

**All College Meeting Minutes
Haworth College of Business**

February 21, 2014

Speakers: Kay Palan, Satish Deshpande, Ann Veeck, KC Chen, Alan Rea

Guests: Faculty and staff of Haworth College of Business

Recorder: Tanya Overheul

Convened: 3:00 p.m.

Topic:	Discussion:
<i>Welcome/ Announcements</i>	<p>Dr. Ola Smith welcomed everyone with the “Getting All A’s” Theme</p> <p>New faculty and staff members were introduced:</p> <p>Alyshia Norris, Office Associate in Alumni Relations & Marketing Jayson Rose, Development Engagement Manager (will have office hours here at Schneider on Wednesdays – Room # and times to follow) Tanya Overheul, Office Associate in the Dean’s Office</p> <p>Other staff changes:</p> <p>Chris Robinson from Advising is now the Assistant Director of HCoB Advising</p>
<i>Updates</i>	<p>Kay Palan</p> <p>Work on Cindy Wagner’s new office (formerly known as the cage) will begin the last week of February. Ashlie Perry will be moving into Cindy’s current office space right next door to Stacey Markin.</p> <p>In the office space currently occupied by Ashlie (across from Kay’s office), we will eventually have a Recruitment/Retention person.</p> <p>The Trading Room construction should begin relatively soon. The ticker boards and interactive boards take time to purchase and install.</p> <p>The plan is to develop a new, cool design for the entry hallway on the 2nd floor which will include moving the glass display case to somewhere else in the building. This project is projected to begin in June 2014.</p> <p>Congratulations to Food Marketing who was certified in Category Management. We are only the second university to have received this certification with DePaul being the first.</p> <p>Congratulations to Frank, Phil, Duke, Marcel, and the participating students who went to the NGA Conference and were awarded 1st Place. They beat other universities such as Arizona, Minnesota and St. Joseph.</p>

	<p>The Food Marketing Conference will be held March 31 & April 1. They will have a special featured speaker this year: The Honorable Carlos Gutierrez, who is the former U.S. Secretary of Commerce and was a CEO at Kellogg. He will be discussing the topic of “Government, Business and the Economy”.</p> <p>Wednesday, February 26, 2014, will be the Annual Chili Cook-off. Come hungry and have fun!</p> <p>We have some major gifts pending and Kay will share information on these when it is appropriate.</p> <p>On March 15, Farrell will be taking students to a competition in Washington.</p>
<p><i>New Accreditation Standards</i></p>	<p>Satish Deshpande</p> <p>The AACSB adopted new accreditation standards in April 2013. The standards include:</p> <ul style="list-style-type: none"> • Distinctive mission There is a concern of a cookie cutter affect where all business schools missions look the same. We need to look at who we are, and articulate a clear distinctive mission. • Strategic planning <ul style="list-style-type: none"> – Innovation (experimentation encouraged) – Impact (make a difference, be accountable) – Engagement (essential for high quality outcomes) • High-quality intellectual contribution (IC) <ul style="list-style-type: none"> – Discipline based scholarship – Teaching and learning scholarship • Alignment of IC with mission <p>Some of the critical standards are:</p> <p>Standard 1: Mission, Impact & Innovation</p> <ul style="list-style-type: none"> • Provide a deeper understanding of the school, especially what makes it distinctive • Go beyond the mission statement, align with strategy and vision, and carry through the rest of the standards <p>Standard 2: IC’s Impact & Alignment</p> <ul style="list-style-type: none"> • Raise the standard to the school level and make research more strategic • Go beyond counting journal articles to assess impact, quality, & mission alignment <p>Standards 8-12, plus Standard 13</p> <p>Learning and Teaching Standards</p> <ul style="list-style-type: none"> • Recast AOL in the context of curriculum management • Focus on foundations of quality teaching & curriculum, including interaction and academic/ professional engagement

Standard 15: Faculty Qualifications & Engagement

- Strengthen the intersection between academe and practice through Faculty
- Elevate the importance of scholarship and engagement

What makes a school Distinctive

- Degree programs offered
- Majors offered
- Collaborative degree programs offered
- Non-degree programs offered
- Types of students served
- Regional focus
- Connections
- Teaching pedagogy (experiential, cases, etc.)
- Connection to practice (internships, field projects, student/faculty consulting, etc.)

Sustained Engagement Activities

Scholarly Practitioners (SP) and Instructional Practitioners (IP) are those with professional experience for a substantial duration and a high level of responsibility.

Scholarly Academics (SA) and Practice Academics (PA) are those with a doctoral degree.

- AQ is now similar to SA and PQ is now similar to PA
- The percentages listed below are what we need to meet in the next 3-4 years
- HCoB may not have more than 5-10% in IP and PA so we will have to have substantial SA
- Anyone newly hired PhD on tenure track has to be an SA
- Business schools will have to define qualifications of each category
- Doctorate must be research based in the program that you teach
- Higher levels of substantiated evidence will be needed if what you teach is further from your doctorate

SA \geq 40%

SA+PA+SP \geq 60%

SA+PA+SP+IP \geq 90%

Elements of a High Quality Business School

- Engaged
- High quality teaching and student learning
- Internationally relevant curriculum
- Innovative
- High quality research with impact
- Distinctive mission which is making a difference

Additional thoughts & suggestions concerning these new standards:

- Doing press releases on publications to show how HCoB is impacting

	<p>business.</p> <ul style="list-style-type: none"> • Ask why a parent should send their kid here – how are we distinctive? • WMU has assurance of learning but now curriculum and assurance of learning will be combined.
Strategic Plan Committee	<p>Ann Veeck</p> <p>The members are: Tang, Han, Reeves, Deshpande, Edmonds, Caras-Tomczak, McIver, and Hanna Downs (student).</p> <p>They still have the data that was gathered by the last committee which included input from high school counselors, faculty members, Deans, President Dunn, Provost Greene, alumni, and students. They are asking for input from those who would like to address what areas they feel makes HCoB distinctive.</p> <p>There will be a draft mission statement. Everyone will have a chance to look it over and then they will make appropriate changes before issuing the final mission statement.</p>
Assessment Dashboard	<p>Alan Rea</p> <p>The Assurance of Learning Workflow and Dashboard are ready. They have already completed the workflows for Ethics, Global Business, Communication, and Technology. The remaining will be done in 2-3 weeks. Emails will be arriving after spring break with the assessment data instrument for your section. Remember to use the address link for your course to submit your assessment. <u>Do Not “Reply” To The Email!</u> If you do, it will go to IT and die somewhere never to be found again. You can get assessment support from Keith by emailing him at keith.h.huss@wmich.edu. He can take you through the process and check the status of your submissions. Please create visuals of your data. Remember that HCoB is being watched by the other colleges at WMU to see how this works.</p>
Online Classes	<p>KC Chen</p> <p>Online Education Taskforce: Members:</p> <ul style="list-style-type: none"> - Sheldon Langsam, Accountancy - KC Chen, BIS - Onur Arugaslan, Finance - Derrick McIver, Management - Marcel Zondag, Marketing <p>Findings for HCoB’s online education strategy</p> <ul style="list-style-type: none"> - MOOCs (Massive Open Online Courses) - Online/hybrid courses/programs <p>The taskforce determined that with the MOOCs option, most of the players are big name universities. They also found that there is actually only an 8-9% retention rate of students. The question was whether or not the initial</p>

investment could be justified with only 8-9% retention and they decided that, at this time, there was no evidence of quality of education or return on investment.

They looked at online offerings and felt they were good but still presented reservations. They could be used to expand education opportunities for current students, international students, and those students not yet ready for the fast paced, face-to-face interaction in a university setting.

Based on the existing online education literature, the taskforce determined that a hybrid method was the best option. The taskforce also recommended the college to work with the university to deliver faculty support in the following areas: technology, best practice, techniques for online engagement, compensation, recognition, etc..

Some of the questions and concerns raised are listed below:

- Would faculty be interested? If so, what path do we take and how do we become hybrid?
- There is a technical issue of the software, hardware, video, and audio files, as well as staff needed to perform these duties.
- How do you best engage students with faculty and peers?
- How do we meet AACSB standards through this method of teaching?
- How do you support the faculty members through compensation and recognition?
- Copyright issues. If the copyright owner leaves WMU, they will take the recognition away from WMU.

In a survey, it was shown that 60% of faculty who haven't taught online courses think quality would be affected, while only 30% of those who already teach online feel the quality is lacking.

It comes down to whether or not faculty is interested in pursuing this option. Not every course is suitable to go hybrid/online. It is recommended that faculty and their departments determine the best delivery method for their courses.