

COLLEGE OF BUSINESS

Continuous Improvement Review Report

2019-2023



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Overview

Situational Analysis

Lander University is a state-assisted, coeducational, comprehensive, regional, four-year university with a teaching mission, offering traditional liberal arts and science programs, and professional programs in business, education, and nursing. The campus sits on 75 acres in Greenwood, South Carolina, where it has enjoyed an excellent relationship with the city and surrounding locale since it first moved to the area in 1904. The strong community bond is evidenced by devoted Greenwood citizens who formed the nonprofit Lander Foundation in 1948 to save the University from closure during a fiscal crisis.

Greenwood is in the Upper Savannah Region of South Carolina, approximately 80 miles west of the State capital, Columbia, and 60 miles south of the State's most populated area, Greenville/Spartanburg. Greenwood's resident population is approximately 23,000, while the surrounding county is about 69,000.

The College of Business (COB) is one of six academic units in the University. The others are the College of Arts and Humanities, the College of Behavioral and Social Sciences, the College of Education, the College of Science and Mathematics, and the William Preston Turner School of Nursing. A Dean heads each unit with varying substructures, including Associate or Assistant Deans, Department Chairs, and Directors. COB employs an Associate/Assistant Dean and Program Director structure supported by Standing Committees for critical functions like strategic management, curriculum administration, and faculty governance. In 2020, Lander Business Alum George R. Starnes established the first endowed Chair at Lander University, creating the College of Business Starnes Family Deanship.

The current College of Business environment is challenging for all the right reasons. It is an exciting time spurred by unprecedented growth in business programs, enrollment, and faculty. When Lander University President Richard Cosentino arrived in 2015, he immediately placed the institution on a growth trajectory. His bold new plan to "offer high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond" succeeded and exceeded expectations. Enrollment increased 63% over the past eight years, improving from 2,700 students in 2015 to 4,300 in fall 2023. The College of Business played a major role in enrollment growth. Since the last AACSB visit, Business student enrollment jumped from 473 to 1,046, a 55% increase that grew the Business proportion of the Lander student population from 16% to 24%.

So, the Business College's main challenge is managing opportunity. The College is continually engaged in evaluating and meeting resource needs. Amidst the delivery of high-quality instruction, a central focal point is assessing programs and personnel for present and future opportunities. This focus led to developing and delivering new and significant programs since the last AACSB visit.

The College improved its offerings from one undergraduate degree with four emphasis areas to seven emphasis areas and two additional degrees, a Bachelor of Applied Science in Business and a Bachelor of Arts in Entrepreneurship. Next, COB added two graduate degrees in business, an MBA, and a Master of Science in Management. All Business programs are offered in multiple modalities except for the BA in Entrepreneurship and the MSM.

In 2021, the University generously met COB's resource needs by adding four new full-time tenure-track business positions, a 28% increase. One of the challenges we face as a small university in a small, somewhat rural community is attracting large applicant pools of qualified candidates. However, we usually discover that Lander's collegial environment appeals to enough faculty to meet our needs. So, in 2021, we successfully hired six faculty for the four new positions and two replacements.

The ensuing challenge is retaining the highly qualified faculty we hire. This issue correlates with the previous statement about continually evaluating and meeting resource needs. The best people get the

best opportunities, so we repeated some searches to replace excellent faculty. In response to this issue, we added action items to our strategic plan that address retention through improved faculty development.

A second focal point presented by the challenges associated with rapid growth is procedures, processes, and policies. On a small faculty, a 50% change in composition shifts the culture (COB hired 9 of 18 faculty over an 8-month period). Previously, a faculty of 12 conducted business on a familiar, less formal basis since communication was easier. The advent of more programs, especially the graduate program, necessitated specialization because not all faculty teach graduate classes. In turn, the College adopted a more formal committee structure to conduct business. While we adopted a more organized style, the faculty needed time to learn new approaches. The phrase "coming from committee" took time to institutionalize.

Newly hired faculty need more systematic mentoring. When the group was small, all faculty helped mentor new people. In 2021, with seven new hires, the Dean held biweekly onboarding and mentoring sessions attended by all new faculty. In response to this issue, we added an action item to our strategic plan to improve the mentoring process.

Next, more faculty are engaged in more types of modalities and thus need more assistance, especially with their online courses. COVID forced everyone online, which helped the College transition to online programs because these methods were not novel for the faculty when the online programs launched. However, more faculty needing assistance increased pressure on the system.

Finally, rapid enrollment growth also increased system pressure. Different modalities once again magnify this issue. The Business College routinely services fully online students, which has made its faculty and staff proficient at the task. COB members usually fill the gap left by some campus services that are more accustomed to face-to-face students. The University responded admirably to this issue by creating a College of Graduate and Online Studies directed by a Dean. Although excellent systems are in place, the COB still seeks to improve service outside of the classroom for its many types and large numbers of students. Some students want a sense of community, even in distance learning. In response to this issue, the College added a strategic plan action item to address services to online students separate from their classroom activities.

While resources are not limitless, the College of Business is fortunate to face challenges that stem from opportunities. Lander weathered COVID well, enrollments increased for eight years, the College received needed faculty, and the University added an Assistant Provost of Faculty Development. In response to the correlation between enrollment and student advising loads, the College received an additional professional advisor who resides in the College for ease of student access. COB dealt with the lack of offices by repurposing space to create two new offices and an accessible, excellent advising environment. As we face new growth, we will need more office space.

Response to Issues Identified in the Prior Peer Review Visit

The March 8, 2019 AACSB Letter specified the following three areas to address.

1. *The peer review team suggests the school revise its criteria for Scholarly Academic (SA) faculty and address the weakness with regard to faculty members with a doctorate degree outside of the field of teaching. The current criteria state a faculty member may be classified as SA if he or she '...Holds a doctorate unrelated to their teaching field and meets the intellectual contribution of a minimum of two (2) peer reviewed journal articles in their teaching fields and two (2) other intellectual contributions (IC) or academic engagement (AE) activities from Level I or Level II (Table 1) within the last five years.' Of note, the criterion for SA status for a faculty member with a doctorate outside of his/her field of teaching is virtually identical to the criterion which addresses the SA classification for faculty who hold a doctorate in their field of teaching. The current classification does not meet the spirit of Standard 15.*

In addition, the current CIR report shows that 100% of full-time faculty are categorized as SA, and the peer review team notes the current faculty qualifications document seems to force all faculty into the SA category, which is inconsistent with the intent of Standard 15 and the College of Business's mission that stresses applied business education. A business school's faculty qualifications portfolio should clearly support the school's mission. The college should revise its faculty qualifications policy to create a stronger alignment with Standard 15. (Standard 15: Faculty Qualifications and Engagement)

The following response corresponds to Standard 3 (formerly Standard 15): *Faculty and Professional Staff Resources, Item 3.2. Faculty are qualified through initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty (A).*

In response to the March 2019 letter, the Lander University College of Business (COB) faculty revised its faculty qualifications criteria. Since we now have a graduate program, we specify that faculty holding a doctorate unrelated to their teaching field and qualified as Scholarly Academic (SA) will not be permitted to teach graduate courses; however, they must qualify at the publication standards level of graduate teaching faculty. These faculty must publish two peer-reviewed journal articles from our approved list with a 40% or lower acceptance rate and produce a third intellectual contribution (IC) from our Level 1 activity list that requires the publication of an additional externally endorsed intellectual product. Further, these faculty must attain two Level 2 activities. All activities must be related to their teaching field and have occurred within the most recent five years. These changes differentiate and increase the faculty qualifications standards from the prior criteria for those holding a doctorate unrelated to their teaching field. In sum, COB differentiates those holding a doctorate unrelated to their teaching field as follows: (a) they are not permitted to teach graduate courses, (b) they must achieve the scholarship requirements of the graduate faculty, and (c) they exceed the standards for other undergraduate faculty by producing an additional Level 1 intellectual contribution and an extra Level 2 engagement activity.

The letter also states *the current faculty qualifications document seems to force all faculty into the SA category.* In response, COB revised and refined its qualifications policy statements and better differentiated the lists of qualifying activities by level for SA, PA, SP, and IP. For example, we removed the options for intellectual contributions as a qualifying activity from the PA Table, seemingly forcing "all faculty into the SA category." Table 3-1 shows 20 participating faculty. One is PA, four are IP, and 15 are SA.

- 2. The COB has developed and adopted a new strategic plan that aligns with the university's strategic plan. The next step for the college is to connect the new mission and vision inherent in the new strategic plan with its Assurance of Learning program. At a minimum, this should include alignment of specific learning goals and objectives that support the new mission and vision and specific rubrics of measurement to ensure that the outcomes achieved provide tangible support for the new mission and vision. (Standard 8: Curricula Management and Assurance of Learning)*

The following response corresponds to Standard 5 (formerly Standard 8): Assurance of Learning, Item 5.1. In particular, "Competencies derive from and are consonant with the school's mission, strategies, and expected outcomes and are reported at the degree level, as opposed to the major level."

As part of its continuous improvement efforts, COB established a Strategic Planning and Accreditation Committee (SPAC) and a Curriculum Assessment, Management, and Improvement (CAMI) committee. The SPAC revised and refined the COB mission statements to promote three phrases from the revised mission statement that are more easily remembered and communicated. These phrases are *forward-thinking*, *career ready*, and *positive impact*. The CAMI restructured our AoL process to align learning goals and

objectives with the mission and vision. Further, the CAMI created or improved corresponding rubrics to ensure their alignment.

For example, Program Goal 5 was added and states *BSBA graduates will be ready to succeed in their careers and make a positive impact on society*. Among the various assessment instruments, students write essays and produce a career readiness portfolio. The faculty use separate rubrics to assess societal impact and career readiness. A similar process is used to assess forward-thinking behavior, as well as the other relevant aspects of the statements explaining our mission.

- 3. It is recommended that the COB strengthen the guidelines and policies concerning what qualifies as "quality" peer-reviewed publications. Current guidelines include a journal acceptance rate of $\leq 50\%$ and indexing in either Cabell's Directory or the Australian Business Dean's List. However, in reviewing full-time faculty vitae, the peer review team found several instances of journals not meeting these minimal guidelines, and there is no evidence of quality justification as required of the individual faculty member. The overall evidence of "quality" in the intellectual contributions produced by faculty is lacking across the board. The college should perform a comparative analysis with the publication standards and policies of its peer institutions and revise its own guidelines to, at minimum, come up to the quality standards evidenced by peer schools. (Standard 2: Intellectual Contributions, Impact, and Alignment with Mission)*

The following response corresponds to Standard 8 (formerly Standard 2): Impact of Scholarship, Item 8.1., "The school's faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school."

COB established a Faculty Scholarship Promotion Committee (FSPC) to address scholarship quality concerns. The objective of this committee is to promote scholarship opportunities among faculty, encourage collaboration, and ensure that COB faculty meet publication quality standards to comply with AACSB Standard 8.

COB conducted a comparative analysis of the publication standards and policies of the following peer or competitor institutions: Augusta University, Clayton State University, Francis Marion University, Loyola University of New Orleans, Midwestern State University, Samford University, Texas Wesleyan University, The Citadel, the University of South Carolina Aiken, the University of South Carolina Upstate, and Winthrop University.

The review of peer institutions showed that other schools require a minimum of two peer-reviewed journal (PRJ) publications. The Lander University COB had a category allowing one PRJ if accompanied by four additional intellectual contribution (IC) activities. COB eliminated the criteria allowing only one PRJ. COB differentiated graduate faculty qualifications because of the new graduate programs and strengthened the publication standard for journal acceptance rate by making it 40% or lower, down from its previous 50% criteria. Finally, COB removed Level 1 Intellectual Contribution credit possibilities for activities without full papers.

Faculty teaching in the graduate program must produce a minimum of three intellectual contributions from our Level 1 activity list, two of which must be in peer-reviewed journals meeting our journal quality criteria. Level 1 activities require a completed scholarship product instead of a product like a conference presentation without a paper. Graduate faculty must also achieve a fourth Level 1 or 2 activity. Undergraduate-only teaching faculty must produce two peer-reviewed journal articles meeting COB journal quality criteria, accompanied by two other activities at either level 1 or 2. Journal quality criteria continue to include indexing in Cabell's Directory, the Australian Business Dean's Council list, or other respected lists. The criteria for qualifying through the acceptance rate is 40% or less.

Substantive Change Requests

The Lander University College of Business has had no substantive change requests since the submission of the last report.

Consultative Guidance

COB seeks the Peer Review Team's advice on handling rapid growth while sustaining AACSB standards.

New Degree Programs

During the previous accreditation review, COB had one undergraduate degree program with four emphasis areas (Accounting, Financial Services, Health Care Management, and Management/Marketing). Since then, COB has added the following degree programs and emphasis areas:

1. Graduate
 - a. Master of Business Administration
 - b. Master of Science in Management
2. Undergraduate
 - a. New Emphasis Areas in the existing BSBA
 - i. Hospitality Management
 - ii. Information Technology Management
 - iii. Sports Management
 - b. Bachelor of Applied Science in Business Administration
 - c. Bachelor of Arts in Entrepreneurship

Business Accreditation Standards – Past and Future Look

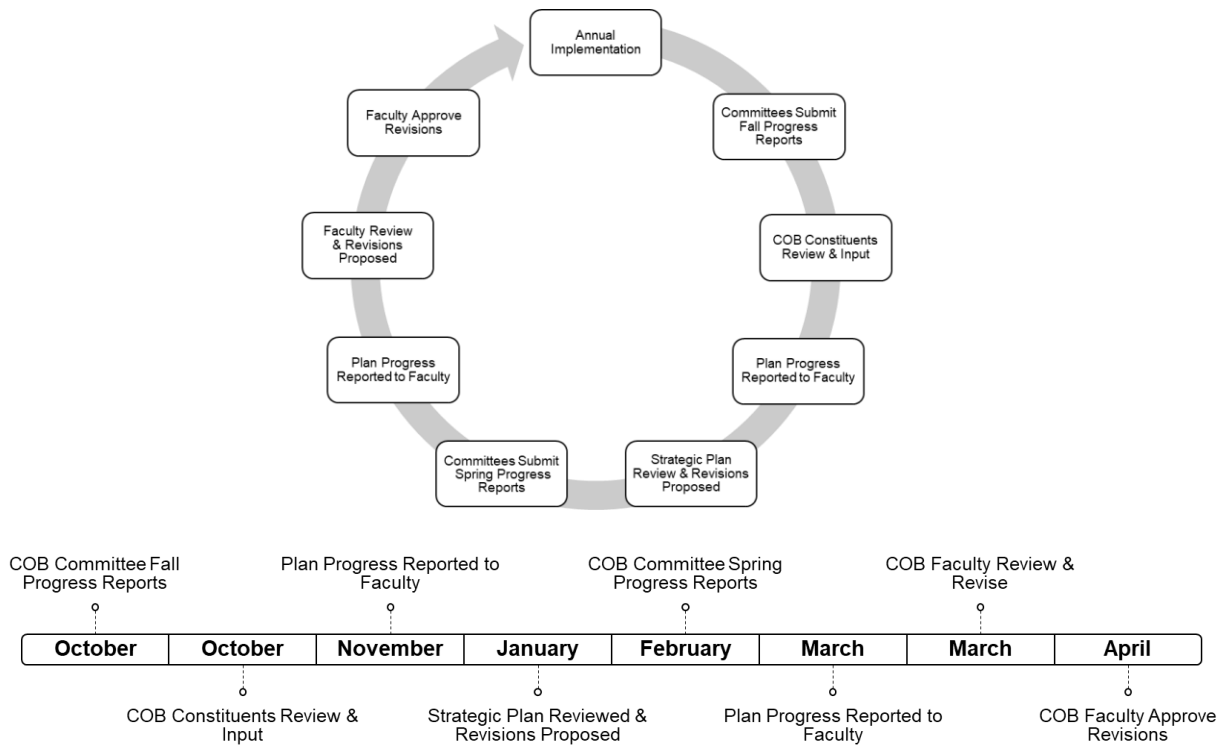
A. Strategic Management and Innovation

The COB Strategic Management Planning Process

The COB strategic planning process is continuous, as shown in Figure 1. The strategic plan is implemented annually in August and assessed during the fall and spring semesters through committee reports and other relevant resources. The Strategic Planning and Accreditation Committee (SPAC) reports progress on the plan to COB faculty in both fall and spring semesters. During the fall semester, the SPAC solicits strategic plan reviews and inputs from relevant constituents, such as the COB Business Advisory Board, Student Advisory Board, and Alumni.

The SPAC uses fall progress reports, constituent inputs, and faculty feedback to review the entire plan and consider revisions to propose to the faculty. The faculty review the SPAC proposals, suggest revisions, and approve plans accordingly by the end of the spring semester. The revised plan is slated for implementation in the following fall semester. If updates and progress are made during the summer, faculty are apprised of those at the first COB meeting of the fall semester. Figure 2 illustrates the ideal calendar timeline for the strategic planning and monitoring process after the annual implementation in August.

Figure 1 COB Strategic Planning and Monitoring Process



COB Mission Statement and Major Strategic Initiatives. COB deliberately sought improvements in every area since the last PRT visit in 2018. The following reasons explain this from the standpoint of strategic management:

1. The new mission is similar to the old but restated and explained in enriched terms to ensure that COB is mission-driven.
2. In 2018, the College was reviewed under the 2013 AACSB standards. The 2020 standards brought fundamental change.
3. The 2018 Review Team stated: "The next step for the college is to connect the new mission and vision inherent in the new strategic plan with its Assurance of Learning program." COB achieved this next step by establishing a committee structure that assigned responsibilities to relevant functional areas.
4. With program and enrollment growth, the managerial processes and organization structure became a strategic issue and necessitated the development of a consolidated COB faculty policy manual.

The COVID-19 consequences tragically disrupted the strategic planning process at Lander University. The Interim Dean and long-time Associate Dean were leading COB in Fall of 2020 when the Associate was stricken with COVID and died that September. Amidst the loss of a dear and essential colleague, the close-knit COB family persisted through a difficult semester accompanied by burdensome COVID protocols.

The new Dean arrived in January 2021 and addressed strategic management through a governance-based committee structure. All faculty engaged in the strategic planning process through a series of

meetings and retreats. The semiannual retreats provided the opportunity for a daylong, in-depth discussion of strategy in consideration of our mission and the 2020 accreditation standards. The Strategic Planning and Accreditation Committee (SPAC) made progress at mini-retreats between COB meetings.

Like all COB committees, the SPAC has a charter in the COB Faculty Manual. The Dean appoints the SPAC members with sufficient representation to address strategic management and accreditation dimensions. The responsibilities of the SPAC are to (a) convene standing meetings to execute the Strategic Planning and Monitoring Process, (b) establish, execute, and maintain the COB Mission, Vision, Strategy, and related processes in support of the Lander University Mission and the AACSB Guiding Principles and Standards, and (c) ensure COB achieves continuous improvement in the spirit of the AACSB principles and standards.

The SPAC determined that the 2018 mission statement was appropriate at the time but insufficient, given COB's new programs and the 2020 AACSB standards. The former statement explained what we do, how we do it, and the outcome. The new approach differentiates what we do from our processes, thus making communication and program attention clearer. The former statement emphasized an applied business education and career success or graduate school. The advent of graduate programs, driven by the new University mission statement, made our 2018 mission statement unsuitable.

At our May 2021 retreat, the faculty concluded that our stated mission did not reflect what we were doing or should be doing by that point. Our online program enrollment was increasing, the MSM was in place, and we were preparing to launch our MBA. We needed clarity about how we prepare students for successful business careers that make a positive societal impact.

To ensure that all faculty are continually engaged with and understand our strategy, COB adopted the theme *It's Your Ship* for our retreats. Starting with the mission, the focus of our first retreat was the continuing improvement of our strategic plan. We began with an exercise differentiating what we say about the College of Business versus what others say about the College of Business. Next, the faculty listed ten things they would like others to say about COB in the future. A discussion of COB's purpose and personal, professional, and institutional aspirations followed.

The SPAC was then charged to consider the faculty's perspectives as they developed and proposed mission-driven improvements to our strategy. Through a series of mini-retreats, e.g., Friday afternoons at a local restaurant, the SPAC revisited the key question: *what do we want our students to be able to do once they graduate as a result of their COB education?*

A critical and salient factor in the SPAC deliberations was COVID-19. No one in the world was prepared for COVID and its impacts. The COVID experience was the evidence for a decision to ensure our students graduate with more than just business knowledge. We want them to be forward-thinking. Since forward thinking implies vision, and vision implies leadership, the SPAC determined that COB must be about producing forward-thinking business leaders. While the fundamental elements of the former mission remain, the new mission statement expands and enriches the old while simultaneously reducing it to a briefer and more focused statement: *To produce forward-thinking business leaders who succeed in their careers and positively impact society.*

The SPAC deliberately added positive societal impact to capture the AACSB vision in a way that would imbue our students with this essential outcome and keep it at the forefront of COB's strategic perspective. We also sought to produce a concise and memorable yet complete statement that captures the vital dimensions of being a "force for good" (AACSB Standards, p. 7). These dimensions are found in various philosophical forms, but Myers (1997) expresses those succinctly through the notion of agent, act, and outcome, which simply means someone doing something that impacts someone or something else. (see: Myers, Charles R. "The Core Values: Framing and Resolving Ethical Issues for the Air Force." *Airpower Journal* 11, no. 1, Spring 1997).

COB deliberately designed its mission statement to align with the AACSB vision to be a force for good. Forward-thinking business leaders are the agents whose actions will attain career success, producing outcomes that positively impact society.

Next, the mission statement is concise and memorable because it boils down to three phrases: forward-thinking, career success, and positive impact. We not only believe a mission statement must be concise, but theorists and practitioners argue that strategy "is of little use unless people understand it well enough to apply it" (see: Gadiesh, O., & Gilbert, J.L. (2011). Transforming corner-office strategy into frontline action. In Harvard Business School Publishing Corporation (Ed.), *HBR's 10 Must Reads: On Strategy* (pp. 191-207), quote pp. 192-193). Effective communication is the first step toward understanding a strategy, and three memorable phrases communicate better than lengthy paragraphs.

Naturally, there's more to understanding a strategy than three phrases. In turn, the SPAC developed six supporting statements to define our terminology, explain how we accomplish the mission, and illustrate the faculty's role in this process. In the spirit of continuous improvement efforts, we see our new mission statement as a significant improvement, giving us a focused purpose and better sense of direction, which necessitated reassessing our vision.

During the vision reassessment, the SPAC recognized that the existing vision focused on attracting students through a high-quality business program. The faculty determined that quality is not an aspiration; it's a strategic mandate. The true vision of COB resides at the other end of the pipeline. The faculty want our students to be the ones chosen. So, they proposed the new vision statement: *Our graduates will be the preferred choice of employers*. Like the mission statement, the SPAC developed supporting statements to explain the aspirations and engagements associated with this vision.

Given the restated mission and vision, the SPAC employed our strategic management process to establish a mission-driven strategic plan with the following four Goals aimed to *Produce, Ensure, Achieve, and Advance* the elements contributing to our mission:

Goal 1: *Produce* forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Goal 2: *Ensure* career success by providing student programs to develop career readiness before graduation.

Goal 3: *Achieve* a Positive Societal Impact through thought leadership and engagement.

Goal 4: *Advance* faculty development through scholarship and professional growth.

We specify the particulars of our initiatives in the strategic plan; some highlights follow below:

1. Establish a more systematic curriculum review process to ensure the relevance of student learning outcomes to our mission and an emphasis on forward-thinking behavior.
2. Enrich our professional development program by focusing on career readiness.
3. Establish an Annual Business Leadership Symposium, a Center for Financial Literacy, Applied Business Seminars, Firms on Campus days, and additional collaborative relationships with community organizations like the SBDC to promote economic vitality and achieve two positive societal impact themes: (a) improve labor availability by producing graduates with suitable employability and (b) provide practical solutions to the contemporary challenges of businesses and organizations in our locale.
4. Establish a Faculty Scholarship Promotion Committee to ensure faculty can achieve scholarship expectations and thought leadership goals accompanied by professional development opportunities beyond scholarship.

The SPAC's approach ensured two things:

1. That COB addressed the issues identified in the prior Peer Review Team visit: *The next step for the college is to connect the new mission and vision inherent in the new strategic plan with its Assurance of Learning program. At a minimum, this should include alignment of specific learning goals and objectives that support the new mission and vision and specific rubrics of measurement to ensure that the outcomes achieved provide tangible support for the new mission and vision.*
2. That COB employed the continuous improvement principle in its own strategic plan. We made qualitative improvements to the previous plan, which was characterized as misaligned in 2018. Further, we broadened the scope of the strategic plan by increasing the number of goals, objectives, and action items from those in the 2018 plan. Table 1 illustrates those changes and increases. We added one goal and increased the number of objectives by 14 and action items by 71.

Table 1 Strategic Goal Changes and Increases in Objectives and Action Items

Goals/Objectives/Actions	2014-2018	2019-2023
Goal 1	COB students will graduate with the relevant knowledge and skills for professional careers or graduate school.	Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.
# of Objectives	3	7 (+4)
# of Action Items	7	26 (+19)
Goal 2	The College of Business will offer new high-demand, market-driven programs and delivery modes.	Ensure career success by providing student programs to develop career readiness before graduation.
# of Objectives	4	6 (+2)
# of Action Items	9	26 (+17)
Goal 3	Each College of Business faculty member will participate in at least two faculty development activities.	Achieve a Positive Societal Impact through thought leadership and engagement.
# of Objectives	3	6 (+3)
# of Action Items	7	26 (+19)
Goal 4	None	Advance faculty development through scholarship and professional growth.
# of Objectives	0	1 (+1)
# of Action Items	0	5 (+5)
# of Action Items	0	16 (+16)
Total #		
Goals	3	4 (+1)
Objectives	10	24 (+14)
Action Items	23	94 (+71)

Figure 2 Sports Management Students volunteer at the Darius Rucker Intercollegiate Golf Invitational



How the Strategic Plan Informs Decision-Making Processes. We use our strategic management process and plan deliberately to inform our decision-making processes. First, the annual strategic planning cycle and timeline determine whether new initiatives align with the plan. This ensures that our mission drives initiatives and resource commitments. Second, the plan evaluates routine and extraordinary decisions throughout the year according to the plan's alignment of time, personnel, and financial commitments. An example is our sport management professor's opportunity to take students to volunteer at the *Darius Rucker Intercollegiate Golf Invitational* at Long Cove Club in Hilton Head where they gained valuable knowledge and experience in their field. COB funded this request because it aligned with Strategic Plan Action Item 2.1.6: *Establish student-centered engagement activities in each academic emphasis area to promote retention through a sense of community*, and Item 1.1.4: *Enhance experiential and high-impact learning opportunities by developing mission-relevant activities and programs*. COB also funded the students' shirts embroidered with *Lander Sports Management* to support retention through a sense of community.

The Process for Monitoring Success Towards Planned Initiatives. Figure 1, above, illustrates the general strategic management process. The strategic plan appears in three forms. We have a brochure for public consumption illustrating our mission-related statements, goals, and objectives. The next form appears in our COB Manual, which is updated and distributed annually to faculty. The manual shows all strategic action items, as well as our mission-related statements, goals, and objectives. Finally, the SPAC maintains a strategic plan table to track timelines, responsible persons, resources needed, and completion status. The SPAC reports the status of the strategic plan to faculty in November and March.

How Regularly the Plan is Updated, by Whom, and When. The SPAC is a standing committee that holds monthly meetings, so they continuously consider the strategic plan updates and accept faculty proposals at any time. The SPAC initiates the process to ensure the plan is formally reviewed and updated by COB in January, accompanied by reviews and faculty approvals in April and May that apply to the coming academic year.

A Risk Analysis and Remediation Plan for any Major Risks. The College's Risk Analysis Plan is posted on our *myAccreditation* Dashboard. While discussing risk issues, the SPAC found it useful to think in terms of the risk categories shown in Table 2.

Table 2 Lander University College of Business Categories for Risk Analysis

STRATEGIC RISKS				OPERATIONAL RISKS			
Programs		Reputation		Faculty		Enrollment	
Online	Competition	Image	Accreditation	Staffing	Performance	Increases	Decreases

After the SPAC assembled the initial analysis, it sought constituent review and assessment, starting with the COB faculty. The SPAC distributed a survey asking faculty to assess the likelihood of each risk and the impact if the risk occurred. The likelihood of risk was multiplied by the impact of risk to arrive at the severity based on impact and likelihood. Out of 45 risks, the survey data identified 12 as the most severe (see Table 3).

Table 3 Lander University College of Business Top 12 Severe Risks

#	Risk	Type	Severity Score
1	1.2 Easily substituted Online Programs give opportunities to enroll with competitors. Market Saturation in our types of online programs.	Strategic, Program, Competition	15
2	4.1 Lack of qualified full-time faculty to meet rapid enrollment increases	Operational, Enrollment, Increases	15
3	1.2 Reduction in prospective students due to unattractive or unknown campus location relative to competitors	Strategic, Program, Competition	12
4	1.2 Unmarketable programs due to changing demand, trends, and technology, accompanied by a lack of expertise	Strategic, Program, Competition	12
5	4.2 Decrease in Students Available or Willing to Attend College	Operational, Enrollment, Decreases	12
6	4.1 Lack of qualified full-time staff to support rapid enrollment increases	Operational, Enrollment, Increases	10
7	1.1 Technology Outages: Internet, LMS, 3 rd Party Software	Strategic, Program, Online Program	9
8	1.1 Poor Program Quality due to Outdated Faculty Training, Ability, and Technology Skills	Strategic, Program, Online Program	9
9	2.1 Poor Image in the Eyes of Prospective Students/Parents	Strategic, Reputation, Image	9
10	4.1 Inability to Achieve Degree Program Requirements due to Conflicting Faculty and Student Schedules	Operational, Enrollment, Increases	9
11	4.1 Reduced Course Quality due to Increased Workload Leading to Decreased Faculty Motivation	Operational, Enrollment, Increases	9
12	4.2 Unable to Meet the Demands of a Changing Student Demographic	Operational, Enrollment, Decreases	9

The results showed an even split between the severe strategic and operational risks. Among strategic risks, program competition, online programs, and reputation image were concerning. Among operational risks, enrollment increases and decreases posed the most concern. The operational risks associated with faculty staffing and performance scored less severe, presumably because we have some internal control over those factors.

The severest risks are easily-substituted online programs, giving competitors a strategic advantage, and a lack of qualified full-time faculty to meet rapid enrollment increases. The Risk Analysis plan posted

to *myAccreditation* presents the mitigating actions for our risks, summarized as follows. COB collaborates with the College of Graduate and Online Studies, and Enrollment Management to assess and update programs and develop new options to ensure attractive and less substitutable alternatives in the eyes of prospective students. Regarding full-time faculty to meet rapid enrollment increases, the Dean and Provost collaborate to meet staffing needs. The hiring lag time and sufficient applicant pool pose challenges to meet the demands of rapid enrollment increases on short notice. COB faces the same severe but lower risk with support staff since we can usually hire these more quickly.

The next most severe risks are the availability of students and unmarketable programs due to changing demand. In the case of students not being attracted to Lander or a decrease in students attending college, COB promotes its strengths and differentiated Career Readiness Program during Admissions Office and University Relations events to prospective students and guests. The COB strategic plan aligns with the University plan to provide market-driven programs and ensure we meet the current demand trends.

The COB faculty rated risks 7 to 12 as severe but less so. COB mitigates the risk of a poor image through strategic plan Goal 1, which focuses on providing quality programs to students. Other severe risks involved technology, faculty training, and workload. Similarly, we mitigate these with strategic plan efforts to ensure appropriate faculty development and a balanced workload. Technology outages and similar problems in online courses are the responsibility of Information Technology Services; however, we ask faculty to provide alternative schedules, work with third-party software providers, and ensure students are not penalized for technology outages. Finally, changing student demographics poses a risk, and the Dean relies on Enrollment Management to detect changes and apprise COB to ensure programs align with student demands.

How the School Strategically Intends to Make a Positive Societal Impact. The College's Table 9-1: *Outcomes of Societal Impact Activities and Initiatives* is posted on our *myAccreditation* Dashboard. The COB societal impact strategy comprises two focus areas impacting the region's economic vitality: (a) improving labor availability by producing graduates with suitable employability and (b) providing practical solutions to the contemporary challenges of businesses and organizations in our locale.

COB positively impacts labor availability by producing graduates with employability suitable to the region. Employability is "a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (Yorke, 2006, p. 8*). In this case, we focus on our students as the outcome that will have a societal impact. Table 4 illustrates the strategic components of this impact process.

Table 4 COB Societal Impact Plan Focus Area: Suitable Employability of Graduates AY 2022-2023

Accreditation Standard	Goal	Objective	Tactics	Short-Term Success Measure
4: Curriculum	Continue to enrich the COB 3-course Professional Development Curriculum to emphasize Career Readiness.	Help students identify their career readiness strategy relative to employer needs.	Refine the scheduling of learning modules and ePortfolio development. Refine and employ assessments.	Student essays suggest they understand key topics, including diversity, inclusion, and societal impact. ePortfolio assessments show some progress.

	Launch Center for Financial Literacy (CFL). Launch Firms on Campus. Sustain Business Leadership Symposium (LBLS). Sustain Internships.			Exit survey indicates students feel prepared. Firms on Campus and LBLS were successful. CFL delayed to Fall 2023. Internship program continues to generate positive feedback.
8: Scholarship	COB faculty to disseminate relevant thought-leadership scholarship.	COB faculty present SOTL/pedagogy scholarship at regional and national conferences, and publish in PRJs.	Conduct Career Readiness and CFL Research. Strategic Plan Objective 3.1: <i>Encourage impactful scholarship</i> and 4.1 <i>Enable faculty to achieve scholarship expectations</i>	Career Readiness Research and presented at a National Conference in Spring 2023. Financial Literacy Research submitted a PRJ under revision.
9: Engagement Activities	Achieve a Positive Societal Impact through thought leadership and engagement.	Enable faculty to achieve engagement expectations.	Assess the impact of teaching schedules and service commitments.	All faculty engaged in LBLS. Many faculty engaged in CFL and Firms on Campus. The CFL received a President's Grant to assist with its launch. COB established Strategic Plan Action Items

*Yorke, M. (2006), Employability in higher education: what it is – what it is not, *The Higher Education Academy/ESECT*.
https://www.researchgate.net/publication/225083582_Employability_in_Higher_Education_What_It_Is_What_It_Is_Not

COB positively impacts the regional economy by providing practical solutions to the contemporary challenges of businesses and organizations in our locale. In this case, we focus on businesses and organizations as the COB impact outcome. Table 5 illustrates the strategic components of this impact process.

Table 5 COB Societal Impact Plan Focus Area: Solutions to the Challenges Faced by Businesses and Organizations in Our Region AY 2022-2023

Accreditation Standard	Goal	Objective	Tactics	Short-Term Success Measure
4: Curriculum	Mission: Forward-thinking, career ready, positive impact. Graduates to be ready, relevant, & resourceful.	Sow the significance of positive societal impact into the curriculum and career readiness.	Integrate and assess societal impact understanding in the curriculum, programs, and portfolios (2.6.1). Determine and develop the societal impact of each academic emphasis area (2.6.2).	Student essays suggest they understand societal impact. ePortfolio assessments show some progress. Exit survey indicates students feel prepared. Some students engaged in SBDC projects.
8: Scholarship	Achieve a Positive Societal Impact through thought leadership	Encourage impactful scholarship.	Encourage applied research projects/cases. Assess workload relative to scholarship expectations	Two faculty presented a case at a regional conference about a local small business.
9: Engagement Activities	Achieve a Positive Societal Impact through engagement	Assist in promoting business, economic, and community development in Greenwood and the region	Identify and incentivize collaboration, e.g., (SBDC). Engage alumni, and the region in symposium activities as both participants and attendees.	LBLS involved 17 employed Lander Alumni in 2022. The CFL received a President's Grant to assist with the launch.

What COB is Doing to Advance Diversity and Inclusion, Consistent with its Mission. As a part of our strategic planning process through the SPAC, COB established a more comprehensive diversity and inclusion statement (see Figure 3 below). Since our mission emphasizes forward-thinking business leaders, career success, and positive impact, the mission advances diversity and inclusion as a component of forward-thinking leaders who understand that we all succeed together through inclusion, and diversity is essential to positive impact.

The COB diversity and inclusion statement is made public on posters throughout the College, accompanied by a comprehensive explanation in the publicly distributed COB Five-Year Strategic Plan. Diversity and inclusion are presented and assessed in our undergraduate professional development classes and a human resources course taken by those in the BA and BAS programs. It is also presented and assessed in the MBA curriculum. The COB Exit Survey assesses the student's perspective on their diversity and inclusion preparedness.

COB Employs Diversity and Inclusion in its Hiring Practices. The Human Resources search policy states that "before identifying finalists, the Dean should contact the Human Resources Employment Coordinator for information regarding the diversity of the candidate pool."

Figure 3 COB Diversity and Inclusion Statement

We provide a welcoming environment that promotes diversity, inclusion, and belonging.

College of Business students, faculty, administrators, and staff must:

- Treat others with dignity and worth (the way they want others to treat them).
- Eliminate any form of prejudice, discrimination, or harassment including, but not limited to, race, ethnicity, national origin, gender, sexual orientation, religion, political affiliation, education, family or marital status, socio-economic status, mental and developmental abilities, work and behavior/thinking styles, physical attributes, position, language differences, age, etc.
- Be supportive of the professional efforts of others, whether students, faculty, administrators, or staff.
- Be collaborative by proactively including others in processes important to those others.
- Be courteous in all forums of interaction and forms of communication.

The COB Financial Situation

The College's Table 2-1: *Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle* is posted to our *myAccreditation* Dashboard. Table 6 below summarizes those expenses and shows the source of funds. The total initiative expenses are estimated at \$41,500 annually. There are two initiatives to seek endowments to cover expenses. A \$250,000 endowment for the annual symposium would cover \$10,000 of expenses that would not need to be covered by the annual operating budgets or existing endowed funds. In turn, this would allow more funding of faculty development initiatives involving travel or online teaching conferences and workshops. We also seek an endowment to support the Center for Financial Literacy (CFL) and the establishment of a finance/technology lab, to be built over time with the endowment earnings. A CFL endowment would free the current \$3000 assigned from operating and foundation funds to the financial literacy effort.

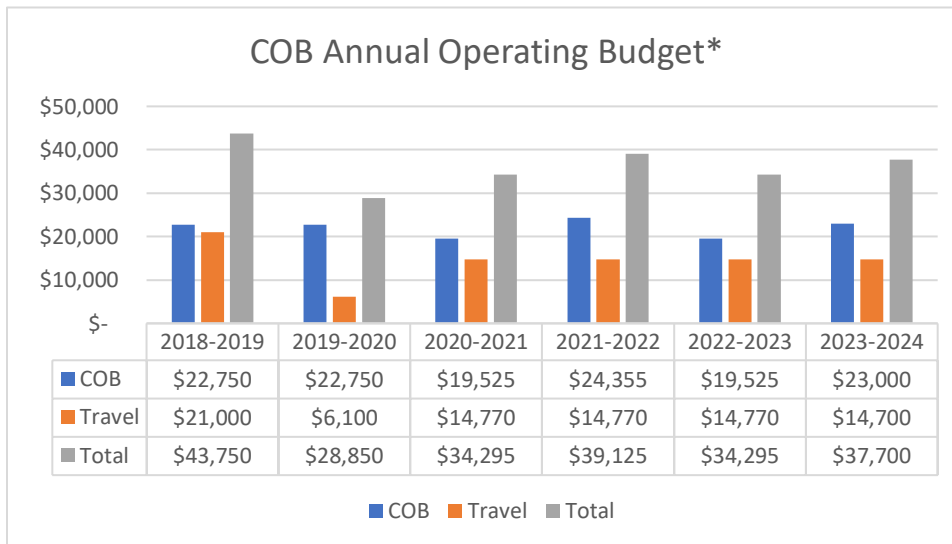
Table 6 COB Strategic Initiatives and Funds for the Next Accreditation Cycle

Strategic Initiative Expenses		Endowments Sought for Current Initiatives	
Online Teaching Workshops	\$5,000	\$25,000	Finance/Technology Lab
OL Teaching Conferences	\$2,500	\$250,000	Annual Symposium
Community Partnerships	\$1,000		
Annual Symposium	\$8,000		
Financial Literacy	\$3,000		
Research Travel	\$18,000		
Service Travel	\$2,000		
Faculty Development	\$2,000		
Total Initiative Expenses	\$41,500		

Figures 4 and 5 show the funds in the annual operating budget and the spendable amounts in the COB endowed funds. Total operating funds varied moderately over the past five years due to COVID-19 minimizing travel, good enrollment prompting a budget increase, then budget concerns triggering a decrease; however, the budget is up as we enter the next accreditation cycle.

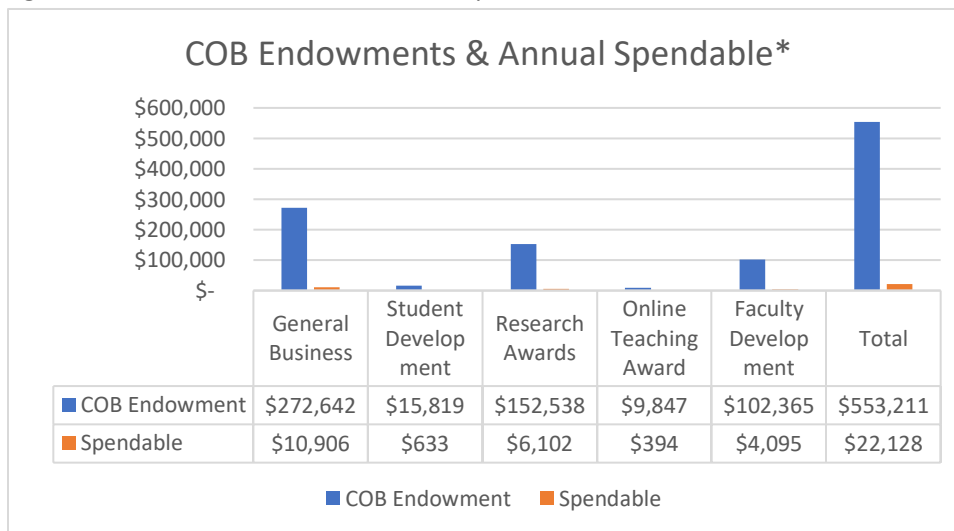
Approximately \$18,000, or nearly half the operating budget, is allotted to faculty for research travel. Subtracting the usual travel expenses leaves \$23,500 for the remaining initiatives. The COB foundation funds offer \$10,906 spendable, which can be applied to various needs, including the symposium, financial literacy, and other faculty and engagement activities. Since the total operating budget is \$37,700, foundation funds are essential to meeting our strategic initiative expenses. Most foundation funds are designated for student support, research awards, and teaching awards. The faculty development fund is flexible, but the \$4,095 must still go toward activities related to faculty development.

Figure 4 COB Annual Operating Budget



*Does not include Personnel Budget of approximately \$2.5 M Annually

Figure 5 COB Endowments and Annual Spendable Amounts



*Does not include student scholarship funds (\$636,879 endowed with \$25,475 annual spendable) or Endowed Chair (\$250,000 endowed with \$10,000 annual spendable).

Our total discretionary funds are \$37,700 operating plus \$10,906 foundation funds, allowing a realistic budget of \$48,606 for our strategic initiatives and routine operating expenses. We reserve \$18,000 for research travel to be allotted to faculty based on historical travel expenses, but travel funding is not limited to \$18,000. COB seeks to fund additional activities within the limits shown in Table 6 when opportunities arise for faculty development, service, or online workshop and teaching conferences. Further, after all strategic initiative expenses are accounted for, there remains \$7,100 in the budget to cover annual operating expenses and new travel opportunities as those occur. Other operating expenses include supplies, equipment, student events, professional membership fees, licensing fees, special software, and assorted faculty needs. Finally, the \$4,095 designated for faculty development is allotted to faculty with qualifying, mission-driven development opportunities. In sum, faculty have over \$33,000 available for travel and development opportunities. This amount represents 64% of our annual budget and shows the mission-driven use of our funds. 23% of our annual budget, \$12,000, is allotted for programs and partnerships, with the remaining 13%, about \$7,000, held for recurring operating expenses, often supporting faculty and students. Unspent foundation funds return to the corpus, which grows the endowment.

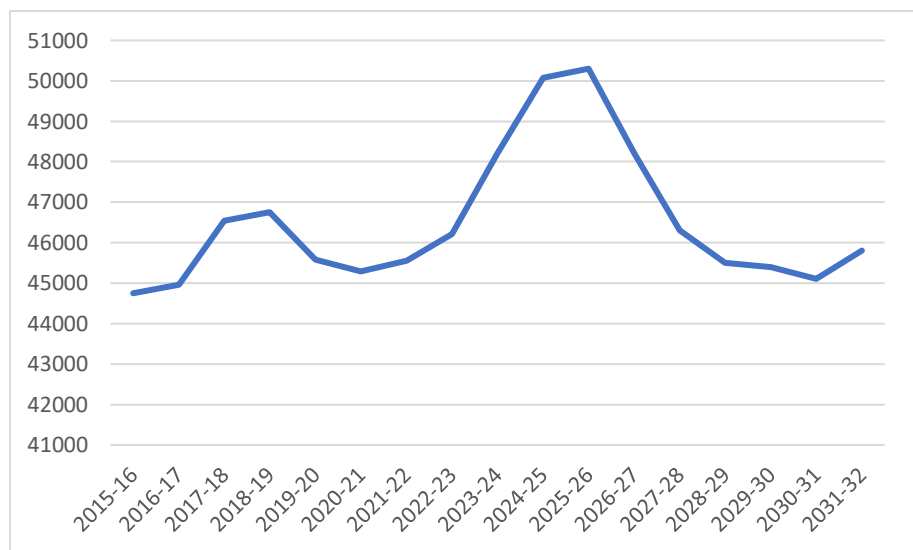
A strategic challenge for COB was 16 months without a Vice President for Advancement and the Lander Foundation. Lander hired a new VP in the summer of 2023, so efforts to engage in major fundraising will be reinitiated and supported. Before this vacancy and since the last AACSB visit, COB received a major gift of \$250,000 to establish an Endowed Chair, a \$25,000 gift to endow a graduate student scholarship, a \$10,000 gift to endow a teaching award, and a \$27,000 gift to increase the endowed faculty development fund.

Another challenge for all universities is the increasing competition for students. In South Carolina and the nation, there is a projected decrease in the number of high school students available to attend college (see Figure 6). South Carolina public universities have sought to grow their student enrollment in response.

The State's largest school, USC Columbia, aggressively recruits freshmen, impacting the regional schools. Under Lander University President Richard Cosentino, the University began its own enrollment growth plan. Since 2015, Lander enrollment has increased 63%. The College of Business played a major role in that growth with a 55% increase, making the Business proportion of the Lander student population 24%, up from 16%.

To make Lander University an option for those seeking graduate degrees, COB added MSM and MBA programs in 2019 and 2021, respectively. COB also expanded its undergraduate and online degree offerings. The USC system offers significant competition for online students through its Palmetto College (PC) program. PC is a consortium of USC system schools, each offering a particular degree. For example,

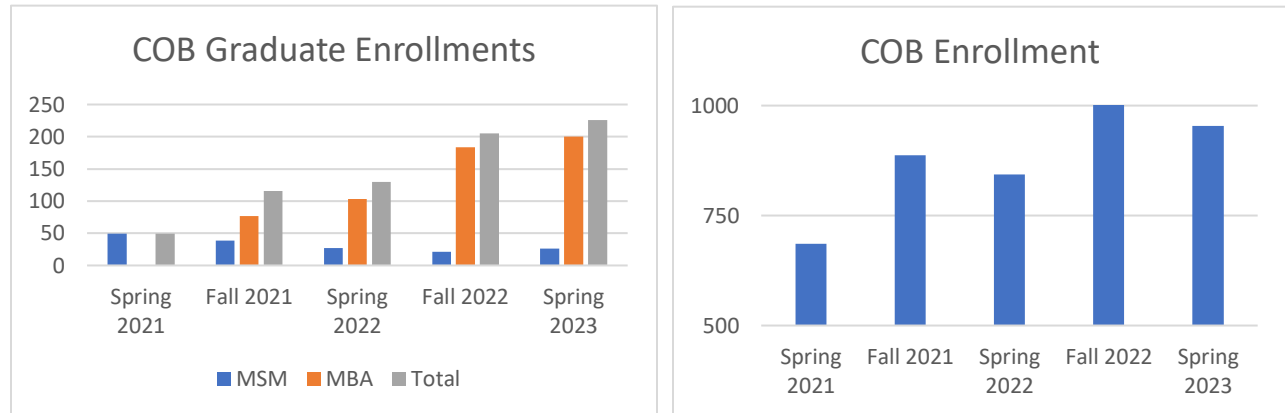
Figure 6 Projected Number of South Carolina High School Graduates



Source: Western Interstate Commission for Higher Education, Knocking at the College Door

USC Aiken offers accounting, management, and marketing degrees online through PC. Lander responded with business program variety and competitive tuition, including discounts.

Figure 7 COB Graduate and Total Student Enrollments



Faculty Qualifications, Sufficiency, and Deployment

The College's Table 3-1: *Faculty Sufficiency and Qualifications Summary for the 2022-2023 Academic Year, by Discipline* and Table 3-2: *Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year: 2022-2023* are posted to our *myAccreditation Dashboard*.

Faculty members in the College of Business (COB) pursue and sustain the qualifications to teach their assigned courses and guide the development of their students to ensure they succeed in their careers. Faculty engage in relevant professional development activities to remain current in their fields, realize innovations in their teaching and practice, and retain effective teaching skills. These activities aim to increase faculty impact and engagement with the business community, society, and colleagues in our respective academic disciplines.

The assessment of performance and qualifications occurs in three ways for Lander COB faculty members:

1. Lander University has a set of professional development requirements that must be met by all faculty regardless of academic unit or discipline. Professional activities appear in Levels 1, 2, and 3, with Level 1 being the most demanding and impactful. The levels and activities appear in tables attached to the *COB Faculty Sufficiency and Qualifications* posted to our *myAccreditation Dashboard*. The University has established the following minimum expectations for all tenure-track faculty and those tenured faculty who conduct scholarship:
 - Two level 1 activities every six years, or the equivalent. Progress toward this goal will be assessed annually.
 - At least 6 total scholarly activities within a six-year period.

The University requires each faculty member to have at least two acceptable activities with at least one activity in Level 1 or Level 2 annually. Colleges and departments may increase requirements. Over a 6-year period, the University requires each faculty member to have at least one activity in each level and at least 10 total activities.
2. COB has established additional expectations among the Lander requirements. We require all faculty to have at least one activity from Level 1 or 2 every year. Also, we added activities in

each level that are appropriate for business faculty. The additional activities selected by COB faculty for each level appear in bold italics in the tables.

3. AACSB requires COB to classify faculty into one of five categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). Generally, the "Academics" hold terminal degrees, and the "Practitioners" hold master's degrees, with both accompanied by scholarship or practice. All faculty are designated into one of the categories and must maintain qualifications in that category every year of their faculty appointment. The Dean of the College of Business must approve a categorization change.

Further, we categorize faculty as "participating" or "supporting." A faculty member who meets the following criteria has participating status within the College of Business:

- a. Attends and participates in the College of Business meetings, retreats, and events.
- b. Teaches at least half-time.
- c. Serves on at least one COB committee.
- d. Participates in curriculum review and design.
- e. Advises students when assigned.
- f. Engages in Professional Practice or Professional Development Activities.

In most cases, participating faculty are full-time employees of the University. The local area makes it challenging to find faculty who can teach part-time and be participating, but there are a few who can, and COB currently has two.

The 2020 AACSB *Guiding Principles and Standards* for Faculty Qualifications require "a minimum of 40 percent of a school's faculty resources are SA and 90 percent are SA+PA+SP+IP at the global level (i.e., across the entire accredited unit) and in disciplines defined by the school in alignment with degrees or majors."

COB is committed to maintaining a highly qualified faculty that exceeds this minimum composition and has established the following standards, which must be met within the previous 5-year period to maintain classification in each faculty category. SA faculty teaching at the graduate level must have a terminal degree related to their teaching field and achieve a higher scholarship standard. Graduate faculty must achieve three intellectual contributions, two of which must be in qualifying peer-reviewed journals (PRJs). COB qualifying journals must have a 40% or less acceptance rate, be related to the faculty member's teaching field, be on a respected listed, e.g. ABDC, or on the COB supplemental list approved by FSPC (Faculty Scholarship Promotion Committee). Graduate faculty must also achieve a fourth activity at Level 1 or 2. PA faculty are qualified to teach at the graduate or undergraduate level if they have achieved four professional engagement activities, two of which must be at Level 2.

SA faculty teaching only at the undergraduate level must achieve two qualifying PRJ's and two Level 1 or 2 activities in the previous five-year period. Faculty with master's degrees qualify as SP if they meet the undergraduate SA faculty scholarship criteria. COB currently has no SP faculty. IP faculty must have four professional engagement activities or relevant employment or engagement.

COB faculty sufficiency and qualification ratios are within standard. Table 8 summarizes AACSB Table 3-1 posted to the *myAccreditation Dashboard*. We included Business Law and Economics in the table because we teach several sections in those areas even though we do not offer a degree or major in these disciplines.

Obtaining four new tenure track positions just before the MBA launch in 2021 ensured we could meet our ratios. COB employs some supporting faculty in adjunct roles to teach online courses and a few classroom courses, but we have been careful to cap enrollment in those sections to limit student credit

hours taught and ensure compliant sufficiency ratios. The four new tenure track faculty lines hired in 2021, accompanied by two replacement hires, yielded six new SA-qualified faculty members.

Table 7 Snapshot of COB Faculty Qualifications Criteria

	SA	PA	SP	IP
Graduate** Teaching Faculty	3 ICs: 2 Qualifying* PRJs + 3rd IC 4th Activity: Level 1 or 2	4 PE activities, 2 at Level 2	NA	NA
Undergraduate Teaching Faculty	2 Qualifying* PRJs 2 Activities: Level 1 or 2	4 PE activities, 2 at Level 2	2 Qualifying* PRJs 2 Activities: Level 1 or 2	4 PE activities or relevant engagement/employment

*Qualifying PRJ: 40% or less acceptance rate, related to teaching field, on a respected listed, e.g. ABDC, or on the supplemental list approved by FSPC.

**Graduate faculty are qualified to teach undergraduate courses. Faculty with terminal degrees unrelated to their teaching field are not permitted to teach graduate courses, but must achieve the SA criteria for graduate teaching faculty plus one additional activity at level one or two.

Table 8 Summary of Lander University COB AACSB Table 3-1

Discipline	Faculty Sufficiency	Faculty Qualifications	
		SA ≥40%	SA+SP+PA+IP ≥90%
Degree/Major Offered in these Disciplines			
Accounting	89.0%	80.7%	100%
Finance	89.4%	79.8%	100%
Management	76.3%	67.7%	99.4%
Marketing	96.0%	100%	100%
Degree/Major not Offered in these Disciplines			
Business Law	95.9%	47%	100%
Economics	93.7%	59.0%	100%
College Summary			
Overall	82.8%	68.8%	99.6%

Forward-Looking Challenges

One of the challenges we face as a small university in a small, somewhat rural region is attracting large applicant pools of qualified candidates. This challenge is magnified when we seek faculty with technology backgrounds to address the demands of the digital world, including cyber security, analytics, and artificial intelligence. An ensuing challenge is retaining highly qualified faculty since the best people get the best opportunities. In turn, we invest much time in continually evaluating and filling resource needs. This effort impacts the attractiveness of our administrative positions because some candidates qualified for higher education administration would prefer spending their time on programs impacting the education of our students as opposed to engaging in logistics exercises. Our strategic and risk management plans address these recruiting and retention issues by focusing mainly on improved faculty development opportunities as incentives to come and remain at Lander.

Strategy for the Deployment of Faculty

The College's Table 3-2: *Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year: 2022-2023* is posted to our *myAccreditation Dashboard*. Table 3-2 shows that SA faculty teach 67% of our Bachelor's Program, 97% of the MBA Program, and 100% of the MSM Program student credit hours (SCHs). PA faculty teach 6.6% of the Bachelor's and 3% of the MBA SCHs. IPs teach 26% of the Bachelor's Program SCHs.

One *Additional* faculty member teaches .4% of the Bachelor's Program SCHs. The faculty member classified as Additional is a Lander retired tenured associate professor who was SA when she retired in 2021. We currently have no SP faculty teaching. The PA faculty are supporting faculty who are actively engaged in their industry. Four of the IP faculty are participating, and the remaining ten are supporting.

Graduate faculty have a terminal degree in their teaching area and attain a higher scholarship standard. SA graduate faculty are *participating* to ensure that we meet ratio sufficiency and qualification criteria. We take advantage of PA faculty with relevant industry experience to teach graduate classes when that applied industry connection is possible within qualification standards.

Faculty who qualify at the graduate level can teach at the undergraduate level in their discipline. Undergraduate faculty who qualify only at the undergraduate level do not teach graduate classes.

We currently employ no SP faculty but encourage our participating IP faculty to consider scholarship engagement. We use a broad range of IP's with experience in their respective industries to supplement our participating faculty while maintaining the appropriate qualifications ratios. Ratios are managed by keeping the section sizes of supporting faculty to an appropriate minimum. This approach also gives supporting faculty a reasonable workload relative to their pay scale.

Ensuring Faculty Currency and Relevancy.

COB ensures its faculty maintain currency and relevancy in their area of teaching through the (a) mission, (b) strategic plan, (c) University professional development requirements, (d) COB Curriculum and Syllabus Reviews, and (d) annual faculty evaluation process.

Mission Statement. Maintaining currency and relevancy in the faculty member's teaching area begins with the College of Business' complete mission statement, which includes *the faculty sustain their mission contribution by engaging in professional development and scholarly activities . . . Our faculty engage in professional activity through academic societies, presentations, publications, consulting, and professional practice service. We place our scholarly activity emphasis on the application of business ideas and teaching and learning practices in peer-reviewed outlets . . . COB faculty serve professional organizations in their disciplines and the local community through consulting and educational events.*

Strategic Plan. Next, our mission-driven strategy includes goals, objectives, and action items focused on faculty currency and relevancy in their teaching areas. Goal one directs quality programs, supported by a curriculum management and systematic quality review process accomplished every 3 to 4 years for each disciplinary area. Objective 1.3 requires enhancing faculty development opportunities to support improved instruction, course design, and disciplinary currency. The related action items include certification funding and collaboration with the Assistant Provost for Faculty Teaching Excellence. Objective 1.7 directs that we engage external constituents to determine industry and community needs.

Goal three focuses on positive societal impact through thought leadership and engagement. Objective 3.3 directs that we enable faculty to achieve engagement expectations, which includes publicizing opportunities and incentivizing engagement.

Goal four focuses on advancing faculty development through scholarship and professional growth. Objective 4.5 specifies that we provide professional development opportunities beyond scholarship. The related action items include incentivizing professional development and seeking additional funding to support those activities.

University Professional Development Requirements. As previously discussed in the *Faculty Qualifications, Sufficiency, and Deployment* section, Lander University has requirements that must be met by all faculty regardless of academic unit or discipline. The University assigns professional development activities to three levels, with Level 1 being the most demanding and impactful. The levels and activities appear on the tables in the COB *Faculty Sufficiency and Qualifications* posted to our *myAccreditation* Dashboard. Lander has established the following minimum expectations for all tenure-track faculty and those tenured faculty who conduct scholarship:

- Two level 1 activities every six years, or the equivalent with progress toward this goal assessed annually.
- At least 6 total scholarly activities within a six-year period.

The University requires each faculty member to have at least two acceptable activities with at least one activity in Level 1 or Level 2 annually. Colleges and departments may increase requirements. Over a 6-year period, the University requires each faculty member to have at least one activity in each level and at least 10 total activities.

Curriculum and Syllabus Review Process. The COB curriculum committees (CAMI and CGC) use systematic curriculum review processes. All courses appear on a table and are assigned a review time across a 3 to 4 year period. The course review criteria include alignment with program learning outcomes, the scope, whether the course is up-to-date, the extent of external constituent input, and learning objectives. Further assessment includes books and materials, the syllabus, high-impact practices, and, for online courses, the structure and design. During this review, the assigned faculty member assesses the currency and relevancy of the course, which reflects the status of the faculty teaching the course. A systematic syllabus review checklist ensures the alignment with policies for syllabus content, including the catalog course description and course objectives.

Annual Faculty Evaluation Process. The annual faculty evaluation is also an opportunity for faculty to consider the status of their currency and relevancy. Particular sections of the evaluation assess activities related to effective teaching, such as new course creation, teaching activities related to effective teaching, and other professional development efforts. In COB, professional development includes engagement events, conference attendance, courses or certifications completed, and professional memberships. The curriculum committee review process encourages faculty-driven course improvements. Faculty can categorize these improvements as teaching or service, depending on the context within committee work or individual professional development to continually improve the curriculum.

How Faculty Regularly and Meaningfully Engage with Practitioners

Goal 3 of the COB strategic plan addresses engagement with practitioners to maintain currency and relevancy. Objective 3.3 promotes engagement expectations. Objective 3.4 leads faculty to assist in promoting business, economic, and community development in the region. It includes action items to identify opportunities with entities like the Small Business Development Center, Chamber of Commerce, Rotary, and other organizations. The plan seeks to incentivize and promote participation in Lander Applied Business Seminars, volunteer board service engagement, and the development of community partnerships. Examples are our finance professor's engagement with the *South Carolina Bankers Association School* to promote curriculum partnerships and our marketing professor's SBDC relationship that serves small businesses with digital marketing consulting. Such efforts are part of the COB societal impact themes focused on improving labor availability by producing graduates with suitable employability and providing practical solutions to the contemporary challenges of businesses and organizations in our locale.

Further, COB conducts the annual *Lander Business Leadership Symposium* (LBLS) accompanied by Action Item 3.5.2, which directs the LBLS engagement of all COB faculty. Additionally, Action Item 3.5.3 urges the engagement of alums and the Greenwood region as either participants or attendees. Similarly,

the *Center for Financial Literacy* (CFL) is an opportunity for faculty engagement with local financial services entities that support the CFL workshops.

Our *Firms on Campus* program engages local and distant firms with faculty through recruiting events. Some firms spend an entire day on campus interacting with faculty and presenting the latest trends and needs to students in the classroom.

Objectives 4.4 and 4.5 encourage service in professional and academic discipline-based organizations and seek to provide faculty development opportunities beyond scholarship. Professional organizations allow faculty to produce and present their discipline-based scholarship, serve as manuscript reviewers and journal editors, and volunteer as program chairs, track chairs, proceedings editors, and discussants where they learn relevant and current ideas in their discipline.

COB plans to continually survey its faculty to assess their professional development needs and respond with opportunities. For example, COB supported a faculty member's travel to an AI conference to learn about the status and recent trends in the burgeoning AI phenomenon. COB has budgeted to fund new development opportunities but seeks additional funding to sustain and broaden the scope of our faculty development efforts.

B. Learner Success

Ensuring Current, Relevant, Forward-Looking, and Globally Oriented Curriculum

Responsibility for the degree program curricula resides with participating COB faculty and participating graduate faculty for graduate programs. COB designs curricula to ensure they meet the program goals and outcomes. We derive the program goals from the mission and program values of the College.

Assessment. As agents of its curriculum, COB faculty regularly assess how well the curriculum effectively accomplishes the desired program goals and outcomes. The COB Curriculum Assessment, Management, and Improvement (CAMI) Committee manages the assessment process through a CAMI Sub-committee, and the COB Graduate Council (CGC) manages graduate program assessment. The CAMI and CGC are responsible for:

- The implementation of continuous improvement in the COB assessment processes
- Ensuring the collection, analysis, and reporting of the assurance of learning data according to established timelines
- Ensuring that the relevant faculty review the assessment results and recommendations necessary for "closing the loop" to achieve continuous improvement.

At least annually, the CAMI Sub-committee and CGC review their assessment metrics, determine the success of the curriculum in delivering the desired results, and report their findings. In turn, the CAMI and CGC address shortcomings through curriculum change recommendations reported to the respective faculty in the affected courses. When appropriate, the CAMI and CGC consider changes to the assessment instruments, rubrics, and scoring process.

To close the loop through subsequent assessments, the CAMI Sub-committee and CGC examine how data-driven curriculum changes have impacted student performance related to the program goals and outcomes. The Assessment Committee reports its findings to the CAMI. The CAMI and CGC provide annual reports to the COB faculty.

Undergraduate Curriculum Review. The CAMI employs a curriculum review process driven by the COB Undergraduate Curriculum Review Table. The faculty members in each discipline ensure that course content supports the current program goals and outcomes. The course review criteria include the following:

- Alignment with program learning outcomes

- Scope of Content
- Whether the course is up-to-date
- Extent of external constituent input
- Learning Objectives
- Books and Materials
- Syllabus
- High-Impact Practices
- For Online Courses: Structure and Design.

The review ensures that the scope of coverage achieves the course learning objectives, aligns with the norms for that discipline, and gets updated according to the field's current state. Faculty teaching in the discipline are charged with the necessary environmental scanning to ensure course currency and solicit external constituent input as needed. Since we teach undergraduate courses online and face-to-face, faculty review the design and structure of the online course shell to ensure it complies with best practices for online teaching and learning. As appropriate, the CAMI will solicit the input of the Lander University Instructional Designers during the online course shell review. The CAMI ensures faculty make the needed improvements identified in the review process.

Further, COB administrative staff review course syllabi to ensure compliance with University and College minimum content policy using a Syllabus Review Checklist. The administrative review ensures students have the information necessary to navigate the course. COB distributes an updated syllabus template to its faculty each fall to ensure they meet the most recent policy requirements.

The CAMI prompts the scheduled course reviews by the end of the fall and spring semesters. However, the review timing is flexible to accommodate faculty innovations and trends impacting the curriculum. For example, events like the recently heightened AI discussion demand course reviews sooner rather than later. After the reviews, respective faculty make necessary revisions by the end of the following semester. We designed the process to ensure a review and revision of each COB course at least once every three to four years. Regardless of the review schedule, COB faculty continually update and improve courses as warranted.

The CAMI seeks input on the relevance and currency of its curriculum from stakeholders, including current students, recent graduates, alums, employers, and relevant local community members. The primary source of curriculum feedback is the Business Advisory Board, which comprises many of those types just mentioned.

The CAMI recommends curriculum improvements based on internal assessment results, the curriculum review process, faculty proposals, and external stakeholder feedback to the COB faculty. Under University policy, we must get the approval of all relevant agencies, which can include University committees, the Senate, the Faculty, the Board of Trustees, the South Carolina Commission on Higher Education (CHE), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for significant curriculum or degree requirement changes.

Graduate Curriculum Review. Participating COB graduate faculty are responsible for the graduate program curricula. The CGC employs a curriculum review process logistically similar to the undergraduate process. Since most of the graduate program courses are online, the CGC emphasizes the review of online course shells to ensure the quality of online course delivery. The review process includes three major categories: course content, resources employed in the course, and the design of online course shells.

The CGC ensures that course content supports the current program learning goals. The scope of coverage must be appropriate to the learning objectives, suitable to the discipline, and reflect the proper rigor for a master's degree course. The CGC also assesses whether a graduate course is sufficiently differentiated from its undergraduate counterpart.

The CGC completes its reviews by the end of the spring semester according to the Graduate Curriculum Review Table calendar and directs the respective faculty to make course revisions no later than the end of that calendar year. The CGC review process examines each graduate course once every three years. Regardless of the review plan, graduate faculty continually update and improve their courses as needed.

The Core Curriculum's Last Update

COB reviewed its undergraduate core curriculum in the spring of 2019. Other degree programs were new or just coming online, so there was only one curriculum to review. The Business Advisory Board recommended that the College do more to improve student spreadsheet skills. As a result, COB developed and launched *Business Analysis Using Spreadsheets* (BA 250) in 2019. Students learn and develop a broad range of spreadsheet skills during the course. The course software allows us to assess whether students can apply spreadsheet functions to business problem-solving through individual exercises demonstrating formula creation, function insertion, chart creation, data sorting, and data analysis. With the advent of our CAMI and Graduate Curriculum Committees, core curriculum review is now a continuous process assigned to those groups.

Online Course Shell Maintenance

The increase in online programs and courses produced many online course shells. We structured our program to ensure one master shell for each course, which gets used by all faculty teaching that course. In 2021, we realigned our faculty positions to designate a Director of Online Programs. The faculty member in this position ensures online course shell quality by inventorying, maintaining, and distributing the appropriate course shells to faculty for the upcoming term.

Incorporating Current and Emerging Technologies into the Curriculum

COB Mission and Technology. COB's mission to produce forward-thinking business leaders insists on a curriculum with current and emerging technologies. The most recent and evident effort is our lead marketing professor's participation in the President's University task force to explore AI related to our curriculum. COB funded this professor's travel to an AI conference, and the Provost is sponsoring additional workshops for this task force.

COB Strategy and Technology. Strategic Plan Goal 1 directs quality programs to provide the requisite knowledge and skills. This process includes objectives and action items for the continuous review and improvement of courses. Strategic Plan Objective 1.5 is to *Design and implement an integrated technology curriculum to include analytics, cybersecurity management, artificial intelligence (AI), and other relevant emergent technologies*. The following four action items support the objective:

1. Produce Curriculum Change Proposals to integrate business technology systems, statistical reasoning, analytics, cybersecurity management, and AI across multiple courses.
2. Produce an elective for students wanting the opportunity to extend their information technology knowledge and skills.
3. Seek student experiential learning opportunities to apply and practice technology knowledge and skills.
4. Develop a lab dedicated to technology knowledge and related skills.

COB Programs, Curricula, and Technology.

Programs. Since the last AACSB CIR visit, COB has added an undergraduate and two graduate programs with technology dimensions. At the undergraduate level, COB added an Information Technology (IT) Management emphasis area. This degree program is a collaboration between the COB and the Department of Computer Science in the College of Science and Mathematics. The IT Management program

combines expert coverage of IT systems and cybersecurity accompanied by business practice, management principles, knowledge, and related skills.

At the graduate level, COB developed and included courses in *Business Analytics and Decision Making*, and *Analytics and Big Data Management*. After the MSM and MBA launched, COB improved those programs by changing the MIS course to business analytics and decision making.

Courses. The marketing faculty improved the technology focus of its graduate courses by reframing the emphasis from social media marketing to digital marketing to include a course entitled *Consumer Behavior in the Digital World*. The finance faculty members are adding a Financial Technology Capstone course.

We adopted a web-based career readiness program entitled *Exploring Your Potential™* (EYP) for our three-course professional development series. In addition to preparing students for digital technology through the EYP experience, the system provides analytics on the student's progress through the various career readiness modules. Next, students use the content of their personal EYP profile to create an electronic career readiness portfolio. They produce the portfolio using popular website creation software, enabling the students to share a link for their portfolio review by COB faculty, peers, and other trusted agents. Subsequently, the link can be distributed to prospective employers so that students have an online presence for their job search. Our professional development courses also promote using other career-related technologies like *LinkedIn*. Students can post a *LinkedIn* icon on their career website or a link on their *LinkedIn* page directing viewers to their career readiness portfolio.

Incorporating Future Technologies. Strategic Objective 1.5 requires designing and implementing an integrated technology curriculum, including analytics, cybersecurity management, artificial intelligence (AI), and other emerging technologies. The action items include an elective for students wanting to extend their information technology knowledge and skills, seeking experiential learning opportunities to apply and practice technology and skills through internships, and a lab dedicated to technology knowledge and related skills. Our Internship Director is seeking technology-related internships, and the Director of our Center for Financial Literacy is planning for a technology lab that would include financial literacy programs. A COB member is serving on the University AI Taskforce.

Major Curricula Revisions Since the Last Review and Plans for the Future

The Lander College of Business produced four new degree programs, three new emphasis areas in the existing BSBA program, and three new minors since the last AACSB PRT visit. Two new degree programs are at the graduate level: an online Master of Science in Management and an online MBA. The new undergraduate programs include a Bachelor of Applied Science in Business Administration and a Bachelor of Arts in Entrepreneurship. The new emphasis areas added to the existing BSBA are Sports Management, Hospitality Management, and Information Technology Management. COB added minors in Entrepreneurship, Esports Management and Administration, and Sports Management. Figure 8 shows the program growth and revision numbers from 2018 to 2024. Table 9 shows program types and revisions in the College of Business from 2018 to 2024, including some projections for 2024 to 2025.

The Master of Business Administration degree consists of five core courses (15 credit hours), a capstone course (3 credit hours), and two micro-credentials (6 credit hours each) for a total of 30 credit hours. Students who have not earned an undergraduate business degree or adequate undergraduate business coursework take BA 600, *Business Fundamentals*.

COB offers the MBA fully online and hybrid, with the six core courses available in the traditional classroom. The integrated MBA micro-credentials develop expertise in analytics, leadership, operations and supply chain management, healthcare management, digital marketing, and/or financial services.

Figure 8 COB Program Growth and Revision Numbers from 2018 to 2024

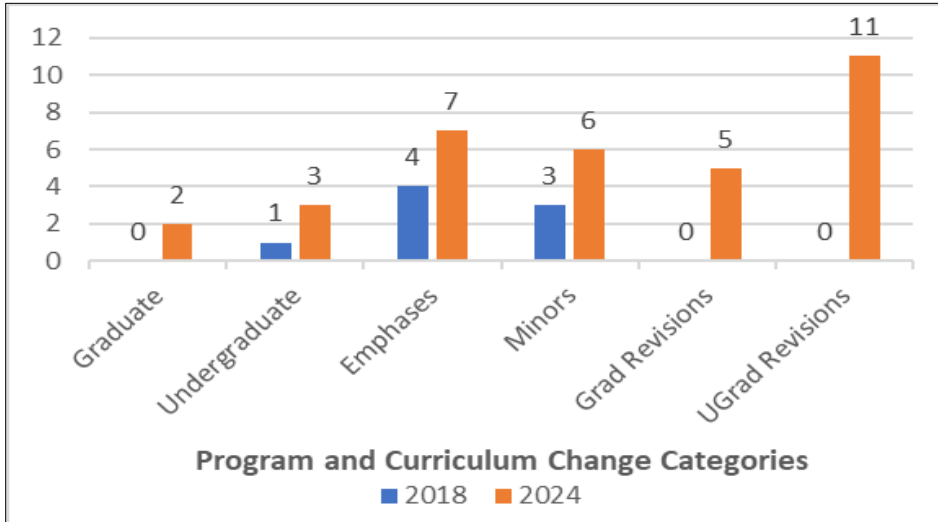


Table 9 COB Programs and Revisions by Type: 2018 - 2024

AY		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
GRADUATE	New Programs	Online MSM		Online MBA			5-Course Certificates More Micro-Credentials	
	Revisions				Added MBA Core Classes F2F	<ul style="list-style-type: none"> Revised Analytics Added Special Topics in Business 		
UNDERGRADUATE	New Programs		BSBA Emphases: <ul style="list-style-type: none"> Sports Hospitality IT Degree: BAS	Degree: BA, Entrep			Proposal Manufacturing Management and related	
	Revisions	BA 250 Spreadsheet Course added to core requirements		Professional Development Curriculum Revision <ul style="list-style-type: none"> BA 299 BA 399 BA 499 	<ul style="list-style-type: none"> FINA 311 Real Estate FINA 312 Insurance & Risk 	<ul style="list-style-type: none"> FINA 313 Money & Banking MKT 425 Consumer Behavior 	<ul style="list-style-type: none"> FINA 314 Technology Capstone FINA 488/489 Finance Professional Development I & II 	

COB designed the MBA to meet student and industry demands. Eleven regional companies wrote letters of support to encourage South Carolina's Commission on Higher Education to approve Lander's proposed MBA program. The Lander program provides managerial and strategic insights across various business functions to prepare graduates to lead organizations and drive results. The MBA Learning Goals are:

1. Attain and apply core knowledge in the theories and practices of accounting, finance, management, and marketing
2. Attain advanced business knowledge and skills relevant to managing in dynamic environments, including diversity, sustainability, globalization, and ethics
3. Learn and apply analytics to produce projects useful for decision-makers
4. Produce strategic analyses and plans, to include vision and mission statements
5. Demonstrate effective leadership through sound decision-making, creative thinking, and problem-solving
6. Understand their micro-credential role in the context of the business enterprise.

COB Designed the Master of Science in Management to educate and develop students to attain management-based competencies in leadership, quality assessment, operations planning, human development skills, and strategic planning. In 2018, the Business Advisory Board members and their network of external constituents recommended offering an MSM. The program consists of a required core of ten courses totaling 30 credit hours. Students who have not earned an undergraduate business degree or adequate undergraduate business coursework take BA 600, *Business Fundamentals*. The MSM learning goals are:

1. MSM graduates will be knowledgeable and skilled in conceptualizing and applying specialized management practices in leadership, human relations, quality principles, operations, and strategy.
2. MSM graduates will have the skills to systematically analyze and develop solutions to business problems.
3. MSM graduates will achieve strategic objectives by employing an integrative view of the organization attained through systematic research.

The COB graduate programs are still relatively new, but we made some revisions to improve the programs. In particular, COB produced a new version of the analytics course for fall 2023. This course is required in the MSM and taken by MBA students pursuing the analytics micro-credential. We added a *special topics in business* course in fall 2023 to accommodate future updates to the program and yield cutting-edge curricula in areas such as artificial intelligence. Future planning for graduate programs includes offering five-course certificates in areas such as analytics, marketing, finance, leadership, and general business. The COB faculty are also examining the potential to add more micro-credentials based on market demand.

The Bachelor of Applied Science in Business Administration (BAS) provides students who have completed an Associate of Applied Science or have accumulated undergraduate credits from an accredited institution a pathway to complete the baccalaureate degree. We designed the BAS to give students the essential advanced managerial and analytical skills needed in the workforce. Lander BAS graduates will:

1. have fundamental and applied business knowledge.
2. understand the manager's role in applying business knowledge to successful ventures.
3. analyze, integrate, and apply information to solve problems and develop plans.
4. have an appreciation for ethics and the societal issues of business.
5. be ready to succeed in their careers and make a positive impact on society.

The Bachelor of Arts in Entrepreneurship degree program is a collaborative effort across Lander's colleges to provide a holistic curricular approach to developing a student's business opportunity recognition through exposure to studies in the social, behavioral, humanities, and arts disciplines in addition to business. The goals for BA in Entrepreneurship students are to:

1. acquire the basic business knowledge necessary for success in their ventures.
2. be able to apply the principles of small business and entrepreneurship strategies.
3. know the legal, ethical, and social aspects of beginning and operating a new venture.
4. study concepts in Human and Social Discovery, and Creativity and Innovation.

COB added three emphasis areas to its existing BSBA degree. The Hospitality Management emphasis focuses on integrating management skills and foundations as applied to the hospitality and tourism industries. The sports management emphasis provides students with an integrated academic learning environment for understanding the challenges in the business of sports. The IT Management emphasis offers a broad knowledge of management principles and skills and an understanding of IT systems and cybersecurity business practices. This degree program is a collaboration between the College of Business and the Department of Mathematics and Computing.

COB's addition of entrepreneurship and sports management programs provided the opportunity to offer additional business minors in Entrepreneurship, Esports Management and Administration, and Sports Management. Students complete 18 hours beyond their major to achieve a minor in these areas.

In addition to our major curricula and program changes, COB produced essential revisions to existing programs. In 2019, we added a spreadsheet course to the business core requirements in response to external constituents' feedback that Excel skills were lacking in newly hired employees. COB now offers BA 250, *Business Analysis Using Spreadsheets*, taken by all BSBA and BA in entrepreneurship students. The course is a three-credit hour immersion in spreadsheet functions, analysis, and interpretation.

COB made a major curriculum revision to the content of its professional development courses. These are three one-credit-hour courses taken at the sophomore, junior, and senior levels. As previously described, these courses play a major role in the COB career readiness strategy and thus were revised accordingly.

The COB Financial Services program improved by revamping its curriculum. Between 2022 and 2023, our finance faculty systematically added real estate, insurance and risk, money and banking, a technology capstone, and two finance-focused professional development courses. The finance technology capstone and professional development courses await University approval and should launch in the fall of 2024.

In addition to the 2024 finance course proposals, COB is considering proposals for manufacturing management programs and related degrees. This initiative is based on the numerous manufacturing companies in the area. The regional technical colleges offer manufacturing, but COB seeks to provide the opportunity to earn a four-year degree in manufacturing management and related programs.

How the Curricula Promote a Positive Societal Impact

COB's positive societal impact through its curriculum begins with its mission-driven strategic plan and Objective 2.6: to sow the significance of positive societal impact into the curriculum and career readiness efforts. Each emphasis area coordinator is asked to determine and develop the societal impact of their academic emphasis area. These impacts appear in various forms. For example, the Healthcare Administration area ultimately impacts the physical and mental well-being of people in society. The emphasis areas such as accounting, finance, management, and marketing yield graduates with the skills to produce efficient systems that positively impact society through needed goods and services available at affordable prices. Because the COB societal impact focus area is the *suitable employability* of graduates, we designed each degree program and emphasis area with the learning and skills necessary to meet employer needs.

Our professional development courses explicitly focus on societal impact as a topic. In addition to essays on forward-thinking behavior, inclusion and diversity, and core values and ethics, students write about positive societal impact. The related assignment explains societal impact in AACSB terms and promotes the purpose of business schools to make a difference in the world through positive societal impact. In the essay, students reply to the following prompts:

1. Why are businesses a force for good in society?
2. How can you positively impact society as a member of an organization?
3. What organization or type of organization might you like to work for?
4. Why or how does that organization positively impact society?
5. What business courses have you taken that relate to positively impacting society, and why or how did the course(s) do that?

Students produce an electronic Career Readiness Portfolio and are encouraged to provide evidence of their role in positive societal impact, inclusion/diversity, values, forward-thinking, and being ready, relevant, and resourceful to employers. Finally, the COB exit survey asks graduating students to assess their preparedness to impact society positively.

Describe the School's Strategies to Recruit and Retain Diverse Learners

COB revised and expanded its diversity and inclusion statement since the last AACSB PRT visit. We provide a welcoming environment that promotes diversity, inclusion, and belonging; the following obligations support this statement:

College of Business (COB) students, faculty, administrators, and staff must:

- Treat others with dignity and worth (the way they want others to treat them).
- Eliminate any form of prejudice, discrimination, or harassment including, but not limited to, race, ethnicity, national origin, gender, sexual orientation, religion, political affiliation, education, family or marital status, socio-economic status, mental and developmental abilities, work and behavior/thinking styles, physical attributes, position, language differences, age, etc.
- Be supportive of the professional efforts of others, whether students, faculty, administrators, or staff.
- Be collaborative by proactively including others in processes important to those others.
- Be courteous in all forums of interaction and forms of communication.

Strategic Plan Objective 2.1 directs that we attract, build, and retain a strong student body. The supporting action item is to recruit high-achieving first-year and transfer students through participation in university recruitment activities, both on and off campus. COB meets annually with Enrollment Management to discuss programs and strategies for recruiting and retention. COB discussed retention at its 2022 retreat. One of the retention suggestions was to create a sense of community among the academic emphasis areas. The result in the sports management emphasis area was to acquire shirts with a sports management logo for students to wear during engagement events.

Finally, the University supported a decentralized advising model by assigning full-time advisors to colleges and schools. As of 2023, COB has an additional full-time advisor who physically resides in the College, specializes in business, and advises first- and second-year students. This advisor is focused and readily available to impact student retention.

Assurance of Learning and Process Improvements since the last PTR Visit

COB faculty regularly assess how well the curriculum effectively accomplishes the desired program goals and outcomes. The COB Curriculum Assessment, Management, and Improvement (CAMI) committee manages this ongoing assessment process for undergraduate programs. CAMI members are charged with designing and implementing a thorough assessment process through a CAMI Sub-committee. The COB

Graduate Council (CGC) manages the assessment process at the graduate level. The committees are responsible for:

- Implementation of continuous improvement in the COB assessment processes
- Ensuring that assurance of learning data and metrics are collected according to required timelines for assessment and reporting
- Ensuring that the relevant faculty meet to discuss assessment results and the recommendations necessary for “closing the loop” and achieving continuous improvement.

The assessment committees annually review the assessment process, determine the success of the curriculum in delivering the desired results, and report the findings to the CAMI and graduate faculty, respectively. In turn, the committees address shortcomings through curriculum change recommendations reported to the faculty in the associated courses. To close the loop through subsequent assessments, the committees examine how data-driven curriculum changes have impacted student performance related to the program goals and outcomes and report the findings accordingly.

The committees recommend changes to the assessment instruments, rubrics, and scoring process when appropriate. With the advent of four new programs since 2019, the assessment committees developed new plans for each program, including revisions to existing assessment activities. One of the significant improvements to our process was to produce or improve rubrics by offering item analyses in addition to the global measure of the outcome. We found this essential to identifying the reasons for outcomes not meeting targets. For example, the item analyses on our communication rubrics now identify performance on things like organization, delivery, central message, rapport, appearance, and grammar with individual item scores.

Some rubrics and content were produced or revised based on AAC&U Value Rubrics (see <https://www.aacu.org/initiatives/value-initiative/value-rubrics>). In particular, to improve our rubrics, we adapted portions of the AAC&U rubrics for creative thinking, oral communication, and written communication. We are currently examining the AAC&U ethical reasoning, problem-solving, and quantitative literacy rubrics to inform our processes better.

We also consider the standard deviation when we examine average scores during the assessment process. Reviewing the variance tells us when an average score is misleading.

Next, we increased the number of measures for some learning goals. For example, we added an assessment of student spreadsheet skills to the existing problem-solving case for our problem analysis and solution goal. In response to a recommendation by the prior AACSB PRT, we adopted the ETS Major Field Test to assess knowledge with an externally validated measure. Finally, we added student exit survey items that apply to all learning goals to ensure each goal has an indirect measure. Finally, COB uses a Curriculum Map to ensure concept coverage across the curriculum according to its program learning goals.

When and how measures are collected. COB maintains an assessment plan table for each degree program: BSBA, BAS, BA in Entrepreneurship, MBA, and MSM (See AACSB myAccreditation Lander University Dashboard). The table rows show program goals and learning outcomes. The table columns show the topic, type of measure (direct or indirect), the measure and its location, the date by year, the findings, and the actions.

Lander University requires annual assessment reporting through a digital form designed in Cognito Forms (see: <https://www.cognitofrms.com/>). The structure of data collection in Cognito Forms is *Goals, Outcomes, Timeframe, Performance Target scores, Assessment Measure, Frequency of Assessment, Data Collected (Results), actual Score, Comments/Narrative, Resources Needed to Meet/Sustain Results, and How Resources will be Used*. Each goal also has *Summary Comments* accompanied by *Changes Made/Proposed Related to the Goal*.

COB distills the data from its Cognito Forms submissions to communicate its assessment process and findings through the five program assessment tables. The data for most assessment measures is collected every other year. The following exceptions are collected yearly: the Major Field Test (MFT), MBA capstone simulation Learning Assurance Reports, and graduating student exit surveys. COB wants every graduate to have the opportunity to give feedback through the program Exit Survey and for BSBA and MBA graduates to take the MFT. Since the MBA and associated strategy simulation are relatively new, COB seeks simulation data annually for benchmarking.

Finally, COB assesses performance in each degree program and between modalities. Online students are compared to campus students, and online courses are compared to face-to-face classes.

How faculty are meaningfully involved in Assurance of Learning. COB faculty are involved in various facets of our assurance of learning process. Generally, faculty members collect and report data when their course houses an assessment measure. In some cases, the AoL committee members can access data without the instructor, e.g., the Exit Survey and MFT results. All faculty assess artifacts with COB rubrics and discuss and interpret the Major Field Test (MFT) results and Exit Survey data. CAMI and CGC members discuss and interpret the data and results from other types of measures, e.g., simulation results. Faculty revise their courses accordingly when directed by the CAMI or GCC or as the result of MFT or Exit Survey discussions.

Direct and Indirect measures. COB employs indirect measures in all degree programs through its Program Exit Survey and Career Exit Survey administered outside of particular courses. The Exit Survey has four dimensions: (a) content, (b) skills, (c) perspectives and responsibilities (social, ethical, sustainability, and diversity and inclusion), and (d) career readiness. Respondents answer 21 items distributed among the four dimensions. Otherwise, all measures are direct and taken through activities assigned in courses.

How the curriculum was revised based on the AoL process. Table 10 provides an ultra-condensed version of the past five years' assessment results for our five degree programs. We provide tables of the full assessment results and actions in the Dashboard area for Table 5-1. The intent of Table 10 is to give the reader a quick overview of a broad and deep area. The table is followed by a discussion of curriculum revisions based on the AOL process.

The BSBA was COB's only degree program until the fall of 2019 and shows assessment results for the past five years. The MSM began in 2019, the BAS in 2020, and the MBA and BA in entrepreneurship in 2021. Thus, those programs have four or fewer years of assessment reports. The BA in Entrepreneurship AoL plan is complete, but there are no reports because the few enrolled first- or second-year students have not yet taken program courses.

BSBA AoL Discussion. We presented the learning goals for the new degree programs in the *Major Curricula Revisions* section above (pp. 29-30). The BSBA Learning Goals are *BSBA graduates will*:

1. possess the business knowledge necessary for success in their careers.
2. be effective communicators.
3. have an appreciation for ethics, ethical decision-making and the social responsibility of business to all stakeholders.
4. apply relevant methods and technologies to analyze and solve problems.
5. be ready to succeed in their careers and make a positive impact on society.

Business Knowledge. We assess business knowledge through the nine items on the ETS Major Field Test, the average MFT score, and the student program Exit Survey. The MFT was adopted to replace the in-house business knowledge assessment process used formerly in response to the 2019 AACSB Accreditation report suggesting other summative assessments such as the ETS Major Field Test. COB opted for the MFT because of its item analysis capabilities.

Table 10 COB Program Assessments

AY Year	2018-19	2019-20	2020-21	2021-22	2022-23
Program					
BSBA	Knowledge: NA	Knowledge: NA Under revision per Fall 2018 AACSB PRT	Knowledge: MFT to begin Fall 2021	Knowledge: Partially met 7 of 10 MFT targets. Changes made per item analysis.	Knowledge: Partially met. Improved 9 of 10 MFT targets per item analysis. Exit Survey: Met
	Oral Comm: Not met. Professional Development curriculum revised Written Comm: NA	Oral Comm: NA Written Comm: Met; marginal. Examining	Oral Comm: NA COVID 19 Written Comm: Not Met. Examining	Oral Comm: Partially met 5 of 7 criteria. Improved with revisions. Written Comm: Not Met. Revising method.	Oral Comm: Partially met. Global score improved. Written Comm: Partially met. Global score improved. Exit Survey: Met
	Ethics: NA	Ethics: Met Improved with last revision	Ethics: Met Continued Improvement	Ethics & Soc Resp: NA	Ethics & Soc Resp: Ethics: Met. Soc Resp: Partially met. Exit Survey: Met
	Problem Solving: Met	Problem Solving: NA	Problem Solving: NA, COVID 19	Problem Solving: Met. Marginal. Spreadsheets: Met	Problem Solving: Met. Improved from marginal. Spreadsheets: NA Exit Survey: Met
	Teamwork: Met	Teamwork: NA	Teamwork: NA COVID 19 & Program Revised	Carer Readines & Soc Impact: NA – New goal	Career Readiness & Soc Impact: Met 1, Partially met 2, 1 not met. Revising curriculum. Others: NA–New goal Exit Survey: Met
MSM		Leadership & Personnel: Met Quality Assurance: Met	Leadership & Personnel: NA Quality Assurance: NA Decision Making: NA	Leadership: Met Personnel: Met Quality Assurance: Met Decision Making: Not met. To be revised	Leadership: NA Personnel: NA Quality Assurance: NA Decision Making: NA. Revisions being made. Exit Survey: Met
		Business Intelligence: Met Research Methods: NA Problem Solving: NA	Business Intelligence: NA Scientific Method: Met Problem Solving: Met	Business Intelligence: Partially Met. Under review. Scientific Method: NA Problem Solving: NA	Business Intelligence: NA. Analytics sequence revised. Scientific Method: Met. Improved. Problem Solving: Met Exit Survey: Met
		Strategic Mgmt: NA Quant Methods: Met	Strategic Mgmt: Partially met. Curriculum revised. Quant Methods: Met	Strategic Mgmt: NA. Data-Driven Plan: Partially Met. Improved scores	Strategic Mgmt: Met. Improved score and all items. Data-Driven Plan: NA Exit Survey: Met

BAS		Knowledge: Met all areas.	Knowledge: Met 3 of 4. MKT partial. Reviewed	Knowledge: NA Advanced courses: Met Exit Survey: Met
		Application: Met all areas.	Application: Partially met all 3. Reviewed.	Application: NA Exit Survey: Met
		Problem Solving: Case: NA Strategy: Met	Problem Solving: Case: Met Strategy: Partially Met	Problem Solving: Case: NA Strategy: NA Exit Survey: Met
		Ethics & Societal: Ethics: NA Societal: Not met. Reviewed.	Ethics & Societal: Ethics: Met Societal: Partially met. Improved.	Ethics & Societal: Ethics: NA Societal: NA Exit Survey: Met
		NA	NA	Career Readiness & Soc Impact Exit Survey: Met
MBA			Knowledge: Partially met 5 of 5 MFT targets. Changes per item analysis.	Knowledge: Partially met 4 of 5 MFT targets. FINA not met. Improved in 3. Changes made per item analysis. Exit Survey: Met
			Advanced knowledge: Met 3 of 4. Reviewed 1 partially met.	Advanced knowledge: Met 4 of 4. Improved. Exit Survey: Met
			Strategy: -MFT Integration: Partially met. Reviewed items. -Experience: Met -Analysis: Met -Plan: Met.	Strategy: -MFT Integration: Partially met; same score. Reviewing items. -Experience: NA -Analysis: NA -Plan: NA
			Problem Solving: -Creative: Not Met -Leadership: Met. -Analytics: Partially met. -Interpret: Met.	Problem Solving: -Creative: Met. Improved lesson. -Leadership: NA -Analytics: Met. Improved lesson. -Interpret: Met. Exit Survey: Met
			NA	Exit Survey: -Micro-Cred: Met -Career Ready: Met
BA ENTREP			NA - no students far enough	NA - no students far enough

Since the MFT is relatively new to our undergraduate program and performance is not yet incentivized, we believe our targets are ambitious. We want our students to score at least the national average for all items and the overall score. We are using the averages of our comparative institutions as a benchmark to determine if we are partially meeting the target by being within at least one standard deviation of the comparative averages. To date, we are partially meeting seven of our ten targets for scores within one standard deviation of the mean. Our *Quantitative Analysis, Management, and Legal and Social Environment* scores are not meeting the targets. All item scores have improved from the prior year except for quantitative analysis. After the first year, the faculty discussed all item analysis scores at a COB meeting to consider curriculum improvement possibilities where students score low. For example, the following changes implemented last year impacted scores this year. Financial Statement Analysis improved from .77 to .90, and Working Capital Management from .71 to 80.5. Cost of capital, financial markets and environment, and capital structure improved, but did not cross the 80% threshold we set. Marketing scores improved for marketing mix, strategic marketing planning, segmenting consumer and organizational markets, scanning the marketing environment, and marketing of social causes. The marketing and finance faculty used the results of the prior years' item analyses to emphasize specific points in the curriculum in the coming year.

130 Lander students took the MFT between fall 2022 and spring 2023. The Lander mean was 140, and the standard deviation 10. Our comparative Institutions' mean was 145.5, and the standard deviation 4.2. We are currently at the mean minus more than one standard deviation for comparative schools and the national mean. Although we improved from 138 the prior year, we must do more to reach the comparative and national means (148.7). The faculty are using the item analysis for each area of the MFT to determine needed curriculum improvements. Determining the best course of action is challenging since the MFT is only in the second year of administration. The following are under consideration. First, continue to target curriculum changes based on the item analysis results. Next, the Educational Testing Service recommends incentivizing the testing process. We do not assign course points based on students' MFT scores at the undergraduate level. This is a problem because the evidence suggests some students submit the MFT after having spent only 20 to 30 minutes in the system, and these cases correlate with extremely low, if not the lowest possible, scores. One proposal is to assign course points to the score. Another approach is to eliminate these cases as outliers since we would be taking action on data that does not reflect genuine effort. Finally, another proposal is to offer systematic discipline review sessions because students took the relevant courses in the distant past. The sophomore accounting courses are particular examples of this.

We administered the exit survey for the first time this past year and solicited students' perspectives on their preparedness according to knowledge, skills, perspectives and responsibilities, and career readiness. The results suggest that students generally feel *adequately or better prepared* in all areas. They feel particularly well-prepared regarding ethical responsibilities, and their capability to impact society positively. The students rated themselves lower in the quantitative discipline areas, including analytics, accounting, and finance. These results correlate with MFT performance in those particular items. The quantitative disciplines remain challenging for students, and in reply, our faculty has established Strategic Plan Action Item 1.5.1 to consider better curriculum integration of topics like analytics and related quantitative disciplines.

Communication. Our assessment data indicate communication is problematic. As shown in Table 10, we did not meet the oral communication target in 2018-2019. We subsequently met the target in 2019-2020, though marginally. In 2020-2021, COVID-19 protocols precluded the oral communication assessment. Then, from 2021 to 2023, student scores improved after we revised the professional development curriculum to emphasize communication. We integrated oral presentation coaching focused on delivery, visual design, supporting material, and rapport with the audience as students present their career plans. We use our improved rubric to score and calculate the averages for criterion items, including

organization, language, delivery, visual design, supporting material, central message, and rapport with the audience. Before that time, we looked only at a global score, and it was too difficult to determine what needed improvement.

The most recent average score for oral communication exceeds the target, showing improvement over prior years. The item analyses suggest our students can still improve delivery by appearing less tentative and making better eye contact.

We met our written communication targets in 2019-2020, though marginally. The 2020-2021 assessment did not meet the target; the same happened in 2021-2022. Although student performance improved in some areas, we partially met the target in 2022-2023, falling 3% short on the global measure using number of students as the criterion. In contrast, the average score for the written communications rubric was 73.4, which meets the target and is up significantly from the prior year's 62.9%. Three of the five rubric criterion items met the minimum standard: professional appearance, content development, and sentence structure, with two of those three increasing significantly. Word choice and grammar, and mechanics improved, but not to the standard. All scores had high standard deviations, which prompted a review of interrater reliability. In response, we analyzed the results again, accounting for reviewer variation. The result was an increase in the overall average score from 73.4 (SD 9.3) to 76.6 (SD 1.1). All items except word choice and grammar improved and attained the target. The latter results revealed that word choice and grammar must be a focal point for improvement. In spring 2023, the CAMI discussed ways to address this issue, mainly emphasizing that students proofread before submitting assignments. The Exit Survey results for communication indicate that students feel prepared with speaking and writing skills. These communication items scored above the average of other Exit Survey categories of preparedness.

Ethics. Before 2018, we had issues with the ethics assessment results. The faculty responsible made curriculum changes and clarified the assignment. From 2019 to 2021, the results improved. By 2022-2023 the ethics assessment target continued to be met. To improve the dimensions of our ethics assessment, we expanded the ethics learning goal outcomes to include the social responsibility of business to all stakeholders. Students identify and discuss corporate social responsibility issues, including core values, diversity and inclusivity, and positive societal impact. We partially met the outcome of *identifying and analyzing corporate social responsibility issues* because the instruments did not capture all the desired data. The instrument has since been corrected. When the target was adjusted to make it commensurate with the entire assessment, we met the targets for the three measures. The students showed that they could identify core values and pose questions about them.

Regarding diversity and inclusion, students could identify the importance of these issues in the organizational context and express their support for diversity and inclusion in organizations. Next, the students achieved the target of *understanding the positive societal impact of business on society*. Finally, students reported being well prepared for the legal, ethical, and social aspects of business on the Exit Survey.

Problem Solving. Problem-solving has historically met its assessment targets but missed a planned assessment during COVID-19. The 2021-2022 score met the target but marginally. More recently, the problem-solving assessment met the target and improved from marginal. To make the problem-solving learning goal more robust, we revised it to state *graduates will apply relevant methods and technologies to analyze and solve problems*. We added a problem-solving measure to assess spreadsheet skills that met the target when first assessed.

Career Readiness and Societal Impact. A significant change to our strategy and learning goals was emphasizing career readiness and positive societal impact. We assess this goal with various outcomes, including essays, progress in a career readiness curriculum, the production of an electronic career readiness portfolio, and an exit survey. We established the Career Readiness Program goal in 2022, so the assessments are being done for the first time. We assessed five of the nine in 2022-2023. Students are

meeting the target for understanding positive societal impact in the context of their career. They are partially meeting the inclusivity and diversity target and completing their online career readiness modules. They are not meeting the target for their electronic career readiness portfolio quality.

The results indicated that we had to improve the career readiness portfolios, so we revised our professional development curriculum to include guidance for a more structured approach to producing the portfolio, including templates. Next, we refined the professional development assignment scoring to ensure we incentivize students to complete the *Exploring Your Potential™* modules according to milestones. Lastly, we improved the guidance for the inclusivity and diversity essay.

The Exit Survey shows that 96% of the students report satisfaction with their career readiness preparation, including the (a) portfolio, (b) career plan, (c) readiness for a career, (d) having relevant knowledge, (e) ability to be resourceful, (f) ability to be forward-thinking, and (g) ability to make a positive societal impact. The electronic career portfolio scored the lowest at 3.9 out of 5, and this outcome aligns with the faculty's assessment, showing we did not meet the performance target for the portfolios. In contrast, among all the measures, students feel they are most capable of making a positive impact on society.

BSBA Summary. The past five years showed our need to improve business knowledge and its assessment. We initiated the MFT in 2021 and partially met some targets. In 2022, we improved most MFT scores but still only partially met most targets. COB faculty are focused on MFT item analyses to improve scores and are considering ways to incentivize better MFT performance. Our goal remains to achieve scores at the comparative school and national averages.

MSM AoL Discussion. The MSM focuses on conceptualizing and applying management practices in leadership, human relations, quality principles, operations, and strategy. Since its inception, the MSM has met its leadership, personnel, and quality assurance assessment targets. During the second year, we added decision-making as a learning outcome: *Students will be able to make data-driven decisions addressing operational and strategic challenges*. When measured in year three, we did not meet the data-driven decision-making target, with only 47% of the students attaining the required score. The instructor was asked to improve the relevant lesson in MGMT 635.

The students met the target of using the scientific method and problem-solving during the program's first three years. In year three, they only partially met the target for business intelligence. In response, the faculty member redesigned our analytics course to include using a new book.

The first assessment of strategic management partially met the target. The faculty member improved the strategic management guidance and subsequently met the assessment target with improved scores on all items. In 2021-2022, we revised our quantitative methods learning outcome to that of a data-driven plan outcome, but we did not meet the target. The sample size was small (12), and we missed the target by one person. We met the target in 2019-2020, but each item had a high standard deviation. Two or three students missed the targets in those areas, while others scored high. The instructor reviewed the curriculum for clarity and made appropriate revisions.

MSM students reported being adequately or better prepared with the knowledge, skills, and development items assessed on the Exit Survey. The students rated their *Business Intelligence Skills* and *Leadership Skills* the highest. They rated their *Scientific Method* and *Analytical Problem-Solving* preparation lower, though still well-prepared. During 2023-2024 the COB Graduate Council is reviewing the seeming convergence of different assessment measures on students' data-driven decision-making skills.

BAS AoL Discussion. The BAS has assessment data for three years. BAS students are meeting the knowledge assessment targets. While the BAS is entirely online, some BSBA students take online classes when there are schedule conflicts. The assessment results for BAS and BSBA students in the same section indicate that the assessment outcomes are commensurate for students in the two programs.

We assess BAS students on the application of their skills. In 2021 to 2022 we partially met the target for application in finance, marketing, and information systems. The finance professor was tasked to ensure a consistent assessment process exists between sections because the scores varied. The marketing professors were tasked to address the *communication to target market* in the curriculum. The information systems faculty member was tasked to improve a lesson regarding the application of information systems in business; however, this faculty member improved the entire information systems course to include a new book.

The BAS problem-solving assessments include a case and a strategic management essay. We met the target for the case. We assessed the strategy essay over the first two years due to a small sample size in year one. The students met the target for most of the strategy measures, but we called this partially met because 78% instead of 80% of the students scored the minimum. However, one section had 88% of the students scoring seven or higher, while the other had 70%. We did not make any changes because (a) we met much of the target, (b) the questionable score was only 2% below, (c) one of the two sections was above target, and (d) the sample size was small relative to expected enrollment growth.

The BAS students met the target for the ethics assessment but not the target for societal issues. The instructor emphasized societal issues during the next year, and we partially met the target. The item for *Identifies Relevant Societal Issues* had a large standard deviation. Nearly 40% of the students scored *Does not meet expectations* on this item. The faculty member was tasked to improve the social responsibility lesson to ensure more students can identify societal issues in the context of business social responsibility.

On the Exit Survey students reported that they are adequately or better prepared with core Business Knowledge. Business Strategy scored 4.3. All other knowledge items scored 4.5 out of 5 or higher. All students reported that they are adequately or better prepared for managerial roles, data analysis, problem-solving, and decision-making. Next, all students reported adequate or better preparedness for their social, ethical, sustainability, diversity and inclusion, and positive societal impact responsibilities. Lastly, all students reported being adequately or better prepared to be *Forward-Thinking*, have *Relevant Knowledge*, be *Resourceful*, be *Ready* to contribute to an organization, and *Make a Positive Societal Impact*.

Though still good, the self-reported average for Analytical Methods was the lowest score at 4.0. This seemingly emergent theme across all programs indicates that analytical skills score low, and students perceive them to be lower than other skills. As previously mentioned, Strategic Plan Action Item 1.5.1 is designed to address this issue.

MBA AoL Discussion. For the MBA Knowledge learning goal, we partially met the targets in three of the four areas: accounting, management, and marketing. Finance did not meet the target at .5 below the average for comparable schools. We exceeded our comparable schools in marketing and management. We improved in three of the four areas over the first year of administration. Given the first year's data, the faculty used the item analysis results to attempt to target those areas needing improvement in their courses. The overall MBA MFT score increased by one point from the first year. All scores remain below the national scores, which are our ultimate targets. Faculty will continue using the item analyses to improve the curriculum. The MFT is incentivized at the MBA level because it counts for points in the capstone course. We still have the issue of some students not taking it seriously and exiting the system after a few minutes.

We assess MBA students on diversity and inclusion, sustainability, globalization, and ethics. During the first year, students met the targets for all except diversity and inclusion which we partially met. We revised the relevant lesson and guidance and met the target in the subsequent assessment.

Regarding strategy, we partially met the MFT integration score in the first year, achieving the same score in the second year. This MFT score is based on the integration of various disciplinary items. The COB Graduate Council was tasked to review the items and determine ways to impact the score. While we equal our comparative schools' performance, we are still 1.9% below the national percentage. Strategy is also

measured through a simulation experience, a strategic analysis, and a strategic plan. We met each of these assessment targets.

We assess problem-solving at the MBA level. Students did not meet the target for creative thinking. They met the target for leadership and problem interpretation. They partially met the target for analytics. We revised the lessons for the following year, and students met the creative thinking and analytics targets.

The Exit Survey results show that 99% of the MBA students reported *adequately or better learning* of all Learning and Development items related to knowledge. The overall average response was 4.3 on a 5-point scale. Accounting and Finance scored the lowest at 3.8 each. Overall, 82% (59/72) of the students felt *well prepared or very well prepared*. 17% (12) of the students felt *adequately prepared*, with one student reporting *unprepared*.

98.6% of the students reported that they are *adequately or better prepared* for Social Perspectives and Responsibilities in the following areas: *Ethical, Sustainability, Diversity and Inclusion, Global, and Positive Societal Impact*. One student's average suggested being *poorly prepared*.

All 72 Students reported on average that they are *adequately or better prepared* with the skills items related to Data Analysis, Problem-Solving, Decision-making, and Leadership in the workplace. Data Analysis scored the lowest at 4.0, which is still a well-prepared score.

90% (65/72) of the students felt *well prepared or very well prepared* regarding their micro-credentials, with the remaining 10 % (7) of the students reporting they were *adequately prepared*. 94% (68) reported understanding the relevance of the micro-credential (well or very well), with the remaining 6 % (4) of the students reporting adequate understanding.

The averages for each Micro-Credential are in Table 11. Students generally understood the relevance of their micro-credential. Regarding preparedness, the quantitative micro-credentials scored lower than the others but still in a positive range. Analytics scored the lowest, which has been a trend in the MBA assessment data, and the Graduate Council is considering this.

Table 11 *Micro-Credential Averages*

Micro-Credential	Relevance	Preparedness	Overall
Organizational Leadership	4.9	4.8	4.8
Healthcare Management	4.8	4.7	4.7
Digital Marketing	4.6	4.6	4.6
Supply Chain/Ops Management	4.5	4.3	4.4
Financial Management	4.5	4.3	4.4
Business Analytics	4.5	4.1	4.3

Learner Demographics, Enrollment Trends, and Future Strategies

Since the last AACSB PRT visit, all of us have experienced COVID-19 and the instantaneous shift to online courses. Before that time, the College of Business was already engaged in online programs and working toward more online offerings. Learners on and off campus want more flexibility in delivery modalities and specializations in their programs. COB has responded with online programs, hybrid options, and degree variety. By 2022, 35% of COB students were enrolled in online programs, and the remainder could supplement their face-to-face experience with online courses when they needed course scheduling flexibility.

At the Master's degree level, COB has students who want to see more classroom offerings. We began offering the MBA core courses in the classroom in the fall of 2022, and this option proved popular. The future strategy is offerings in multiple modalities, increased specializations, and curriculum tailoring, where possible. For example, COB has begun discussing tracks within majors at the undergraduate level and five-course certificates at the graduate level.

Intervention and Support for Learners

Lander University has two robust systems for intervention and student support. In 2022, the University established a Student Experience and Quality Assurance position and hired a Vice President to fill it. This new position considers all dimensions of the student support process and oversees the Lander University Student Success Center (SSC). The SSC employs a digital Academic Alert System used by faculty to generate early warning notices for students to get the academic help they need before it is too late to complete a course successfully. The SSC reinforces its efforts with (a) Academic Coaching to promote better study skills, (b) Tutoring in particular subjects, and (c) PASS (Peer Assisted Study Sessions), where groups of students collaborate with a peer leader.

The Vice President for Student Affairs oversees Lander's CARE Team process. "The CARE Team is a group of campus officials that meet weekly to discuss individuals of concern. Each CARE Team member brings their own unique perspective and expertise to the table. The Team works collectively to determine how they can best support individuals that may be struggling emotionally, socially, or otherwise." Faculty can refer struggling students through a digital reporting system, via email, or by calling a Care Team representative.

Finally, students are welcome to contact the Dean or other educational administrators for intervention and support. The COB Dean maintains an open-door policy. Students can also submit requests and concerns directly to the Provost through Lander's Maxient system.

Encouraging, Supporting, and Developing High-Quality Teaching

In 2022, Lander University established and hired an Assistant Provost of Faculty Development, Teaching, and Learning. The Assistant Provost, Dr. Jennifer Yates, established and directs the Center for Faculty Excellence. Dr. Yates instituted systematic teaching workshops at the beginning and end of each semester.

Strategic Plan Objective 1.3 directs that we *enhance our faculty development opportunities to support improved instruction, course design, and disciplinary currency*. COB faculty member Dr. Michael Houston serves as a Teaching Excellence Fellow in the Center for Faculty Excellence and appraises COB of teaching development offerings. Strategic Plan Action Item 1.3.5 directs COB to collaborate with the Assistant Provost for Faculty Development, Teaching, and Learning, which we achieve through Dr. Houston. Other strategic action items address the need to provide faculty development for online teaching and related activities. Strategic Plan Goal 4 seeks to advance faculty development through scholarship and professional growth by attaining additional support and funding.

COB encourages SoTL research to support high-quality teaching, and some COB faculty do that. In addition to pedagogy papers and presentations at general business conferences, participation in the *Association for Business Simulation and Experiential Learning* (ABSEL) is a focused example. As stated on its website, ABSEL "is an organization for academics and professionals that develop and promote innovative and effective teaching methods in the disciplines of business, management, and related fields." Lander faculty presented the following at the ABSEL 2023 conference: *The Role of ECareer Readiness Portfolios in Professional Development: An Experiential Process with a Genuine Outcome*.

C. Thought Leadership, Engagement, and Societal Impact

Encouraging High-Quality and Impactful Intellectual Contributions (Table 8-1)

Intellectual Contributions: Mission Alignment. Objective 4.1 of our strategic plan is to enable faculty to achieve scholarship expectations. To do this, COB established a Faculty Scholarship Promotion Committee (FSPC) in 2021 to better support the faculty's efforts to produce high-quality and impactful intellectual contributions. The objective of this committee is to promote scholarship opportunities among

faculty, encourage collaboration, and confirm outcomes to ensure that COB faculty meet publication quality standards to comply with AACSB Standard 8.

Other strategic plan action items support the FSPC to (a) improve monetary and nonmonetary scholarship incentives, (b) assess the impact of teaching schedules and service commitments upon scholarly activity, and (c) make recommendations for improving systemic support for scholarship. Finally, Strategic Plan Action Item 4.4.1 encourages service in professional and academic discipline-based organizations to ensure faculty engage in conferences, review manuscripts, and generally increase the scope of their engagement in scholarly activity.

Because of our mission and strategic plan, our scholarship expectations emphasize applied and teaching/learning intellectual contributions with less attention to basic or discovery scholarship.

As shown in Figure 9 and AACSB CIR Table 8-1, COB faculty produced 135 intellectual contributions (ICs) from 2019 to 2023. This is an average of 8.4 ICs per participating faculty member in 2022-2023 who produced ICs, and 9.6 ICs among faculty required to produce scholarship. COB faculty also achieved balanced research outcomes. Figure 9 shows the percentage of total COB scholarship in each discipline. These numbers are commensurate with the percentages of faculty in those disciplines and the percentage of intellectual contributions produced by that discipline: Accounting 17.6% (15% of ICs), Finance/Economics 17.6% (16% of ICs), Marketing 11.8% (13% of ICs), and Management 53% (56% of ICs).

Figure 9 COB All Scholarship by Discipline

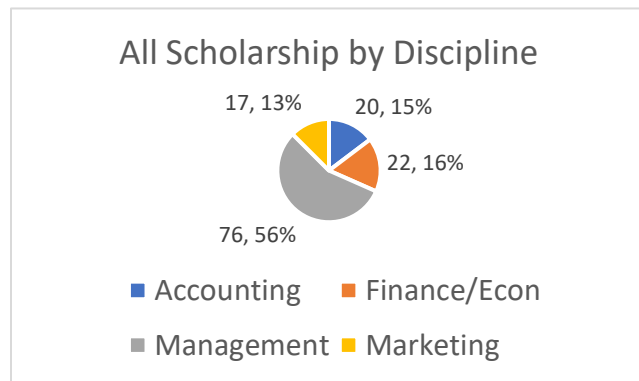
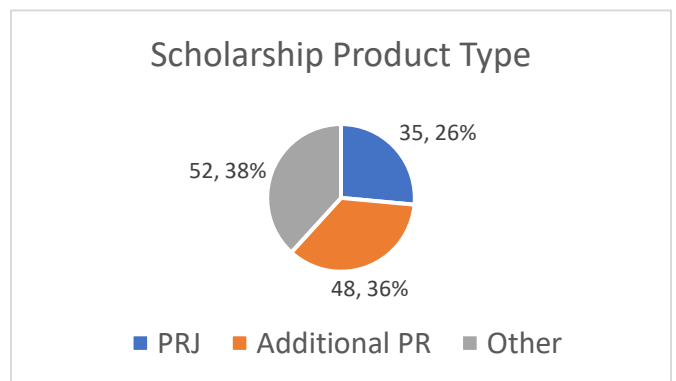


Figure 10 COB Scholarship Product Type



COB faculty produced 35 peer-reviewed journal (PRJ) articles (26% of total ICs, see Figure 10) in journals approved to meet the COB quality criteria. The FSPC cited one COB PRJ article as published in a predatory journal, and it is not included in the total of 35. The COB average is 2.5 PRJ articles per faculty member required to achieve Scholarly Academic (SA) status by producing at least two PRJ articles (undergraduate teaching) and two PRJs plus a third IC (graduate teaching). The publication rate reflects an appropriate emphasis on intellectual contributions in concert with our mission and faculty achieving the rate of IC output required by their position. Figure 11 shows PRJ distribution by discipline, with the proportions not as evenly distributed because a marketing faculty member and two management faculty members qualified by being within five years of their degree and had not yet produced PRJs.

Figure 11 COB PRJ Distribution by Discipline

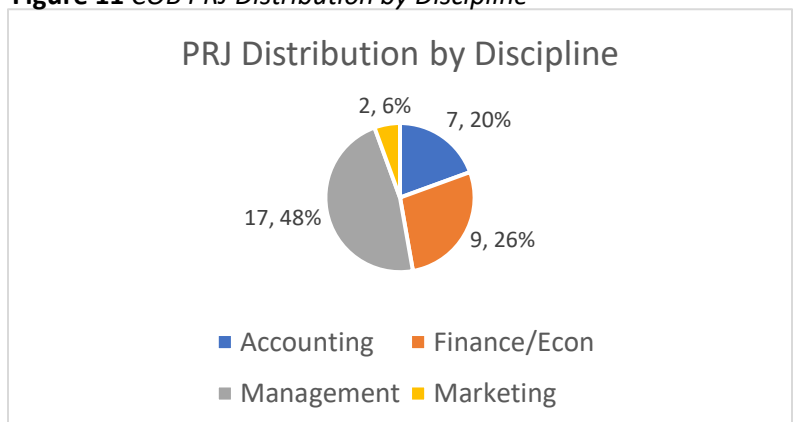
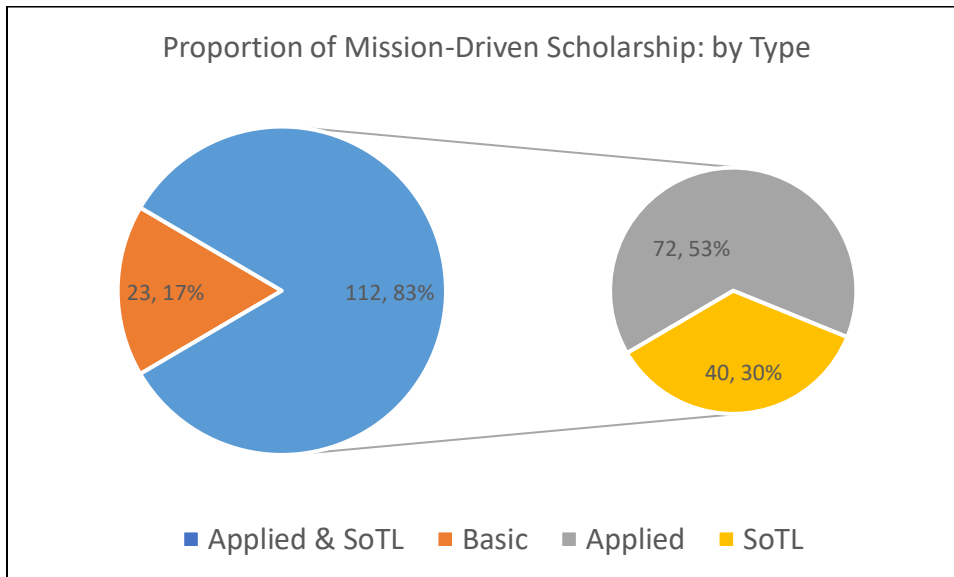


Figure 12 shows the appropriate balance of theory, practice, and teaching-related research. As indicated above, COB faculty should produce more applied and teaching and learning research and less basic research. Applied and SoTL (Scholarship of Teaching and Learning) are combined into one measure on the left side of Figure 12 to show that 83% of COB's scholarship is applied, while 17% is in basic or discovery scholarship. The pie chart on the right side shows the appropriate balance of applied versus teaching research because one thought leadership theme focuses on teaching to improve classroom performance, and the other two themes are applied: student career readiness and support for local business. The distribution is approximately one-third (36%) of the scholarship effort toward teaching and learning, and two-thirds (64%) going towards application. The alignment is appropriate since teaching and learning is one-third of the three scholarship focal areas.

Figure 12 COB Proportion of Mission-Driven Scholarship: by Type



PRJ Article Quality. COB faculty qualifications criteria require three intellectual contributions within the prior five years for those teaching graduate classes (two for those teaching only undergraduate classes), two of which must take the form of peer-reviewed journal publications meeting at least one of the following criteria:

- Included in the Australian Business Dean’s Council (ABDC) journal ratings list.
- Academic journals with an acceptance rate less than or equal to 40%, as confirmed through sources like *Cabell's*, the journal editor, journal website, or other reasonable means.
- Academic journals added to a supplemental approved journals list, as moved through the Faculty Scholarship Promotion Committee (FSPC). The FSPC ensures that publications in predatory journals do not qualify.

Figure 13 appears in the CIR Report and shows COB Publications Journal Quality based on various criteria. Five articles appear on the ABDC list with 1A, 2B, and 2C quality ratings. 19 articles were published in journals with a 40% or less acceptance rate according to Cabell's. Five articles are cited as having identifiable quality factors, which include a journal with a high impact factor, an article ranking as one of the most cited articles in a journal with a high impact factor, three articles in Cabell's that exceed the 40% acceptance rate, and an article published in a journal with a 66-year publication track record. These five articles appear on the supplemental approved journals list with three others that the FSPC approved based

on other journal information. The FSPC found one article considered for the supplemental list to be in a predatory journal so the committee deemed it unqualified and omitted it here. The remaining two articles were classified as being in journals with unconfirmed quality since they did not appear on any list, and the website did not show enough factors to decide about quality.

Figure 13 COB Publications Journal Quality

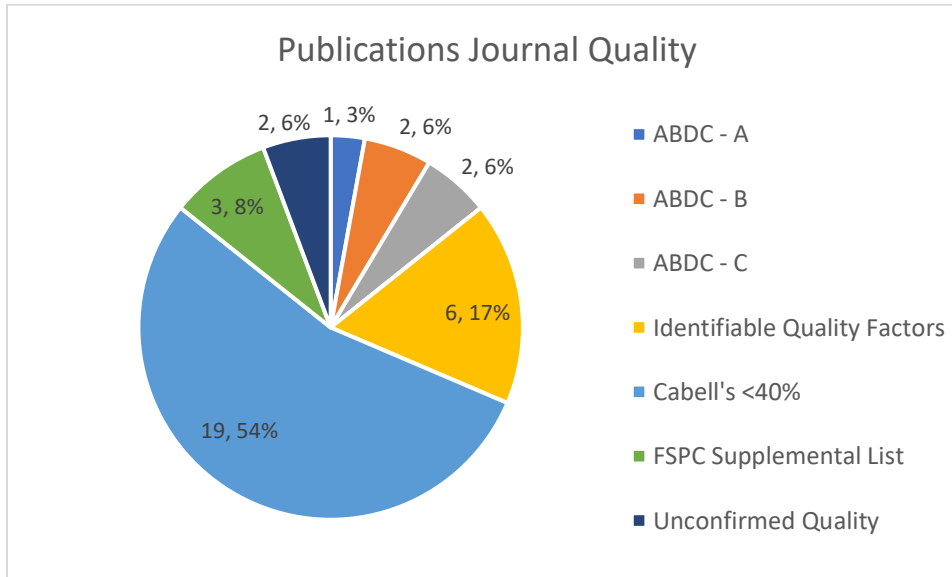


Table 8-1 Part D discusses the specific topics of our faculty members' publications to assess the impact of our applied and teaching and learning research. The results show that 13 of our peer-reviewed journals focused on impacting business practice or application. Seven other PRJ articles impact teaching and learning topics. We further examined our other peer-reviewed and non-peer-reviewed contributions, finding eight business practice impact contributions and 18 impacts on teaching and learning.

Dr. Hervani and co-authors' article "Redesigning Supply Chains using Blockchain-Enabled Circular Economy and COVID-19 Experiences" ranks among the most cited (274, Impact Factor 12.5) articles in *Sustainable Production and Consumption* journal.

Dr. Michael Shurden and Dr. Susan Shurden were awarded the Best Presentation in 2022 for a study on student learning styles entitled: "An Exploratory Study of the Relationship between Learning Styles and Business Emphasis."

Dr. Michael Brizek was quoted on the *Greenville News* front page and in the *USA Today Network* for hospitality industry expert comments regarding impacts on restaurants during COVID-19. The Lander University College of Business was cited as Dr. Brizek's affiliation.

Dr. Michael Brizek, (with Nakeisha Lewis, St Thomas College) presented a session at the AACSB DEIB Regional Forums (Virtual) on Inclusive Pedagogy. They discussed prioritizing curriculum revision, including blueprints for integrating DEIB into course build and delivery. They also discussed ideas for tapping into a student's unique creative talents and opening one's perceptual window.

College-Supported Activities Demonstrating Positive Societal Impact (Standard 9)

As discussed in a previous section (p. 13) on *How the School Strategically Intends to Make a Positive Societal Impact*, the College's Table 9-1: *Outcomes of Societal Impact Activities and Initiatives* is posted on our myAccreditation Dashboard. The COB societal impact strategy comprises two focus areas impacting the region's economic vitality: (a) improving labor availability by producing graduates with suitable

employability and (b) providing practical solutions to the contemporary challenges of businesses and organizations in our locale.

Lander Business Leadership Symposium. COB established the Lander Business Leadership Symposium (LBLS) to provide students the opportunity for intensive engagement with accomplished business leaders. The LBLS is in its third year. Impact is a deliberately chosen symposium theme. In Year 1, our theme was *The Positive Societal Impact of Business & Free Enterprise*, followed by *The Positive Societal Impact of Lander Alumni* in Year 2, and *The Positive Societal Impact of Career Ready Graduates* in Year 3. Over 400 Business students attended in 2021 and heard from 7 speakers. In 2022, 17 Lander Alumni spoke in 7 sessions attended by over 450 students. The upcoming LBLS was moved to February 2024 to align with a change in homecoming week. The author of our career readiness curriculum (*Exploring You Potential™*), Jennifer Kushell is scheduled to be the keynote speaker for our 3rd LBLS.

Firms on Campus. COB established *Firms on Campus* to routinely engage students with company representatives and recruiters. BMW, Elliott-Davis Consulting, and TD Synnex (a \$60B Tech Firm with three Lander VPs) launched the program in 2022, and 10 firms were planned for fall 2023, including Elliot Davis, PepsiCo, Greer Walker, Bauknight, Pietras and Stormer, and Manley Garvin. This program is supplemented by the recruiters' presentations to individual classes. All company representatives reported being engaged throughout the day with interested students. We estimated over 100 students participated each day visiting the tables attended by *Firms on Campus* representative(s). Ms. Haley Histon (Lander COB Class of 2019) from PepsiCo reported that 49 students registered to receive more information and stated, "As I reflect on my day I just wanted to let you all know how thankful I am for the opportunity to come back on campus and speak with your students . . . I am so grateful to have this network of awesome professors in my life, even 4 years post-graduation. You all have had a huge impact on my life in more ways than you will ever know. Our Lander community is strong and I look forward to continuing to maintain and build on these relationships."

Professional Development Program. In 2021, COB established a Director of Professional Development position. The Director and COB revised our Professional Development Program, culminating in students producing their electronic career readiness portfolio over two years and with completion by graduation. During this process, students examine potential future pathways by engaging in career exploration study modules. We presented COB's eCareer Readiness Portfolio process at a 2023 academic conference. By Spring 2023, every student in our three-course Professional Development sequence was enrolled in the *Exploring Your Potential™* (EYP) program, and those in their second year began producing their eCareer Readiness Portfolio. 553 students were enrolled in the EYP during AY 2022-2023. All BSBA graduates complete the EYP but start and finish at different times based on their program progress.

Center for Financial Literacy. As part of career readiness, we introduce students to financial literacy. We bolstered this effort by establishing a Center for Financial Literacy (CFL), which conducts workshops and provides resources. The CFL celebrated its official launch on September 11, 2023, with 40 students attending a dinner and workshop on budgeting presented by a local Senior Mortgage Banker and Lander alum. Unsolicited student feedback was, "I've been using the skills I have obtained in this class so far to keep track of my own finances as well as my girlfriend's, which has been super insightful. I attached a screenshot of my personal [spread] sheet, because I think that you can appreciate that a class is actually teaching me practical skills as much as I do."

Small Business Development Center. COB has an established relationship with the Small Business Development Center (SBDC). Dr. Cherie Rains engages the SBDC to provide clients for student marketing project consulting. Each semester ends with a formal presentation of the students' recommendations to local businesses attended by as many as 100 people, including students, clients, faculty, and SBDC representatives.

Internships. Every August, our internship director conducts an internship promotion day in the College of Business lobby. COB has established at least 128 relationships with different companies and organizations supporting internships since 2015. 263 College of Business students participated in 332 different internships, with some doing more than one. Since 2020, over 30% of Lander business student interns (31 out of 102) were hired by the company where they interned. 5% of the internship students went to graduate school after graduation. Our internship director states, “Internships are impactful at the student level. Many of our students have never had a professional job and have no knowledge of a professional environment, so these internships are very impactful on their futures.” Student interns impact the community. The final evaluations show the students’ excellent performance in these internships (examples include Alex Langly, Eric Beebe, Evan Maitland, Chasity Thomas, Ellyn Adams, and more). One manager wrote “I wanted to send you a note to let you know that we have offered a full-time HR position to Topeka Jennings, and she has accepted. Thank you again for sending a great Intern!” and another, “Please see my comment below about Rina, she was a shining star! . . . Rina possesses the qualities required by those that choose long term care as their profession. She will shine in whatever community she chooses to work in, and the residents and staff will be fortunate to have her as part of their team . . . Congratulations to you and Lander for giving her the foundation necessary for a career in healthcare administration.” Even after its success, the Health Care Management emphasis area faculty improved its internship process by requiring students to attend at least one orientation session before their internship. This orientation ensures students will meet the high standards of healthcare industry interns.

COB Advising Center. In 2021, COB rewrote the position description for one of its administrative assistants to become a full-time academic advisor. The next step was to repurpose office space to establish an advising center in our lobby, which is the hub of student activity. Lastly, the University provided another full-time advisor housed in the College of Business. The contiguous office space of the advisors, administrative staff, program director, and Dean gives students on-demand advising access in the College of Business from their first to final year.

COB Graduates. COB awarded 196 undergraduate and 115 graduate degrees in AY 22-23. This is a significant increase from 2019, when we awarded 116 undergraduate and only four graduate degrees. We impacted our enrollment by adding four new degree programs. In 2019 the headcount was 537 and now exceeds 1000 students, making COB the largest college at Lander.

On the career exit survey (response rate 33%), 49% of our undergraduates indicated that they were employed. 20% said they would stay in their place of employment after graduation. 13% stated they would receive a raise or promotion in their current job as a result of their degree. 47% said they are seeking employment based on the degree they earned. 15% said they were seeking employment unrelated to the degree they earned. 35% said they were going to graduate school. Respondents could select more than one of the statements, thus the totals do not necessarily add to 100%. For example, an employed person could go to graduate school.

The graduate student career survey response rate was 65%. All MSM graduates reported being employed, and half said they would remain in their current job. One reported that they would receive a raise or promotion due to their MSM. 68% of the MBA graduates reported being employed, and 42% said they would remain in the same position. 13% of the MBA graduates said they would receive a raise or promotion due to their degree. 39% of the MBA graduates will seek employment based upon their MBA, while less than 2% seek unrelated employment. 7% of the MBA students reported having a business, while 13% reported that they plan to start a business.

Some Lander COB Alums. George Starnes (COB Class of 1981) succeeded in the financial services industry and awarded COB its first endowed chair/deanship in 2021, the *Starnes Family Deanship*. Joseph Bowers ('87) succeeded as an entrepreneur and global corporate executive, later founding The Creation Companies, a world-class retreat and executive learning destination engaged in leadership development.

Mr. Starnes and Mr. Bowers are recipients of the COB's *Annual Distinguished Business Leadership Award* presented during our symposium. Sixteen other successful alums presented at our 2022 symposium. Those included Haley Histon ('19), a senior HR representative at PepsiCo, and Eric Delgado ('04, '19), who became a City Administrator after earning his Lander MSM. Eric credits Lander with giving him his "business mind . . . it is very useful for administrators to have a deeper understanding of the private sector's business-oriented mindset . . . I keep going back to comprehensive planning because . . . a city must follow the plan, communicate, and adapt and overcome where necessary as new situations arise."

Ms. Becky Moon (Lander MBA 2022 and COB Adjunct Faculty) is the Executive Director of the McCormick County Senior Center in McCormick, SC. Ms. Moon earned the *2022 Barrett Lawrimore Memorial Regional Cooperation Award* for a partnership with McCormick Area Transit (MAT) to meet the needs of lingering public transportation. She increased ridership 121% by creating a reliable, easy-to-use transportation system for residents in Greenwood and Abbeville counties, accompanied by a \$150,000 grant from the South Carolina Department of Transportation.

Chris Jenkins is a COB accounting program alum and CEO of the South Carolina Association of CPAs. Chris returns frequently to speak to classes about the CPA requirements. Brooke Blackwood ('19) passed all parts of the CPA Exam the first time and received job offers from three of the big four accounting firms. Cameron Dorn ('10) is a successful entrepreneur who consults with companies nationwide to develop custom corporate wellness programs. Cameron holds three Guinness World Records and has U.S. national championship titles in duathlon and triathlon events. The Greenwood Chamber of Commerce recently spotlighted Lander alums Misti Hart Drew ('11, '12) and Granger Smith ('10). Each works in Greenwood as a manager and is characterized as having "given their time, talents, and resources to making Greenwood a better place to live, work and play." Finally, May 2024 graduate Ambroise Marchand was accepted into the EDHEC Business School to pursue an MSc. International Finance. The EDHEC Business School is consistently ranked in the Top 10 European business schools and was rated the #9 Worldwide Graduate School by Financial Times in 2023.

Other Experiential and Impactful Engagement Activities.

Capstone Simulation Performance. Our MBA Strategic Management Capstone course uses the GLO-BUS online business strategy simulation. Every semester since its inception, Lander teams have ranked in the Top 100 worldwide among 2700 Teams and 120 Universities, scoring as high as number 7 and number 16 among 2700 teams. Unsolicited comments from students include, "I appreciate the opportunity to provide feedback about the MBA program. I can't say enough good things about it and my experience at LU!" (Amber Hedden), "I have completed each survey. Thank you for a great program and a great final class" (Adam Carter), and "I was just emailing you to let you know I have completed the exit surveys. Thank you for a great and interesting course. I was very unsure at first, but I look forward to using the knowledge gained from this experience in my day-to-day work life after graduation" (Katelyn Stephens).

Mock Legal Mediation Sessions. Adjunct Law Professor John R. McCravy III, South Carolina House of Representatives, District 13, engages our Commercial Law students in Mock Mediation sessions at his Law Office. This is impactful because alternative dispute resolution is replacing trials in many South Carolina jurisdictions. Mediations are now mandatory in all Circuit Courts in SC before a trial. The students experience participation in a mock mediation of a product liability case by conducting a realistic exercise on-site at the *Law Offices of McCravy, Newlon, Sturkie and Clardy*.

Shark Tank Entrepreneur Virtual Class Visit. Entrepreneur Travis Perry and Chord Buddy (a device designed to help people learn to play the guitar) did a live virtual visit to the MGMT 325 *Entrepreneurship and Innovation* class. Chord Buddy is a simple device that goes on the neck of a guitar, has four buttons, and allows those with very small or very large hands to play and form chords with less difficulty. Travis

Perry got his start by pitching his device on *Shark Tank*. The rest is history, as he is now selling his device across the globe. Here are links to his *Shark Tank* appearance and website:

<https://www.youtube.com/watch?v=pLc5SR-7d74> <https://www.chordbuddy.com/>

University EYE Committee (Experience Your Education). COB faculty member Dr. Gail Moore serves on the University EYE Committee, which focuses on engaging our students in the community and their education. Students can graduate with an *EYE Award* if they have met the requirements for their experience goal. As part of this process, Dr. Moore and Ms. Leggieri collaborated with the Director of Student Life and Orientation to prepare and present a *Financial Symposium* tailored to graduating seniors to help them transition financially after graduation.

Curriculum Partnership. COB finance professor Dr. John Downs proposed a curriculum partnership with the *South Carolina Bankers Association School* to provide six hours of transfer graduate credits toward our MBA program. The Bankers School is an extensive three-year program where bankers meet in the Lander College of Business during the summer for a whole week of intensive classwork. Dr. Downs vetted the Bankers School program by collaborating with its administrators to attend select sessions.

Sports Management Experiences. Our sports management professor, Dr. David Zinn, has linked our students to the sports community through first-hand experiences. Under Dr. Zinn's supervision, sports management students worked at the RBC Heritage PGA tournament in Hilton Head Island, the Darius Rucker Invitational Intercollegiate Golf Tournament in Hilton Head Island, a major Esports tournament in Florence, SC, and a 10K race in Greenville. The students' 2023 performance at the RBC Heritage earned Lander a permanent annual internship spot at that PGA event. He also took his students to a sports industry job fair at Bristol Motor Speedway and a sports management night with the Greenville Swamp Rabbits hockey organization. Finally, Dr. Zinn's students will compete at the National Collegiate Sports Sales Championship hosted by the Atlanta Hawks in Atlanta, Georgia, in February 2024.

Feedback about Dr. Zinn's efforts included, "Thank you so much for supporting the Sport Management students at the Darius Rucker Intercollegiate Golf Tournament . . . David and his students have garnered rave reviews . . . for their help in data collection and the professionalism of both the students and their leader . . . I look forward to partnering with Lander again in the future" (Eva M. Smith, Ph.D., Chair, Department of Hospitality Management, USC Beaufort).

Dr. Zinn is also professionally engaged in applying his expertise. He was appointed the NCAA Lander Faculty Athletic Representative after being on campus for only 18 months. He personally volunteered to work at the Sweet 16/Elite 8 Women's NCAA D1 Basketball Championships in Greenville, SC, Rounds 1 & 2 of the Men's NCAA D1 Basketball Championships in Greenville, SC, and as Program Lead for the Junior National Young Leaders Conference Family Program in Washington, DC.

The Strategic Plan for Professional Service. Strategic Plan Objectives 4.4 and 4.5 encourage service in professional and academic discipline-based organizations and seek to provide faculty with development opportunities beyond scholarship. Professional organizations allow faculty to produce and present their discipline-based scholarship, serve as manuscript reviewers and journal editors, and volunteer as program chairs, track chairs, proceedings editors, and discussants where they learn relevant and current ideas in their discipline.

Lander Professors recently served as President of Southeast INFORMS (Michael Shurden, 2019, Michael Brizek, 2023) and as Program Chair (Associate Professor Matt Peters, 2023). Dr. Peters will assume the SEINFORMS President's role in two years. Numerous Lander faculty have rotated through the various SEINFORMS officer positions, and Lander traditionally supports SEINFORMS with an average of 80% of the COB faculty attending annually. Other faculty serve on the Southeast Case Research Association and the Association for Business Simulation and Experiential Learning boards. Still others serve as manuscript reviewers, conference session chairs, and session discussants.

Our senior accounting faculty member serves with the South Carolina Accounting Educators Association and is a member of the South Carolina Bar. She applies her expertise to serve on the Greenville Technical College advisory board, helping to structure their accounting program for students to excel at Greenville Tech and transition smoothly to a 4-year institution.

Advisory Boards. We established Strategic Plan Action Item 2.1.5 to re-energize and incentivize participation in the Student Advisory Board (SAB) after the COVID-19 protocols diminished participation. COB gave the SAB a new charter and mission to encourage the highest level of academic achievement and to form a strong union between students and faculty. Action Item 2.2.4 asks the SAB to sponsor career readiness preparation and skills workshops by utilizing faculty expertise, a resource pool of working and retired professionals, Business Advisory Board members, and Lander COB alums. In AY 2022-2023, the SAB conducted a Professional Clothing Drive and provided Professional Headshot Photo Days free of charge to all students. COB recommends students use these professional photos in their eCareer Readiness Portfolios.

The Business Advisory Board (BAB) has played a significant role in advising and supporting COB efforts. The BAB advocated the MSM and MBA program proposals and was integral to generating local company support and letters necessary to justify new Lander programs to the SC Commission on Higher Education for approval. The BAB and other external constituents recommended that COB focus on improving its graduates' spreadsheet skills, which led to a new required course. More recently, the BAB recommendations suggest a greater focus on student soft skills, and COB has requested the BAB engage more in our student career readiness efforts.

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Faculty Qualifications / Sufficiency Criteria
Tables 2-1, 3-1, 3-2, 8-1, & 9-1
Strategic Plan
Risk Analysis

List of Documents in myAccreditation Addendum

School Profile Report
Supplemental Documentation
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Lander University College of Business
CIR Report 2019-2023
Executive Summary

Adherence to the AACSB Guiding Principles

The foundation of COB's commitment to the AACSB guiding principles is our belief that business and business schools truly are a "force for good," positively impacting society. Starting with the guiding principles and systematically working through each standard, COB seeks to comply with and exceed the standards wherever possible. To do that, we recast COB's **mission-driven focus** according to the 2020 standards. We established a governance-based committee structure to address strategic management and primary functions. The new structure ensured the principle of **collegiality** was at work in COB. All faculty engaged in the strategic planning through a series of meetings and retreats. The retreats allowed daylong, in-depth discussions of our mission and subsequent strategy.

Societal impact was a focal point of our mission and strategy discussions. COB faculty understand that societal impact is pervasive and includes the school's impact on society, business's impact on society, the curriculum's impact on students, the impact of faculty scholarship, the impact of our graduates on society, and our students' understanding of their role in making a positive societal impact.

We reconsidered our traditional statements about **ethics and integrity** and **diversity and inclusion** and revised those with enhanced explanations of expected behaviors. For example, COB expects all stakeholders to fulfill their societal responsibilities to others and be collaborative by proactively including others in processes important to those others. COB faculty members set the standard to provide a welcoming environment that promotes diversity, inclusion, and belonging.

COB reemphasized its commitment to **continuous improvement** by establishing standing committee meetings for strategy, curriculum, and scholarship. We practice the principle of **agility** and continuous improvement by considering the future and emphasizing it in our mission statement to produce forward-thinking business leaders who can work in a diverse global context. Our professional development courses promote the acceptance of cultural differences and global perspectives to ensure a **global mindset**.

COB explicitly promotes **continued adherence to AACSB Guiding Principles and Business Standards** through its Strategic Planning and Accreditation Committee (SPAC). The SPAC deliberately includes the accreditation agenda in its charter to support the principles of **Peer Review** as a defining characteristic of AACSB accreditation.

Mission

The COB Mission is *to produce forward-thinking business leaders who succeed in their careers and positively impact society*. Forward-thinking business leaders have the vision to leverage their competencies to innovate and positively impact society. Our career readiness program emphasizes career vision. Forward-thinking business leaders improve society by balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.

COB deliberately designed its mission statement to align with the AACSB vision to be a force for good. Forward-thinking business leaders are the agents whose actions will attain career success, producing outcomes that positively impact society.

To accomplish our mission, we seek to create a caring learning environment that helps our students understand the importance of applying business knowledge toward envisioning the future in ways that organizations can positively impact society through and because of our students' career success. The

faculty sustain their mission contribution by engaging in professional development and scholarly activities.

Our mission statement is concise and memorable because it boils down to three phrases: forward-thinking, career success, and positive impact. Naturally, there's more to understanding a strategy than three phrases. In turn, the SPAC developed six supporting statements to define our terminology, explain how we accomplish the mission, and illustrate the faculty's role in this process. In the spirit of continuous improvement efforts, we see our new mission statement as a significant improvement, giving us a focused purpose and better sense of direction, which necessitated reassessing our vision.

During our vision reassessment, the SPAC recognized that the existing vision focused on attracting students through a high-quality business program. The faculty determined that quality is not an aspiration but a strategic mandate. The true vision of COB resides at the other end of the pipeline. The faculty want our students to be the ones chosen. So, they developed a new vision statement: *Our graduates will be the preferred choice of employers*. Like the mission statement, the SPAC developed supporting statements to explain the aspirations and engagements associated with this vision. Given the restated mission and vision, the SPAC employed our strategic management process to establish a mission-driven strategic plan with the following four Goals aimed to *Produce, Ensure, Achieve, and Advance* the elements contributing to our mission: (a) *Produce* forward-thinking business leaders through quality programs that provide the requisite knowledge and skills, (b) *Ensure* career success by providing student programs to develop career readiness before graduation, (c) *Achieve* a Positive Societal Impact through thought leadership and engagement, and (d) *Advance* faculty development through scholarship and professional growth. We specify the particulars of our initiatives in the strategic plan, but the highlights include the following:

1. Establish a more systematic curriculum review process to ensure the relevance of student learning outcomes to our mission and an emphasis on forward-thinking behavior.
2. Enrich our professional development program by focusing on career readiness.
3. Establish an Annual Business Leadership Symposium, a Center for Financial Literacy, Applied Business Seminars, Firms on Campus days, and additional collaborative relationships with community organizations like the SBDC to promote economic vitality and achieve two positive societal impact themes: (a) improve labor availability by producing graduates with suitable employability and (b) provide practical solutions to the contemporary challenges of businesses and organizations in our locale.
4. Establish a Faculty Scholarship Promotion Committee to ensure faculty can achieve scholarship expectations and thought leadership goals accompanied by professional development opportunities beyond scholarship. Our thought leadership includes (a) the scholarship of teaching and learning, which improves our classroom performance and, in turn, impacts the quality of the education and subsequent suitable employability, (b) applied scholarship in career readiness activities to ensure our students are ready at the time of graduation, and (c) applied scholarship to support local businesses and community members seeking to resolve challenges.

Standards Alignment

Strategic Management and Innovation. COB aligns with the strategic management and innovation standards by maintaining a well-documented strategic plan. The strategic planning and accreditation committee employed a collaborative process and continuous improvement principles to make qualitative improvements to the previous plan and broaden its scope with more goals, objectives, and action items. We added a new goal, increased the number of objectives by 14, and action items by 71. The plan articulates a more memorable mission with three phrases: forward-thinking, career success, and positive impact. The plan's four Goals aim to *Produce, Ensure, Achieve, and Advance* the elements contributing to our mission achievement.

We monitor the plan throughout the academic year with a system to keep COB members informed of our progress and make continuous improvements through collaborative efforts. Positive societal impact is explicit in the plan and promotes a curriculum to engage students in understanding their positive societal impact role.

COB's formal risk analysis identified 45 potential risks and ranked 12 as severe, with the top six being the most severe. The risk analysis identifies mitigating actions assigned to responsible parties.

While most physical, virtual, and financial resources are centrally managed at Lander University, COB influences key areas. For example, COB repurposed physical space to establish a centralized advising office to better serve business students with on-demand advising services. COB manages financial resources with its strategic plan to fund its strategic action items.

COB manages faculty and professional staff resources to accomplish its mission and comply with qualifications standards. Our strategic plan supports professional development. COB has successfully met faculty sufficiency and qualifications criteria according to AACSB Table 3-1 standards.

Learner Success. The COB Curriculum Assessment, Management, and Improvement (CAMI) Committee manages the undergraduate curriculum, and the COB Graduate Council (CGC) manages the graduate program. Each employs a systematic curriculum review process to ensure that course content supports the current program goals and maintains currency. The CAMI and CGC manage Assurance of Learning to (a) implement continuous process improvement, (b) ensure AoL data collection, analysis, and reporting, and (c) ensure the relevant faculty review results and make changes necessary to "close the loop."

COB encourages high-impact practices in the classroom and works with the Center for Faculty Excellence to improve curricula. Our faculty engage the students in real-world experiences through activities like business consulting projects and on-site internship experiences. COB has made a particular effort to integrate societal impact ideas in the curriculum through our professional development courses at the sophomore, junior, and senior levels.

The Lander College of Business produced four new degree programs, three new emphasis areas in the existing BSBA program, and three new minors since the last AACSB PRT visit. Two new degree programs are at the graduate level: an online Master of Science in Management and an online MBA. The new undergraduate programs include a Bachelor of Applied Science in Business Administration and a Bachelor of Arts in Entrepreneurship.

In 2021, COB rewrote the position description for one of its administrative assistants to become a full-time academic advisor. The next step was to repurpose office space to establish an advising center in our lobby, which is the hub of student activity. Lastly, the University provided another full-time advisor housed in the College of Business. The contiguous office space of the advisors, administrative staff, program director, and Dean gives students on-demand advising access in the College of Business from their first to final year.

Thought Leadership, Engagement, and Societal Impact. COB established a Faculty Scholarship Promotion Committee (FSPC) in 2021 to better support the faculty's efforts to produce high-quality and impactful intellectual contributions. The objective of the FSPC is to promote scholarship opportunities among faculty, encourage collaboration, and confirm outcomes to ensure that COB faculty meet publication quality standards to comply with AACSB Standard 8.

COB achieved the appropriate balance of applied versus teaching research because one of our thought leadership themes focuses on teaching to improve classroom performance, and the other two are applied: student career readiness and support for local business. The distribution of applied and teaching scholarship is approximately one-third (36%) in teaching and learning products, and two-thirds (64%) going towards application.

COB thought leadership efforts support our societal impact strategy comprised of two focus areas impacting the region's economic vitality: (a) improving labor availability by producing graduates with suitable employability and (b) providing practical solutions to the contemporary challenges of businesses and organizations in our locale. COB makes its impact with the following various engagement and innovation activities.

Lander Business Leadership Symposium. COB established the Lander Business Leadership Symposium (LBLS) to provide students the opportunity for intensive engagement with accomplished business leaders.
Firms on Campus. COB established *Firms on Campus* to routinely engage students with company representatives and recruiters.

Professional Development Program. We revised our Professional Development Program so students produce an electronic career readiness portfolio by engaging in career exploration study modules.

Center for Financial Literacy. We established a Center for Financial Literacy (CFL), which conducts workshops and provides resources.

Small Business Development Center. The SBDC engages students to provide clients for student marketing project consulting.

Internships. COB has established at least 128 relationships with different companies. 263 Business students participated in 332 different internships, with some doing more than one. Since 2020, over 30% of Lander business student interns (31 out of 102) were hired by the company where they interned.

COB Advising Center. COB established an advising center to give students on-demand advising access.

COB Graduates. COB awarded 196 undergraduate and 115 graduate degrees in AY 22-23. This is a significant increase from 2019, when the headcount was 537, and now exceeds 1000 students.

On the career exit survey, 49% of our undergraduates indicated that they were employed and 47% said they would seek employment based on their degree. 68% of the MBA graduates reported being employed, with 39% saying they would seek employment based upon their MBA.

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Shark Tank Entrepreneur Virtual Class Visit. *Shark Tank* Entrepreneur Travis Perry did a live virtual visit to the MGMT 325 *Entrepreneurship and Innovation* class.

Curriculum Partnership. COB finance professor Dr. John Downs developed a curriculum partnership with the *South Carolina Bankers Association School* to provide transfer credits toward our MBA program.

Sports Management Experiences. Our sports management program linked our students to the RBC Heritage PGA and the Darius Rucker Invitational Intercollegiate Golf Tournaments. Sports Management students will compete at the National Collegiate Sports Sales Championship.

The Strategic Plan for Professional Service. Strategic Plan Objectives encourage service in professional and academic discipline-based organizations. Two professors recently served as SEINFORMS Presidents and a third as Program Chair. Numerous faculty have rotated through various officer positions.

Advisory Boards. In AY 2022-2023, the Student Advisory Board conducted a Professional Clothing Drive and provided Professional Headshot Photo Days free of charge to all students. The Business Advisory Board (BAB) supported COB efforts by advocating for the MSM and MBA programs.

Diversity and Inclusion

As a part of our strategic planning process through the SPAC, COB established a more comprehensive diversity and inclusion statement. Since our mission emphasizes forward-thinking business leaders, career

success, and positive impact, the mission advances diversity and inclusion as a component of forward-thinking leaders who understand that we all succeed together through inclusion, and diversity is essential to positive impact. The COB diversity and inclusion statement is made public on posters throughout the College, accompanied by a comprehensive explanation in the publicly distributed COB Five-Year Strategic Plan. Diversity and inclusion are presented and assessed in our undergraduate professional development classes and a human resources course taken by those in the BA and BAS programs. It is also presented and assessed in the MBA curriculum. The COB Exit Survey assesses the student's perspective on their diversity and inclusion preparedness. COB Employs diversity and inclusion principles in its hiring practices. The Human Resources search policy states that "before identifying finalists, the Dean should contact the Human Resources Employment Coordinator for information regarding the diversity of the candidate pool."

COB's revised and expanded diversity and inclusion statement is: *We provide a welcoming environment that promotes diversity, inclusion, and belonging.* The following obligations support this statement. College of Business (COB) students, faculty, administrators, and staff must:

- Treat others with dignity and worth (the way they want others to treat them).
- Eliminate any form of prejudice, discrimination, or harassment including, but not limited to, race, ethnicity, national origin, gender, sexual orientation, religion, political affiliation, education, family or marital status, socio-economic status, mental and developmental abilities, work and behavior/thinking styles, physical attributes, position, language differences, age, etc.
- Be supportive of the professional efforts of others, whether students, faculty, administrators, or staff.
- Be collaborative by proactively including others in processes important to those others.
- Be courteous in all forums of interaction and forms of communication.

Summarize how the school makes a positive societal impact in curriculum, thought leadership, and society as a whole.

The COB societal impact strategy comprises two focus areas impacting the region's economic vitality: (a) improving labor availability by producing graduates with suitable employability and (b) providing practical solutions to the contemporary challenges of businesses and organizations in our locale. COB positively impacts labor availability by producing graduates with employability suitable to the region. Employability is "a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (Yorke, 2006, p. 8*). In this case, we focus on our students as the outcome that will have a societal impact. To accomplish this, we established the strategic components of this process as follow.

We will continue to enrich the COB 3-course Professional Development Curriculum to emphasize Career Readiness. Our objective is to help students identify their career readiness strategy relative to employer needs. Our tactics are to refine the associated learning modules and ePortfolio development. Our measures are student essays and exit surveys indicating they understand key career topics and societal impact. Regarding theme two, we will achieve a positive societal impact through thought leadership that assists in promoting business, economic, and community development in Greenwood and the region. Our tactic is to incentivize collaboration and yield scholarship.

Strategic Plan Objective 2.6 is to *sow the significance of positive societal impact into the curriculum and career readiness.*

*Yorke, M. (2006), Employability in higher education: what it is – what it is not, *The Higher Education Academy/ESECT*. https://www.researchgate.net/publication/225083582_Employability_in_Higher_Education_What_It_Is_What_It_Is_Not

Mission Statement

To produce forward-thinking business leaders who succeed in their careers and positively impact society.

- Forward-thinking business leaders have the vision to leverage their competencies to innovate and positively impact society. Our career readiness program emphasizes career vision. Forward-thinking business leaders improve society by balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.
- To accomplish our mission, we:
 - Seek to create a caring learning environment that helps our students understand the importance of applying business knowledge toward envisioning the future in ways that organizations can positively impact society through and because of our students' career success.
 - The faculty sustain their mission contribution by engaging in professional development and scholarly activities.
- We deliver results through a high level of interaction between students and faculty. We provide hands-on and innovative learning experiences through case studies, projects for businesses and other organizations, tax preparation, internships, in-class speakers, strategic marketing plans, and professional conference attendance through our annual Lander Business Leadership Symposium. The undergraduate business programs are delivered through quality instruction in face-to-face and online classrooms. The graduate business programs are offered online, with the MBA Core Courses also provided on campus in the classroom.
- We prepare our students for career success and/or graduate school through professional development activities, including career readiness days and networking events like our annual Lander Business Leadership Symposium. Our BSBA program requires three professional development courses aimed at producing an electronic Career Readiness Portfolio.
- Our faculty engage in professional activity through academic societies, presentations, publications, consulting, and professional practice service. We place our scholarly activity emphasis on the application of business ideas and teaching and learning practices in peer-reviewed outlets. Our professional and scholarly activity impacts the region's business knowledge base and economic health. COB faculty serve professional organizations in their disciplines and the local community through consulting and educational events.
- The College of Business (COB) emphasizes the AACSB vision "that businesses and business schools are a force for good, contributing to the world's economy and to society" by encouraging a positive impact on society.

Vision Statement

Our graduates will be the preferred choice of employers.

The College of Business (COB) vision directly supports the Lander University mission to offer “high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates.”

- COB aspires to fully engage employers to transform our students into highly desirable, forward-thinking business leaders. Forward-thinking business leaders leverage their competencies to both innovate and respond to change. Forward-thinking business leaders have a vision.
- COB seeks to engage and fully apprise more employers about the abilities of our graduates. Engagement is achieved when students interact with the business community both on and off campus through classes and programs.
- The business community includes local and distant employers able to interact with our students in-person or online synchronously or asynchronously.

Program Values

The Lander University College of Business (COB) values the following, from which each program is assigned specific learning goals:

Business Knowledge

The knowledge needed for success in organizations, ventures, and one’s career.

Skillful Communication

The skill to write and speak effectively.

Ethics & Social Responsibility

The understanding and appreciation of ethics and the societal impacts of business.

Applied Problem Solving

The use of relevant methods and technologies to analyze and solve problems.

Career Success & Positive Societal Impact

The readiness to succeed in one’s career and positively impact society.

Diversity & Inclusion

We provide a welcoming environment that promotes diversity, inclusion, and belonging.

College of Business (COB) students, faculty, administrators, and staff must:

- Treat others with dignity and worth (the way they want others to treat them).
- Eliminate any form of prejudice, discrimination, or harassment including, but not limited to, race, ethnicity, national origin, gender, sexual orientation, religion, political affiliation, education, family or marital status, socio-economic status, mental and developmental abilities, work and behavior/thinking styles, physical attributes, position, language differences, age, etc.
- Be supportive of the professional efforts of others, whether students, faculty, administrators, or staff.
- Be collaborative by proactively including others in processes important to those others.
- Be courteous in all forums of interaction and forms of communication.

Ethics & Integrity

We expect integrity and ethical behavior from students, faculty, administrators, and staff in the conduct of their duties and all related activities.

The College of Business (COB) at Lander University promotes the highest ethical standards among its students, faculty, administrators, and staff. To that end, our students, faculty, administrators, and staff should:

- Serve as models of ethical decision-making and consistently set and exemplify the highest standards of ethical behavior.
- Accept and accomplish the responsibilities assigned to them.
- Be forthright and truthful in dealings with all the organization's stakeholders.
- Seek to do what is right, but when they make a mistake, admit it and rectify the situation quickly.
- Conduct all activities in good faith.
- Accept the consequences of their choices and take responsibility for individual decisions and actions.
- Fulfill their societal responsibilities to others.

COB Strategic Planning and Monitoring Process

The COB strategic planning process is continuous, as represented in Figure 1. The strategic plan is implemented annually in August and assessed during the fall and spring semesters through committee reports and other relevant resources. The Strategic Planning and Accreditation Committee (SPAC) subsequently reports progress on the plan to COB faculty in both fall and spring semesters. The SPAC solicits strategic plan reviews and inputs from relevant constituents, such as the COB Business Advisory Board, Student Advisory Board, and Alumni, during the fall semester.

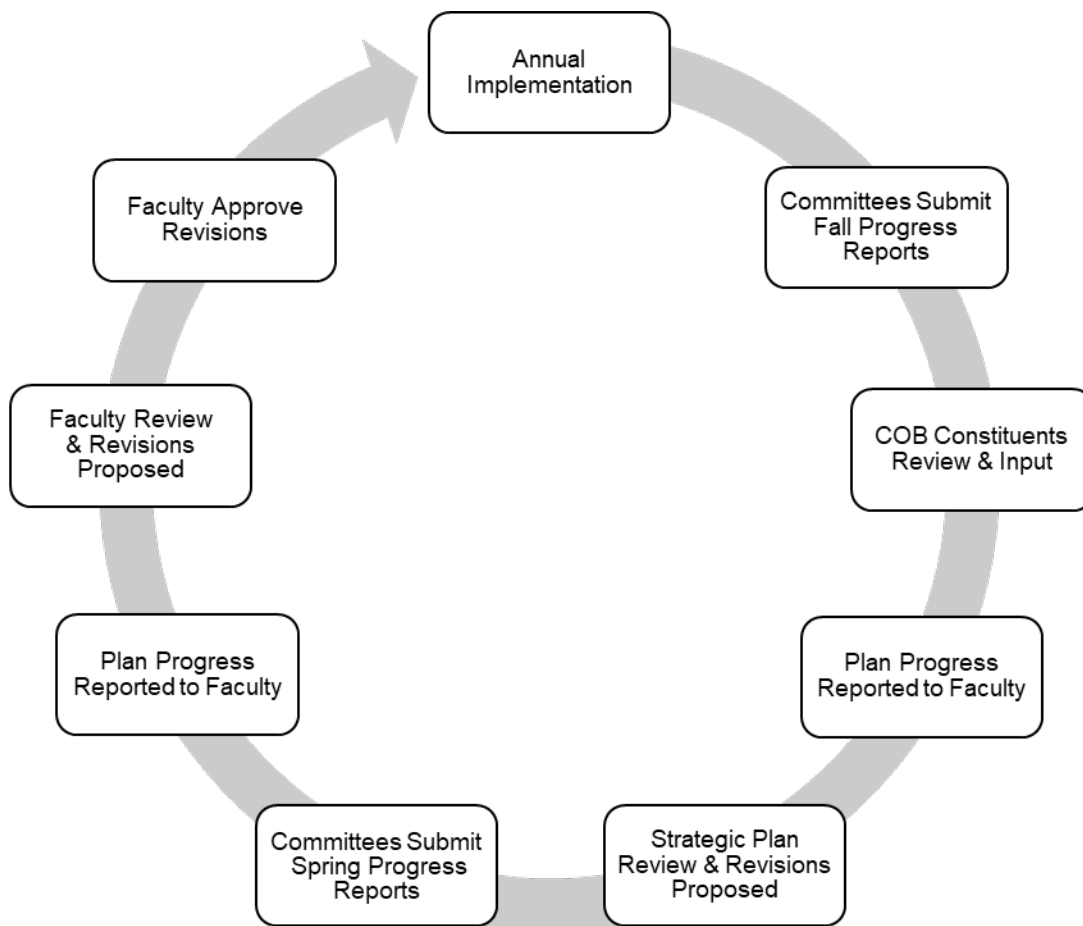


Figure 1. COB Strategic Planning and Monitoring Process

The SPAC uses fall progress reports, constituent inputs, and faculty feedback to review the entire plan and consider revisions to propose to the faculty. The faculty review the SPAC proposals, suggest revisions, and approve plans accordingly by the end of the spring semester. The revised plan is slated for implementation in the following fall semester. If updates and progress are made during the summer, faculty are apprised of those at the first COB meeting of the fall semester.

Figure 2 illustrates the ideal calendar timeline for the strategic planning and monitoring process after the annual implementation in August.

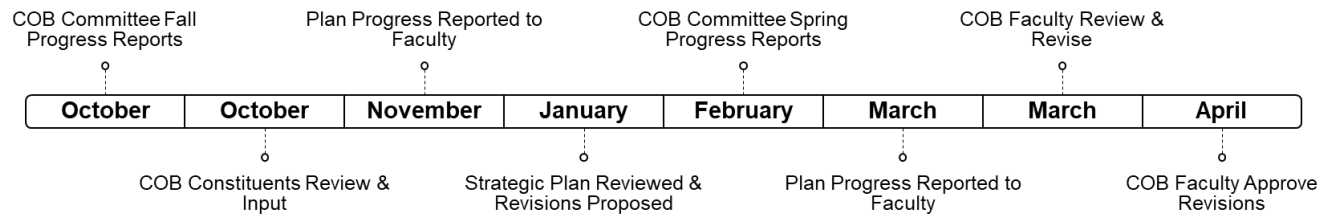


Figure 2. Ideal Annual Timeline for the Strategic Planning and Monitoring Process

Strategic Plan 2019-2024

The Lander University College of Business Mission is *to produce forward-thinking business leaders who succeed in their careers and positively impact society.*

- Forward-thinking business leaders have the vision to leverage their competencies to innovate and positively impact society. Our career readiness program emphasizes career vision. Forward-thinking business leaders improve society by balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.
- To accomplish our mission, we:
 - Seek to create a caring learning environment that helps our students understand the importance of applying business knowledge toward envisioning the future in ways that organizations can positively impact society through and because of our students' career success.
 - The faculty sustain their mission contribution by engaging in professional development and scholarly activities.
- We deliver results through a high level of interaction between students and faculty. We provide hands-on and innovative learning experiences through case studies, projects for businesses and other organizations, tax preparation, internships, in-class speakers, strategic marketing plans, and professional conference attendance through our annual Lander Business Leadership Symposium. The undergraduate business programs are delivered through quality instruction in face-to-face and online classrooms. The graduate business programs are offered online, with the MBA Core Courses also provided on campus.
- We prepare our students for career success and/or graduate school through professional development activities, including career readiness days and networking events like our annual Lander Business Leadership Symposium. Our BSBA program requires three professional development courses aimed at producing an electronic Career Readiness Portfolio.
- Our faculty engage in professional activity through academic societies, presentations, publications, consulting, and professional practice service. We emphasize the application of our

scholarly activity in business and teaching and learning practices as we seek to publish in peer-reviewed outlets. Our professional and scholarly activity impacts the region's business knowledge base and economic health. COB faculty serve professional organizations in their disciplines and the local community through consulting and educational events.

- The College of Business (COB) emphasizes the AACSB vision that “business and business schools are a force for good, contributing to the world’s economy and to society” by encouraging a positive impact on society.

Goal 1: Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.1: Continually improve the curriculum to ensure the development of forward-thinkers who improve society by balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.

Action Item 1.1.1: Employ the established curriculum management process to routinely assess the relevance of student learning outcomes to our mission, innovation, and curriculum improvements.

Action Item 1.1.2: Establish a systematic business curriculum quality review process aimed toward achieving a comprehensive review over a three to four-year period, as directed by the Curriculum Assessment, Management & Improvement (CAMI) committee and Graduate Council respectively, to include student groups and external stakeholders.

Action Item 1.1.3: Establish a systematic quality review process for online courses to include the review of each online course at least every four years.

Action Item 1.1.4: Enhance opportunities for experiential and high impact learning through the development of mission-relevant activities and programs to include sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.

Action Item 1.1.5: Establish a resource pool of professionals to support efforts to engage students through relevant classroom and community activities.

Objective 1.2: Provide high-demand, market-driven programs in multiple delivery modes and align those programs with contemporary community needs.

Action Item 1.2.1: Establish a process for the Business Advisory Board to assess and report on contemporary business community needs.

Action Item 1.2.2: Establish a process for the faculty to assess and report on contemporary trends in business education.

Action Item 1.2.3: Explore and employ non-traditional course and program delivery methods to include additional micro-credentials, certificates, stacked certifications and other contemporary trends in business education.

Objective 1.3: Enhance our faculty development opportunities to support improved instruction, course design, and disciplinary currency.

Action Item 1.3.1: Ensure all online instructors complete at least one online teaching certification course.

Action Item 1.3.2: Provide funding for online certified faculty to engage in additional online certifications or workshops.

Action Item 1.3.3: Provide funding to send faculty to online teaching and learning conferences.

Action Item 1.3.4: Conduct periodic online teaching development activities within the College of Business.

Action Item 1.3.5: Collaborate with the Assistant Provost for Faculty Teaching Excellence.

Objective 1.4: Recruit and retain qualified faculty to develop and teach both face-to-face and/or online courses.

Action Item 1.4.1: Conduct national searches to obtain a diverse pool of qualified candidates with strong qualifying credentials.

Action Item 1.4.2: Improve incentives and opportunities for faculty to engage in scholarly activity, professional development, and/or industry involvement.

Action Item 1.4.3: Continually improve our faculty mentor program.

Objective 1.5: Design and implement an integrated technology curriculum to include analytics, cybersecurity management, artificial intelligence (AI), and other relevant emergent technologies.

Action Item 1.5.1: Produce a Curriculum Change Proposals to integrate business technology systems, statistical reasoning, analytics, cybersecurity management, and AI across multiple courses.

Action Item 1.5.2: Produce an elective for students wanting the opportunity to

extend their information technology knowledge and skill.

Action Item 1.5.3: Seek student experiential learning opportunities to apply and practice technology knowledge and skills.

Action Item 1.5.4: Develop a lab dedicated to technology knowledge and related skills.

Objective 1.6: Evaluate and improve student and faculty services in our online and hybrid programs.

Action Item 1.6.1: Survey students and faculty in our online and hybrid programs regarding their experience and needs.

Action Item 1.6.2: Develop the service role of online and hybrid Program Coordinators.

Action Item 1.6.3: Assess the impact of service on retention in online and hybrid programs

Objective 1.7: Engage external constituents to determine industry and community needs, and develop an excellent reputation for Lander outreach and engagement.

Action Item 1.7.1: Survey local businesses and organizations regarding community needs and Lander COB programs.

Action Item 1.7.2: Explore manufacturing program opportunities with Businesses and Alumni.

Action Item 1.7.3: Develop a system to apprise businesses and the community of Lander COB activities, programs, and outcomes.

Goal 2: Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.1: Attract, build, and retain a strong student body.

Action Item 2.1.1: Recruit high-achieving freshman and transfer students through participation in University-student recruitment activities, both on and off campus.

Action Item 2.1.2: Provide on-demand and improved academic advising services.

Action Item 2.1.3: Update and improve the COB website and expand social

media presence on the latest prominent platforms.

Action Item 2.1.4: Establish website and social media operations as part of routine staff member responsibilities.

Action Item 2.1.5: Re-energize and incentivize participation in the Student Advisory Board.

Action Item 2.1.6: Establish student-centered engagement activities in each academic emphasis area to promote retention through a sense of community

Objective 2.2: Enrich our student Professional Development Program.

Action Item 2.2.1: Establish a Director of Professional Development.

Action Item 2.2.2: Develop and institutionalize a Career Readiness Program that is consistent across the student experience and evolves from their sophomore year through their senior year.

Action Item 2.2.3: Establish a list of working professionals who are willing to speak with senior students heading into the workforce.

Action Item 2.2.4: Offer periodic Student Advisory Board-sponsored workshops on career readiness preparation and skills by utilizing faculty expertise, a resource pool (see 1.1.5) of working and retired professionals, Business Advisory Board, and Lander COB alumni.

Action Item 2.2.5: Tailor career readiness programs to the academic emphasis area.

Action Item 2.2.6: Create and maintain a database of COB graduates by Emphasis Area for promoting employment opportunities.

Action Item 2.2.7: Establish a process for monitoring graduate job placement activities.

Objective 2.3: Grow and stabilize the engagement of COB alumni.

Action Item 2.3.1: Establish a staff function to assume the alumni association as part of their responsibilities.

Action Item 2.3.2: Establish a systematic social media presence for the alumni association.

Action Item 2.3.3: Establish routine alumni engagement activities.

Action Item 2.3.4: Publish a COB newsletter each semester for distribution to alumni and friends.

Objective 2.4: Engage the Business Advisory Board (BAB) in student career readiness.

Action Item 2.4.1: Add career readiness to the BAB discussion agenda.

Action Item 2.4.2: Survey BAB members regarding career readiness.

Action Item 2.4.3: Add BAB members who can contribute to the career readiness Mission.

Objective 2.5: Establish recurring career readiness events.

Action Item 2.5.1: Conduct Executive-in-Residence events.

Action Item 2.5.2: Conduct Career Day programs.

Action Item 2.5.3: Survey faculty to determine appropriate career readiness events.

Objective 2.6: Sow the significance of positive societal impact into the curriculum and career readiness.

Action Item 2.6.1: Integrate and assess societal impact understanding in the curriculum, programs, and portfolios.

Action Item 2.6.2: Determine and develop the societal impact of each academic emphasis area.

Action Item 2.6.3: Assess the societal impact of graduates in their professional roles.

Goal 3: Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.1: Encourage impactful scholarship.

Action Item 3.1.1: Establish a process to ensure COB thought leadership goals are achieved.

Action Item 3.1.2: Publicize and encourage impactful scholarship that aligns with COB thought-leadership goals.

Action Item 3.1.3: Review faculty scholarship production to ensure that a cross-section of faculty are involved in producing peer-reviewed publications

in accordance with the COB mission.

Objective 3.2: Produce and disseminate thought-leading scholarly contributions to practice and pedagogy through peer-reviewed intellectual outlets.

Action Item 3.2.1: Identify thought leadership outcomes in the context of the Lander COB Mission.

Action Item 3.2.2: The FSPC will establish thought leadership goals.

Action Item 3.2.3: The FSPC will establish thought leadership metrics and monitoring processes.

Action Item 3.2.4: The FSPC will document and publicize thought leadership positive impacts.

Objective 3.3: Enable faculty to achieve engagement expectations.

Action Item 3.3.1: Survey faculty to align expertise with engagement opportunities.

Action Item 3.3.2: Publicize impactful engagement opportunities.

Action Item 3.3.3: Solicit recommendations to incentivize impactful engagement opportunities.

Action Item 3.3.4: The Faculty Governance Committee will establish engagement goals.

Action Item 3.3.5: The Faculty Governance Committee will establish engagement metrics and monitoring processes.

Action Item 3.3.6: The Faculty Governance Committee will document and publicize engagement's positive impacts.

Objective 3.4: Assist in promoting business, economic, and community development in Greenwood and the region.

Action Item 3.4.1: Identify opportunities to collaborate with the Small Business Development Center (SBDC).

Action Item 3.4.2: Provide counseling, services, or other support to assist SBDC, the Chamber of Commerce, Rotary, and other organizations to promote the economic vitality of Greenwood and the region.

Action Item 3.4.3: Promote consulting or employee training opportunities for

faculty among local businesses or non-profit organizations.

Action Item 3.4.4: Incentivize and promote attendance at Lander Applied Business Seminars.

Action Item 3.4.5: Incentivize faculty engagement in community board service and the development of COB Community Partnerships.

Objective 3.5: Conduct an Annual Lander Business Leadership Symposium.

Action Item 3.5.1: Form a COB committee to conduct the symposium.

Action Item 3.5.2: Engage all COB faculty and students in the symposium.

Action Item 3.5.3: Engage alumni, the Greenwood community, and the region in symposium activities as both participants and attendees.

Action Item 3.5.4: Seek donor funding to sustain the symposium.

Objective 3.6: Establish a Center for Financial Literacy (CFL).

Action Item 3.6.1: Appoint a CFL Director.

Action Item 3.6.2: Establish CFL Programs.

Action Item 3.6.3: Seek CFL funding.

Action Item 3.6.4: Engage the students and community in CFL Programs.

Goal 4: Advance faculty development through scholarship and professional growth.

Objective 4.1: Enable faculty to achieve scholarship expectations.

Action Item 4.1.1: Establish a Faculty Scholarship Promotion Committee (FSPC).

Action Item 4.1.2: Assess and improve non-monetary scholarship incentives.

Action Item 4.1.3: Assess the impact of teaching schedules and service commitments upon scholarship activity and make recommendations to improve systemic support for scholarship.

Objective 4.2: Improve professional development funding awarded for scholarly activity.

Action Item 4.2.1: Assess COB policy effectiveness for scholarship awards to

faculty members.

Action Item 4.2.2: Make recommendations to improve monetary scholarship incentives.

Objective 4.3: Promote and publicize scholarship activity.

Action Item 4.3.1: Communicate scholarship opportunities among faculty to include co-author invitations, conference calls, and journals.

Action Item 4.3.2: Record and publicize faculty scholarship achievements.

Action Item 4.3.3: Hold faculty workshops to provide opportunities for collaboration on scholarship and dissemination of ideas.

Objective 4.4: Serve in professional and academic discipline-based organizations.

Action Item 4.4.1: Support the profession's discipline-based academic societies through presentations at conferences, journal manuscript submissions, and the provision of administrative assistance.

Action Item 4.4.2: Serve as officers in discipline-based organizations.

Action Item 4.4.3: Serve as manuscript reviewers and editors for scholarly journals.

Action Item 4.4.4: Serve as program chairs, track chairs, proceedings editors, and/or discussants at conferences.

Action Item 4.4.5: Provide additional travel funding for faculty serving in significant positions in support of annual conferences; for example, president, program chair, treasurer, or other significant officer/board positions.

Objective 4.5: Provide professional development opportunities beyond scholarship.

Action Item 4.5.1: Survey and assess faculty professional development needs or desires.

Action Item 4.5.2: Encourage and incentivize professional development activities.

Action Item 4.5.3: Budget for and seek additional funding to support professional development activities.

**Lander University College of Business Strategic Plan
2019-2023**

Goal 1				
Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.				
Objective 1.1: Continually improve the curriculum to ensure the development of forward-thinkers who improve society by balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.				
Action Items 1.1.		Timeline & Person	Resources Needed	Status
1	Employ the established curriculum management process to routinely assess the relevance of student learning outcomes to our mission, innovation, and curriculum improvements.	Fall 2023 CAMI, Mike Shurden CGC, Cherie Rains	Committee	Committee must state its process and document the alignments or gaps
2	Establish a systematic curriculum quality review process to achieve a comprehensive review over three to four years, as directed by the Curriculum Assessment, Management & Improvement (CAMI) committee and Graduate Council, respectively, to include student groups and external stakeholders.	Continuous CAMI, Mike Shurden CGC, Cherie Rains	Committee	FINA, ECON, MKT, & HOSP complete as of 2022-23 ACCT, MGMT, & HCMT due 2023-24 BA, SPTM, & ESPM due 2024-25 Graduate courses due 2023-24, 2024-25, 2025-26
3	Establish a systematic quality review process for online courses to include the review of each online course at least every four years.	2023-24 Online Director, MaryKate Leggieri	Program Director	In process
4	Enhance experiential and high-impact learning opportunities by developing mission-relevant activities and programs to include sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.	Continuous Matt Peters David Bell MaryKate Leggieri	Faculty	Faculty report activities annually. Internship records established. Components added to BA 299/399/499. Systematic assessment needed.
5	Establish a resource pool of professionals to support efforts to engage students through relevant classroom and community activities.	2023-2024 David Bell	Faculty	A list needs to be produced, posted, & location shared

Goal 1

Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.2: Provide high-demand, market-driven programs in multiple delivery modes and align those programs with contemporary community needs.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Establish a process for the Business Advisory Board to assess and report on contemporary business community needs.	Fall 2023 David Bell Mick Fekula	Faculty Business Members	On Fall 2023 Agenda
	2 Establish a process for the faculty to assess and report on contemporary trends in business education.	Fall 2023 Cherie Rains	Faculty	Assessment in process. Report due Fall 2023.
	3 Explore and employ non-traditional course and program delivery methods to include additional micro-credentials, certificates, stacked certifications, and other contemporary trends in business education.	2023-2024 Kelli Horne John Downs	Faculty	In process. Report due May 2024

Goal 1

Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.3: Enhance faculty development opportunities to support improved instruction, course design, and disciplinary currency.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Ensure all online instructors complete at least one online teaching certification course.	2024-2025 Admin (TDB)	Administrative Assistant	Awaiting new hire
	2 Provide funding for online certified faculty to engage in additional online certifications or workshops.	2024-2025 Mick Fekula	\$5,000	Can fund a few faculty with the current budget. Seeking annual budget allotment to do more.
	3 Provide funding to send faculty to online teaching and learning conferences.	2024-2025 Mick Fekula	\$2,500	Able to send one faculty member.
	4 Conduct periodic online teaching development activities within the College of Business.	2023-2024 Kelli Horne	Faculty	Schedule in progress
	5 Collaborate with the Assistant Provost for Faculty Teaching Excellence.	2023-2024 Michael Houston	Faculty	COB faculty member serving as Teaching Excellence Fellow. Initiatives under development.

Goal 1

Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.4: Recruit and retain qualified faculty to develop and teach both face-to-face and/or online courses.

	Action Items	Timeline & Person	Resources Needed	Status
1	Conduct national searches to obtain a diverse pool of qualified candidates with strong qualifying credentials.	2023-2024 Michael Brizek	Faculty	Complete. Comply with COB qualifications policy the latest University search policy.
2	Improve incentives and opportunities for faculty to engage in scholarly activity, professional development, and/or industry involvement.	2024-2025 Michael Brizek	Faculty	Pending survey results from Action Item 4.5.1
3	Continually improve our faculty mentor program.	2021-2022 Mick Fekula Continuous Michael Brizek	Faculty	In 2021, Dean met with seven new faculty twice monthly for mentoring sessions during Fall. Process needs to be refined in the COB Manual.

Goal 1

Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.5: Design and implement an integrated technology curriculum to include analytics, cybersecurity management, artificial intelligence (AI), and other relevant emergent technologies.

	Action Items	Timeline & Person	Resources Needed	Status
1	Produce Curriculum Change Proposals to integrate business technology systems, statistical reasoning, analytics, cybersecurity management, and AI across multiple courses.	2023-2025 Michael Houston	Faculty	To be initiated by surveying faculty in these disciplines. Produce proposals by Fall 2024.
2	Produce an elective for students wanting the opportunity to extend their information technology knowledge and skills.	2023-2024 Aziz Bahha	Faculty	Course is under development
3	Seek student experiential learning opportunities to apply and practice technology knowledge and skills.	2023-2025 Gail Moore	Faculty	In process.
4	Develop a lab dedicated to technology knowledge and related skills.	2023-2026 John Downs	\$25,000	Pending grant and donor funding through the Center for Financial Literacy to renovate Room LC 260.

Goal 1

Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.6: Evaluate and improve student and faculty services in our online and hybrid programs.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Survey students and faculty in our online and hybrid programs regarding their experience and needs.	2023-2024 Cherie Rains MaryKate Leggieri	Faculty	On-going
	2 Develop the service role of online and hybrid Program Coordinators.	2023-2025 Online Coordinators Michael Brizek MaryKate Leggieri	Faculty	On-going.
	3 Assess the impact of service on retention in online and hybrid programs.	Online Coordinators Michael Brizek MaryKate Leggieri	Faculty	Exit survey is operating. Results are generally good, but we must refine the survey to better address service.

Goal 1

Produce forward-thinking business leaders through quality programs that provide the requisite knowledge and skills.

Objective 1.7: Engage external constituents to determine industry and community needs and develop an excellent reputation for Lander outreach and engagement.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Survey local businesses and organizations regarding community needs and Lander COB programs.	2019-2024 Matt Peters	Faculty	On-going. e.g., 13 firms wrote support letters for proposed MBA
	2 Explore manufacturing program opportunities with Businesses and Alumni.	2023-2025 CAMI, Mike Shurden CGC, Cherie Rains	Faculty	Just beginning.
	3 Develop a system to apprise businesses and the community of Lander COB activities, programs, and outcomes.	2023-2024 Cherie Rains BAB	Faculty	In process.

Goal 2

Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.1: Attract, build, and retain a strong student body.

	Action Items	Timeline & Person	Resources Needed	Status
1	Recruit high-achieving freshman and transfer students through participation in University-student recruitment activities, both on and off campus.	Continuous Mick Fekula	Admissions Office Faculty	Two faculty attend and present at all Open House events. COB has supported all Admissions and Athletics requests for student meetings
2	Provide on-demand and improved academic advising services.	2022-2024 Jamie Enlow Kayla Davis Gavin Bethea	Student-accessible Office Space. \$1,500 for desk. Dedicated Advising Staff. Meeting room during Registration.	Completed with plans to enhance through experience. Office adjacent to student lounge reclaimed from previous storage room – open and inviting to students. Desk purchased with operating budget. New advising staff member assigned from central advising. We now have two full-time advisors. Room LC 260 is used for daily on-demand advising with four staff members during course registration period.
3	Update and improve the COB website and expand social media presence on the latest prominent platforms.	2023-2024 Michael Houston	Faculty	In process.

	4	Establish website and social media operations as part of routine staff member responsibilities.	2021-2022 Mick Fekula	Staff	Social media duties assigned in 2021. Staff submits website updates.
	5	Re-energize and incentivize participation in the Student Advisory Board.	2022-2023 MaryKate Leggieri	Faculty	SAB re-established in Fall 2022 with Ms. Leggieri advising. Numerous initiatives undertaken. Developing incentives.
	6	Establish student-centered engagement activities in each academic emphasis area to promote retention through a sense of community.	2022-2024 Area Coordinators David Zinn	Faculty	SPTM set precedent with SPTM logo wear and five trips to support sporting events. Other areas still need to establish activities.

Goal 2

Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.2: Enrich our student Professional Development Program.

Action Items		Timeline & Person	Resources Needed	Status
1	Establish a Director of Professional Development.	Fall 2021 Mick Fekula	Reassignment of faculty duties	Reassigned faculty member in Fall 2021 to Director of Professional Development.
2	Develop and institutionalize a Career Readiness Program that is consistent across the student experience and evolves from their sophomore year through their senior year.	2021-2024 Eva Smith MaryKate Leggieri	Director	Initiated curriculum development in Fall 2021. Completed and stabilized the process in Spring 2023.
3	Establish a list of working professionals who are willing to speak with senior students heading into the workforce.	2023-2024 David Bell	Faculty	A list needs to be produced, posted, & location shared (see also 1.1.5)
4	Offer periodic Student Advisory Board-sponsored workshops on career readiness preparation and skills by utilizing faculty expertise, a resource pool (see 1.1.5) of working and retired professionals, Business Advisory Board, and Lander COB alumni.	2021-2024 MaryKate Leggieri	Faculty SAB Members	In process.
5	Tailor career readiness programs to the academic emphasis area.	2022-2024 Area Coordinators MaryKate Leggieri	Faculty	Career Readiness Portfolio templates to match Emphasis Areas were developed in Spring 2023. Area coordinators are just beginning to determine tailored activities.
6	Create and maintain a database of COB graduates by Emphasis Area for promoting employment opportunities.	2023-2024 Area Coordinators	Faculty	On going. Data from recent graduates was

			MaryKate Leggieri		collected in a career plans survey.
	7	Establish a process for monitoring graduate job placement activities.	2022-2023 MaryKate Leggieri	Faculty	In process. Developing a more refined process to monitor job placement. Data from recent graduates was collected in a career plans survey.

Goal 2

Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.3: Grow and stabilize the engagement of COB alumni.

	Action Items	Timeline & Person	Resources Needed	Status
1	Establish a staff function to assume the alumni association as part of their responsibilities.	2023-2024 Mick Fekula	Staff	Pending staff replacement hire.
2	Establish a systematic social media presence for the alumni association.	2021-2024 Admin (TDB)	Staff	Pending staff replacement hire.
3	Establish routine alumni engagement activities.	2022-2024 Mick Fekula MaryKate Leggieri	Staff Faculty	Just beginning. Pending alumni survey.
4	Publish a COB newsletter each semester for distribution to alumni and friends.	2022-2024 Admin (TDB)	Staff	Pending staff replacement hire.

Goal 2

Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.4: Engage the Business Advisory Board (BAB) in student career readiness.

Action Items		Timeline & Person	Resources Needed	Status
1	Add career readiness to the BAB discussion agenda.	Fall 2023 Mick Fekula David Bell	BAB Members Faculty	In process.
2	Survey BAB members regarding career readiness.	Fall 2023 Mick Fekula David Bell	Faculty	In process.
3	Add BAB members who can contribute to the career readiness mission	Fall 2023 John McCravy Mick Fekula David Bell	BAB members Faculty	In process.

Goal 2

Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.5: Establish recurring career readiness events.

	Action Items	Timeline & Person	Resources Needed	Status
1	Conduct Executive-in-Residence events.	2022-2024 Gail Moore	Faculty	Two events in 2022-2023. Included executives in 2022 LBLs.
2	Conduct Career Day programs.	2022-2024 Gail Moore	Faculty	Multiple events in 2022-23. 7 events in Fall 2023 to date.
3	Survey faculty to determine appropriate career readiness events.	2022-2024 MaryKate Leggieri	Faculty	On going.

Goal 2

Ensure career success by providing student programs to develop career readiness before graduation.

Objective 2.6: Sow the significance of positive societal impact into the curriculum and career readiness.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Integrate and assess societal impact understanding in the curriculum, programs, and portfolios.	2022-2024 Mick Fekula CAMI, Mike Shurden CGC MaryKate Leggieri	Faculty	Completed in BA 299/399/499. On going assessment of other curriculum and programs.
	2 Determine and develop the societal impact of each academic emphasis area.	2022-2024 Area Coordinators	Faculty	On-going.
	3 Assess the societal impact of graduates in their professional roles.	2022-2024 Matt Peters	Faculty	On-going.

Goal 3

Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.1: Encourage impactful scholarship.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Establish a process to ensure COB thought leadership goals are achieved.	2023-2024 Michael Houston	Committee Faculty	On going.
	3 Publicize and encourage impactful scholarship that aligns with COB thought-leadership goals.	2023-2024 FSPC, Michael Houston	Committee Faculty	On going.
	3 Review faculty scholarship production to ensure that a cross-section of faculty are involved in producing peer-reviewed publications in accordance with the COB mission.	2021-2024 Aref Hervani David Fowler Michael Houston	Committee Faculty	On going.

Goal 3

Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.2: Produce and disseminate thought-leading scholarly contributions to practice and pedagogy through peer-reviewed intellectual outlets.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Identify thought leadership outcomes in the context of the Lander COB Mission.	2022-2024 SPAC, Matt Peters	Committee Faculty	On going.
	2 The FSPC will establish thought leadership goals.	2023-2024 FSPC, Michael Houston	Committee Faculty	On going.
	3 The FSPC will establish thought leadership metrics and monitoring processes.	2023-2024 FSPC, Michael Houston	Committee Faculty	On going.
	4 The FSPC will document and publicize thought leadership positive impacts.	2023-2024 FSPC, Michael Houston	Committee Faculty	On going.

Goal 3

Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.3: Enable faculty to achieve engagement expectations.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Survey faculty to align expertise with engagement opportunities.	Spring 2022 Mick Fekula	Faculty	Survey completed and processed at May 2022 retreat. Faculty aligned with engagement activities.
	2 Publicize impactful engagement opportunities.	2022-2024 Mick Fekula	Faculty	Publicized through Spring 2022 survey. Dean continuing to work with faculty on opportunities.
	3 Solicit recommendations to incentivize impactful engagement opportunities.	2023-2024 Mick Fekula	Faculty	Survey in development.
	4 The Faculty Governance Committee will establish engagement goals.	Fall 2023 Governance Committee	Committee Faculty	On going.
	5 The Faculty Governance Committee will establish engagement metrics and monitoring processes.	Fall 2023 Governance Committee	Committee Faculty	Just beginning.
	6 The Faculty Governance Committee will document and publicize engagement's positive impacts.	2023-2025 Governance Committee	Committee Faculty	Just beginning.

Goal 3

Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.4: Assist in promoting business, economic, and community development in Greenwood and the region.

Action Items		Timeline & Person	Resources Needed	Status
1	Identify opportunities to collaborate with the Small Business Development Center (SBDC).	2021-2024 Cherie Rains	Faculty	Collaboration established through local clients and student-led marketing plans. Seeking additional opportunities for other faculty and students.
2	Provide counseling, services, or other support to assist SBDC, the Chamber of Commerce, Rotary, and other organizations to promote the economic vitality of Greenwood and the region.	2023-2024 Cherie Rains	Faculty	On going.
3	Promote consulting or employee training opportunities for faculty among local businesses or non-profit organizations.	2023-2024 Cherie Rains	Faculty	Just beginning with concept exploration.
4	Incentivize and promote attendance at Lander Applied Business Seminars.	2023-2024 Cherie Rains	Faculty	Seeking to deliver the first LABS.
5	Incentivize faculty engagement in community board service and the development of COB Community Partnerships.	2023-2024 Matt Peters	Faculty Funding for travel supplements.	The Dean has publicized opportunities. Multiple faculty engaged in community Boards and service. Seeking to reward engaged faculty with supplements for additional travel. The operating budget allows some funds.

Goal 3

Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.5: Conduct an Annual Lander Business Leadership Symposium.

Action Items		Timeline & Person	Resources Needed	Status
1	Form a COB committee to conduct the symposium.	Fall 2021 Mick Fekula Kelli Horne	\$10,000 annually Faculty Staff	Symposiums were successfully held in Fall 2021 and 2022. Next one is moved to Spring 2024 to align with Homecoming. Most funding is through Foundation funds, with some from operating budget.
2	Engage all COB faculty and students in the symposium.	Fall 2021 Mick Fekula	Faculty SAB	All faculty and 400+ students engaged in 2021 and 2022.
3	Engage alumni, the Greenwood community, and the region in symposium activities as both participants and attendees.	2022-2025 Kelli Horne	Faculty Staff BAB	Seventeen Alumni presented at the 2022 symposium. Seeking to get more alumni, businesses, and community members to participate in 2024.
4	Seek donor funding to sustain the symposium.	2022-2025 Mick Fekula	BAB \$250,000 Endowment	Seeking sponsors/donors to fund portions of symposium. Ultimately seeking \$250K endowment to cover annual expenses.

Goal 3

Achieve a Positive Societal Impact through thought leadership and engagement.

Objective 3.6: Establish a Center for Financial Literacy (CFL).

	Action Items	Timeline & Person	Resources Needed	Status
1	Appoint a CFL Director.	Spring 2022 Mick Fekula	Director	Appointed Aref Hervani in Fall 2022. Appointed John Downs in Fall 2023.
2	Establish CFL Programs.	Spring 2022 Aref Hervani John Downs	Director \$3,000	First Director left in Spring 2023. John Downs launched the CFL with workshops in Fall 2023. Launch funded through \$1,100 operating funds.
3	Seek CFL funding.	2022-2025 Aref Hervani John Downs Mick Fekula	\$3,000	Aref Hervani was awarded a \$3,600 President's Grant for the CFL but left and the grant was forfeited. \$1,100 of operating funds were allotted for the 2023 CFL launch.
4	Engage the students and community in CFL Programs.	2022-2024 John Downs		38 students attended the first event. Some faculty and Lander campus staff attended. A community member and Lander alumni delivered the first workshop. Community members were invited. We seek to engage more

					members of the community in the CFL events. Local financial services professionals are sought to deliver workshops.
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Goal 4

Advance faculty development through scholarship and professional growth.

Objective 4.1: Enable faculty to achieve scholarship expectations.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Establish a Faculty Scholarship Promotion Committee (FSPC).	Fall 2021 Mick Fekula	Faculty	Established in Fall 2021.
	2 Assess and improve non-monetary scholarship incentives.	2023-2024 FSPC, Michael Houston	Faculty	On going.
	3 Assess the impact of teaching schedules and service commitments upon scholarship activity and make recommendations to improve systemic support for scholarship.	2023-2024 FSPC, Michael Houston	Committee Faculty	Just beginning.

Goal 4

Advance faculty development through scholarship and professional growth.

Objective 4.2: Improve professional development funding awarded for scholarly activity.

	Action Items	Timeline & Person	Resources Needed	Status
1	Assess COB policy effectiveness for scholarship awards to faculty members.	2023-2024 Susan Shurden	Faculty	Just beginning.
2	Make recommendations to improve monetary scholarship incentives.	2023-2024 Susan Shurden	Faculty More funding.	Pending 4.2.1 assessment.

Goal 4

Advance faculty development through scholarship and professional growth.

Objective 4.3: Promote and publicize scholarship activity.

	Action Items	Timeline & Person	Resources Needed	Status
1	Communicate scholarship opportunities among faculty to include co-author invitations, conference calls, and Journals.	2021-2024 FSPC, Aref Hervani David Fowler Michael Houston	Committee Faculty	Initiated in Fall 2021. On going. Must establish a systematic procedure.
2	Record and publicize faculty scholarship achievements.	2021-2024 FSPC, Aref Hervani David Fowler Michael Houston	Committee Faculty	Initiated in Fall 2021. On going. Seeking a viewable repository of publications.
3	Hold faculty workshops to provide opportunities for collaboration on scholarship and dissemination of ideas.	2021-2024 FSPC, Aref Hervani David Fowler Michael Houston	Committee Faculty	Done through FSPC meetings. Seeking more opportunities for the faculty at-large to attend.

Goal 4

Advance faculty development through scholarship and professional growth.

Objective 4.4: Serve in professional and academic discipline-based organizations.

	Action Items	Timeline & Person	Resources Needed	Status
	1 Support the profession's discipline-based academic societies through presentations at conferences, journal manuscript submissions, and the provision of administrative assistance.	2021-2024 Mick Fekula	Faculty \$18,000	Completed through \$1,000 per faculty member presenting at one conference and supplements to cover additional expenses or trips.
	2 Serve as officers in discipline-based organizations.	2021-2024 Mick Fekula	Faculty	Multiple faculty serving as officers in SEINFORMS and SECRA. Seeking to publicize service.
	3 Serve as manuscript reviewers and editors for scholarly journals.	2021-2024 Mick Fekula	Faculty	Multiple faculty serving as reviewers and officers. Seeking to publicize names and positions.
	4 Serve as program chairs, track chairs, proceedings editors, and/or discussants at conferences.	2021-2024 Mick Fekula	Faculty	Multiple faculty serving at conferences. Seeking to publicize names and positions
	5 Provide additional travel funding for faculty serving in significant positions in support of annual conferences; for example, president, program chair, treasurer, or other significant officer/board positions.	2021-2024 Mick Fekula	\$2,000	Additional funding is made available to those serving in significant positions.

Goal 4

Advance faculty development through scholarship and professional growth.

Objective 4.5: Provide professional development opportunities beyond scholarship.

	Action Items	Timeline & Person	Resources Needed	Status
1	Survey and explore faculty professional development needs or desires.	2023-2024 Q. McLeod	Faculty	On going.
2	Encourage and incentivize professional development activities.	2023-2024 Q. McLeod	Faculty	Pending 4.5.1 survey results.
3	Budget for and seek additional funding to support professional development activities.	2021-2024 Mick Fekula	\$2,000	Additional funding is made available from endowment funds for some to pursue professional development beyond scholarship travel. We seek additional annual budget allotments for those wanting mission-related professional development.

Lander University College of Business

Table 2-1

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

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds
Provide funding for online certified faculty to engage in additional online certifications or workshops.	\$ 5,000	Current operating budget will fund some faculty. We seek an additional annual budget allotment to do more.
Provide funding to send faculty to online teaching and learning conferences.	\$ 2,500	The COB Endowed fund can send one faculty member annually. We seek an additional annual budget allotment to do more.
Develop a lab dedicated to technology knowledge and related skills.	\$ 25,000	We seeking grants and donor funding through the Center for Financial Literacy to renovate and equip Room LC 260.
Incentivize faculty engagement in community board service and the development of COB Community Partnerships.	\$ 1,000	The current operating budget will fund some faculty.
Conduct and sustain the Annual Lander Business Leadership Symposium.	\$ 250,000 Endowment \$ 10,000 Annually	We seek donor funding for an endowment or annual sponsors. We currently use a mix of endowed funds and the operating budget.
Establish and sustain Center for Financial Literacy Programs.	\$ 200,000 Grant \$ 3,000 Annually	\$1,100 of operating funds were allotted for the 2023 CFL launch. We seek grant funding and annual sponsor support.
Support the profession's discipline-based academic societies through presentations at conferences, journal manuscript submissions, and the provision of administrative assistance.	\$ 18,000 Annually	We allot \$1,000 of annual operating funds per faculty member to present and engage at a conference, accompanied by supplements from operating funds or endowed funds to cover additional expenses or trips.

Provide additional travel funding for faculty serving in significant positions in support of annual conferences; for example, president, program chair, treasurer, or other significant officer/board positions.	\$ 2,000 Annually	Annual operating funds or endowed funds.
Support faculty professional development activities beyond scholarship.	\$ 2,000 Annually	Additional funding is made available from endowment funds for some to pursue professional development beyond scholarship travel. We seek additional annual budget allotments for those wanting mission-related professional development.

Lander University College of Business
Risk Analysis and Plan
October 22, 2021 (Updated 11-2-2022, 10-13-2023)

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
STRATEGIC RISKS						
1. Programs						
1.1 Online Programs	Loss of communication with remote students	Possible	Medium	Medium	<ul style="list-style-type: none"> ▪ ITS is responsible to restore services ▪ At the beginning of the term, program directors will remind faculty to establish alternative communication forms and/or guidance for Comm Loss ▪ Faculty should propose that students offer alternative communication numbers if they are willing or offer guidance in the event of a communications loss ▪ Faculty can work with the Administrative Assistant to get student contact numbers when the situation warrants 	<ul style="list-style-type: none"> ▪ ITS ▪ COB Online Program Directors ▪ Course Faculty
	Technology Outages: Internet, LMS, 3 rd Party Software	Possible	High	High	<ul style="list-style-type: none"> ▪ ITS is responsible to restore services ▪ Faculty must provide a revised schedule after services are stored in the event of lengthy outages. ▪ Students should not be penalized for technology outages. ▪ Faculty must work directly with third-party software providers to ensure resolution. 	<ul style="list-style-type: none"> ▪ ITS ▪ Course Faculty
	Conflicting Publisher Environments: LMS or unclear course material alignment	Likely	Medium	Medium	<ul style="list-style-type: none"> ▪ Faculty must work directly with publisher to ensure the publisher environment is set up to work correctly with the LMS. ▪ Faculty must correct misalignments with the course plan immediately when publisher environment issues arise. 	<ul style="list-style-type: none"> ▪ Course Faculty
	Poor Program Quality due to Outdated Faculty Training, Ability, and Technology Skills	Possible	High	High	<ul style="list-style-type: none"> ▪ The ITS ISD Staff is responsible for faculty technical training related to the LMS. COB will inform ITS when faculty need technical update training. ▪ COB will inform the Dir. CFE when faculty need to update abilities and skills. ▪ Strategic plan objective 1.3 seeks to enhance faculty development opportunities to support improved instruction, course design, and disciplinary currency. 	<ul style="list-style-type: none"> ▪ ITS ISD Staff ▪ Dir. Center for Faculty Excellence (CFE) ▪ Dean

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
STRATEGIC RISKS						
1. Programs						
1.2 Competition	Reduction in prospective students due to unattractive or unknown campus location relative to competitors	Likely	High	High	<ul style="list-style-type: none"> ▪ COB presents at Open House events, Junior Preview Day, and similar programs. ▪ COB offers individual meetings with prospective students interested in business. ▪ COB promotes its robust career readiness program. ▪ COB briefs and updates the Admissions Office staff and the Presidential Ambassadors annually. ▪ COB collaborates with the University Relations Office to provide updated distribution materials. 	<ul style="list-style-type: none"> ▪ Undergraduate Admissions ▪ University Relations ▪ Dean's Office
	Easily substituted Online Programs present opportunities to enroll with competitors. Market Saturation in COB's types of online programs.	Very Likely	High	High	<ul style="list-style-type: none"> ▪ COB collaborates with the College of Graduate and Online Studies and Enrollment Management to assess and update programs, and develop new programs. 	<ul style="list-style-type: none"> ▪ College of Graduate and Online Studies ▪ Enrollment Management ▪ COB Online Program Directors
	Unmarketable programs due to changing demand, trends (e.g., AI, digital economy), and technology change, accompanied by a lack of expertise to assess changes.	Likely	High	High	<ul style="list-style-type: none"> ▪ The COB strategic plan aligns with the University's mission to provide market-driven programs. ▪ COB maintains undergraduate and graduate curriculum committees to assess COB programs, and present new programs. ▪ COB seeks to hire expert faculty able to assess trends and change. 	<ul style="list-style-type: none"> ▪ Enrollment Management ▪ College of Graduate and Online Studies ▪ COB CAMI ▪ COB CGC ▪ Dean's Office
	AI replacing faculty or programs	Unlikely	High	Medium	<ul style="list-style-type: none"> ▪ COB strategic plan objective 1.5 seeks an integrated technology curriculum AI is a component of the process. ▪ The President has an AI initiative to engage in environmental scanning to determine appropriate responses. 	<ul style="list-style-type: none"> ▪ COB CAMI ▪ COB CGC ▪ Dean's Office ▪ President's Office

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
STRATEGIC RISKS						
2. Reputation						
2.1 Image	Poor Image in the Eyes of Prospective Students/Parents	Possible	High	High	<ul style="list-style-type: none"> COB Strategic Plan Goal 1 focuses on providing quality programs to students. 	<ul style="list-style-type: none"> Dean's Office SPAC
	Poor ROI Perceived Relative to Student Debt/Investment and Outcome	Unlikely	Medium	Medium	<ul style="list-style-type: none"> COB Strategic Plan Goal 2 focuses on providing programs to develop student career. readiness before graduation. COB's Strategic Focus #1 for Societal Impact: COB positively impacts labor availability by producing graduates with employability suitable to the region. Center for Financial Literacy teaches the proper approach to debt. Strategic Plan Objective 2.4 seeks to engage the Business Advisory Board in student career readiness. 	<ul style="list-style-type: none"> Dean's Office SPAC Dir. CFL BAB
	Loss of Community Engagement and Support	Very Unlikely	High	Low	<ul style="list-style-type: none"> COB's Strategic Focus #2 for Societal Impact: COB positively impacts the regional economy by providing practical solutions to the contemporary challenges of businesses and organizations in our locale. Strategic Plan Action Item 1.1.5 Seeks a resource pool of professionals to engage students. Strategic plan action item 1.2.1 has the Business Advisory Board reporting contemporary business community needs. Strategic Plan Objective 1.7 Seeks to engage external constituents to determine industry and community needs and develop an excellent reputation for outreach and engagement. 	<ul style="list-style-type: none"> Dean's Office SPAC BAB
	Poor Perception of Graduates' Abilities in the Eyes of Employers	Possible	Medium	Medium	<ul style="list-style-type: none"> COB Strategic Plan Goal 2 focuses on providing programs to develop student career. readiness before graduation. COB's Strategic Focus #1 for Societal Impact: COB positively impacts labor availability by producing graduates with employability suitable to the region. Strategic Plan Action Item 1.7.3 seeks to develop a system to apprise businesses in the community of Lander COB activities, programs, and outcomes. 	<ul style="list-style-type: none"> Dean's Office SPAC
	Poor Perception Creates a Barrier to Alumni Support and Referrals	Unlikely	High	Low	<ul style="list-style-type: none"> Strategic Plan Objective 2.3 seeks to grow and stabilize COB Alumni engagement. Strategic plan action items include routine alumni engagement activities and a COB alumni newsletter. 	<ul style="list-style-type: none"> Dean's Office SPAC COB Administrative Assistant

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
STRATEGIC RISKS						
2. Reputation						
1.2 Accreditation	Falling into Non-Compliance Through Complacency	Very Unlikely	Medium	Low	<ul style="list-style-type: none"> ▪ COB has a Strategic Planning and Accreditation Committee (SPAC) to sustain accreditation vigilance. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Asst Dean ▪ SPAC
	Failing to Understand the Standards or not Keeping Up with New Standards	Unlikely	Medium	Low	<ul style="list-style-type: none"> ▪ The Deans study the AACSB standards in the annual updates and changes to those published each July 1st. ▪ The Dean attends SBAA meetings and relevant AACSB workshops and events. ▪ The Dean maintains contact with the AACSB liaison and requests guidance and clarification as needed. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Asst Dean ▪ SPAC
	Resistance to Compliance due to Uncommitted Faculty, Staff or Administrators	Possible	Low	Low	<ul style="list-style-type: none"> ▪ The Dean and SPAC continually apprise faculty and staff of the importance of maintaining AACSB accreditation standards at COB meetings, committee meetings, and retreats. ▪ Committees are established and organized around AACSB compliance. ▪ The service component of the annual faculty evaluation is impacted by functions related to AACSB accreditation. ▪ The Dean apprises the Administration of AACSB requirements and the importance of compliance. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Asst Dean ▪ SPAC
	Non-Compliance due to the Inability to Attract Qualified Faculty, or the Existence of Tenured Faculty, Who are Unwilling or Unable to Meet the Standards.	Possible	Medium	Medium	<ul style="list-style-type: none"> ▪ During faculty recruiting we emphasize the positive and intangible aspects of teaching at Lander University, which include excellent collegiality, small student class sizes, and extra compensation through summer teaching. ▪ The service component of the annual faculty evaluation is impacted by functions related to AACSB accreditation. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Search Committees
	Unbalanced Portfolio of Faculty Leading to Noncompliance	Possible	Medium	Medium	<ul style="list-style-type: none"> ▪ The Deans attend to faculty qualifications and disciplinary areas to ensure alignment with the programs we are required to teach. ▪ The Dean works with the Provost to ensure faculty replacements and new faculty requirements are resourced. ▪ The Associate Dean works to ensure that faculty are deployed to meet scheduling requirements while achieving AACSB ratio compliance. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Asst Dean ▪ Provost

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
OPERATIONAL RISKS						
3. Faculty						
3.1 Staffing	Unable to Achieve Hiring and Talent Management Goals: Replacement Faculty and New or High-Demand Program Staffing	Unlikely	Medium	Medium	<ul style="list-style-type: none"> ▪ The Dean works with the Provost to ensure faculty replacements and new faculty requirements are resourced. ▪ During faculty recruiting we emphasize the positive and intangible aspects of teaching at Lander University, which include excellent collegiality, small student class sizes, and extra compensation through summer teaching. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Provost
	Unable to Retain High-Performing Faculty	Very Likely	Low	Medium	<ul style="list-style-type: none"> ▪ Strategic Objective 4.1 seeks to enable faculty to achieve scholarship expectations. ▪ Strategic Plan Objective 4.2 seeks to improve professional development funding awarded for scholarly activity. ▪ Strategic objective 4.5 seeks to provide professional development opportunities beyond scholarship, which includes seeking additional funding to support other types of professional development activities. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ SPAC
	Unexpected, Temporary Loss of Faculty/Staff due to Illness or FMLA	Very Likely	Low	Medium	<ul style="list-style-type: none"> ▪ When possible, allow faculty member to move classes online and teach remotely in order to retain class continuity. Coordinate the need for FMLA with HR. ▪ Recruit qualified full-time faculty to substitute and incentivize with overload pay. Resolve schedule conflicts by allowing the substitute to teach the class online if the original faculty member cannot. ▪ Prioritize the student experience to ensure quality and continuity when choosing among alternatives. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Provost ▪ HR
	Impactful Accidents or Death of a Faculty/Staff Member	Possible	Medium	Medium	<ul style="list-style-type: none"> ▪ In the event of an impactful accident assist the faculty member with HR FMLA guidance. Extend encouragement and emotional support to the faculty member. ▪ In the event of a death, coordinate with HR, the Wellness Center, and the campus CARE team to offer counseling. Extend condolences and support to the immediate family. ▪ Coordinate substitute personnel decisions with the Provost and HR. Work with the Provost on the replacement of the faculty member when needed. ▪ Recruit and incentivize full-time faculty to substitute. Resolve schedule conflicts by allowing the substitute to teach the class online if the original faculty member cannot. ▪ Prioritize the student experience to ensure quality and continuity when choosing alternatives. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Provost ▪ HR

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
OPERATIONAL RISKS						
3. Faculty						
3.2 Performance	Failure to Comply with Policy or Performance Expectations Leading to Negative, Consequential Outcomes	Possible	Medium	Medium	<ul style="list-style-type: none"> ▪ Lander University has a Faculty Manual online. All faculty members certify during their hiring process that they have read the manual. ▪ COB has Manual of Programs, Processes, and Policies updated and published annually and distributed to all COB faculty as a hard copy and online. ▪ COB faculty are engaged in improving the contents of the COB Manual. ▪ The Dean addresses noncompliance and/or poor performance with each faculty member individually, as needed. ▪ Faculty members are terminated when they fail to correct their behavior or improve their performance. 	<ul style="list-style-type: none"> ▪ Dean's Office
	Failure to Achieve or Make Progress Toward the University's Tenure and Promotion Requirements	Possible	Low	Low	<ul style="list-style-type: none"> ▪ Faculty members are reviewed annually by the Unit Reappointment and Promotion Committee (URPC). The URPC informs the faculty member annually of their status and progress toward tenure promotion. ▪ Faculty members have the opportunity to make progress during the coming year. ▪ Faculty members get a comprehensive third-year review. ▪ Faculty members are terminated when they make insufficient progress toward tenure promotion. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ COB T&P Committee
	Lawsuits based on alleged wrongful dismissal of faculty.	Unlikely	Low	Low	<ul style="list-style-type: none"> ▪ The Unit Reappointment and Promotion Committee (URPC), a Reviewer, and the Dean and documentation of the annual review process and communicate that to the faculty member in writing. These documents serve as the evidence supporting retention or dismissal. ▪ Recommendations for dismissal are reviewed and approved by the Provost and HR. When needed, legal consultation is sought to review the proposed dismissal. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Provost ▪ HR
	Dissatisfied Students or Complaints Regarding Faculty/Staff Performance	Likely	Medium	Medium	<ul style="list-style-type: none"> ▪ The Dean speaks to the student and the faculty member separately to hear their positions as soon as possible after learning of the issue. As needed, the Dean asks the faculty member for an acceptable resolution and asks the student what outcome they seek. When the student's and faculty member's positions conflict, the Dean recommends a course of action to the faculty member. If the faculty member agrees, then the resolution is communicated to the 	<ul style="list-style-type: none"> ▪ Dean's Office

					<p>student. If the faculty member disagrees, the Dean presents the case to the Provost for consideration and advice. The Provost's decision is usually final.</p> <ul style="list-style-type: none"> ▪ As needed, cases are presented to the University CARE Team when the issue involves a student's personal circumstances contributing to the conflict with the faculty member. ▪ Issues categorized as Title IX are immediately reported to the Provost and Title IX coordinator. ▪ As needed, faculty are referred to the Center for Faculty Excellence in the issue involves teaching performance. 	
	Failure to Update the Curriculum in the Faculty Member's Area.	Possible	Low	Low	<ul style="list-style-type: none"> ▪ The Dean addresses noncompliance and/or poor performance with each faculty member individually, as needed. ▪ The Dean in consultation with the curriculum committee will find a suitable substitute to update the curriculum when the designated faculty member does not accomplish the task. ▪ Faculty members are terminated when they fail to correct their behavior or improve their performance. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ CAMI ▪ CGC

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
OPERATIONAL RISKS						
4. Enrollment						
4.1 Increases	Lack of qualified full-time faculty to meet rapid enrollment increases	Very Likely	High	High	<ul style="list-style-type: none"> The Dean will seek Provost approval to authorize overloads for qualified full-time faculty to meet rapid enrollment increases. When full-time overloads do not provide enough capacity, the Associate Dean will seek qualified adjunct faculty to fill interim needs. The Dean will work with the Provost to plan for hiring qualified full-time faculty. 	<ul style="list-style-type: none"> Dean's Office Assoc Dean Provost
	Lack of qualified full-time staff to support rapid enrollment increases	Very Likely	Medium	Medium	<ul style="list-style-type: none"> The Dean will balance additional workload across staff resources to meet immediate demand. The Dean will work with the Provost to plan for hiring more qualified full-time staff. 	<ul style="list-style-type: none"> Dean's Office Provost
	Insufficient academic advising due to overloaded advisors	Likely	Medium	Medium	<ul style="list-style-type: none"> The Dean will balance additional student advising workload across faculty to meet immediate demand. The Dean will work with the Provost to plan for hiring more qualified full-time faculty. 	<ul style="list-style-type: none"> Dean's Office Provost
	Shortage of Office Space to Accommodate New Faculty/Staff.	Likely	Low	Medium	<ul style="list-style-type: none"> The Dean will work with the Provost and Physical Plant to seek office space on campus. The Dean will assess the possibility of repurposing vacant space to use as offices. The Dean will work with the VP of Finance to integrate space needs into the campus renovation and building plan. 	<ul style="list-style-type: none"> Dean's Office Provost Physical Plant VP of Finance
	Shortage of Classroom Space to Accommodate Enrollment Increases	Possible	Low	Low	<ul style="list-style-type: none"> The Dean and Associate Dean will collaborate with faculty to offer evening classes when space is available and student demand is probable. The Dean and Associate Dean will work with the registrar to ensure all classroom space options are exhausted. The Dean and Associate Dean will assess the possibility of teaching some classes in hybrid form to share classroom space in the interim. The Dean and Associate Dean will schedule classes online when all face-to-face possibilities are exhausted. The Dean will work with the VP of Finance to integrate space needs into the campus renovation and building plan. 	<ul style="list-style-type: none"> Dean's Office Assoc Dean VP of Finance
	Inability to Achieve Degree Program Requirements due to Conflicting Faculty and Student Schedules	Possible	High	High	<ul style="list-style-type: none"> The Associate Dean will review the schedule and attempt to resolve the problem through alternative scheduling. The Associate Dean will seek online options when face-to-face classes result in conflicts. 	<ul style="list-style-type: none"> Assoc Dean Advising Director

					<ul style="list-style-type: none"> ▪ The Associate Dean will collaborate with faculty to offer independent study options that provide equivalent coursework for students with conflicted schedules. ▪ As a last resort, the Advising Director and Associate Dean will seek appropriate core substitutions that resolve conflicting schedules in meat degree program requirements. 	
Lack of Regional Accreditation Compliance with Faculty Overload Standards when accommodating rapid growth	Likely	Medium	Medium		<ul style="list-style-type: none"> ▪ The Dean will seek overload permissions from the Provost to ensure we are still in accreditation compliance. ▪ The Dean will work with the Provost to plan for hiring more qualified full-time faculty. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Provost
Reduced Online Instruction Quality due to Increased Class Section Size	Unlikely	High	Medium		<ul style="list-style-type: none"> ▪ The Associate Dean will seek qualified adjunct faculty to add sections and reduce section sizes. ▪ If adjunct faculty become disproportionate relative to accreditation standards, the Associate Dean will seek teaching assistants to help the primary instructor. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean
Reduced Online Course Quality due to Less Available Time to Maintain an Increased Number of LMS shells	Unlikely	High	Medium		<ul style="list-style-type: none"> ▪ Online course program directors inventory and maintain LMS shells. ▪ Online course program directors will monitor and report to the Dean when insufficient time exists to maintain LMS shells properly. ▪ Curriculum committees have a process to review LMS shells systematically. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Online Program Directors ▪ CAMI ▪ CGC
Reduced Course Quality due to Increased Workload Leading to Decreased Faculty Motivation	Possible	High	Medium		<ul style="list-style-type: none"> ▪ The Dean and SPAC apprise faculty of the strategic plans to mitigate the increased workload. ▪ The Associate Dean will seek to balance scheduling and course assignments to balance faculty workload. ▪ The Dean will request CFE input to advise faculty on maintaining course quality during increased workload periods. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ SPAC ▪ Dir. CFE
Reduced Student Service due to a Lag in Budget Allotments to Keep Pace with Growth	Possible	Medium	Medium		<ul style="list-style-type: none"> ▪ The Dean and SPAC apprise staff of the strategic plans to provide better service to students. ▪ The Dean will work with the Provost and Finance VP to propose budget allotments for more staff. ▪ Strategic Plan Objective 1.6 seeks to evaluate and improve student and faculty services in online and hybrid programs. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ SPAC ▪ Provost ▪ VP of Finance

Risk Type	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Action(s)	Responsible Parties
OPERATIONAL RISKS						
4. Enrollment						
4.2 Decreases	Decrease in Students Available or Willing to Attend College	Likely	High	High	<ul style="list-style-type: none"> ▪ COB presents at Open House events, Junior Preview Day, and similar programs. ▪ COB offers individual meetings with prospective students interested in business. ▪ COB promotes its robust career readiness program. ▪ COB briefs and updates the Admissions Office staff and the Presidential Ambassadors annually. ▪ COB collaborates with the University Relations Office to provide updated distribution materials. ▪ That Dean works with the Provost on faculty hiring plans to ensure we align with enrollment projections. Commitments to advertise and hire are delayed when enrollment projections are unclear. The VP of Finance monitors revenue based on enrollment. ▪ The curriculum committees assess our programs according to student demand per the University's mission. 	<ul style="list-style-type: none"> ▪ Undergraduate Admissions ▪ University Relations ▪ Dean's Office ▪ Provost ▪ VP of Finance ▪ CAMI ▪ CGC
	Unable to Meet the Demands of a Changing Student Demographic	Possible	High	Medium	<ul style="list-style-type: none"> ▪ The Dean collaborates with Enrollment Management to monitor changing student demographics and propose programs to align with student demands. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Enrollment Management
	Decreased Faculty Motivation due to Membership in a Declining Organization	Likely	Medium	Medium	<ul style="list-style-type: none"> ▪ The Dean and SPAC apprise faculty of the strategic plans, to include a purposeful mission for COB, and a meaningful vision that provides direction for their efforts. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ SPAC
	Decreased Revenue to Support Faculty and Programs	Possible	Medium	Medium	<ul style="list-style-type: none"> ▪ The Dean informs faculty of the COB financial situation at routine faculty meetings. ▪ The Dean encourages faculty to be judicious in the use of travel funds to ensure the available funds go further. ▪ The FSPC is encouraged to assess the value of travel relative to the scholarship's significance and contribution to our mission. ▪ The Dean awards foundation funds to support faculty if the annual operating budget decreases or is impacted by other expenses. 	<ul style="list-style-type: none"> ▪ Dean's Office

	Furloughs or Layoffs	Unlikely	Medium	Low	<ul style="list-style-type: none"> ▪ The Dean works with the Provost to minimize the mission impact of furloughs or layoffs by reassigning faculty duties to accommodate the delivery of instruction. ▪ The Dean works with the Associate Dean to determine the impact of furloughs or layoffs and adjust the schedule accordingly to best serve the students. ▪ The Dean works with HR to be sensitive to the needs and emotions of those subject to furloughs or layoffs. ▪ The Dean keeps the remaining faculty and staff apprised of plans and the status of the University. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Assoc Dean ▪ Provost ▪ HR
	Elimination of Programs	Unlikely	Low	Low	<ul style="list-style-type: none"> ▪ The Dean works with the curriculum committees and the Provost to forecast the elimination of programs due to low enrollment, demand, or obsolescence relative to new trends or technologies. ▪ Annual assessment data examines the five-year average enrollment in our programs and the annual number of graduates. These results are benchmarked against State of South Carolina requirements published by the Commission on Education. The responses and actions based on this data are published in our annual assessment data. ▪ When the potential for program elimination exists, the curriculum committees consider mission-driven replacement programs. 	<ul style="list-style-type: none"> ▪ Dean's Office ▪ Provost ▪ CAMI ▪ CGC

Lander University College of Business Faculty Qualifications and Sufficiency Criteria

Faculty members in the College of Business (COB) pursue and sustain the qualifications to teach their assigned courses and guide the development of their students to ensure they succeed in their careers. Faculty engage in relevant professional development activities to remain current in their fields of expertise, realize innovations in their teaching and practice, and retain effective teaching skills. These activities aim to increase faculty impact on and engagement with the business community, society, and colleagues in our respective academic disciplines.

In accordance with the *2020 AACSB Guiding Principles and Standards*, COB classifies faculty into one of five categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). The "Academics" hold terminal degrees, and the "Practitioners" hold master's degrees, with both accompanied by scholarship or practice. All faculty are designated into one of the categories and must maintain qualifications in that category every year of their faculty appointment. The Dean of the College of Business must approve a categorization change. The AACSB standards (2020) also require that "a minimum of 40 percent of a school's faculty resources are SA and 90 percent are SA+PA+SP+IP at the global level (i.e., across the entire accredited unit) and in disciplines defined by the school in alignment with degrees or majors" (p. 34). Further, COB categorizes faculty as "participating" or "supporting" per AACSB standards as defined later in this policy.

COB is committed to maintaining a highly qualified faculty that exceeds the minimum composition requirements. COB faculty must meet the following established standards within the preceding 5-year period to maintain classification in each faculty category.

Scholarly Academics (SA). Scholarly academics must sustain currency and relevance by creating and disseminating scholarly output and other appropriate professional development activities. Within COB, a faculty member must meet one of the following criteria to earn and sustain their appointment as a Scholarly Academic (SA). Faculty teaching graduate courses must meet a higher standard.

1. Graduate Program Teaching Qualifications: Holds a terminal or closely related degree in the faculty member's teaching field, and meets the following intellectual contribution guidelines:
 - Produce three intellectual contributions related to their teaching within the most recent five-year period according to the following criteria:
 - A minimum of two (2) peer-reviewed journal (PRJ) publications meeting one of the following criteria:
 - In Journals with a 40% or less acceptance rate
 - On the Australian Business Dean's Council ABDC Journal Quality List
 - In other qualifying journals as specified on the COB FSPC approved supplemental list
 - A third published Intellectual Contribution qualifying as a Level 1 or Level 2 to include a PRJ, refereed proceedings (full paper, not an

abstract), scholarly book (or textbook) or chapter in a scholarly book (or textbook), research monograph, case with instructional materials, non-refereed academic article, academic book review, technical reports related to funded research projects, instructional software, external grants (\$10,000 or greater), or serve as an Editor of an Academic Journal.

- A fourth Level 1 or 2 activity.
2. Undergraduate Program Teaching Qualifications: Holds a terminal or closely related degree in the faculty member's teaching field (faculty with a terminal degree unrelated to their teaching field must have significant academic, teaching, or professional experience and Intellectual Contributions related to their teaching field as specified in Item 3 below), and meets the following intellectual contribution and professional development guidelines within the most recent five-year period:
- Produce a minimum of two (2) peer-reviewed journal (PRJ) publications related to their teaching and meeting one of the following criteria:
 - In Journals with a 40% or less acceptance rate
 - On the Australian Business Dean's Council ABDC Journal Quality List
 - In other qualifying journals as specified on the COB FSPC approved supplemental list
 - Achieve two additional Professional Development Activities at Level 1 or Level 2 classified as either intellectual contributions (IC), academic engagement activities (AE), or a combination of IC and AE.
3. Undergraduate Program Teaching Qualifications for Faculty holding a doctorate unrelated to their teaching field will: Hold a terminal degree and have significant academic, professional, or teaching experience in the teaching field and meet the following intellectual contribution and professional development guidelines within the most recent five-year period (Faculty holding a doctorate unrelated to their teaching field will not be allowed to teach graduate courses):
- Produce three intellectual contributions related to their teaching within the most recent five-year period according to the following criteria:
 - A minimum of two (2) peer-reviewed journal (PRJ) publications meeting one of the following criteria:
 - In Journals with a 40% or less acceptance rate
 - On the Australian Business Dean's Council ABDC Journal Quality List
 - In other qualifying journals as specified on the COB FSPC approved supplemental list
 - A third published Intellectual Contribution qualifying as a Level 1 or Level 2 to include a PRJ, refereed proceedings (full paper, not an abstract), scholarly book (or textbook) or chapter in a scholarly book (or textbook), research monograph, case with instructional materials, non-refereed academic article, academic book review, technical reports related to funded research projects, instructional software, external grants (\$10,000 or greater), or serve as an Editor of an Academic Journal in their teaching field.

- Achieve two additional Professional Development Activities at Level 1 or Level 2 classified as either intellectual contributions (IC), academic engagement activities (AE), or a combination of IC and AE related to their teaching field.
- 4. Is ABD, teaching in the faculty member's academic preparation field, and is actively working toward terminal degree completion for no longer than three years.
- 5. Completion of an AACSB Bridge Program within the last five years in their teaching field: After the initial five years, the faculty member must produce intellectual contributions and professional development activities related to their teaching field to meet the criteria above.
- 6. Holds a JD or LLM degree and is teaching business law, legal environment of business courses, ethics, sustainability, or other courses consistent with their academic training and during the most recent five-year period, the faculty member will maintain a dossier of professional development activities that will meet the criteria above.
- 7. Has substantial (over $\frac{3}{4}$ time) current internal administrative responsibilities at the dean's or higher level and maintained SA status before their administrative appointment.

Table 1a (below) describes the professional development activities and levels that apply to SA faculty.

Practice Academics (PA). Practice academics must sustain currency and relevance through continued professional experience and engagement related to business practice. Generally, PA status applies to faculty members who have achieved SA status and have chosen to augment their qualifications with professional development activities linked to business practice and various types of professional engagement. Within the COB, faculty must meet the following criteria to earn this initial appointment: Holds a doctorate in, or related to, the faculty member's teaching field (the same as Scholarly Academics). To maintain an appointment as a Practice Academic, all PA faculty must meet the professional development requirements of Lander University and the COB, as shown in Table 1b, with a minimum of four (and at least two Level 2) professional engagement (PE) activities within the preceding five years. Table 1b (below) describes the professional development activities and levels that apply to PA faculty.

Scholarly Practitioners (SP) must sustain currency and relevance through continued scholarly professional development activities related to their teaching area. SP status applies to practitioner faculty members who augment their professional experience with development and engagement activities involving substantive scholarly activities in their teaching fields. At the time of hire, an SP faculty member's professional experience is current, substantial in duration and level of responsibility, and related to the field in which the person teaches. Within the COB, faculty must meet the following criteria to earn an initial appointment and to maintain an appointment as a scholarly practitioner (SP):

- Holds a master's degree in, or related to, their primary teaching field and, upon hire, has engaged in relevant and significant academic and professional activities within the most recent five years.
- Meets the following intellectual contribution and professional development guidelines within the most recent five-year period:
 - Produce a minimum of two (2) peer-reviewed journal (PRJ) publications related to their teaching and meeting one of the following criteria:

- In Journals with a 40% or less acceptance rate
- On the Australian Business Dean's Council ABDC Journal Quality List
- In other qualifying journals as specified on the COB FSPC approved supplemental list
- Achieve two additional Professional Development Activities at Level 1 or Level 2 classified as either intellectual contributions (IC), academic engagement activities (AE), or a combination of IC and AE.

Table 1c (below) describes the professional development activities and levels that apply to SP faculty.

Instructional Practitioners (IP). Instructional Practitioners (IP) must sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and expertise. Newly hired faculty members earn IP status with significant and substantive professional experience. At the time of hire, the IP faculty member's professional experience is current, substantial in duration and level of responsibility, and clearly linked to the individual's teaching. Within COB, an IP faculty member must meet the following criteria to earn an initial appointment and to maintain an appointment as an instructional practitioner (IP):

- Holds a master's degree in, or related to, their primary teaching field and has engaged in relevant academic or professional activities within the most recent five-year period or maintains a current and appropriate level of engagement or employment in their field.
- To maintain an appointment as an Instructional Practitioner, all IP faculty must meet the professional development requirements of Lander University and the COB, as shown in Table 1d, with a minimum of four (4) professional engagement (PE) activities or with appropriate engagement or employment in their teaching field within the past five years.

Table 1d (below) describes the professional development activities and levels that apply to IP faculty.

The following provides additional guidance on COB faculty qualifications.

Quality Peer Reviewed Journal Articles. COB policy classifies a publication as of sufficient quality when it appears in a Peer Reviewed Journal (PRJ) and the PRJ was subject to a documented formal review process, conducted by either external peers or an editorial review board and is available for public scrutiny. Further, as a guide, the PRJ must have an acceptance rate of 40% or less, be included on respected rolls like the Australian Business Deans Council List, or qualifying for inclusion on the COB FSPC approved supplemental journals list.

The following additional considerations apply:

1. A “working paper series” published by a department, for example, is not a qualifying publication outlet.
2. Co-authored articles are acceptable and all co-authors receive equal credit for the publication. If a faculty member’s name is on the article, it is assumed that they made a significant contribution. Adding authors who made little or no contribution to the article is a breach of academic integrity.
3. For presentations and proceedings:

- a. If a faculty member makes a presentation at a professional conference, all coauthors will receive credit for the presentation.
- b. If a **full paper** is included in conference proceedings, all faculty member(s) who authored the paper will receive credit for the proceedings.
- c. Proceedings that include only abstracts will not receive credit as proceedings.
- d. Exceptions are considered but must be approved by the Dean in collaboration with the FSPC.

Field of Teaching and Types of Intellectual Contributions. While Lander University's primary focus is graduate and undergraduate teaching with a 24 credit-hour annual load, SA and SP faculty in the College of Business must produce intellectual contributions related to their teaching or field. While research generally focuses on the three bulleted areas below, COB faculty are expected to produce research consistent with the COB mission and the strategic plan to provide thought leadership through intellectual contributions.

- Basic or Discovery Scholarship
- Applied or Integrative/Application Scholarship
- Teaching and Learning Scholarship

Documentation. All faculty members must maintain verifiable documentation of professional development activities and to post their activities to the official University electronic repository by the due date for faculty performance evaluations. COB faculty must remain aware of qualification requirements, evaluation procedures, and due dates.

COB Support of Professional Development. The College of Business supports faculty development with the annual operating budget and University Foundation funds. Generally, travel is supported for least one conference per year when the faculty member has a submission accepted for presentation. In addition to conference funding, when a faculty member publishes a qualifying peer reviewed journal article, the author is eligible to receive a payment from the Feagle Endowment held by the Lander Foundation. This endowment was established specifically to support COB Faculty Development. Currently, the author of a PRJ can receive \$625 and each faculty member may receive up to two awards annually. The amount is divided equally among COB co-authors.

Participating and Supporting Faculty Definitions

A faculty member who meets the following criteria will be considered to have *participating* status within the College of Business:

1. Attends and participates in the College of Business meetings, retreats, and events.
2. Teaches at least half-time.
3. Serves on at least one COB committee.
4. Participates in curriculum review and design.
5. Advises students, when assigned.
6. Is engaged in Professional Practice or Professional Development Activities.

A faculty member who teaches in the business program and has little to no activities beyond instruction will be considered to have a *supporting* role within the College of Business.

**Professional Development Activities
Table 1a**

Scholarly Academics (SA) Professional Development Activities

LEVEL 1 Activities (COB Approved Additional Activities/clarification are in <i>BOLD ITALICS</i>)	SA	COB Policy	Lander Policy
Publication of an article in a <i>peer-reviewed academic journal or board-reviewed professional journal that meets quality PRJ criteria (see Item 1 above)</i>	IC	At least one from Level 1 or 2 each year, and at least three (for Graduate Teaching Faculty) -OR- at least two (for Undergraduate Teaching Faculty) qualifying ICs during the most recent 5-year period.	For tenure-track and tenured scholarship faculty: Two Level 1 activities every six years, or the equivalent, and at least 6 total scholarly activities within a six-year period.
Publication of a <i>scholarly</i> book or chapter <i>in a scholarly book</i>	IC		
Publication of refereed proceeding (<i>full papers, not abstracts</i>)	IC		
Publication of a textbook or chapter in a textbook	IC		
<i>Publication of a research monograph</i>	IC		
<i>Publication of a case with instructional materials.</i>	IC		
<i>Publication of technical reports related to funded research projects</i>	IC		
<i>Instructional Software</i>	IC		
National fellowship	AE		
Significant external grant (<i>greater than \$10,000</i>)	IC		
<i>Defense of Dissertation or Completion of AACSB PhD Bridge Program</i>	Initial prep		
Creative activity (<i>approved by the Dean</i>)			
LEVEL 2 Activities (COB Approved Additional Activities/clarification are in <i>BOLD ITALICS</i>)			
Conference Presentation <i>with or</i> without publication	IC		
Presentation of a professional workshop or seminar			
Publication of a non-refereed article (<i>academic</i>)	AE		
Publication of a book review (<i>academic</i>)	AE		
<i>Editor of an academic journal</i>	AE		
<i>Active reviewer or member of an editorial board for an academic journal or publishing company</i>	AE		
<i>Track Chair; Discussant;</i>	AE		
<i>Elected position to an academic association</i>	AE		
<i>Some Competitive Research grants – less than \$10,000 (approved by the Dean)</i>	IC		
<i>Creating and delivering an Executive Education Seminar</i>			
<i>Creating and delivering academic seminars</i>	AE		
<i>Relevant employment in the field</i>			
<i>Active consulting practice (Needs to be a regular, on-going activity)</i>			
<i>Attaining Professional Certification as approved by the Dean</i>			
Creative activity (<i>approved by the Dean</i>)			
LEVEL 3 Activities (COB Approved Additional Activities/clarification are in <i>BOLD ITALICS</i>)			
Attendance at a professional conference or seminar			
<i>Completing</i> a graduate level course			
<i>Professional conference session chair</i>			
Earning CEUs <i>in professional discipline</i>			
<i>Member of a Board of Directors – Profit or Non-profit organization</i>			
<i>Maintaining Professional Certification as approved by the Dean</i>			
Creative activity (<i>approved by the Dean</i>)			

Table 1b

Practice Academics (PA) Professional Development Activities

LEVEL 1 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)	PA	COB Policy	Lander Policy
Publication of an article in a peer-reviewed academic journal or board-reviewed professional journal that meets quality PRJ criteria (see Item 1 above)		At least one from Level 2 each year. At least four (and at least two Level 2) professional engagement (PE) activities during the most recent 5-year period.	For tenure-track and tenured scholarship faculty: Two Level 1 activities every six years, or the equivalent, and at least 6 total scholarly activities within a six-year period.
Publication of a scholarly book or chapter in a scholarly book			
Publication of refereed proceeding (full papers, not abstracts)			
Publication of a textbook or chapter in a textbook			
Publication of a research monograph			
Publication of a case with instructional materials.			
Publication of technical reports related to funded research projects			
Instructional Software that is widely used			
National fellowship			
Significant external grant (greater than \$10,000)			
Defense of Dissertation or Completion of AACSB PhD Bridge Program	Initial prep		
Creative activity (approved by the Dean)			
LEVEL 2 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)			
Conference Presentation with or without publication (professional)	PE		
Presentation of a significant professional workshop or seminar	PE		
Publication of a non-refereed article (professional)	PE		
Publication of a book review (professional)	PE		
Editor of a professional journal	PE		
Active reviewer or member of an editorial board for a professional journal or publishing company	PE		
Track Chair; Discussant;			
Elected position to a professional association	PE		
Some Competitive Research grants – less than \$10,000 (approved by the Dean)			
Creating and delivering an Executive Education Seminar	PE		
Creating and delivering academic seminars			
Relevant employment in the field	PE		
Active consulting practice (Needs to be a regular, on-going activity)	PE		
Attaining Professional Certification as approved by the Dean	PE		
Creative activity (approved by the Dean)			
LEVEL 3 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)			
Attendance at a professional conference or seminar	PE		
Completing a graduate level course	PE		
Professional conference session chair	PE		
Earning CEUs in professional discipline	PE		
Member of a Board of Directors – Profit or Non-profit organization	PE		
Maintaining Professional Certification as approved by the Dean	PE		
Creative activity (approved by the Dean)			

Table 1c

Scholarly Practitioners (SP) Development Activities

LEVEL 1 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)	SP	COB Policy	Lander Policy
Publication of article in peer-reviewed academic journal or board-reviewed professional journal that meets specified quality.	IC	At least one from Level 1 or 2 each year, and at least at least two qualifying ICs during the most recent 5-year period.	
Publication of a scholarly book or chapter in a scholarly book	IC		
Publication of refereed proceeding (full papers, not abstracts)	IC		
Publication of a textbook or chapter in a textbook	IC		
Publication of a research monograph	IC		
Publication of a case with instructional materials.	IC		
Publication of technical reports related to funded research projects	IC		
Instructional Software that is widely used	IC		
National fellowship			
Significant external grant (greater than \$10,000)	IC		
Defense of Dissertation or Completion of AACSB PhD Bridge Program			
Creative activity (approved by the Dean)			
LEVEL 2 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)			
Conference Presentation with or without publication (academic or professional)	IC		
Presentation of a significant professional workshop or seminar	PE		
Publication of a non-refereed article (academic or professional)	IC		
Publication of a book review (academic or professional)	IC		
Editor of an academic or professional journal	AE or PE		
Active reviewer or member of an editorial board for an academic or professional journal or publishing company	AE or PE		
Track Chair; Discussant;	AE		
Elected position to an academic or professional association	AE or PE		
Some Competitive Research grants – less than \$10,000 (approved by the Dean	IC		
Creating and delivering an Executive Education Seminar	PE		
Creating and delivering academic seminars	AE		
Relevant employment in the field	PE		
Active consulting practice (Needs to be a regular, on-going activity)	PE		
Attaining Professional Certification as approved by the Dean	PE		
Creative activity (approved by the Dean)			
LEVEL 3 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)			
Attendance at a professional conference or seminar	PE		
Completing a graduate level course	PE		
Professional conference session chair	PE		
Earning CEUs in professional discipline	PE		
Member of a Board of Directors – Profit or Non-profit organization	PE		
Maintaining Professional Certification as approved by the Dean	PE		
Creative activity (approved by the Dean)			

Table 1d

Instructional Practitioners (IP) Development Activities

LEVEL 1 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)	IP	COB Policy	Lander Policy
Publication of article in peer-reviewed academic journal or board-reviewed professional journal that meets specified quality.		At least one from Level 2 each year.	
Publication of a scholarly book or chapter in a scholarly book			
Publication of refereed proceeding (full papers, not abstracts)		At least four (4) professional engagement (PE) activities or appropriate engagement/employment in their teaching field within the past five years.	
Publication of a textbook or chapter in a textbook			
Publication of a research monograph			
Publication of a case with instructional materials.			
Publication of technical reports related to funded research projects			
Instructional Software that is widely used			
National fellowship			
Significant external grant (greater than \$10,000)			
Defense of Dissertation or Completion of AACSB PhD Bridge Program			
Creative activity (approved by the Dean)			
LEVEL 2 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)			
Conference Presentation with or without publication (professional)	PE		
Presentation of a significant professional workshop or seminar	PE		
Publication of a non-refereed article (professional)	PE		
Publication of a book review (professional)	PE		
Editor of a professional journal	PE		
Active reviewer or member of an editorial board for a professional journal or publishing company	PE		
Track Chair; Discussant;			
Elected position to a professional association	PE		
Some Competitive Research grants – less than \$10,000 (approved by the Dean)			
Creating and delivering an Executive Education Seminar	PE		
Creating and delivering academic seminars			
Relevant employment in the field	PE		
Active consulting practice (Needs to be a regular, on-going activity)	PE		
Attaining Professional Certification as approved by the Dean	PE		
Creative activity (approved by the Dean)			
LEVEL 3 Activities (COB Approved Additional Activities/clarification are in BOLD ITALICS)			
Attendance at a professional conference or seminar	PE		
Completing a graduate level course	PE		
Professional conference session chair	PE		
Earning CEUs in professional discipline	PE		
Member of a Board of Directors – Profit or Non-profit organization	PE		
Maintaining Professional Certification as approved by the Dean	PE		
Creative activity (approved by the Dean)			

Lander University College of Business

Table 3-1

Faculty Sufficiency and Qualifications Summary for
the 2022-2023 Academic Year, by Discipline

Accounting											
Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (SCH)		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Accounting Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Carlson Myer, Crystal	Accounting	MACC, 2012		216	UT				45		Practicing CPA
Horne, Kelli	Accounting	DBA, 2015	1005		UT, RES MT, SVC	100					2 PRJs, Proceedings
Hovey, Craig	Economics, Accounting	PhD, 1996		42	UT		15				Practicing CPA
Moore, Gail	Taxation, Law, Internships	JD, 1995	420		UT, RES SVC	50					2 PRJs, Proceedings, CPA
Shurden, Susan	Accounting	PhD, 2014	660		UT, RES SVC	100					3 PRJs, CPA

Total Accounting			2085	288		250 (80.7%)	15 (4.8%)	0	45 (14.5%)	0	
Accounting Ratios	Faculty Sufficiency Guidelines: <ul style="list-style-type: none"> • Discipline: $P/(P+S) \geq 60\%$ Requirement met (89%)				Faculty Qualifications Guidelines: <ul style="list-style-type: none"> • Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Requirement met (80.7%) • Discipline SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ Requirement met (100%) 						

Business Law

Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (SCH)		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)	
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)		
Business Law Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>												
Callison, George	Law	JD, 1978	339		UT, SVC		30					Practicing Attorney, Engaged in COB
McCrary, John	Law	JD, 1985		30	UT		7.5					Practicing Attorney, SC State House of Representatives
Moore, Gail	Law	JD, 1995	366		UT, RES SVC	33.3						2 PRJs, Proceedings, CPA
Total Business Law			705	30		33.3 (47%)	37.5 (53%)	0	0	0		
Business Law Ratios		Faculty Sufficiency Guidelines: • Discipline: $P/(P+S) \geq 60\%$ Requirement met (95.9%)			Faculty Qualifications Guidelines: • Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Requirement met (47%) • Discipline SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ Requirement met (100%)							

Economics

Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (SCH)		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Economics Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>											
Bell, David	Finance, Economics	MBA, 1982	735		UT, SVC				54.5		Financial Consulting, Board Service
Hervani, Aref	Economics	PhD, 1997	690		UT, SVC MT, RES	100					9 PRJs
Hovey, Craig	Economics, Accounting	PhD, 1996		96	UT		15				Practicing CPA
Total Economics			1425	96		100 (59%)	15 (8.8%)	0	54.4 (32.2%)	0	
Economics Ratios	Faculty Sufficiency Guidelines: • Discipline: $P/(P+S) \geq 60\%$ Requirement met (93.7%)				Faculty Qualifications Guidelines: • Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Requirement met (59%) • Discipline SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ Requirement met (100%)						

Finance

Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (SCH)		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Finance Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Bell, David	Finance, Economics	MBA, 1982	243		UT, SVC				18.2		Financial Consulting, Board Service
Downs, John	Finance	DBA, 2020	1107		UT, SVC MT, RES	100					4 PRJs, Doctorate earned within last 5 years
Miller, Mitchell	Finance	DBA, 2006		102	UT	15					3 PRJs, Practicing CFP
Moon, Rebecca	Finance, Management	MBA, 2022	144		UT, SVC				15		Practicing Manager, Business Owner
Moore, Gail	Taxation, Law Internships	JD, 1995	21		UT, RES SVC	8.3					2 PRJs, Proceedings, CPA
Vanderpal, Geoffrey	Finance	DBA, 2006		78	UT	7.5					3 PRJs, CFP, CLU, CTP
Total Finance			1515	180		130.8 (79.8%)	0	0	33.2 (20.2%)	0	

<p>Finance Ratios</p>	<p>Faculty Sufficiency Guidelines:</p> <ul style="list-style-type: none"> • Discipline: $P/(P+S) \geq 60\%$ <p>Requirement met (89.4%)</p>	<p>Faculty Qualifications Guidelines:</p> <ul style="list-style-type: none"> • Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ <p>Requirement met (79.8%)</p> <ul style="list-style-type: none"> • Discipline SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ <p>Requirement met (100%)</p>
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Management

Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (SCH)		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Management Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Babb, Danielle	Management IT	PhD, 2004		126	UT		15				Real Estate Agent & Broker, Consultant
Bahha, Abdul-Aziz	Management IT	PhD, 2019	1221		UT, SVC MT, RES	100					Doctorate earned within last 5 years
Bell, David	Finance, Economics	MBA, 1982	195		UT, SVC				27.3		Financial Consulting, Board Service
Brizek, Michael	Management	PhD, 2003	1011		UT, SVC MT, RES	100					2 PRJs and proceedings
Callison, George	Law	JD, 1978	121		UT, SVC		15				Practicing Attorney, Engaged in COB
Cantrell, David	Management, Fundraising	MBA, 2006		216	UT				15		Practicing Fundraiser Shriners Hospitals for Children
Crawley, Craig	Management Technology	MBA, 2017		138	UT				30		Practicing Controller, Eaton Electrical

Danko, Kevin	Management	PhD, 2015		276	UT, MT		30			Practicing Project Manager and Senior HR Administrator
Daugherty, Leonard	Management, Healthcare	MHA, 1977	932		UT, SVC			100		Manager/Founder Healthcare Firm, Internship Manager
Elledge, Joseph	Management, Sports	PhD, 2021		270	UT	45				Doctorate earned within last 5 years
Fekula, Mick	Management	PhD, 1994	530		UT, SVC MT,	100				2 PRJs, Editor, Admin
Forsyth, Bryan	Management, HR	PhD, 2007		195	UT		15			2 PRJs, earned Certificate, LLC Founder/Manager
Fowler, David	Management, HR, OD, HOSP	PhD, 2018	942		UT, SVC MT, RES	100				7 PRJs
Gannon-Russo, Susan	Management, Technology	MOL, 2021		159	UT			15		Practicing Systems Manager
Havens, Brittany	Management, Marketing	DBA, 2021		99	UT	15				Doctorate earned within last 5 years
Jacks, Melody	Management	MSM, 2021		108	UT			15		Practicing Systems Manager
Johnson, Peggy	Management, Healthcare	PhD, 2010		60	UT, MT				7.5	Retired
Keogh, Matthew	Management	PhD, 2006		126	UT		15			Company President, Consultant
Lawrence, Anissa	Management	MBA, 2020		213	UT				15	Practicing Systems Manager
Leggieri, MaryKate	Management	MS, 2021	241		UT, SVC			25		Practicing Manager, Director Professional Development
McLeod, A. TaQuesa	Management, Healthcare	PhD, 2012	489		UT, SVC RES	100				1 PRJ (contract under old standard), Proceedings
McRoy, Luceta	Management, Healthcare	PhD, 2012		222	UT, MT	22.5				5 PRJs, consulting, contract work
Moon, Rebecca	Finance, Management	MBA, 2022	105		UT, SVC			10		Practicing Manager, Business Owner
Moore, Gail	Taxation, Law Internships	JD, 1995	80		UT, RES SVC	7.5				2 PRJs, Proceedings, CPA

O'Dell, Benjamin	Management, Technology	MSM, 2021		198	UT				15		Practicing Systems Manager
Peters, Matt	Management	PhD, 2016	1569		UT, SVC MT, RES	100					2 PRJs, 2 Proceedings
Pridmore, R. Paul	Management	MBA, 1997		57	UT				7.5		Practicing COO, Greenwood Genetics
Shurden, Mike	Management	DBA, 1987	1029		UT, SVC MT, RES	100					4 PRJs
Weeks, Michelle	Management	MSM, 2021		162	UT				7.5		Practicing Manager, Director
Young, Kelly	Statistics	MS, 2001		237	UT				45		Math Practitioner, Former Stat Lecturer
Zinn, David	Management, Sports	EdD, 2020	737		UT, SVC MT, RES	100					Doctorate earned within last 5 years
Total Management			9202	2862		890 (67.7%)	90 (6.8%)	0	327.3 (24.9%)	7.5 (.6%)	
Management Ratios	Faculty Sufficiency Guidelines: <ul style="list-style-type: none"> • Discipline: $P/(P+S) \geq 60\%$ Requirement met (76.3%) 				Faculty Qualifications Guidelines: <ul style="list-style-type: none"> • Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Requirement met (67.7%) • Discipline SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ Requirement met (99.4%) 						

Marketing

Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (SCH)		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Marketing Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Havens, Brittany	Marketing	DBA, 2021		90	UT	22.5					Doctorate earned within last 5 years
Houston, Michael	Marketing	PhD, 2023	1152		UT, SVC MT, RES	100					Doctorate earned within last 5 years
Rains, Cherie	Marketing	PhD, 1999	1029		UT, SVC MT, RES	100					3 PRJs
Total Marketing			2181	90		222.5 (100%)	0	0	0	0	
Marketing Ratios		Faculty Sufficiency Guidelines: • Discipline: $P/(P+S) \geq 60\%$ Requirement met (96%)			Faculty Qualifications Guidelines: • Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Requirement met (100%) • Discipline SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ Requirement met (100%)						

Total									
Grand Total	17113	3546		1376.6 (68.7%)	157.5 (7.9%)	0	459.9 (23%)	7.5 (.4%)	
Overall Ratio	>= 75% requirement met (82.8%)			Minimum SA >= 40% met (68.8%) Minimum SA+PA+SP+IP >= 90% met (99.6%)					
Overall Ratios			Faculty Qualifications Guidelines: Faculty Sufficiency Guidelines: <ul style="list-style-type: none"> Overall guideline: $P/(P+S) \geq 75\%$ 						
			<ul style="list-style-type: none"> Overall SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Overall SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ 						

Lander University College of Business

Table 3-2

Deployment of Faculty by Qualification Status in Support of Degree Programs
for the Most Recently Completed Regular Academic Year: 2022-2023

Faculty percent of teaching by program and degree level (metric used: credit hours)						
Degree Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Bachelor's Program	67%	6.6%	0	26%	0.4%	100%
Research Master's Program A	na	na	na	na	na	100%
MBA Program	97%	3%	0	0	0	100%
MSM Program	100%	0	0	0	0	100%
Doctoral Program	na	na	na	na	na	100%

Table 8-1 Intellectual Contributions

Part A: Summary of Intellectual Contributions Over the Most Recently Completed Accreditation Cycle										
Aggregate and summarize data by discipline. Do not list by individual faculty member.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				% of Faculty Producing Intellectual Contributions	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percentage of participating faculty producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	1	7	12	20	7	4	9	20	100%	100%
Economics	2	4	3	9	4	0	5	9	100%	100%
Finance	4	7	2	13	5	8	0	13	100%	100%
Management	10	46	20	76	17	35	24	76	79%	69%
Marketing	6	8	3	17	2	1	14	17	100%	90%
Total	23	72	40	135	35	48	52	135	85%	80%
Part B: Alignment with Mission, Strategies, and Expected Outcomes										
<i>Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.</i>										
<p>The College of Business's mission is to produce forward-thinking business leaders who succeed in their careers and positively impact society. To accomplish our mission, we want our students to apply business knowledge toward envisioning the future in ways that organizations can positively impact society through and because of their career success. The faculty sustain their mission contribution by engaging in professional development and scholarly activities. We emphasize our scholarly activity on applying business ideas and teaching and learning practices by publishing in peer-reviewed outlets. Our scholarly activity impacts teaching and learning, the region's business knowledge base, and economic health.</p>										

Our thought leadership pursues the scholarship of teaching and learning, which improves our classroom performance and impacts the quality of education and subsequent suitable employability.

Our applied scholarship seeks thought leadership in career readiness activities to ensure our students are ready when they graduate. Next, we engage in thought leadership that will support local businesses and community members seeking to resolve their challenges.

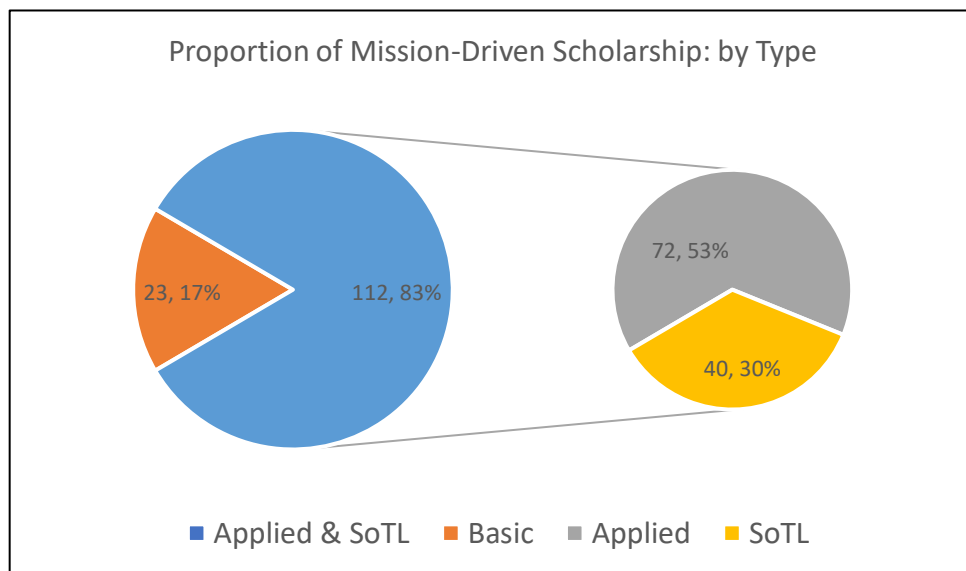
Goal one of our strategic plan promotes quality programs that provide the requisite knowledge and skills. Our scholarship of teaching and learning supports this goal and our Business Knowledge program value: *The knowledge needed for success in organizations, ventures, and one's career*. Our faculty produce teaching and learning scholarship to improve their performance in the classroom and impact the effectiveness of student learning. Goal two of our strategic plan is to ensure career success by providing student programs to develop career readiness before graduation. In this case, faculty engage in applied or integration scholarship to improve our career readiness efforts. Goal three of our strategic plan is to achieve a Positive Societal Impact through thought leadership and engagement, which aligns with applied scholarship to support local businesses and community members seeking to resolve challenges.

The College of Business's ultimate vision is for *our graduates to be the preferred choice of employers*. We want our graduates to be ready, relevant, and resourceful when they graduate. This outcome aligns with our Societal Impact Plan Focus Area: the *Suitable Employability of Graduates*. Focusing on scholarship that improves the student's learning experience and better prepares them for careers aligns with our mission and strategy. Finally, our applied scholarship focus impacts the business community and region by emphasizing our second societal impact plan focus area: to provide *Solutions to the Challenges Faced by Businesses and Organizations in Our Region*.

Figure 12 appears in the CIR Report and shows the appropriate balance of theory, practice, and teaching-related research. As indicated above, COB faculty should produce more applied and teaching and learning research and less basic research. Applied and SoTL (Scholarship of Teaching and Learning) are combined into one measure on the left side of Figure 12 to show that 83% of COB's scholarship is applied, while 17% is in basic or discovery scholarship. The pie chart on the right side shows the appropriate balance of applied versus teaching research because one thought leadership theme focuses on teaching to improve classroom performance, and the other two themes are applied: student career readiness and support for local business. The distribution is approximately one-third (36%) of the scholarship effort toward teaching and learning, and two-thirds (64%) going towards application. The alignment is appropriate since teaching and learning is one-third of the three scholarship focal areas. Parts C and D below discuss the quality and impact of our intellectual contributions in more detail.

Figure 12

COB Proportion of Mission-Driven Scholarship: by Type

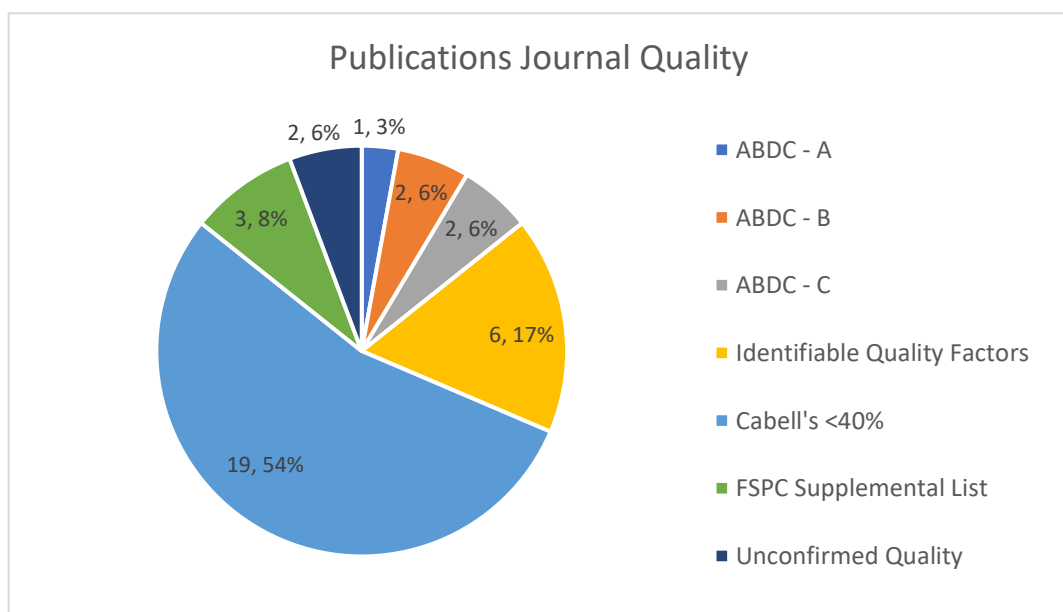


Part C: Quality of Five-Year Portfolio of Intellectual Contributions

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

Figure 13 appears in the CIR Report and shows *COB Publications Journal Quality* based on various criteria. Five articles appear on the ABDC list with 1A, 2B, and 2C quality ratings. 19 articles were published in journals with a 40% or less acceptance rate according to Cabell's. Five articles are cited as having identifiable quality factors, which include a journal with a high impact factor, an article ranking as one of the most cited articles in a journal with a high impact factor, three articles in Cabell's that exceed the 40% acceptance rate, and an article published in a journal with a 66-year publication track record. These five articles appear on the supplemental approved journals list with three others that the FSPC approved based on other journal information. The FSPC found one article considered for the supplemental list to be in a predatory journal so the committee deemed it unqualified and omitted it here. The remaining two articles were classified as being in journals with unconfirmed quality since they did not appear on any list, and the website did not show enough factors to decide about quality.

Figure 13
COB Publications
Journal Quality



We reviewed the topics of our faculty members' publications to assess the impact of our applied and teaching and learning research. The specific impacts are discussed in Part D below, but the results show that 13 of our peer-reviewed journals focused on impacting business practice or application. Seven other PRJ articles impact teaching and learning topics. We further examined our other peer-reviewed and non-peer-reviewed contributions, finding eight business practice impact contributions and 18 impacts on teaching and learning.

Part D: Impact of Intellectual Contributions

COB produced 13 peer-reviewed journal articles aimed at positively impacting business practice. A case study yielded organizational performance improvement suggestions for a nonprofit. Another article considered organizational membership decline and a strengths analysis to improve membership. Three articles considered COVID-19 impacts. One focused on the hospitality industry, another on restaurant operations specifically, and a third on post-COVID-19 blockchain and circular economy supply chain impacts. Our faculty further impacted supply chain practice by producing a performance management framework for socially sustainable and resilient supply chains. Another sustainability piece posed sustainable solutions for transforming agriculture.

Our finance professor produced recommendations for small banks to ward off failures, and another product to guard against economic uncertainty by mitigating earnings management. Other faculty made societal contributions with papers on the impact of ethical leadership, a college-based safe ride program needs assessment, and factors important to small private liberal arts education institutions needing lean operations to survive in the future.

COB's teaching and learning peer-reviewed journal articles aimed to impact the classroom positively. One article discusses using movie clips to enhance the teaching of accounting principles. Our internship director produced a piece on technical training and learning soft skills through internships. Another article promotes learning creativity through classroom collaboration as an experiential exercise.

Our faculty examined traditional, hybrid, and online instruction in a pre- and post-pandemic world to assess its impact on business students. A tangential study examined the impact of class scheduling preferences on impact performance and learning. Another considered the perceived legitimacy of online business degree programs and its impact on students. Finally, a study examined using *AAC&U Value Rubrics* in assessing experiential classroom work.

COB's other peer-reviewed and non-peer-reviewed work considered risk management for small accounting firms and important priorities for community banks. Three studies examined public safety organizations addressing the impact of improvement objectives on management's performance, achieving cross-cultural understanding among personnel, and factors impacting public safety personnel response decision-making. In a healthcare administration context, a COB study showed the impact of leadership style and job satisfaction on healthcare manager retention. A case study informed a local winery about factors to consider regarding its future growth and feasibility prospects.

Other teaching and learning scholarship included the role of electronic career readiness portfolios in a professional development curriculum, the importance of internships to prepare students for career success, and the enhancement of students' soft skills through internships. COB faculty examined the efficacy of simulation learning assurance data in program outcomes assessment, the impact of course development on self-efficacy during the pandemic, and relationships between learning styles and a student's choice of business major area.

Scholarship on classroom activities included Excel-based screencasting as an on-demand tutor for enhancing learning outcomes in accounting and finance courses, high-performance computing and learning with design spine for education, student social networking and the enhancement of business management learning, and the impact of experiential learning on retention and placement. Related topics considered the efficacy of various instructional methods and course lengths, addressing student belonging in the online environment, and improving student satisfaction by building transparency into the evaluation of group work.

Further, COB faculty explored improving courses through a peer-reviewed syllabi process, student perceptions of learning in traditional versus online courses, and whether technology use hinders or increases student engagement in the classroom. Our sport management professor examined sport management curricula and careers in NCAA athletic administration, using case studies to teach leadership theories in sports management, and applying experiential learning to the sport management classroom.

Dr. Hervani and co-authors' article "Redesigning Supply Chains using Blockchain-Enabled Circular Economy and COVID-19 Experiences" ranks among the most cited (274, Impact Factor 12.5) articles in *Sustainable Production and Consumption* journal.

Dr. Michael Shurden and Dr. Susan Shurden were awarded the Best Presentation in 2022 for a study on student learning styles entitled: "An Exploratory Study of the Relationship between Learning Styles and Business Emphasis."

Dr. Michael Brizek was quoted on the *Greenville News* front page and in the *USA Today Network* for hospitality industry expert comments regarding impacts on restaurants during COVID-19. The Lander University College of Business was cited as Dr. Brizek's affiliation.

Dr. Michael Brizek, (with Nakeisha Lewis, St Thomas College) presented a session at the AACSB DEIB Regional Forums (Virtual) on Inclusive Pedagogy. They discussed prioritizing curriculum revision, including blueprints for integrating

DEIB into course build and delivery. They also discussed ideas for tapping into a student's unique creative talents and opening one's perceptual window.

Lander University College of Business

Table 9-1: Outcomes of Societal Impact Activities and Initiatives for the Period Ended May 31, 2023

Focus Areas	Societal Impact Strategy (Standard 1)	Outcomes Related to:		
		Curriculum (Standard 4)	Scholarship (Standard 8)	Internal/External Initiatives/Activities (Standard 9)
Impact on Suitable Employability of Our Graduates	Mission, Vision, and Academic Program Goals, revised to emphasize Career Readiness emphasis	<p>Significantly revised the COB 3-course Professional Development Curriculum to emphasize Career Readiness through extensive self-assessment modules and the production of an eCareer Readiness Portfolio. All undergraduate BSBA students complete the 3 courses as a requirement of their program.</p> <p>COB added four new specialized undergraduate programs, for a total of eight.</p> <p>COB added two new Graduate Programs: MSM and an MBA with specializations.</p>	<p>COB faculty present SOTL/pedagogy scholarship at regional and national conferences, and publish in PRJs.</p> <p>COB initiated Career Readiness Research and presented at a National Conference in Spring 2023.</p> <p>COB initiated Financial Literacy Research and submitted to a PRJ in 2022; the paper is under revision.</p>	<p>COB established the Lander Business Leadership Symposium (LBLS) to provide students the opportunity for intensive engagement with accomplished business leaders. The LBLS is its third year. Impact is the deliberate theme:</p> <p>Year 1: The Positive Societal Impact of Business & Free Enterprise</p> <p>Year 2: The Positive Societal Impact of Lander Alumni</p> <p>Year 3: The positive Societal Impact of Executives</p> <p>Over 400 Business students attended in 2021 and heard from 7 speakers. In 2022, 17 Lander Alumni spoke in 7 sessions attended by over 450 students.</p> <p>COB established <i>Firms on Campus</i> to routinely engage students with company representatives and recruiters. BMW, Elliott-Davis Consulting, and TD Synnex (a \$60B Tech Firm with Lander VPs) launched the program</p>

				<p>in 2022 and 10 firms were planned for fall 2023. This program is supplemented by business speakers who present to individual classes.</p> <p>By Spring 2023, every student in our Professional Development Courses was enrolled in the Exploring Your Potential Program and those in course 2 of 3 produced an eCareer Readiness Portfolio in various stages of development.</p> <p>As part of career readiness, we introduce students to financial literacy in the Professional Development courses. This effort is supplemented by the establishment of a Center for Financial Literacy which conducts workshops and provides resources.</p>
<p>Impact of Solutions to the Challenges Faced by Businesses and Organizations in Our Region</p>	<p>This impact is mission and vision-driven. We seek to create a caring learning environment that helps our students understand the importance of applying business knowledge toward envisioning the future in ways that organizations can positively impact society through and because of our students' career success.</p>	<p>COB established a Program Learning Outcome for Societal Impact which is explicitly discussed and assessed in our Professional Development Courses.</p> <p>Each semester, students engage with the SBDC to develop marketing proposals for local business in our MKT 340 class.</p> <p>Strategic Objective 2.6 is to sow the</p>	<p>COB faculty present business scholarship at regional and national conferences, and publish in PRJs.</p> <p>COB faculty conducted case studies on businesses and presented at a regional Conference in Spring 2023.</p> <p>COB initiated Financial Literacy Research and submitted to a PRJ in 2022; the paper is under revision.</p>	<p>Faculty-led community engagement activity includes our annual Symposium, Financial Literacy, and Applied Business Seminars.</p> <p>As described in our first impact focus, our Annual Business Leadership Symposium (LBLS) engages the business community with our faculty and students.</p> <p>The LBLS apprises</p>

	<p>The faculty sustain their mission contribution by engaging in professional development and scholarly activities.</p> <p>Our graduates will be the preferred choice of employers. Engaging with the community apprises businesses and organizations of our graduates' employability</p>	<p>significance of positive societal impact into the curriculum and career readiness.</p>	<p>Strategic Goal 3 seeks to achieve a Positive Societal Impact through thought leadership and engagement.</p>	<p>business professional of Lander's efforts, while broadening the knowledge of our students and faculty regarding contemporary business trends.</p> <p>Two faculty members wrote a business case based on one of the LBLS speaker's business.</p> <p>We launched the Center for Financial Literacy with a speaker from a local Financial Services Organizations.</p> <p>Strategic Plan Objective 1.7 seeks to engage external constituents to determine industry and community needs, and develop an excellent reputation for Lander outreach and engagement.</p> <p>Objective 3.4 seeks to assist in promoting business, economic, and community development in Greenwood and the region.</p>
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