepreneurship (Measures and Metrics: Number of Students Enrolled)
5. Interdisciplinary programs with CVPA, Engineering, Nursing with a view to offer joint degree programs in visual and performing arts, technology management, financial engineering, health care (Measures and Metrics: Joint MS and Research Programs)
6. Experiential and service learning and other forms of engagement at all levels (Measures and Metrics: Service Learning, Internships, More active involvement with Centers of Excellence)
7. Continue to develop the culture and practice of assessment of teaching and learning (Measures and Metrics: Review and Re-accreditation by AACSB in Spring 2015, 2020. Development and Adherence to a Curriculum Management Program)

Goal 5: Support Faculty Development
Strategy: Develop, nurture and retain sufficient and qualified faculty. Tactics:
1. Hire, nurture and retain sufficient and qualified faculty to achieve and maintain excellence in program delivery and research productivity (Measures and Metrics: Annual Review of Hiring Effectiveness, Annual Review of Retention Issues, Student/Faculty Ratio, Publications, Turnover, Support for Research, Travel and Presentations, Research Databases, Annual Faculty Retreat)

2. Develop a rich and balanced portfolio of faculty skills and expertise (Measures and Metrics: Research Productivity, Research Quality, Teaching Innovation, Curriculum Innovation
3. Invest in faculty development activities internally and externally (Measures and Metrics: Internal/External certificates/certifications, Teaching and Research Enhancement Opportunities, Summer Research Grants)

Goal 6: Enhance Faculty Research Productivity
Strategy: Provide structure, support and incentives for research productivity. Tactics:
1. Develop infrastructure to adequately support faculty research and scholarship (Measures and Metrics: Research Awards, Graduate Assistants, Conference Support, Membership Fees, Support for Database Subscription or Purchase, Summer Research Grants)
2. Develop internal faculty-to-faculty mentorship program for synergies and collaborative research (Measures and Metrics: Brown-bag Seminar by Centers for Excellence, Focused Faculty Research Support)
3. Support a portfolio of basic, applied, and engaged research with high impact on communities that the university serves as consistent with new AACSB standards (Measures and metrics: Research Awards for Basic and Applied Research, Support for Pedagogical Research, Support for Teaching Enhancement, Organize and support participation in Community Activities such as Chamber of Commerce Meetings, Being an Officer in a Local Economic Development Group)

Goal 7: Ph.D. Program Analysis
Strategy: Assist the University's Goal of Achieving Carnegie Doctoral/Research Classification. Tactics:
1. Investigate the possibility of a doctoral program in business. (Measures and Metrics: Set up a Task Force with Faculty and Dean, Submit the Initial Proposal to the President's Office, Develop a Full Proposal)

Goal 8: Foster Outreach and Advancement
Strategy: Strengthening ties with alumni. Tactics:
1. Develop an accurate alumni data base and survey their needs (Measures and Metrics: Annual Fund, Number of Alumni Visiting, Annual Giving, Endowments, Capital Campaign)
2. Strategically engage alumni via planned activities (Measures and Metrics: Alumni Panels, Mentoring Graduating Seniors, Internships, Jobs)
3. Establish CCB Alumni Council.

Strategy: Increase engagement with regional business community. Tactics:
1. Reach out to business community via engaged teaching, engaged research, and engaged service (Measures and Metrics: Business Advisory Board, Participation, Service Learning, Real-life Projects, Internships, Jobs and Fund Raising)
2. Expand Advisory Boards at all levels and seek commitment to the mission of the college (Measures and Metrics: Number of CCB Members, Number of Meetings, Reports, Mentoring, Giving, Endowments)
3. Utilize Advisory Boards and their networks for securing internships and career opportunities for current students (Measures and Metrics: Number of Internships, Jobs, Executive on Campus, Student Clubs and Organizations, Centers of Excellence)

Differentiating Progress in support of the Strategic Plan
CCB differentiated its vision and mission through the successful achievement of numerous CCB goals, strategies and tactics. A summary of key examples of progress on strategic goals follows.

Strategic Goals	Tactics	Progress	Status
1. Enhance CCB visibility/ Differentiate products, branding	Assess programs for viability and impact	1.Eliminated Human Resources program. 2.Added specialized master's programs	Ongoing
	Improve branding	1.Updated marketing materials, websites 2.Completed surveys for rankings 3.Increased social media marketing 4.Created student testimonials	Ongoing
	Embed engagement in curriculum	1.Added course-embedded career activities. 2.Added student leadership opportunities. 3.Added course competencies: Tableau (data visualization), Salesforce, Hotspot.	Ongoing
	Incubate innovation and entrepreneurship	1.Expanded Start-up Weekend participation. 2.Increased enrollments in Small Business and Entrepreneurship program.	Ongoing
	Utilize new Learning Pavilion	1.Added industry functions in Pavilion. 2.Added student functions in Pavilion.	Ongoing
2.Increase enrollment and retention	Develop enrollment and retention reports	1.Added weekly enrollment/admissions reports. 2.University shares retention statistics.	Complete
	Enhance freshmen experience	1.Reduced MIS 101 class size and offer in CCB. 2.Added professional advisors in CCB. 3.Added student mentors.	Ongoing
	Improve Career Development Opportunities	1.Added course-embedded career development 2.Added career development activities in CCB 3.Expanded CCB internships across disciplines	Ongoing
	Inculcate student professionalism	1.Expanded and funded student competitions 2.Funded student research presentations	Ongoing
3.International Programs	Prioritize existing partnerships	1.Expanded Nonagon program	Ongoing
	Increased faculty exchanges	1.Increased faculty exchanges in Accounting & Finance and Decision Information Sciences	Ongoing
	Build innovative programs	1.Added STEM program in MBA 2.Added STEM program in MSTM	Ongoing
4.High quality academic programs	Investigate possible new MS programs	1.Added MS in Accounting, Finance, Technology Management and Healthcare Management	Complete
	Develop program assessments	1.Revised/simplified assessment model 2.Developed assessment plan for new programs	Ongoing
5.Support faculty development	Hire and retain qualified faculty	1.Added seven net new full-time faculty 2.Reduced student/faculty ratio (34/1 to 33/1).	Ongoing
	Invest in faculty development	1.Expanded new faculty two/two teaching load 2.Increased faculty development support	Ongoing
6.Enhance faculty research	Support faculty research	1.Increased research support for data bases, travel, etc.	Ongoing
	Develop research synergies	1.Hired multiple behavioral faculty	Ongoing
7.PhD Program	Investigate viability	1.Did not pursue PhD program	Complete
8.Foster outreach	Increase industry outreach	1.Added in-class industry projects/engagement	Ongoing
	Expand/Utilize Advisory Board	1.Added alumni and other industry members 2.Saught internships/research projects with board	Ongoing

Goal 1: Enhance Charlton College of Business Visibility: CCB updated marketing materials and web sites, completed external surveys to generate program and College rankings and recognitions, increased social media marketing efforts, and identified students and alumni for testimonials of student success.

Differentiating student career development activities were embedded in the curriculum. CCB expanded student enrichment opportunities, including clubs and organizations, student ambassadorships, student competitions, student mentor opportunities, student social media opportunities and other leadership activities. CCB utilized the new Charlton Learning Pavilion as the primary venue for student and industry functions as well as social space and touch-down space for career development, study abroad, financial aid, and other units supportive of CCB students. CCB also shared the Pavilion with other UMassD units.

Goal 2: Increase Enrollment and Retention: CCB is data driven and systematically generates and shares weekly admissions and enrollment data by term, program, and delivery mode. From this data CCB notes trends and significant changes. These enrollment management processes supported CCB's timely development and addition of online programs. CCB also differentiated and enhanced the freshmen experience with the MIS 101 and advising changes and improved the student experience through the increase in student professional development and other enrichment activities. CCB systematically engages with local schools by hosting the DECA high school competitions and through CCB student delivery of Junior Achievement educational modules to elementary, middle and high schools. As a result of these initiatives, CCB has largely countered the regional decline in enrollments.

Goal 3: International Partnership and Globalization: The most significant and differentiating international partnership further developed by CCB over the past five years is the Nonagon/Azores Start-up Weekend exchange program. This partnership is consistent with our other Start-up Weekend events and is supportive of our large local Portuguese community. CCB also strategically developed two differentiating STEM approved graduate programs, MBA – Business Analytics and MS Technology Management, to attract international graduate students to our campus.

Goal 4: High Quality Academic Programs: CCB added specialized master's programs in Accounting, Finance, Healthcare Management and Technology Management over the past five years. These programs advanced the CCB program profile from a largely undergraduate college to a college offering a wide array of master's and undergraduate programs. Additionally, CCB launched online programs at both the graduate and undergraduate levels further elevating the reputation of the College. All new programs follow assurance of learning practices to ensure high quality.

Goal 5: Support Faculty Development: CCB hired seven net new full-time faculty over the past five years. Four of these net new positions were tenure-track and three were lecturer positions. All faculty were hired based on their initial academic and professional qualifications supporting CCB's mission. CCB standardized faculty development support, including monies for professional travel, research, data-bases, professional certifications and licensure, training, and sabbaticals support faculty development, retention and faculty maintenance of academic or professional qualifications.

Goal 6: Enhance Faculty Research Productivity: CCB supports basic, applied, and pedagogical research in support of our mission. In addition to the faculty development support mentioned under Goal 5, CCB provides student teaching or research support to allow faculty more time for research. CCB faculty regularly run internal brown bag research seminars and present research to CCB colleagues and invite scholars from peer and aspirant institutions to present topics of interest. Faculty travel for research presentations at professional conferences is encouraged and supported. The new advising model will also positively impact faculty research productivity as it will reduce the amount of undergraduate advising currently provided by faculty. The College now offers new tenure-track faculty a two-course teaching load each semester for the first two years to allow more time for research. Faculty are also encouraged to promote their research internally in the UMassD communications to the UMassD community. As a result of these initiatives, the vast majority of tenure-track faculty are research productive.

Goal 7: Ph.D. Program Analysis: While CCB developed and advanced a Ph.D. program proposal through all levels of the College, University, and University System, the program was stalled at the state level with the Board of Higher Education. Given the uncertainly of adequate resources, CCB opted not to pursue the Ph.D. program. At this time there are no plans to pursue the program.

Goal 8: Foster Outreach and Advancement: CCB supports local industry and alumni through strategic initiatives that differentiate the College. Specifically, the local industry and community partnerships and events demonstrate CCB's commitment to the region. CCB's leadership and engagement with EforAll, Start-up Weekend, Chamber events, and industry and community boards support local industry and alumni. CCB revitalized the CCB Advisory Board. Lastly, the DECA high school events and the Junior Achievement programs support regional schools and the VITA programs assist the local population.

Intellectual Contributions: Impact and Alignment with Mission

CCB faculty are research active. The vast majority of the CCB tenured and tenure-track faculty, 32 of 37 or 86 percent, are engaged scholars as measured by refereed journal article publications resulting in maintenance of academic qualifications. One faculty member not producing refereed journal articles over the past five years retired in June 2019. Table 2-1 in Appendix A summarizes faculty research publications by each discipline in CCB. This is an impressive outcome given that the tenure-track faculty teaching load is normally three courses per semester and few course releases have been given over the past five years. In fact, course releases, when given, were primarily in support of administrative service.

All Accounting, Finance, MIS, Marketing, and POM tenured and tenure-track faculty maintained their academic qualifications and 63 percent of the Management faculty maintained their academic qualifications representing a substantial cross-section of faculty in each discipline. A Full Time Lecturer in Management also maintained her academic qualifications. Overall, 83 percent of the participating faculty produced intellectual contributions (ICs). Consistent with our previous review, these metrics support our mission statement claim that we deliver quality programs in "...an environment of engaged scholars". These faculty qualification metrics, in combination with the intellectual contributions total output of 441, including 260 or 59 percent, identified as basic or discovery scholarship, also support our claims that from a research productivity perspective CCB is a "…leading business school" that "creates and disseminates knowledge". CCB faculty reported 151 peer-reviewed journal articles, an average of 4.1 refereed articles per tenure-track faculty member, over the past five years. To promote further impact and consistency with mission, CCB now qualifies peer-reviewed journal articles as having a Cabells acceptance rate of less than 40% or other evidence of quality such as A or B rating in the ABDC journal rankings, other evidence of low acceptance rates if not reported in Cabells, or high journal impact factor. Some flexibility is allowed here as one of CCB's values is to embrace and foster innovation and creativity, but the burden is on the faculty member to demonstrate quality if the journal is not listed in Cabells.

Of the 151 journal articles, 96 or 64 percent had a 30 percent or less Cabells acceptance rate or were rated A or B by ABCD and 16 or 10 percent are sole-authored publications. Joint publications are also encouraged in the College as a mechanism to build a collaborative research environment, as are publications with students. The 151 peer-reviewed journal articles were published in 113 different refereed journals over the past five-year period. This publication output is less than the prior period as all peer-reviewed articles were included in the previous report and the faculty mix has changed. Table 2-2 summarizes current publications appearing in a number of top journals including the Journal of Business Finance & Accounting, European Financial Management, Financial Analysts Journal, Auditing: A journal of Practice and Theory, Organization Science, International Business Review, Psychology and Marketing, Personnel Psychology, Journal of Computer Information Systems, International Journal of Project Management, Annals of Operations Research, International Journal of Production Economics, and Management Science.

The summary of CCB faculty citations is also impressive. Table B1, Appendix B, illustrates that CCB faculty have been cited more than 24,000 times in their careers averaging over 500 citations per faculty member. The average per capita faculty citations since 2014 is over 200 with total citations exceeding 10,000. Given the number of new faculty, early in their academic careers, CCB is pleased with these outcomes. These metrics support the CCB faculty impact on their respective professional disciplines.

Given the number of publications, total faculty citations, and percent of publications in basic or discovery scholarship, CCB faculty scholarship is aligned with the missions of the University and College.

Research Impact on Theory, Practice and/or Teaching/Pedagogy

The CCB mission statement embraces research as follows: Charlton College of Business, as part of a comprehensive public university, provides accessible, affordable and exceptional graduate and undergraduate business education in an environment of engaged scholars. As a leading business school, we create and disseminate knowledge, innovate and catalyze change and prepare our graduates to positively transform lives, organizations and communities. The eight strategic goals identified by CCB also include research to either directly or indirectly: (1) Enhance CCB's visibility, (2) Increase enrollment and retention, (3) Promote international partnership and globalization (4) Maintain high quality academic programs, (5) Support faculty development, (6) Enhance faculty research productivity, (7) Assist PhD program analysis and (8) Foster outreach and advancement. Consistent with the previous review period, faculty are encouraged to address the following research goals:
1. Advance the body of knowledge for their disciplines through innovative and high impact research. CCB is committed to knowledge-based research that can enhance management practices and can inform classroom learning and teaching.
2. Commitment to the mission values of integrity and to act in the service of our communities
3. Recognition as a prominent regional business school
4. Research and intellectual contributions that meet the needs of our external stakeholders

CCB operationalizes these goals in the initial research evaluation of faculty candidates by seeking and selecting faculty with a history of scholarship that best aligns with our mission, aligns with or complements current faculty mission-related research and informs the area of instruction. The recent management and marketing faculty hires with an interest in behavioral research and the new behavioral lab are a good example of faculty research alignment and a research cluster hiring strategy. Our faculty applicant pool, hiring packages, location, and the fact that we do not have a PhD program often limit our overall hiring strategy.

Quality and Impact: The new tenure and promotion department standards approved by the faculty over the past five years better align with University and CCB goals by elevating publication quantity and quality in the evaluation of scholarship for tenure and promotion, with higher quality publications counting more and lesser quality publications counting less. The significant percent of ongoing CCB faculty scholarship identified as Basic or Discovery Scholarship, 59 percent (260 of 441 ICs), is best disseminated broadly to other scholars through recognized journals within each discipline, thereby enhancing CCB's visibility (Goal 1). Research collaborations with scholars from other universities further extends our research footprint and impact across institutions. Faculty involvement in dissertation committees in other colleges and universities also expand our research profile. Professional development funding for data bases and research presentations also supports impactful scholarly collaborations and dissemination of CCB scholarly work at conferences.

CCB faculty regularly evaluate the quality and impact of publications by Cabells acceptance rates, journal rankings in the Australian Business Dean Council (ABDC), and article citation counts. CCB faculty also recognize and participate in scholarship secondarily in the forms of:
1. Conference presentations (113)
2. Conference proceedings (68)
3. Grants received by faculty (particularly external) (4)
4. Editorial board memberships (24)
5. Faculty leadership positions in professional organizations (8)
6. Faculty appointments as visiting professionals at other institutions (3)
7. Faculty invited as keynote speakers at a conference or at a peer or aspirant peer university (1)
8. Faculty reviewers (26) of journal articles or honors, masters or PhD thesis (148)

Consistent with the previous review period, the CCB faculty also actively participated in national and international conferences by presenting and sharing their research with their scholarly peers and receiving feedback to enhance their research. A number of faculty serve on editorial boards including the International Journal of Accounting and Finance (Vasudevan), International Journal of Indian Culture and Business (Vasudevan, White), Journal of Education for Business (Anderson), Organization Management

Journal (Joardar), and Journal of Advertising Research (Mora) and numerous faculty serve as journal reviewers. Scholarship presentations, conference participation, and editorial activities inform faculty of current and emerging methodologies and trends in disciplinary research, which, in turn, inform teaching and further individual research. These activities were in addition to the significant number of scholarly publications in high quality academic journals CCB faculty produced.

CCB faculty also continually advance their global knowledge and perspective and the visibility of CCB research globally by their participation in several activities. They participate regularly in international conferences and workshops, serve as keynote speakers and visiting professors, and participate on dissertation committees with international partners. These international activities support the opportunity for additional international collaborative research, grants, and teaching partnerships.

CCB faculty systematically participate in research activities serving the region and enhancing the student experience. They receive regional grants and produce research output, sometimes involving students, addressing local business problems and practices and community engagement. Specific examples include the industry surveys and analyses conducted by the Center for Marketing Research and the behavioral studies conducted by faculty through the Behavioral Lab.

Faculty are committed to the teaching and learning mission of the campus and produced 104 of 441 ICs that directly support teaching and learning. This commitment has produced a number of valuable and visible high-quality publications. Dr. Shouhong Wang, for instance, was ranked in the top 23 among "7,209 identified unique authors" of pedagogical papers in the Business and Management area by *Decision Sciences Journal of Innovation Education* in 2017.

The faculty also regularly serve their professions and increase the College visibility through their participation in academic conferences as conference chairs, reviewers, presenters, discussants, panelists and organizers.

The total intellectual contributions for the three departments are listed in Tables B2-B5 (Appendix B).

Research Support: Faculty research support comes from four primary sources, College funds, Department funds, Online and Continuing Education funds, and Provost Travel Grants. Over the past five years, faculty received $2,500 from the College, annually, in support of faculty travel for conference presentations or other approved professional development activities. In addition, departments may supplement these College professional development monies based on their departmental priorities and available funding. The Provost Office regularly supports an additional $500 in faculty travel in support of conference presentations. The academic departments and the faculty Research Committee also make requests for additional data bases, data, or other software to support research. Depending on funding availability, these requests are usually funded. Periodically, the Deans Office also measures usage of the various data bases to determine if funding should be continued. The Dean of the Library also weighs in if there are better or less expensive research support options available. CCB expects the current level of scholarship funding to continue.

In addition to financial support of faculty scholarship, the College recognizes that course release time is valuable, as time is often a constraint to research productivity. Budgets have been developed and processes discussed to begin to systematically grant course releases to support research. These budgets and processes have been shared with the Provost, but University funding does not currently allow for course releases. Moving the research productive faculty to 3 and 2 teaching loads represents a realistic goal for the short term. Without changes in course enrollment management, this initiative would cost the University approximately $200,000 based on the cost of adjunct stipends to backfill the courses. With changes in course enrollment strategies (i.e. strategically increasing some class enrollments and offering more fall only or spring only classes) CCB could likely accomplish the reduced workloads at a lesser cost. The addition of more full-time lecturers to support the instructional needs of the College is also a very good option as these individuals are fully participating and actively engaged in student success initiatives and the life of the College.

New Degree Programs: The College developed an impressive number of new academic programs over the past five years. CCB received final approvals for the MS in Healthcare Management in Fall 2014, the MS in Technology Management in Spring 2015, and the MS in Accounting in Spring 2015.   These programs typically launched a year after the final approvals to allow time for the development of marketing materials and a student recruitment cycle. No additional facilities were required to offer these programs. The MS in Finance launched in fall 2019 and is, therefore, not included in this report, but information is available during the visit.

MS in Accounting: The MS in Accounting (MSA) is designed to support regional, national and international workforce development needs in the accounting industry or workforce needs in advanced accounting roles. More specifically, the MSA is designed to provide advanced and affordable accounting education that will help students meet the 150-credit hour rule for CPA certification and will better prepare students to pass professional certification exams including the CPA, Certified Management Accountant (CMA), Certified Internal Auditor (CIA), Certified Financial Planner (CFP) and Certified Fraud Examiner (CFE). Over the past five years, the University funded three net additional Accounting tenure-track and full-time lecturer positions, along with faculty development monies, in support of this program and the undergraduate accounting program. The overall enrollments in accounting are somewhat steady, so the growth in faculty base supports high quality faculty deployment across the new program. The recent faculty hires include academically qualified tenure-track faculty and professionally qualified full-time lecturers with a commitment to maintenance of their CPA qualifications through CPE credits and other industry involvement. Given that the MSA degree directly serves the accounting profession, the mix of academically and professionally qualified faculty was strategic. The MSA learning goals include 1) Critical Thinking and Analytic Skills, 2) Communications Skills, 3) Ethical Knowledge and Responsibilities, and 4) Functional Knowledge. The learning goals are systematically evaluated in several classes through student performance in cases, presentations and other course assignments. Student assessments indicated that student performance met targets in Critical Thinking and Analytic Skills and Communications Skills, but feedback from the external reviewers and faculty suggested the requirement of professional dress for presentations. While 78% of students met or exceeded assessment targets for Ethical Knowledge and Responsibilities, the faculty is implementing more practice questions in the online Learning Modules to reinforce accounting knowledge and ethical responsibilities. Results from two classes assessing Functional Knowledge demonstrated that students met assessment targets, but a specific project was added to one course and real-world case studies in a second course to continuously improve the program.

MS in Healthcare Management: The MS in Healthcare Management (MSHM) is designed to meet the rapidly changing and unmet regional, national, and international healthcare workforce needs in improving the quality and efficiency of healthcare delivery. More specifically, the MSHM is designed to provide students with knowledge and tools to help improve the quality and efficiency of healthcare delivery and become agents for positive change, by learning how to save time and money, improve quality of care, redesign organizational processes and reduce implementation errors. This program offers advanced and affordable education in healthcare management that will help individuals secure employment or advance within the healthcare industry. Since the last review, the University has supported two net new full-time faculty lines, accompanied by proportional additional faculty development funding, in support of this new program and other related programs delivered by the Decision & Information Sciences Department. The MSHM learning goals include: 1) Continuous Improvement skills, 2) Knowledge of Healthcare Policy & Processes, 3) Collaboration skills, and 4) Communication skills. Student assessment was achieved through case or project analyses and student presentations. Students met or exceeded performance targets related to Continuous Improvement skills, Collaboration skills, and Communication skills. Students also met or exceeded target performance in Knowledge of Healthcare Policy and Processes. While students did meet expectations in this goal, the course is revised annually for currency in healthcare policies.

MS in Technology Management: The MS in Technology Management (MSTM) is designed to meet the changing regional, national, and international workforce needs in the dynamic, technology-driven, and competitive global business environment. This program is designed for experienced engineers seeking to

advance their careers in management and for current or prospective business managers facing the challenges of implementing complex enterprise-level systems. The MSTM program also achieved STEM designation, so it is attractive to international students desiring both program content and extended Optional Practical Training (OPT). Over the past five years, the University funded two net new full-time faculty, also mentioned above in reference to the MSHM, to support this and other programs offered by the Decision & Information Sciences Department. Learning goals established for the MSTM include: 1) Learning and Innovation Skills including critical thinking and problem-solving skills and communication and collaboration skills, 2) Digital Literacy Skills including Information literacy skills and communication technology (ICT) literacy skills, and 3) Career and Life Skills including productivity and accountability skills. Student assessment was achieved through student case, project, or other assessment evaluations or presentations. Student assessments revealed that students did not meet all targets and need to develop better skills in critical thinking and develop better skills in understanding concepts and theoretical frameworks. MSTM students met or exceeded targets for demonstrating skills in communication and collaboration, communication technology (ICT) literacy, and productivity and accountability. Faculty did not recommend curricular modifications, but will introduce new teaching and evaluation tactics, such as requesting deliverable drafts and providing feedback to improve student performance.

MS in Finance: The MS in Finance (MSF) was developed during the review period, but did not launch until fall 2019. The MSF is designed to support workforce development needs for leaders in the finance industry or workforce needs in finance roles within other industries regionally, nationally, and internationally. The MSF is designed to provide advanced and affordable education in finance to prepare students to pursue nationally and globally recognized credentials, including the Chartered Financial Analyst (CFA). Since the program did not launch during the review period, it is not covered in this report.

V. Participants – Students, Faculty, and Professional Staff

The Charlton College of Business advanced the student experience at both the undergraduate and graduate levels since the last review consistent with the mission to provide excellent value and produce graduates who are confident, effective, and well-desired graduates and socially responsible business leaders, who contribute to the workforce and economy of Massachusetts and beyond.

Undergraduate Program
Undergraduate admissions standards and procedures
The Massachusetts Board of Higher Education (BHE) sets the University of Massachusetts undergraduate admissions standards. The UMass standards are higher than the standards established for state universities and community colleges as the UMass system is the highest tier of public education in the state. UMassD's Admissions Office evaluates and processes all undergraduate applications consistent with UMass standards.

Centralized admissions: All admissions decisions and processing of applications are conducted by the UMassD Admissions office. Admissions staff review and process applications consistent with BHE standards. Applications are reviewed on a rolling basis supporting either fall or spring admission. The vast majority of freshmen and transfer students enter the university in the fall semester.

Admissions standards: The general admissions standards normally require a minimum GPA of 3.0 and SAT of 1,000. The admissions staff reviews each application and allows admission of students who meet minimum standards and to lower GPA students who present higher SATs. In addition to regular admissions standards, the Charlton College of Business launched a pilot no-test option for admission in fall 2019, to be more competitive with the UMass Boston and UMass Lowell campuses already offering the no-test option. This new admissions path allows admission of students with an overall 3.25 without submission of an SAT or ACT. This option increases access to students with limited financial means to fund the exams or the test preparation classes and aligns well with the population we serve. Freshmen take a math placement test and take a remedial math class if their test scores are not satisfactory.

Diversity: In addition to the new no-test option, designed to provide more student access to CCB, the University offers two major pathways programs to support diversity. The College Now program is a one-year pathway program designed for economically disadvantaged domestic students. The program currently provides high-touch advising and student mentoring services to 200 students. A large percent of successful College Now students matriculate to the CCB.

A second pathways program supporting diversity through international student recruitment is the Navitas program. The University has collaborated with Navitas, an international student recruitment and pathway provider, for over ten years. Most students recruited to the Navitas program are business majors. The Navitas partnership agreement will expire in summer, but another pathway provider will be selected.

Table 5 illustrates the steady declines in freshmen enrollments from 2014 to 2017, from 234 to 187, and the increase in 2018 to 244. The increase in freshmen enrollments in 2018 was largely attributed to changes in the enrollment management leadership team in early 2018 and adoption of better recruitment and financial aid policies and practices during the 2018 recruitment cycle.

Undergraduate Transfer Students, Internal and External
Internal transfer student standards and practices: CCB continues to innovate in the recruitment of internal transfer students. Since our last review, the CCB faculty revised the admissions standards for intercollegiate transfer students from an overall GPA of 2.5 to 2.3 with a minimum of 12 credits. The new standards better align with external transfer admissions standards and recognize that less-than-successful engineering majors, for instance, may be ideal candidates for business majors. In addition, the CCB faculty allow internal transfers for students earning a GPA of at least 2.5 in four designated business courses. Previously, a five courses sequence was required and two courses were prerequisites to another, causing students to float between colleges for two or more semesters. Students formally apply for internal transfer to CCB and are evaluated by their CCB Department Chair and Assistant Dean. Students may change major within CCB with a GPA of 2.0 or greater.

Community College and 4-year Transfer Student Standards and Practices: The Admissions Office processes and evaluates transfer applications. The Commonwealth Transfer Compact outlines transfer policies for students transferring from Massachusetts public community colleges to Massachusetts public colleges and universities, allowing the transfer of 60 credits, guaranteed, without having to repeat requirements, assuming students transfer with a minimum GPA of 2.5. Recent changes do not require, but allow up to 75 community college transfer credits depending on major and courses completed. Business students typically transfer in 60 or fewer credits. Once students are accepted by Admissions, the CCB Advising Coordinator is notified and initiates a series of yield activities to successfully recruit students. The CCB Advising Coordinator travels to local community colleges to recruit students and to assist in early advising for students likely to transfer to CCB. The Advising Coordinator also works directly with transfer students evaluating credits and facilitating advising, enrollment, and orientation.

Table 5 illustrates how transfer student enrollments, in addition to the freshmen enrollments, increased recently, including the 33 additional 2018 Mount Ida Teach-Out students described below.

Table 5: Freshman and Transfer Admissions Summary - Fall 2014 through Fall 2018

| Year | Freshman | | | | | Transfer | | | | | Total |
	Applied	Admits	Enrolled	ACC rate	Yield	Applied	Admits	Enrolled	ACC rate	Yield	
2014	1,207	884	234	73%	26%	256	232	138	91%	59%	372
2015	1,374	986	220	72%	22%	245	214	136	87%	64%	356
2016	1,355	999	201	74%	20%	312	281	157	90%	56%	357
2017	1,264	1,059	187	84%	18%	314	291	193	93%	66%	380
2018	1,562	1,167	244	75%	21%	439	346	199	79%	58%	443

Mount Ida Teach-out Program: In 2018, the UMass system assisted a failing small local private institution, Mount Ida College. Mount Ida announced in late spring 2018 that they were closing at the end of the spring semester, in approximately two weeks. UMass Amherst had negotiated the campus

purchase and role of custodian of the student records. The Dartmouth campus was determined to be the best fit UMass teach-out campus given the program alignment, particularly the College of Visual and Performing Arts, and the small campus size relative to the other UMass campuses. Consequently, CCB, along with the other UMassD colleges, worked with Mount Ida students and allowed transfer into the college. Of the 33 Mount Ida students admitted to CCB, most were low credit students not requiring any special consideration. Some of the 33 students, however, were higher credit students and, given their circumstance, were granted more generous course transfer, on an exception basis.

Charlton College of Business Retention and Graduation rates

Retention Rates: Table 6 summarizes the 2013 to 2017 freshmen to sophomore retention rates for each college and the University.   CCB student retention aligns most closely with the College of Arts and Sciences, ranging from a high of 77 percent to 66 percent. The most recent 2017 cohort retention rate, 66 percent, is significantly lower than the previous four years and an anomaly. Feedback from the Admissions staff suggest that the staff sustained turnover in the 2017 recruitment cycle resulting in late admission decisions and admissions decisions to lesser-qualified students. A glance back to Table 5 confirms a higher freshmen acceptance rate for 2017. CCB freshmen performance in the freshmen class also supported this theory. New leadership and staff in Admissions, more competitive admissions materials and processes, and a shift to more merit-based financial aid now address this issue. The new professional advising model in CCB also directly addresses first-year retention.

Table 6: Freshman to Sophomore Retention Rates in University - Fall 2013 through 2017

College	2013 cohort	2014 cohort	2015 cohort	2016 cohort	2017 cohort
College of Arts and Sciences	75.30%	71.66%	72.56%	71.63%	69.58%
Charlton College of Business	77.17%	72.49%	72.09%	76.77%	65.76%
College of Engineering	81.03%	74.84%	72.08%	72.31%	78.68%
College of Nursing	94.68%	88.30%	90.09%	91.67%	85.09%
College of Visual and Performing Arts	88.89%	87.67%	83.95%	73.77%	75.00%
UMass Dartmouth Average	79.36%	75.02%	73.42%	74.24%	70.93%

Graduation Rates: Charlton College of Business 4, 5, and 6-year graduation rates generally exceeded the University average, but are not yet points of pride for the College. The rates, summarized in Table 7, are trending upward with the most recent CCB 4-year graduation rate at 46 percent versus the University average of 37 percent, CCB 5-year graduation rate at 54 percent versus the University average of 51 percent, and CCB 6-year graduation rate at 56 percent relative to the University average of 56 percent. CCB is implementing more formal processes to confirm accuracy of the reported initial freshmen cohorts.

Table 7: Graduation Rates in University - Fall 2008 through 2012 Cohorts

College	2008 cohort	2009 cohort	2010 cohort	2011 cohort	2012 cohort
College of Arts and Sciences					
4-year rate	21.92%	25.00%	26.76%	24.83%	33.16%
5-year rate	39.51%	39.02%	42.05%	36.32%	46.29%
6-year rate	42.44%	42.23%	45.26%	42.57%	51.30%
Charlton College of Business					
4-year rate	36.12%	38.25%	34.55%	37.17%	46.40%
5-year rate	50.40%	48.77%	48.17%	43.36%	54.00%
6-year rate	52.02%	49.47%	51.31%	47.79%	56.40%
College of Engineering					
4-year rate	24.07%	25.00%	26.62%	33.60%	37.83%
5-year rate	41.08%	42.96%	46.77%	47.83%	52.43%
6-year rate	43.98%	47.54%	50.57%	56.92%	59.55%

Table 7 - continued

College	2008 cohort	2009 cohort	2010 cohort	2011 cohort	2012 cohort
College of Nursing					
4-year rate	68.14%	68.75%	68.93%	69.16%	72.73%
5-year rate	79.65%	77.68%	78.64%	78.50%	88.18%
6-year rate	80.53%	80.36%	79.61%	79.44%	89.09%
College of Visual and Performing Arts					
4-year rate	41.67%	31.63%	47.76%	41.51%	47.95%
5-year rate	60.42%	47.96%	67.16%	51.89%	57.53%
6-year rate	64.58%	53.06%	73.13%	58.49%	61.64%
UMass Dartmouth Average					
4-year rate	27.42%	27.75%	28.25%	30.16%	37.23%
5-year rate	44.00%	42.42%	45.17%	41.95%	50.62%
6-year rate	47.45%	45.84%	48.77%	48.47%	56.27%

Graduate Programs Admissions Standards and Procedures

Admissions Criteria and Standards: All CCB graduate programs have clearly articulated admissions standards developed by CCB faculty. The admissions standards are published on the Graduate Admissions website of the University's Office of Graduate Studies and in all published admissions materials. The GMAT is required by all CCB graduate programs unless waived due to 5 years of full-time work experience, professional licensure, successful completion of specified graduate foundation core courses, or undergraduate academic achievement in an AACSB school. The TOEFL (minimum score of 80 internet-based) is required of international students unless students enter the Navitas pathways program. Lastly, undergraduate GPAs of 3.0 or greater are required as well as letters of recommendation and a statement of purpose. If an admission decision is questionable, the Dean or graduate programs committee is consulted. CCB recognizes that competition for graduate students is fierce and timely admissions decisions and proactive recruitment processes are key.

Admissions Process: All application materials are submitted to the UMassD Office of Graduate Studies. Once applications are complete, Graduate Studies notifies the Assistant Dean or Graduate Program Coordinators that the applications are ready for review. CCB enters decisions and Graduate Studies processes decision letters. Table 8 summarizes graduate programs admissions activities.

Table 8: Graduate Programs Admissions, Fall 2014 through Spring 2019

	Semester	Admits	Enrolled	Yield %
MBA	Fall 14/ Spring 15	203/ 118	148/ 89	72.9%/ 75.4%
	Fall 15/ Spring 16	161/ 83	95/ 59	59.0%/ 71.1%
	Fall 16/ Spring 17	151/ 62	108/ 44	71.5%/ 71.0%
	Fall 17/ Spring 18	103/ 80	75/ 67	72.8%/ 83.8%
	Fall 18/ Spring 19	182/ 93	129/ 70	70.9%/ 75.3%
MS Accounting	Fall 15/ Spring 16	20/ 10	17/ 9	85.0%/ 90.0%
	Fall 16/ Spring 17	33/ 23	20/ 16	60.6%/ 69.6%
	Fall 17/ Spring 18	29/ 15	24/ 11	82.8%/ 73.3%
	Fall 18/ Spring 19	22/ 11	11/ 7	50.0%/ 63.6%
MS Healthcare Management	Fall 15/ Spring 16	8/ 6	6/ 5	75.0%/ 83.3%
	Fall 16/ Spring 17	15/ 4	13/ 2	86.7%/ 50.0%
	Fall 17/ Spring 18	20/ 15	12/ 13	60.0%/ 86.7%
	Fall 18/ Spring 19	9/ 11	9/ 10	100.0%/ 90.9%
MS Technology Management	Fall 15/ Spring 16	5/ 15	3/ 7	60.0%/ 46.7%
	Fall 16/ Spring 17	15/ 14	6/ 7	40.0%/ 50.0%
	Fall 17/ Spring 18	11/ 8	9/ 4	81.8%/ 50.0%
	Fall 18/ Spring 19	29/ 15	13/ 6	44.8%/ 40.0%

Graduation rates for the MBA program are high and have not changed since the review period. CCB will monitor the graduation rates of the new MS programs in the upcoming years.

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support
Faculty Recruitment and Hiring Policies: CCB strives to recruit and retain diverse, high-quality faculty with an excellent portfolio of accomplishments in teaching, intellectual contributions, and service. CCB is also committed to providing resources for professional development to support faculty productivity in all areas to meet or exceed maintenance of faculty academic or professional qualifications.

CCB works closely with the Provost to establish new faculty and staff positions and with Human Resources in the recruitment process. Department Chairs, in consultation with their faculty, request faculty lines to the Dean and the Dean prioritizes faculty requests based on enrollments, curriculum management, new program needs, and College strategic priorities and forwards faculty requests to the Provost. The Provost, working within a defined personnel budget for Academic Affairs, allocates new faculty and staff lines across colleges based on retirements or departures, enrollment trends, and University strategic priorities. CCB follows the University recruitment and hiring processes and policies.

Department Chairs, with input from faculty and the Dean, develop faculty job postings reflecting the CCB initial faculty qualification standards and other criteria indicating desired areas of teaching need, areas of research opportunity and collaboration, and other faculty expectations. Faculty search committees manage the majority of the recruitment and selection process. CCB faculty attend and interview candidates at key disciplinary conferences and postings are advertised in the Chronicle of Higher Education, Higher Education Jobs, other regional outlets and several outlets intended to increase the diversity of our applicant pool.

Faculty Mentoring: Department Chairs formally mentor new faculty and senior faculty also informally mentor new faculty. Each department also conducts research seminars featuring both internal and external faculty research presentations and new faculty are encouraged to participate. Departments also often reach across departments and invite CCB colleagues to attend these research presentations.

Additionally, the University has a well-established New Faculty Institute designed to mentor new faculty throughout their first semester. Senior faculty and key administrators offer weekly scheduled meetings on University policies, best practices in teaching, and University resources. The New Faculty Institute meetings not only acclimate new faculty to the campus and current trends in teaching and research, but also build both disciplinary and interdisciplinary community among the new faculty members.

Faculty Evaluation and Reward Systems: Charlton College of Business follows the faculty union, Faculty Federation, evaluation process. In accordance with the union contract, each academic department is now responsible for developing tenure and promotion standards, subject to approval by the Dean and Provost. Standards are reviewed and revised every six years.   All CCB tenure and promotion standards were revised, since the last review, to better align with the expectations of a research institution. The updated CCB standards offer faculty more clarity on research expectations by identifying that refereed journal publications are required for tenure and promotion. Tenured faculty also undergo a UMass system-wide required Periodic Multi-year Review (PMYR) every seven years.

In addition to periodic personnel actions addressing renewal, tenure, promotion, or PMYR, CCB faculty also undergo an annual evaluation for salary increases. Most of the recently negotiated salary increases reflect standard across-the-board salary increases largely addressing cost of living increases for satisfactory performance. In some years, however, negotiated increases also included a possible modest merit component based on faculty productivity.

Faculty also have an opportunity to increase their salary in the 'Out of Cycle Salary Review Process'. This salary review process allows Department Chairs and Deans to nominate faculty for an out of cycle salary increase based on faculty productivity, other faculty salaries, and market conditions.

Innovations in Faculty Development Support
CCB supports faculty development in a variety of creative ways, including Research Assistants, New Faculty Course Releases, Professional Development Support and Information Technology and Data Bases. CCB also encourages and responds to new faculty requests for research support.

Research Assistants: CCB graduate student assistants support faculty research or teaching. The students also benefit directly as they get an introduction to faculty research and receive financial support.

New Faculty Course Releases: During the previous review period, new tenure-track faculty had a two and two teaching load for the first year. CCB now offers new tenure-track faculty a two and two teaching load for the first two years. This additional year of course releases further supports new faculty research.

Professional Development Support: The College provides all tenured and tenure-track faculty $2,500 annually to support travel, professional fees, or professional development. CCB provides all full-time lecturers $500 in support of ongoing licensure or other professional development. The Provost provides an additional $500 in professional development. Lastly, departments may provide further support.

Information Technology and Data Bases: CCB supports faculty research with the following information technology and data bases: Proquest Databases (ABI/Inform Global, ABI/Inform Trade and Industry, ABI Inform Dateline, Accounting, Tax & Banking Collection, Asian and European Business Collection, Canadian Business & Current Affairs, Hoover's Company Records, Business Market Research, Ox Research (Oxford papers), Research Library, Proquest Central (news), US Newstream, Canadian Newstream), Ebsco Databases (Business Source Complete, EconLit, Applied Science and Technology, Inspec (computing)), Thomson-Reuters (Checkpoint (Tax)), Elsevier (Science Direct), ACM Digital Library (computing), Cabell's Directories, The Conference Board Research Collection, Mergent Online and Archives, Mintel, National Bureau of Economic Research (NBER) working papers, Reference USA and History Collection. In addition, faculty have access to Bloomberg and Wharton Research Data Services.

Faculty Criteria for Participating and Supporting
CCB has established processes for appointment, annual review, reappointment, tenure, and promotion decisions. The Faculty Federation Agreement also outlines policies for faculty management. All College and University processes are consistent with the Faculty Federation Agreement. All full-time faculty are evaluated annually as well as for reappointments, tenure, and promotion. For promotion and tenure, faculty must demonstrate continuous quality teaching, scholarship and professional activities, and university service. Service includes service to the College, University, community, and profession. CCB criteria for categorizing faculty as Participating versus Supporting have not changed since the last review.

Participating faculty deliver CCB courses and participate in the life of the College beyond direct teaching responsibilities. In determining what non-teaching activity would qualify a faculty member as Participating, CCB gives greatest weight to whether the activity is mission-related and substantive. The mission-related activity can include both student-focused and nonstudent-focused elements.

Supporting faculty deliver courses to CCB students, but do not participate in the life of the College beyond direct teaching responsibilities.

The annual evaluations of full-time lecturers and tenure-track faculty contain faculty contributions beyond teaching and are used to confirm that all full-time faculty are Participating. The following paragraphs provide examples of student-focused mission-related elements and nonstudent-focused mission-related elements used in evaluating part-time faculty.

Student-focused mission-related elements. A faculty member serving as an academic advisor or club advisor would qualify as Participating through contribution to student-focused mission-related activities, as would contributing to student career development through individual counseling, mentoring, internship generation, or larger-scale events. Other student-oriented activities that go beyond direct teaching include: revising curriculum, developing courses or significant course content, or contributing to AOL.

<u>Nonstudent-focused mission-related elements</u>. Participating faculty may also form part of the faculty complement necessary to achieve certain nonstudent-focused elements of the CCB mission. CCB has many outreach activities including executive education, professional board participation on behalf of CCB, lecture series, and K-12 engagement. Academic service learning – which helps students apply class concepts in the community – represent a special hybrid of teaching, career development, and outreach.

Participating in CCB's many outreach initiatives also allows a faculty member to qualify as Participating.

Part-time faculty can qualify as Participating: Part-time faculty may and are encouraged to qualify as Participating faculty members, consistent with full-time faculty, through consistent demonstrated engagement in CCB activities in matters beyond direct teaching responsibilities. Examples include: serving on our CCB Advisory Board, participating in student professional development activities, and engaging in CCB-sponsored, industry outreach activities.

Qualifying activities, metrics, and mission justification: Part-time lecturers will be considered Participating if, in the course of an academic year, they are involved in at least two of the following activities beyond classroom instruction and office hours. Each of the following activities can trace its relation to one or more aspects of the CCB mission. Participating status can be earned by active and substantive participation via:
1. Retention-oriented student advising, whether academic advising or career-focused advising.
2. An advisory board, task force or committee (department, center, college, or club).
3. Advising or co-advising a business student organization or club.
4. Community service, including academic service learning.
5. Business outreach/training or alumni relations/fundraising.
6. Promoting employment outcomes (employer relations, internship supervision).
7. Boosting career programming, such as job fairs, panels and speed interviewing.
8. Curriculum development through revising or developing a program or course.
9. Participating in the assessment process, student recruitment process, or department meetings.
10. Student research sponsor or other contributions to CCB's scholarship mission.
11. Participation in a student-focused activity such as judging project competitions.

Qualifying Process: The annual evaluations of full-time lecturers and tenure-track faculty contain faculty contributions beyond teaching and are used to confirm full-time faculty as Participating. Part-time faculty submit curriculum vitae annually and those are evaluated to determine if they qualify as Participating. Table 9 demonstrates that CCB meets or exceeds participating faculty coverage of student credit hours (SCH) in all but one discipline: Management. **Table 15-1 in Appendix A** contains more detail.

Table 9: Exhibit 15.1 Summary - Participating and Supporting Coverage AY 2018 through 2019

Discipline/Department	Participating SCH	Supporting SCH	Total SCH	% Participating
Accounting	6,603.00	279.00	6,882.00	95.95%
Finance	3,424.50	126.00	3,550.50	96.45%
A&F Department	10,027.50	405.00	10,432.5	96.12%
Management	5,040.00	3,345.00	8,385.00	60.11%
Marketing	3,747.00	0.00	3,747.00	100%
M&M Department	8,787.00	3,345.00	12,132.00	72.43%
MIS	3,576.00	756.00	4,332.00	82.55%
Operations	5,448.00	624.00	6,072.00	89.72%
DIS Department	9,024.00	1,380.00	10,404.00	86.74%
CCB Total	**27,838.50**	**5,130.00**	**32,968.50**	**84.44%**

Overall, 84% of CCB's student credit hours were covered by Participating faculty, well above the minimum requirement of 75%. Among the disciplines, Accounting and Finance were 96% and 96%,

Management and Marketing 60% and 100%, and MIS and Operations 83% and 89%, respectively, all above the 60% minimum discipline requirement.

Professional Staff Support and Development:
The CCB leadership team consists of the Dean, Associate Dean, Assistant Dean for Undergraduate Programs, Assistant Dean for Graduate Programs, and the three Department Chairs. Each Department Chair has a full-time administrative assistant and three additional administrative assistants support the Deans. Since the last review, CCB added an Undergraduate Advising Coordinator and two professional advisors for undergraduate students. The deans and advisors are encouraged to develop professionally either through in-house professional development opportunities, local conferences, or through local peer or aspirant peer institutions best practices. Advisors are funded to attend a regional advising conference annually. Secretaries are encouraged to attend in-house trainings.

CCB shares an Advancement Officer with the Engineering College and UMassD instructional, technical, and library staff also support CCB.

Freshmen and Sophomores are advised by the CCB professional advisors. Juniors and Seniors are advised by faculty advisors. In future years, professional advisors will advise undergraduates until they reach 70 to 75 credits.

VI. Learning and Teaching

Curricula Management and Development
CCB generated an impressive number of new programs and curricula changes over the past five years. The vast majority of the program and curricular changes were driven by market conditions and achieving goals within the University and CCB strategic plans. The faculty developed the MSHM, MSTM, MSA, online MSHM, Post Baccalaureate Certificate in Business Analytics, Business Analytics concentration for MBA, MS Finance, online BS MIS, online BS Finance online MS Accounting, online MSTM, online Post Baccalaureate Certificate in Finance, and online Graduate Certificate in Business Analytics. The new programs were driven by workforce needs, competitive forces and CCB's commitment to student access.

In addition to the development of new programs, CCB made significant changes to the AOL process to 1) simplify the process, 2) reduce the number of learning objectives, 3) develop fewer and more strategic program-level assessments (as opposed to course-level assessments), and 4) systematize the process so assessment results flow from the Assessment Committee to the Graduate or Undergraduate Curriculum Committee annually to ensure that curricular changes are discussed, documented, and formally integrated into the curriculum. While the previous process generated significant faculty engagement in course assessments, a less-complex AOL process was deemed to be more impactful and necessary, particularly with the addition of the new programs. The assessment process flowchart follows.
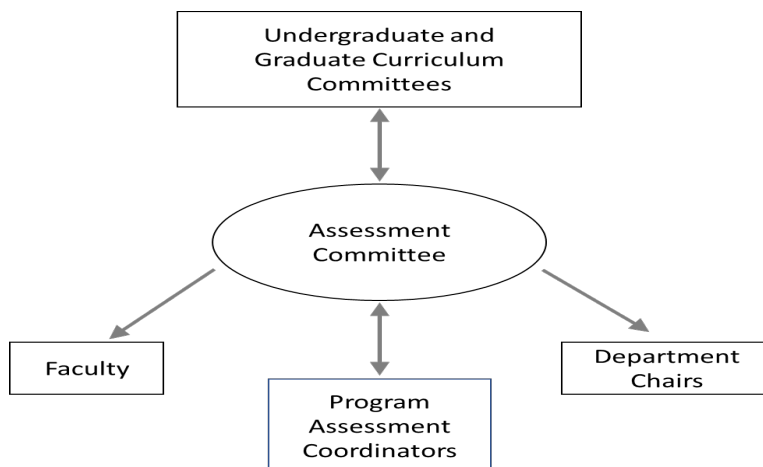
CCB was innovative in limiting enrollments in the program capstone courses in the undergraduate and MBA programs to encourage systematic faculty engagement in program assessment in capstone courses. This anchored more assessments at the end of the programs to capture more program-level learning than course-level learning.

Undergraduate AOL Evolution: CCB faculty addressed the complexity of the undergraduate assessment process in several ways over the past five years. First, faculty evaluated the learning objectives in 2014/15, reduced the number of learning objectives for the undergraduate programs from eleven to four and vetted the proposed new learning goals through each department's curriculum committee. The resulting learning objectives follow:

> Learning Objective 1: Life and Career Skills
> a) Communication, Collaborative Skills, (oral and written; team work)
> b) Initiative and Self-direction (time management and project management)
> Learning Objective 2: Learning and Innovation
> a) Reason effectively
> b) Make judgements about decisions
> c) Solve problems by using various types of reasoning (inductive, deductive, etc.)
> Learning Objective 3: Information, Media and Technical Skills - Information Literacy (access, evaluate and use information accurately, critically, creatively and ethically)
> Learning Objective 4: Ethics and Social Responsibility

In 2015/16, the Assessment Committee mapped the new learning goals to courses and developed assessment tools, rubrics, and an assessment plan that reduced the number and frequency of assessments per learning objective. The Assessment Committee led and managed this process with input from faculty. The Assessment Committee is headed by Professor Tim Shea, the CCB Assessment Coordinator, and includes a faculty assessment coordinator from each program. In addition, CCB has individual faculty course coordinators in place for many years. In the past, numerous assessments were done every semester by the course coordinators on the same learning objectives. Now, the course coordinators assist in assessment development and the assessment results as the learning objectives map to their courses. Faculty involved in the curriculum committees are also involved in assessment.

In 2016/17 student assessments of the new learning goals commenced and most learning goals were assessed twice during the review period. The CCB Assessment Committee and the course coordinators also developed an internal CCB Readiness test of general business knowledge.

Undergraduate Assessment Process: A summary of CCB's undergraduate learning objectives, assessment processes, and results follow.

Learning Objectives (LO), Traits	Where/When assessed	How assessed	Results*	Curricular Changes	Next Scheduled Assessments
LO1: Life and Career Skills					
Leadership & Team Management Skills	MGT 490**/ 2016	Business Strategy Simulation	95%	None recommended	Fall 2019 Fall 2021 Spring 2023
	MGT 490**/ 2017		98%	None recommended	
Initiative & Self-direction	MGT 201**/ Fall 2018	Individual Informational Interview	75%	Project will include more touch points.	Fall 2019 Fall 2022 Fall 2024
Teamwork	MGT 201**/ Fall 2018	Team Persuasive Presentation	92%	None recommended	
Initiative & Self-direction	MGT 401**/ Fall 2018	Individual Career Portfolio	65%	Add touch points to long projects.	Fall 2019 Fall 2022 Fall 2024
Teamwork & Oral Communications	MGT 401**/ Fall 2018	Team Community Project Presentation	100%	External reviewers added	

Undergraduate Assessment Process – continued.

Learning Objectives (LO), Traits	Where/When assessed	How assessed	Results*	Curricular Changes	Next Scheduled Assessments
Written Communications	MGT 398**/ Spring 2019	Interview Write-ups, Written Assignment	71%	Integrate more practitioners in both assignments to improve networking and process	Fall 2019 Fall 2022 Fall 2024
Initiative & Self-direction	MGT 398**/ Spring 2019	Final Paper, Career Planning Portfolio and Job Search Activities	67%		
LO2: Learning and Innovation					
Problem solving skills	MGT 490**/ 2016	Business Strategy Simulation/mid-term exam	95%	None recommended	Fall 2019 Fall 2021 Fall 2023
	MGT 490**/ 2017		97%	Additional student problem-solving preparation	
LO3: Information and Media Use					
Access and Evaluate Information Skills	MGT 490**/2016 MGT 490**/2017	Fortune 500 company project using Bloomberg	95% 93%	None recommended None recommended	Fall 2019 Fall 2021 Spring 2023
LO4: Ethics and Social Responsibility					
Understanding of key concepts.	MGT 490**/2016 MGT 490**/2017	Multiple choice test – 11 questions/case	97% 98%	None recommended None recommended	Fall 2019 Fall 2021 Spring 2023
CCB Readiness Test					
Key concepts from CCB Common Core	MGT 490**/Spring 2019	CCB Readiness Test (Beta Test)	57%	Review, re-evaluate, revise questions	Spring 2020 Spring 2021 Fall 2022

*Percentage of students meeting targets (Yellow), and exceeding targets (Green)
**Required core courses: MGT 490 (Strategic Management and Policy), MGT 201 (Leadership, Teamwork and Collaboration), Elective courses: MGT 401 (Applied Organization & Career Development), MGT 398 (Management and Marketing Career Development)

Undergraduate Assessment Results: CCB students demonstrated that they met or exceeded assessment targets for LO3: Information and Media Use, and LO4: Ethics and Social Responsibility. For LO1: Life and Career Skills, as a result of input from the 2015 AACSB visiting team, group assessments were replaced with individual presentations and assessments. LO2: Learning and Innovation, while 97% of students met or exceeded the target, 77% of those students only marginally met the target. As a result, additional problem-solving preparation for the mid-term exam was added by the faculty member. This curricular change was forwarded by the Assessment Committee to the Undergraduate Curriculum Committee and implemented.

While the key assessments were conducted in MGT 490 and MGT 201, courses required of all CCB undergraduates, faculty piloted additional assessments in two elective courses: MGT 398 and MGT 401. For MGT 401, the individual informational interview used to assess LO1: Life and Career Skills left some students confused, therefore, the instructor added more assignment touch points to keep students on track. CCB considers this a change in assignment and not a change in curriculum.

Faculty are reviewing the CCB Readiness Test and test results as the initial assessment results were problematic. While the process was good, with questions developed by faculty from all the required core courses, the general sense is that the difficulty level of the questions was too high. The results of each section will be reviewed more fully in spring 2020 and will lead to recommendations to the UGCC for improvement so a second beta version can be used at the end of the spring 2020 semester.

While the current AOL model is less complex than the previous model, CCB will reduce the number of learning objectives further as multiple learning objectives are nested within Learning Objective 1.

Graduate AOL Evolution

The MBA assessment process evolved along with the undergraduate process with a transition to 1) fewer learning goals (2014/15), 2) fewer and more strategic assessments (2015/16), and 3) a systematic and simpler process and communication of assessment results by the Assessment Committee to the Graduate Programs Committee for discussion prior to curricular modification implementation. CCB faculty began assessments in the new specialized master's programs once the programs had a critical mass of students completing the programs. The assessment team also chose to conduct annual assessments initially to generate a larger sample of student assessments to better understand the quality of the assessment tools and results. The specialized master's programs do not have a capstone course, so assessments were conducted in courses that were unlikely to be taken in the first semester and contained comprehensive graduate level projects or cases to better assess graduate program learning.

MBA Assessment Process: The following table summarizes the MBA learning objectives, assessment processes, results, and next scheduled assessments.

Learning Objectives (LO), Traits	Where/When Assessed	How Assessed	Results*	Curricular Changes	Next Scheduled Assessments
LO1: Learning and Innovation					
Synthesize information and decision-making	MGT 659**/Fall 2016	Business Strategy Simulation	89%	None recommended	Fall 2019 Fall 2021 Fall 2023
Problem-solving	MGT 659**/Fall 2018	Problem on mid-term	93%	None recommended	
Critical thinking/problem solving skills	Graduates/Spring 2016 Graduates/Spring 2017	E-Portfolio	3.5/4.0 3.6/4.0	None recommended None recommended	None - discontinued
LO2: Digital Literacy					
Accessing and using information	MGT 659**/Fall 2016 MGT 659**/Fall 2018	Fortune 500 Project	89% 93%	Added Bloomberg project None recommended	Fall 2019 Spring 2021 Spring 2023
LO3: Life and Career Skills					
Leadership and Teamwork Written communications	MGT 659**/Fall 2016 MGT 659**/Fall 2018	Business Strategy Simulation	89% 93%	None recommended None recommended	Fall 2019 Spring 2021 Spring 2023
Teamwork Teamwork	Graduates/Spring 2016 Graduates/Spring 2017	E-Portfolio	3.6/4.0 3.6/4.0	None recommended None recommended	None - discontinued
LO4: Ethics and Social Responsibility					
Knowledge of key concepts.	MGT 659**/Fall 2016 MGT 659/Fall 2018	Exam Questions and Case	89% 96%	None recommended None recommended	Fall 2019 Spring 2021 Spring 2023
Knowledge of key concepts.	Program End/Fall 2016 Program End/Fall 2017	E-Portfolio	3.5/4.0 3.7/4.0	None recommended None recommended	None - discontinued

*Percentage of students meeting and exceeding targets
** Required capstone course: MGT 659 (Strategic Management), Program End (Graduation requirement)

MBA Assessment Results: In fall 2016, MBA students performed well on learning goals 1,3 and 4. The concern was in learning goal 2, Digital Literacy. While 89% of students met or exceeded expectations, 21% marginally met expectations and 11% did not meet expectations. Therefore, the instructor added the requirement of using the CCB Bloomberg lab for company research. As a result, the number of students getting a "Green" (exceeds target) rating went from 68% (of 89% in table), in 2016, to 82% (of 93% in table) in 2018, a significant improvement in student performance.

The E-Portfolio, launched before the last AACSB review, was discontinued as an assessment tool and graduation requirement in spring 2019. While the E-Portfolio initially yielded rich information about student learning and the master's experience, the incremental value of the assessment tool decreased over time. A content analysis was used to analyze student satisfaction using the last year's Integrative Essays and published as a journal article.

MS Accounting Process: The MS Accounting learning goals, assessment processes, results and next scheduled assessments are summarized in the following table.

Learning Goals (LG), Traits	Where/When Assessed	How Assessed	Results*	Curricular Changes	Next Scheduled Assessments
LG1: Critical Thinking and Analytic Skills					
Analyzing and solving financial, graduate level problems	ACT 670**/ Spring 2018 ACT 670**/ Spring 2019	Exam Questions, Homework Assignments	90% 100%	None recommended None recommended	Spring 2021, Spring 2024
LG2: Communication Skills					
Oral and written graduate communication skills	ACT 670**/ Spring 2018 ACT 670**/ Spring 2019	Project Presentation	100% 100%	None recommended None recommended	Spring 2021, Spring 2024
LG3: Ethical Knowledge and Responsibilities					
Knowledge of key concepts	ACT 601**/Fall 2018 ACT 601**/ Spring 2019	Exam Questions	78% 100%	Add online learning module practice questions None recommended	Fall 2021 Fall 2023
LG4: Functional Knowledge					
Knowledge of key graduate level accounting concepts	ACT 673**/ Fall 2018 ACT 673**/ Spring 2019	Exam Questions	88% 100%	Major project added None recommended	Fall 2021 Fall 2023
Knowledge of key graduate level accounting concepts	ACT 680**/Fall 2018	Course Project	88%	None recommended (1) Deloitte Case Studies added	Fall 2021 Fall 2024

*Percentage of students meeting or exceeding targets
**Required courses: ACT 670 (Financial Statement Analysis), ACT 601 (Auditing), ACT 673 (Government/Nonprofit Accounting), Elective courses: ACT 680 (Forensic Accounting)

MS Accounting Results: While some of the assessment samples have quite low "N's", the program has a sound assessment process in place. The initial MS Accounting assessments found students' critical thinking and analytic skills, communication skills met target expectations, but student performance demonstrating ethical knowledge and responsibilities and functional knowledge suggested curricular modifications. Additional online lectures and practice questions were added to an online module in one course to improve student exposure to ethical knowledge and responsibilities. A project and cases were added to two other courses to improve students' functional knowledge. The accounting faculty and the Assessment Committee recognize that these results are preliminary as it will take more cycles to better refine the tools and evaluate student performance.

MS Healthcare Management Process: The CCB leaning goals, assessment processes, and results for the MS Healthcare Management program are summarized in the following table. As this is a relatively new program, the assessment tools, as well of the assessment results, are under review.

Learning Goals (LG), Traits	Where/When Assessed	How Assessed	Results*	Curricular Changes	Next Scheduled Assessments
LG1: Continuous Improvement Skills					
Knowledge of key healthcare management continuous improvement skills.	POM 679**/Summer 2018	Quizzes	93%	Course material updated annually with healthcare policy/process changes	Summer 2019 Summer 2022 Summer 2024
LG2: Knowledge of the Healthcare Policy and Processes					
Knowledge of key healthcare policies and processes	POM 679**/Summer 2018	Quizzes	93%	Course updated annually with changes in healthcare policy/process	Summer 2019 Summer 2022 Summer 2024
LG3: Collaboration Skills					
Graduate-level teamwork skills	POM 684**/ Fall 2018 POM 684**/ Fall 2019	Peer Evaluations	100% Results pending	None recommended Recommendations pending	Fall 2021 Fall 2023
LG4: Communication Skills					
Graduate-level written communications skills	POM 684**/ Fall 2018 POM 684**/ Fall 2019	Lean Paper, Quizzes	100% Results pending	None recommended Recommendations pending	Fall 2021 Fall 2023

*Percentage of students meeting or exceeding targets
** Required courses: POM 679 (Management of Health Care Operations), POM 684 (Lean Health Care Operations)

MS Healthcare Management Results: In the initial assessments, MSHM students demonstrated proficiency in graduate-level collaboration and communication skills. The students also met or exceeded target performance for continuous improvement skills and knowledge of healthcare policy and processes, but the profession is changing so rapidly that course materials in POM 679 are recommended to be updated annually for currency. In addition, to further the students' understanding of collaboration, the professor teaching the course plans to provide students with some best practices for effective teamwork. The healthcare faculty and the Assessment Committee recognize that these first assessment tools and results are preliminary, with small "N's", and will be further examined during the next assessment cycle. Therefore, no curricular changes are recommended at this time.

MS Technology Management Process: The CCB learning goals, assessment processes, and assessment results for the MS Technology Management program are summarized in the following table. Consistent with the other new master's programs, the faculty recognize that the assessment tools and the assessment results are a work in progress.

Learning Goal (LG), Traits	Where/When Assessed	How Assessed	Results*	Curricular Changes	Next Scheduled Assessments
LG1: Learning and Innovation Skills					
Critical thinking and problem solving	MIS 685**/ Spring 2018 MIS 685**/ Spring 2019	AWS Assignment	77% 93%	Require a draft for more faculty feedback To be discussed	Spring 2021 Spring 2023
LG1: Learning and Innovation Skills					
Critical thinking and problem solving	POM 682**/ Spring 2018 POM 682**/ Spring 2019	Project Report Project Report plus Quizzes	62% 80%	Start project earlier, add progress reports and presentation None recommended	Spring 2021 Spring 2023
Critical thinking and problem solving	MIS 675**/ Fall 218	Case Assignments	100%	None recommended	Fall 2021 Fall 2023
Oral communications	MIS 685**/ Spring 2018 MIS 685**/ Spring 2019	Project Presentation	85% 100%	None recommended None recommended	Spring 2021 Spring 2023
Collaboration skills	POM 682**/ Spring 2018 Spring 2019	Case Study	85% 70%	Increase group discussion board feedback None recommended	Spring 2021 Spring 2023
Collaboration skills	POM 681**/ Fall 2018	Project Presentation	100%	None recommended	Fall 2021 Fall 2023
LG2: Digital Literacy Skills					
Information literacy skills	MIS 685**/ Spring 2018 MIS 685**/ Spring 2019	Reading Assignments	92% 93%	Add questions linking readings to student work experience None recommended	Spring 2021 Spring 2023
Information literacy skills	POM 682**/ Spring 2018 POM 682/ Spring 2019	Homework Assignments	92% 80%	None recommended None recommended	Spring 2021 Spring 2023
Information literacy skills	MIS 675**/ Fall 2018	Online Quizzes	100%	None recommended	Fall 2021 Fall 2023
Communication technology (ICT) literacy skills	MIS 675**/ Fall 2018	Microsoft Project 2013 Lab Assignment	100%	None recommended	Fall 2021 Fall 2023
Communication technology (ICT) literacy skills	POM 681**/ Fall 2018	Analysis Assignments	100%	None recommended	Fall 2021 Fall 2023
LG3: Career and Life Skills					
Productivity and accountability	POM 681**/ Fall 2018	Team Project	100%	None recommended	Fall 2021 Fall 2023

*Percentage of students meeting or exceeding targets
**Required courses: MIS 685 (Enterprise Systems: Theory and Practice), POM 682 (Technology Management Strategies), MIS 675 (Advanced Project Management), POM 681 (Business Analytics and Data Mining)

MS Technology Management Results: The early assessments of the three learning goals are good, overall. Learning goal 1 Critical thinking and problem-solving skills showed some weakness, in spring 2018, across different assignments in two different classes. Changes included grading a draft document,

extending the length of the project, and assigning more progress reports. Although the "N's" are small, there was some improvement in the spring 2019 assessment cycle. Overall, the faculty do not believe curriculum changes are advisable. As with the other newer programs, these initial assessment results are preliminary.   Assessment tools are also being examined.

Indirect Program Assessments
In addition to the many direct program assessments previously summarized, CCB reviews a number of University and College level indirect assessments of student learning, outcomes, and satisfaction.

At the University level, CCB undergraduate and master's students and recent graduates participate in annual University surveys.   The Cap and Gown Survey, a survey about employment and educational plans following graduation, is conducted during the final weeks of classes prior to commencement when students are picking up their caps and gowns. CCB undergraduate and graduate students are also invited to participate in the Graduate Survey, conducted six months after graduation. This survey seeks further information about employment and current or future educational plans. Lastly CCB undergraduate students participate in the national NESSE surveys on student satisfaction and engagement.

At the college level, during our senior cook-out in April, CCB surveys seniors on career development, employment, and educational plans. Additionally, the Center for Marketing Research regularly surveys populations of CCB students on various student satisfaction or success metrics. Over the past two years, the CMR conducted a freshmen satisfaction survey, a transfer student satisfaction survey, a graduate student satisfaction survey, and an alumni focus-group survey. CCB considers CMR assessments to be innovative in that the CMR student teams develop, conduct, and analyze the surveys as part of their marketing class. The students are invested in these projects as the results inform continuous improvements in CCB. In fall 2019, the CMR also conducted a senior outlook and career-readiness survey and a local business community needs study on business education needs.

CCB conducts periodic 'Getting Down to Business', informal open sessions where CCB students are invited to offer improvements to their CCB experience to the Dean, Associate Dean, and Assistant Deans. Student Ambassadors are also informally polled each semester for input and feedback on the CCB student experience. Students participating in Junior Achievement (JA) are regularly evaluated on their preparation and delivery of JA programs. Student interns also undergo evaluations by their supervisors.

Joint or Partnership Degree Programs
The Charlton College of Business offers four MBA options in collaboration with other UMassD academic departments including: Environmental Policy (with the Department of Public Policy), Health Systems Management (with the Department of Nursing), Public Management, (with the Department of Public Policy), and Sustainable Development (with Sustainability Studies program). Students substitute three approved graduate courses from each of the respective partner departments for the three MBA electives. CCB also collaborates with the UMassD School of Law and offers an MBA/JD. Students in the MBA/JD program use three required law courses for the three MBA electives. The MS Healthcare Management program is offered in partnership with the Department of Nursing. Several nursing courses are required or elective. CCB does not participate in any joint or partnership degree programs with other universities.

Development and Support of High-quality Teaching
CCB values teaching and learning as a differentiating and competitive advantage of the College. All faculty candidates are introduced to the importance of quality teaching as they are required to teach a class as part of their on-campus interview. All new full-time faculty are required to participate in the year-long University's New Faculty Institute. The Institute offers innovative programs supporting new faculty through seminars, peer networking, and mentoring by experienced University faculty. Through the Institute, new faculty participate in sessions on teaching effectiveness, course design, classroom management, assessment, and other traditional and emerging topics and trends supporting excellence in teaching and learning. They are also introduced to the University's Office of Faculty Development (OFD) for ongoing teaching support, to be discussed later.

All full-time and part-time CCB faculty are required to participate in the course evaluation process for all courses. Day course evaluations are paper-based and online course evaluations are online. All evaluations also allow open-ended, student comments to ensure that students have the opportunity to provide insight on areas that may not be addressed in the standard questions. All evaluation levels review the teaching evaluations as part of the annual reviews.

Annual faculty evaluations require faculty to document teaching effectiveness, innovations, and improvements. Pre-tenured faculty also participate in two faculty peer evaluations by inviting an experienced faculty member or members to evaluate their teaching and provide comments as part of their early annual evaluations. Faculty evaluation forms are included in the supporting materials. CCB promotes review of course syllabi, examinations, class assignments, teaching methods and materials, and reflective teaching statements. CCB also recognizes excellence in teaching through awards determined by each graduating class.

A six-week, training course, developed and taught by the University's Instructional Development staff, is required of all faculty developing online or blended courses. The training course introduces faculty to the learning management system and the needs of the online learner. The course assists faculty in developing online teaching materials and assessments based on current federal standards and ADA requirements. Full-time Instructional Technology staff work closely with each faculty and faculty receive a development stipend upon successful completion of this online training.

Faculty participation in case-writing seminars, workshops, and conferences supporting classroom currency and excellence, and pedagogical research is encouraged and funded by both CCB and academic departments. Funding is available for faculty to secure and maintain professional certifications and licensures that support currency in their disciplines and inform teaching and learning.

Continuous Improvement and Development Initiatives for Teaching and Learning
The University's Office of Faculty Development (OFD) offers ongoing trainings, lectures, and discussions designed to continuously improve and develop teaching and learning. Many CCB faculty either lead or participate in these activities and one CCB faculty member serves on the OFD Advisory Board.

The Leduc Center offers training on service learning annually through a year-long Service Learning Fellowship program. Eight CCB faculty are currently trained and participate in service learning classes.

Faculty also share their experiences and challenges with course-embedded industry projects in program and department curriculum meetings as well as the CCB Faculty meetings.

VII. Academic and Professional Engagement

Student Engagement
CCB values student engagement and considers it to be a competitive advantage. CCB identified enrollment growth and retention as desired outcomes of increased student engagement in Goal 2 of the strategic plan. CCB majors are provided with a myriad of experiential learning opportunities designed to enrich their learning, professional development, and understanding of social responsibility. Some of the professional development experiences include internships, course projects and activities, Center for Marketing Research studies, Behavioral Lab studies, independent study with faculty, student organizations and clubs, ambassadorships, and social media opportunities. Students also participate in service learning opportunities through course team projects involving local nonprofits or small businesses. Student clubs and organizations also provide students with competition opportunities where they can compete at a higher level against students from other schools. CCB students attend conferences, compete in competitions, and win academic and presentation awards. Specific examples follow.

Internship Program: CCB offers a student internship program that allows students the opportunity to earn three (3) credits as a business elective. The program requires that students register for and complete an internship course, concurrent with the internship field experience. To be eligible, the work experience must be beyond entry level with increased responsibility. Students must document at least

135 hours in the job during the approved internship semester or summer. Students locate internships through referrals from faculty or the College, Career Fairs, or the Career Center.

The Washington Center Internship program offers students a competitive, highly-regarded field experience opportunity. This one-semester, full-time internship program in the Washington, DC area provides student placement at a government agency, nonprofit, or for-profit corporation. CCB students also intern at companies such as PricewaterhouseCoopers, State Street, Akamai Technologies, Brigham & Woman's Hospital, General Dynamics, IBM, Textron, NY Life, Nypro, Reebok Adidas Group, many small and medium sized regional CPA firms and banks, and a number of local companies. Table 12 provides a summary of the credit internships over the past five years.

Table 12: CCB Internships for Credit - 2014/15 through 2018/19

Year	Fall	Spring	Summer	Total per year
2014/15	22	27	14	63
2015/16	22	45	20	87
2016/17	14	27	14	55
2017/18	16	21	12	49
2018/19	18	45	19	82
Total	92	165	79	336

CCB students participated in 336 for-credit internships over the past five years. In 2018, CCB expanded the number of faculty managing internships and identified a faculty member within each academic discipline to manage and promote disciplinary for-credit internships. The internship faculty collaborate with Career Development and industry partners to identify, evaluate, and fill internships. Partly as a result of this effort, internships began increasing in 2018/19.

Center for Marketing Research: The mission of the Center for Marketing Research (CMR) is to facilitate regional economic development by providing an affordable, high-quality economic alternative to meeting business needs for research, training, and consulting in any and all aspects of Marketing. Under the direction of Dr. Nora Barnes, Chancellor Professor of Marketing, the work of the CMR is primarily conducted by graduate and undergraduate marketing students. The CMR engages staff, faculty, students, and expert practitioners in providing high quality, affordable marketing assistance to local companies, including nonprofits. CMR graduate assistants and interns produce professional deliverables that include online surveys, results of focus groups, market analyses, customer satisfaction studies, feasibility studies, new product development studies, and projects that involve branding, and promotion.

At the conclusion of each semester, Dr. Barnes and the CMR host client dinners where the clients (local companies) of the CMR receive and discuss results from the customized marketing research studies conducted by the student teams. The students' deliverables are the final products of their marketing courses with Dr. Barnes. These dinners provide students with a differentiating opportunity to share the results of their work with the company leadership.

The CMR partners closely with local industry and the local chambers of commerce. These partnerships evolved over many years and provide the CMR with real-world industry projects for students, internships, and job placements.

Each spring the CMR hosts an innovative and impactful Celebrity/Scholarship dinner designed to promote the CMR and raise student scholarships. Marketing students assist in organizing and running the annual event. These dinners attract hundreds of community and industry attendees and have generated over $200,000 in student scholarships.

Business Innovation Research Center: The Business Innovation Research Center (BIRC) was a CCB research center established to conduct research and disseminate knowledge about emerging business practices, such as business process re-engineering, six-sigma quality, enterprise resource planning, logistics, e-business and supply chains. Faculty, students, and industry interacted through BIRC activities including workshops, focus groups, seminars, and round tables. Due to the departure of the previous

Dean, the champion of BIRC, and university policies requiring centers to be more self-funding, BIRC is on hold as the faculty develop a viable business plan. BIRC launched a number of successful initiatives and some of the training programs evolved into graduate certificates and specialized master's programs.

Service Learning and Civic Engagement: The University's Leduc Center is a long-standing, well-recognized Center managed by Dr. Matthew Roy, a former professor of Management. The Center is largely responsible for the University's service learning success and annual recognitions by the President's Higher Education Honor Roll.

The Center encourages, identifies and facilitates service learning and civic engagement activities for both students and faculty. The faculty participate through Service Learning Fellowships. Eight CCB faculty are service learning fellows and require service learning experiences in their courses. These faculty represent all departments in CCB. Our students also engage in service learning across the curriculum.

The Leduc Center educates faculty on strategies to incorporate service learning into the curriculum in ways that benefit the local community and help solve real problems. UMassD defines Service Learning as a pedagogical method used in credit-bearing courses that is designed with the dual mission of:
   a. Student attainment of discipline-specific knowledge through creatively designed, active-learning and community-based projects.
   b. Community benefit through the thoughtful identification and completion of community-based service. The student teams in several classes are required to submit project reports with a reflective statement and make team presentations.

Table 13 summarizes CCB course-related service learning activities over the past five years. In the most recent year, eight faculty taught service learning classes and CCB students logged over 22,000 service learning hours in their business courses. CCB students contributed 111,140 hours of service learning as part of their business courses. CCB students contributed approximately 20 percent of the University's total service learning hours, in business classes alone.

Table 13: CCB Course-related Service Learning Activities

Year	UMassD Student Community Service Hours	CCB Student Service-Learning Hours	University Service Learning Hours provided by CCB Students	CCB Faculty Teaching Service-Learning Classes
2014/15	103,288	21,360	21%	13
2015/16	105,854	23,560	22%	11
2016/17	113,943	23,160	20%	7
2017/18	111,096	20,800	19%	7
2018/19	118,009	22,260	19%	8
Total	552,190	111,140	20%	

Leduc Center student feedback consistently indicates that the service learning projects positively impact student appreciation for service learning and their overall connection to UMassD.

Volunteer Income Tax Assistances Program (VITA): CCB participates in the VITA program, a nationally recognized assistance program offered by the Community Economic Development Center (CEDC) of Southeastern Massachusetts. CCB students work with the Leduc Center, accounting faculty, and the CEDC to deliver this program annually. Through this program, CCB students receive personal income tax training and assist the local community by offering free income tax preparation service. Students complete 50 hours of training and volunteer service through the IRS tax return preparation course and certification. In fall 2015, CCB converted this volunteer activity into a more manageable, rigorous, and extensive student commitment and now requires CCB students to commit to 135 hours, including training, and completion of the internship course.

Accounting Professor Mike Griffin, recruits CCB students in late fall for the upcoming spring semester. Professor Chris Jacobson also encourages Beta Alpha Psi students to participate in the program as part of their community service. Students register for and complete the IRS training course over winter

intersession and earn IRS certification through successful completion of the income tax proficiency exam. Students then provide free basic income tax return preparation to qualified individuals generally earning less than $54,000, persons with disabilities, and persons with limited English language skills in New Bedford, MA. Students assist individuals in identifying special tax credits that may reduce their taxes. Each year, two or three motivated CCB students also serve as supervisors and quality control personnel in the VITA program.

Semester	CCB Student Volunteers	CCB Student Volunteer Hours	Tax Returns Processed	Income Tax Refunds
Spring 2015	35*	1,720	1,274	$3,400,000
Spring 2016	20	1,520	1,700	$3,000,000
Spring 2017	21	2,940	1,500	$2,200,000
Spring 2018	19	2,415	1,663	$3,100,000
Spring 2019	22	2,260	1,900	$3,400,000
Total	117	10,855	8,037	$15,100,000

*2015 was the last year before the switch to an internship-based program.

During spring 2019, 22 CCB students volunteered 2,260 hours to complete 1,900 tax returns resulting in a total of $3.4 million in refunds, largely attributed to the Earned Income Credit, which many of the client taxpayers did not understand was available to them as a form of aid. The CEDC estimated that the work provided by the CCB students represents over $400,000 in tax return preparation fee savings, annually, for the qualified individuals. Over the past five years, 117 CCB students volunteered 10,855 hours completing 8,037 tax returns resulting in over $15 million in refunds.

Student Clubs and Organizations
Beta Alpha Psi: Beta Alpha Psi (BAP) is a national honor society that prepares students for careers in accounting, finance and MIS. Under the advisement of Professor Chris Jacobson, BAP hosts a series of industry and alumni speakers at their meetings so students learn about career options in corporate accounting, auditing, tax, government accounting and other areas. BAP also manages several industry and career field trips for students. Over the past two years BAP students attended the MSCPA recruitment and graduate program career fair in Boston and students traveled together to participate.

Beta Gamma Sigma: Beta Gamma Sigma (BGS) is the international honor society serving business programs accredited by AACSB International. Induction and membership in Beta Gamma Sigma are the highest recognitions a business student can receive in an AACSB-accredited program. Professors Paul Bacdayan and Kellyann Kowalski co-advise the activities of BGS.

Big Data Club: The Decision and Information Systems faculty formed the Big Data Club in 2017. Students in the Club learn about business analytics and data visualization and are encouraged to compete in local BIG DATA competitions. The preparation and the competitions provide students with opportunities for teamwork and networking. Students will compete in a third competition this year and have previously earned awards. Professors Bharatendra Rai and Uday Jha co-advise the Big Data Club.

Collegiate DECA: The Collegiate DECA Chapter, founded in 2011, is a student organization that values and promotes competence, innovation, integrity, presentation skills, and teamwork. DECA prepares students for the future of work by integrating skills learned in the classroom into real world experiences by ensuring that students are academically prepared, community-oriented, professionally responsible, and gain leadership experience. Collegiate DECA conferences and competitions give students access to internships, scholarships, competition, professional travel, and networking. CCB students compete in DECA competitions and placed highly in various DECA categories over the past five years.

In addition to the typical DECA activities and events, the CCB DECA students, under the direction of DECA faculty co-advisors, Professors Jacqueline Einstein and Paul Bacdayan, also manage and host a regional high school DECA competition practice day. This impactful and innovative event, now in its third

year, involves hundreds of area high school students, teachers, and industry mentors and judges. It also provides the CCB DECA students with the opportunity to organize and manage a complex, major event.

Investment Club: CCB students can participate in the UMassD Investment Club. The club activities are managed by finance faculty member, Professor Michael Anderson, and allow students the opportunity to manage the UMassD Student Managed Investment Fund Portfolio – a real investment fund with assets valued at approximately $80,000, as of July 2019. Investment Club students learn about portfolio management through a combination of student-led discussions and mini-lectures by the faculty advisors and alumni. The club also provides for socializing and networking opportunities with potential employers. The club has a competitive aspect as CCB students compete against business students at the other UMass campuses. The UMass teams compete for the highest annual investment return in a simulated portfolio investment competition over the academic year. CCB was innovative in creating a finance elective course on portfolio management supporting the investment competition strategies and activities as the students' participation commitment and knowledge acquisition are complex and extensive.

Junior Achievement: CCB students may participate in Junior Achievement (JA), the world's largest organization devoted to helping students from kindergarten through high school to learn about valuable economic principles. CCB students deliver JA modules to local elementary, middle, and high schools in afterschool programs. JA activities introduce young students to the principles of financial management, entrepreneurship, and career and work readiness. CCB students also provide young students with an introduction to college life. Professor Dawn Gupta advises the JA program.

Executive Education
CCB is committed to meeting regional workforce development needs. CCB faculty focused on the development, delivery, and assessment of the new specialized master's programs and the related graduate certificate programs as the primary executive education portfolio in the near term. Over the past five years CCB conferred 90 graduate certificates, including 32 in the most recent year.

	2014	**2015**	**2016**	**2017**	**2018**	Total
Graduate certificates	9	15	13	21	32	90

Training seminars in Supply Chain Management, Project Management, and other operations-related topics were offered early in the review period, but the new master's programs, online programs, and ongoing graduate certificates have taken priority over the specialized training programs as the master's and certificate programs support workforce development more efficiently by serving larger student populations than the specialized training programs. The new programs engaged a large percent of the Accounting, Finance, Operations, and MIS faculty and some of the Management and Marketing faculty.

All degree programs are assessed with defined learning goals and a systematic assessment process. Certificate courses are required in the master's programs and assessed as part of the master's program.

Faculty Qualifications and Engagement
CCB faculty are encouraged to engage in and stay current in the practice of business within their respective disciplines. Full-time faculty seeking to improve or maintain professional currency are encouraged to do an internship, serve on industry boards, consult, work on industry projects, or gain or maintain professional certifications or licensures that inform teaching and are consistent with the mission. Funding is also provided for faculty to pursue these activities. Full-time faculty are also funded to attend professional, academic and non-academic conferences that feature emerging industry trends and challenges, inform teaching, and are consistent with the mission.

Part-time faculty are encouraged to continue full-time employment, consult, serve on industry boards, and gain or maintain professional certifications or licensures. Typically, CCB does not fund part-time faculty professional development initiatives, but mission-related exceptions have been made. Recently, a part-time faculty member was funded to attend an entrepreneurship conference.

CCB faculty established faculty qualification standards in 2013-2014. Over the past five years, CCB faculty developed new departmental tenure and promotion standards to better align with the recent research designation of the University. In fall 2019, CCB faculty revised the faculty qualification standards more in alignment with the promotion and tenure standards. CCB faculty are required to publish two refereed journal articles, or the equivalent, over the most recent five-year period or have completed their doctoral degree within the past five years to maintain their scholarly academic qualification. (see Table 15-2) Journal articles must have less than a 40% Cabells accept rate or the burden is on the author to demonstrate high quality. ABDC ranking is often substituted if the journal is not qualified in Cabells.

Charlton College of Business faculty qualification definitions (approved December 6, 2019)
CCB defines faculty qualifications according to the following definitions.

Scholarly academics (SA): Faculty who meet original academic qualifications and sustain **academic** currency and relevance through actively producing scholarship and conducting related activities.

Practice academics (PA): Faculty members who meet original academic qualifications and sustain **professional** currency and relevance by engaging in consulting and other professional business engagement activities (i.e. board service, faculty internships, professional certification or licensure, or development of executive education corporate programs).

Scholarly practitioners (SP): Faculty members who meet original academic and practice qualifications, come from practice, and sustain **academic** currency and relevance through substantive scholarship activities (i.e. academic journal editorship, leadership position in professional association, or textbook authorship).

Instructional practitioners (IP): Faculty members who meet original academic and practice qualifications, come from practice, and sustain **professional** currency and relevance with current professional business experience and engagement, or professional certification or licensure.

Definition of Original Qualifications for Scholarly Academic or Practice Academic:
 A faculty member must meet one of the following descriptions of original academic preparation to be considered either a Scholarly Academic or Practice Academic:
1. A doctoral degree in the field in which the individual teaches (This includes a Juris Doctor (J.D.) degree for teaching business law courses).
2. A doctoral degree in business that is outside of the individual's primary field of teaching, but with sufficient additional academic and/or professional preparation for the individual's instructional responsibilities.
3. A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation, and with sufficient academic and/or professional preparation for the individual's instructional responsibilities.
4. A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation, but with sufficient academic and/or professional preparation for the individual's instructional responsibilities.
5. A specialized graduate degree in taxation. Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered scholarly faculty and qualified to teach taxation.
6. Substantial specialized graduate coursework in the field of primary teaching responsibility, but no research doctoral degree. Most commonly, this would cover individuals currently pursuing a business doctoral degree in the area of their instructional responsibilities, while they are at the ABD stage. This condition would justify initial classification as scholarly faculty for no more than three years following the completion of doctoral comprehensive examinations.

For individuals with doctoral degrees (business or non-business) that differ from their primary field of teaching, and thus fall into categories 2, 3 or 4 above, the greater the disparity between the field of

academic preparation and the area of teaching, the greater the need for supplemental preparation to be considered sufficient to be classified as scholarly faculty.

Having met the requirements for an initial academically qualified designation under items 1-5 above, a faculty member retains such designation for five years past the year of degree completion. Meeting initial academically qualified status under item 6 above is automatically maintained for only a three-year period.

Definition of Original Qualifications for Scholarly Practitioner or Instructional Practitioner:
Being classified as a Scholarly Practitioner or Instructional Practitioner faculty requires a combination of original academic and professional qualification augmented by subsequent academic or professional activities that maintain or establish preparation for current teaching responsibilities. A faculty member is considered to have appropriate original academic and professional qualifications to be considered either an SP or IP faculty if s/he satisfies the following requirements:
1. A Master's degree (or higher) in the business field of the faculty member's instructional responsibilities, or a Master's degree (or higher) and a minimum of 18 graduate hours in the faculty member's area of instruction; and
2. Professional experience relevant to the faculty member's instructional responsibilities. To be sufficient, the experience must consist of either:
   a) at least 5 years of full-time professional experience, with experience at a level higher than an entry-level position, or
   b) at least 3 years of full-time professional experience, and a certification or professional license from a recognized national/international organization or from appropriate government authorities in the field, with experience at a level higher than an entry level position.

With limited exception for top executives, the professional work experience should have ended no more than 5 years prior to the time of originally being hired to teach.

CCB standards require faculty to meet initial academic and professional experience criteria and to maintain either academic or professional currency and relevancy through programs of continued scholarship, professional certification and development, consulting, and other activities associated with life-long learning, annually. It is crucial for all faculty — tenured, tenure-track, and nontenure-track -- to meet College faculty qualification standards. The table below reports the AACSB minimum percentages for each category. Since the College currently has several Masters' Degree programs, the College standard for Scholarly Academics should be higher than the minimum. Therefore, the College target is for 50% or more of faculty to be Scholarly Academics (SA), as shown in the table below. CCB did not increase the SA, PA, and SP target beyond AACSB's minimum percentage of 60% as Instructional Practitioners bring valuable current practice to both the undergraduate and master's programs.

Faculty Categories AACSB Minimum Percentage Charlton College of Business Target Percentage

Faculty Categories	AACSB Minimum Percentage	CCB Target Percentage
Scholarly Academics	40%	50%
Scholarly Academics, Practice Academics and Scholarly Practitioners	60%	60%
Scholarly Academics, Practice Academics, Scholarly Practitioners, and Instructional Practitioners	90%	90%

SCHOLARLY ACADEMIC MAINTENANCE GUIDELINES: A SA faculty member must meet original academic qualifications and maintain academic currency and relevancy to continue to be classified as SA. For faculty who earned their doctorates more than five years ago, the following conditions also apply. During the preceding five years, the SA faculty member must publish two refereed journal articles[1] in

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[1] Generally, peer reviewed journals need to be on the Cabells list with a maximum acceptance rate of 40%. If not, the author needs to justify the journal quality and get approvals of the affiliated department and dean.

his/her academic or professional field or perform significant administrative duties[2]. Alternatively, the faculty member must publish one refereed journal article[1] and complete at least two additional scholarly activities* from the list below. An activity may be repeated.

- Scholarly book, chapters in scholarly books
- Research monographs, textbooks, proceedings
- Written cases, instructional materials and instructional software
- External grant of $10,000 or greater

*Intellectual contributions must be publicly available (i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions) and the author needs to justify quality.

PRACTICE ACADEMIC MAINTENANCE GUIDELINES: A PA faculty member must meet original academic qualifications and maintain professional currency and relevancy. For faculty who earned their doctorates more than five years ago, the following conditions also apply. During the preceding five years, the PA faculty member must maintain professional currency and relevancy by demonstrating ongoing, significant, professional engagement in at least two of the following practitioner activities. An activity may be repeated.

- Perform significant and documentable consulting activities in field of study
- Earn a professional certification or licensure closely aligned with the area of instruction
- Maintain a professional certification or licensure through documented professional education
- Work on a significant business consulting project important to an organization in their discipline.
- Participate in an industry internship or externship
- Publish an article in a practitioner publication or appear as an expert in the media
- Serve on a board or other oversight position for a profit or not-for-profit organization
- Serve as an elected officer of an international or national professional organization

SCHOLARLY PRACTITIONER MAINTENANCE GUIDELINES: An SP faculty normally holds at least a Master's degree in an area related to the courses taught. Upon the time of hiring, the scholarly practitioner qualified faculty member's professional experience should be relevant, current, and significant in duration and level of responsibility. In addition, scholarly practitioner qualified faculty are engaged in scholarly work and professional development that maintains academic currency in the field. During the preceding five years, the SP faculty member must publish one refereed journal article[3] and complete a total of three additional scholarly activities* from the categories below with at least one from each category. An activity may be repeated.

Scholarly activities:

- Scholarly book, chapters in scholarly books, research monographs, textbooks
- Proceedings from scholarly meetings, Papers presented at academic or professional meetings
- Publicly available research working papers, papers presented at faculty seminars
- Publication in trade journals or in-house journals, book reviews
- Written cases and instructional materials, Instructional software
- Other publicly available materials describing the design and implementation of new curricula or courses, appellate court briefs, or awarded an external grant of $10,000 or greater
- Serve as Special Edition academic journal editor or on the Editorial Board of a disciplinary journal
- Serve on the Editorial Board for a disciplinary journal
- Serve as an elected officer of an international or national professional organization

*Intellectual contributions must be publicly available (i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions).

Practitioner activities:

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[2] CCB also recognizes the importance of administrative duties to the ethical, effective, and efficient operation of the college. Individuals holding faculty status and holding titles of dean, associate dean, assistant dean, and center director are deemed to have significant administrative duties. CCB recognizes these duties as part of an individual's effort to remain academically or professionally qualified. The rationale for this recognition is to encourage individuals to pursue significant administrative responsibilities within the college.

[3] Refer to the SA part for the "refereed journal article" criteria.

- Earn a professional certification or licensure closely aligned with the area of instruction
- Maintain a professional certification or licensure through documented professional education
- Work on a significant business consulting project important to an organization in their discipline.
- Serve on a board or other oversight position for a profit or not-for-profit organization
- Serve as an elected officer of an international or national professional organization
- Appear as an expert in the media
- Perform significant and documentable consulting activities in field of study

INSTRUCTIONAL PRACTITIONER GUIDELINES: An IP faculty normally holds at least a Master's degree in an area related to the course taught. At the time of hire, the IP qualified faculty member's experience should be relevant, current, and significant in duration and level of responsibility. IP qualified faculty are also engaged in a professional development program that maintains currency in their field.

During the preceding five years, the faculty member must maintain a relevant, full-time position in industry with a significant level of responsibility or complete four additional Practitioner activities from the list below. An activity may be repeated.
- Earn a professional certification or licensure closely aligned with the area of instruction
- Maintain a professional certification/licensure through documented professional development
- Work on a significant business consulting project important to an organization in their discipline.
- Serve on a board or other oversight position for a profit or not-for-profit organization
- Serve as an elected officer of a national, international, regional, or state professional organization
- Publish an article in a practitioner publication or appear as an expert in the media
- Participate in a high quality, extended teaching workshop focused on currency in discipline
- Secure an external grant of $10,000 or greater

VIII. SUMMARY

CCB made significant changes over the past five years, along with the rest of the University, in the transition to a national research university.

CCB advanced from a largely undergraduate college to one offering a rich array of master's programs. Additionally, CCB expanded the experiential learning opportunities for students.

CCB expanded full-time faculty resources. The faculty additions intentionally included both academically and professionally qualified faculty to best align with CCB's research and programmatic needs.

CCB elevated research expectations and produced an impressive portfolio of intellectual contributions. Faculty produced 441 intellectual contributions including 151 published PRJs. CCB faculty were cited more than 24,000 times over their careers and over 10,000 times over the past five years. CCB faculty averaged over 500 citations each over their careers and over 200 citations over the past five years.

CCB developed a comprehensive advising model to support undergraduate student success. This is a multi-year initiative.

CCB developed impactful and differentiating activities that serve multiple purposes and engage multiple stakeholders. Examples include: CMR activities, Chambers of Commerce events, and high school DECA competition rehearsals.

In summary, CCB has been very productive over the past five years. CCB actively engaged with and responded to the needs of our student, industry and community stakeholders. Consistent with our mission, we… "*provided accessible, affordable and exceptional graduate and undergraduate business education in an environment of engaged scholars.*" Additionally,…"*as a leading business school, we created and disseminated knowledge, innovated and catalyzed change and prepared our graduates to positively transform lives, organizations and communities.*"