AACSB Continuous Improvement Review Report 2020

School of Business and Economics
# TABLE OF CONTENTS

**EXECUTIVE SUMMARY** ........................................................................................................... 3

**INSTITUTIONAL AND BUSINESS SCHOOL OVERVIEW** .......................................................... 7

Innovations in Student Success and Learning ........................................................................... 7
Innovations in Faculty Development ......................................................................................... 9
Innovations in Economic and Community Engagement ......................................................... 10
Innovation in infrastructure .................................................................................................. 11

**SITUATIONAL ANALYSIS** .................................................................................................... 12

Factors shaping the school’s mission and operations ............................................................ 12
Advantages and disadvantages in reputation, resources, sponsors, supporters .................. 14
  Advantages ....................................................................................................................... 14
  Disadvantages ................................................................................................................ 18

Internal, environmental, or competitive forces challenging the future ............................ 19
Opportunities for enhancing the school’s degree offerings .............................................. 20

**PROGRESS ON ISSUES FROM PREVIOUS VISIT** ................................................................. 21

**STRATEGIC MANAGEMENT AND INNOVATION** ................................................................. 24

  Strategic Management Planning Process and Outcomes .................................................. 24
  Financial Strategies and Allocation of Resources ............................................................. 25
  Mission Statement and Summary of Strategic Plan ........................................................ 26
  Summary of substantive impacts related to mission ......................................................... 26
  Intellectual Contributions ................................................................................................. 31
  Faculty Development and Support of Intellectual Contribution .................................. 33
  New Degree programs ...................................................................................................... 34

**PARTICIPANTS: STUDENTS, FACULTY, & PROFESSIONAL STAFF** ................................. 35

  Our Students: Trends, demographics and services ......................................................... 35
  Faculty Staffing, Management and Support ..................................................................... 39
Administrative and Support Staff Management and Support ......................... 41

LEARNING AND TEACHING ........................................................................... 42
Curricula Management and Development..................................................... 42
Teaching Quality and Continuous Improvement......................................... 46

STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT ..................... 48
Executive Education.................................................................................. 50
Support for Faculty Engagement................................................................. 51

CONCLUSION .................................................................................................. 52
EXECUTIVE SUMMARY

One of seven Indiana University campuses, IU Northwest leads the region as the premier, urban campus dedicated to serving the needs of approximately 4,000 students from the state’s most diverse and industrialized region. IU Northwest is committed to fulfilling its purpose to enhance the quality of life in the most diverse, urban, industrialized region of the state through high-quality degree programs, incorporating excellence in teaching, learning, research and creative activity; strong liberal arts and sciences programs and professional disciplines; and diversity, inclusion and civic engagement. The campus offers primarily bachelor’s and master’s degrees. Indiana University’s most diverse campus, IU Northwest is committed to academic excellence as it positions graduates for professional and civic leadership.

Business education has been offered at Indiana University Northwest since its founding in 1968. The core strength of the School is its ability to provide business education that prepares students for employment in Northwest Indiana. A vast majority of our students stay in the area upon graduation. The School also serves a large proportion of non-traditional students, many of whom are first generation college students, and are place-bound by virtue of family or economics.

The mission of the School of Business & Economics is to provide a premier business education to the citizens of Northwest Indiana through AACSB International accredited undergraduate and graduate programs emphasizing distinctive competencies in teamwork and leadership. This education enhances the understanding of diversity, global business and the application of technology. The MBA program focuses on executive leadership development.

- We serve a richly diverse student body and prepare our graduates to participate in the economic development of northwest Indiana and beyond.
- Our faculty conducts and shares research that supports the campus’ Teacher-Scholar ideal, placing equal emphasis on teaching and research that is appropriate to the Mission. We value research that is applied, basic or pedagogic.
- Our faculty and students support the economic development of Northwest Indiana by engaging in mutually beneficial collaborations with local organizations and community members.

The School of Business and Economics offers the following programs included in the scope of review

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Level</th>
<th>Location</th>
<th>Date Established (Year Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Business (Business Administration and Accounting/Finance tracks)</td>
<td>Undergraduate</td>
<td>Gary, IN</td>
<td>1968</td>
</tr>
<tr>
<td>Masters in Business Administration</td>
<td>Graduate</td>
<td>Gary, IN</td>
<td>1988</td>
</tr>
</tbody>
</table>

As of the 2018-19 year, the School has served approximately 375 undergraduate students in the BSB. Within that program, 290 of them are pursuing the Business
Administration track and 65 are pursuing the Accounting/Finance track. The MBA program serves approximately 70 students.

**INNOVATION**
The School’s current strategic plan was adopted in 2016. It covers a five year period, and incorporates many of the same themes set forth by the campus and Indiana University as a whole. The plan addresses five main strategic priorities: Student Success and Quality Learning; Valuing People: Faculty and Staff Development; Leveraging Diversity for Inclusive Excellence; Building and Sustaining Community; and Financial Stewardship and Infrastructure for Sustainability and Growth. Based on those priorities, a number of new initiatives have been deployed since the last visit and are highlighted below. Discussions in further detail are included in the relevant sections that follow.

**Student Success and Learning**
- Expanded mechanisms to support student success over several fronts: peer mentoring (STARS), ongoing tutoring, additional advising capacity, expanded experiential learning opportunities through curricular and extracurricular activities (Red Hawk Enterprise, Student Showcase, IMA Student Chapter/Club).
- Developed a Saturday hybrid MBA program offered in Michigan City, IN (Fall 2018).
- Joined the IU online collaborative BSBA degree program (Fall 2019).
- Streamlined Undergraduate and Graduate Assurance of Learning programs.
- Incorporated critical thinking strategies across the curriculum
- Offered multiple opportunities for gaining microcredentials (Microsoft Office components, QuickBooks, Lean Six Sigma).

**Faculty/Staff Engagement and Development**
- Updated faculty classification criteria and streamlined faculty development processes to include mentoring, annual review, handbook, and quality in publications.
- Implemented Harris Impact Grants and Awards program.

**Community Engagement**
- Restructured and rebranded the Center for Economic Education and Research; added the “BIZCONF Index.”
- Developed and offered Small Business Academy @IUN.
- Began stronger relationship with MBA alumni.

**ENGAGEMENT**
One of the primary purposes of the School is to support the economic development of the region through a collaborative process with members of the community. The Center for Economic Education and Research provides economic education as well as supports economic development through consulting and research in Northwest Indiana. The center also regularly publishes two data series: The Northwest Indiana Coincident Economic Index (monthly) and the Northwest Indiana Imputed Gross Domestic Product (quarterly). The work on the Indices has been widely recognized across the Region, resulting in the 2015 Innovator of the Month Award by Lakeshore Public Media and the Society of Innovators. The Northwest Indiana Business Confidence (BIZCONF) Index was developed in 2018 by two professors in the School. It measures the degree of
confidence that business owners and executives have on the prospects of their businesses in the region. The Index will be calculated annually, utilizing 2018 as the benchmark.

The Small Business Academy @IUN, another initiative to foster economic development, began as a partnership with the city of Gary to help local entrepreneurs launch or grow their business. To date, we have helped 15 businesses. This program, a collaborative arrangement between the School and the NW Indiana Small Business Development Center was underwritten by a grant from Innovate Indiana. Eight faculty participated in providing instruction. Plans are underway to repeat the program with some minor adjustments in the Spring 2020.

Experiential learning is a regular part of many of our classes and in many cases, projects require students to engage with members of the community. The VITA program involved 12 volunteers last year and continues to be a valuable community resource, serving approximately 200 families. Four courses in the curriculum directly engage students in projects with members of the business and non-profit community. The capstone course, features the Small Business Institute. Since 2016, a total of 23 different clients have worked with our students. Projects have included marketing strategies, business plans, staffing expansion strategies, financial analyses, and operations improvement.

A unique feature of the program is our Student Managed Investment Fund. With the help of a generous senior faculty donor, the School was able to establish a fund. During a semester long course, the students research the performance of a variety of companies, utilizing a state of the art database called FactSet, and present to the Advisory Board, their recommendations for investment. The actual stocks are purchased and earnings over and above the baseline are transferred to a scholarship fund at the end of each academic year. The skills acquired have helped students gain employment in equity research, investment banking, commercial banking, asset management and brokerage services.

The Red Hawk Enterprise, a student-run retail store was opened in Fall 2018. Funded in part by engaging local chapters of Rotary International, the opportunity to participate is open to all interested students. Students are responsible for all operations and profits serve to fund scholarships for those involved in the enterprise. To date ten students have been involved in the operation, and four scholarships have been granted totaling $500.

**IMPACT**

We serve a richly diverse student body and prepare our graduates to participate in the economic development of northwest Indiana and beyond. Student success is a priority within the School. The innovative STARS peer mentoring program has involved 48 students to date; 2017 persistence is 88%; 2018 persistence is 96%.

Through several initiatives like the STARS program and others across campus, we have increased undergraduate graduation rates over the past four years from 61 to 87, even in light of declining enrollment. The Fall to Fall persistence for beginning students has also improved since Fall 2014 from 41% to 60%.
Data recently collected from the Bachelor of Science in Business degree candidates at the 2019 Commencement revealed that of the 55 undergraduates in attendance, 34 of them (62%) indicated that they had obtained an initial position or received a promotion with their current employer based upon completion of their degree in business. The majority of these students have been employed locally, with small to mid-size firms based in Indiana or Illinois. In order to give our students an edge when seeking employment, we have added the opportunity for them to earn microcredentials: 119 Microsoft Office Specialist certificates have been earned to date; 109 Lean Six Sigma Green Belts and 50 Yellow Belts have been awarded.

Our faculty conduct and share research that supports the campus’ Teacher-Scholar ideal, in alignment with our mission that is applied, basic or pedagogic. Over the past five years, faculty in the School of Business of Economics have produced a total of 206 intellectual contributions with a fairly equal distribution of focus between basic, applied and pedagogical. Intellectual contributions by Faculty also broadly represent several areas of our mission, strategic plan and areas of distinction: Pedagogy (35%); Basic Research (27%); Economic Development (22%); Diversity/Globalization (9%); and Leadership/Teamwork, our distinctive competency (7%). Metrics compiled from Google Scholar indicate that Business & Economics faculty received over 500 citations per year with a total of 3,042 citations since 2014. This is an average of 31.1 citations per year per faculty member. Based on their expertise, faculty have been featured or quoted in 9 articles for the Indiana Business Magazine; have made 26 appearances on local public television and radio; and mentioned or quoted in 115 newspaper articles.

In light of significant competition and challenges of declining enrollment, the IU Northwest School of Business and Economics continues to be a vital contributor to the economic development of the region by sharing expertise of faculty through research and community engagement as well as developing our current and future workforce. We are dedicated to student success and strive to continue to improve our programming and operations in order provide excellent learning experiences for all. We believe that our strengths lie in our engaged faculty committed to student success as well as our curriculum that provides multiple opportunities for experiential learning. We are highly regarded in the region as evidenced by the number of consultations requested and have had the honor of being voted "Best MBA in the Region" for five of the last six years. Our focus on developing leadership and teamwork, skills that are critical for the success of our students in the workplace, is another strength.

Our challenges include shifting demographics that will result in declining enrollments. We would also like to do a better job tracking the employment and success of our graduates and are hopeful that state-wide efforts will assist us in doing so. As we move into the creation of a new strategic plan in late Spring 2020, we foresee several opportunities for additional impact. Work to expand the opportunities for our students and members of the community to earn micro-credentials and digital badges will continue, in hopes of making our graduates more competitive in the job market. Opportunities to offer additional collaborative programs continue to emerge, particularly in the Arts and Health Sciences arenas. Our work to provide assistance to small business owners and entrepreneurs in the community will continue and possibly expand to include the provision of permanent space and ongoing programming.
INSTITUTIONAL AND BUSINESS SCHOOL OVERVIEW

One of seven Indiana University campuses, IU Northwest leads the region as the premier, urban campus dedicated to serving the needs of approximately 4,000 students from the state’s most diverse and industrialized region. IU Northwest is located in metropolitan Northwest Indiana in the city of Gary, approximately 30 miles southeast of Chicago and 10 miles from the beautiful Indiana Dunes National Park, the nation’s newest national park. IU Northwest is committed to fulfilling its purpose to enhance the quality of life in the most diverse, urban, industrialized region of the state through high-quality degree programs, incorporating excellence in teaching, learning, research and creative activity; strong liberal arts and sciences programs and professional disciplines; and diversity, inclusion and civic engagement. The campus offers primarily bachelor’s and master’s degrees. Indiana University’s most diverse campus, IU Northwest is committed to academic excellence as it positions graduates for professional and civic leadership.

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The School’s current strategic plan was adopted in 2016. It covers a five year period, and incorporates many of the same themes set forth by the campus and IU system as a whole. The plan addresses five main strategic priorities: Student Success and Quality Learning; Valuing People: Faculty and Staff Development; Leveraging Diversity for Inclusive Excellence; Building and Sustaining Community; and Financial Stewardship and Infrastructure for Sustainability and Growth. Based on those priorities, a number of new initiatives have been deployed since the last visit and are highlighted as follows.

Innovations in Student Success and Learning

We have been focused campus-wide on fostering student persistence and success. To that end, a number of high impact practices have been incorporated within the School to better serve our students. Although it is difficult to attribute direct impact, we have seen an increase in Fall to Fall persistence in enrollment for beginners from 41% in Fall 2014 to 60% in Fall 2017; and an increase in undergraduate degree completions from 61 in 2016 to 87 in 2019.
1. Improvements in student programming and curriculum

- **STARS**, a peer mentoring program, was established in 2017 as a means to improve student success and persistence from first year until graduation. To date 48 unique students have been impacted by participation in the program; 7 students have graduated with their bachelors degree; and 19 brand new, first-generation freshmen joined the program this year (2019). To date, the year to year persistence of members of the 2017 is 88%. The 2018 cohort persistence rate to date is 96%. In addition, poster presentations outlining the unique features of the program and delivered by the STARS mentors have resulted in two consecutive best poster awards at the National Mentoring Symposium Conference. The program was featured this past year at the all-campus Chancellor’s Conversation and the Director of the program has also been accepted and invited to present at several national and international higher ed conferences to speak about the program.

- **Writing and Critical Thinking** have been the foci of many improvement efforts based on assurance of learning data. In addition to professional development opportunities for faculty, several changes were made in the curriculum. They are discussed on page 42 of the *Learning and Teaching* section. The need for more writing support also prompted a wider discussion of writing campus wide. In late Spring 2019, the EVCAA and Deans agreed to fund a campus-wide license for Grammarly which integrates with all Microsoft products, as well as Canvas, the campus learning management system. This will be accessible to all students effective Spring 2020.

- **Certifications and Micro-credentials.** Students now have the opportunity to earn professional certifications in three courses listed below.
  - Microsoft Office Suite: K321 Management of Information Technology
  - Lean Six Sigma Yellow Belt: P430 Total Quality Management
  - Lean Six Sigma Green Belt: B513 Operations Management

- **Experiential Learning opportunities.** A number of initiatives designed to further engage students include:
  - **Red Hawk Enterprise.** This student run retail store was developed during Fall 2018. Funded in part by engaging local chapters of Rotary International, the opportunity to participate is open to all interested students. Students are responsible for all operations. Profits serve to fund scholarships for those involved in the enterprise. To date ten students have been involved in the operation, and four scholarships have been granted totaling $500. They have presented their program at several meetings of local Rotary chapters.
  - **Student showcase.** In May, 2019 our first Student Showcase was developed. Members of the campus as well as the wider community were invited to listen to several presentations: marketing strategies developed for local businesses; investment recommendations for the student run investment fund; cheating research; peer mentoring; and the Red Hawk Enterprise.
o **Redesigned internship procedure.** Previously, the internship process for business majors was operated primarily by the IU Northwest Office of Career Services. In Spring 2018, an Internship task force was formed to evaluate the entire internship process and identify opportunities for improvement. The result was the expansion of our advisor duties to include career development. This allowed for a more seamless connection between student, employer and supervising faculty (if intern experience was for academic credit). If the experience is for academic credit, there is a process in place to review the experience from approval to final grade, with checks in between, such as time logs and faculty conversations with the workplace supervisor. While this change of operation is still in transition, it has yielded approximately 12 intern experiences to date under this new structure, ranging from the IU Northwest campus to firms throughout northwest Indiana and Chicagoland. Additionally, the School is cultivating and strengthening relationships with both existing and new employers to identify needs and formalize a process to match students with available intern opportunities as they become available.

2. **Tutoring.** Permanent funding for tutors was established in 2017 to cover subjects that have consistently proven to be challenging for our students such as statistics, accounting, economics and finance.

3. **Reconfiguration of Student Support Staff.** The duties of two staff members were expanded to include more focus on student success and engagement. The student office secretary position now includes responsibilities in advising. The Assistant Director position was upgraded to Director of Student Success and Career Development. This person is now responsible for career development, internships, peer mentoring and tutoring. The impact of this change has been the development of new programming such as the peer mentoring program and a stronger connection to the business community for student placement.

**Innovations in Faculty Development**

The release of the 2013 Standards prompted us to systematically review several processes related to faculty development. Once the faculty qualifications were revised to reflect the new standards, several other changes resulted.

1. **The Annual review** process was revised to more closely align with maintaining AASCB classification status as well as better support the mission and strategic priorities. The system provides clear expectations for acceptable performance in support of the mission and strategic priorities of the School; provides clear, constructive feedback to faculty moving towards promotion and tenure; informs decisions related to pay and/or merit increases; uncover opportunities for professional development; and identify opportunities for professional (administrative) advancement. The process is discussed more fully in the "Faculty Staffing, Management and Support" section.

2. **Teaching peer review.** In order to support our teaching mission, the School of Business and Economics is in the process of implementing a peer review of teaching process that is peer-focused and developmental in nature. The Policy also requires
that all teaching faculty receive training on how to conduct peer reviews. Ideally, these activities will support an environment of peer-to-peer teaching/mentoring within the School. This is discussed more fully in the Teaching Effectiveness section.

3. **Harris Impact Awards and Grants.** The School has the opportunity to utilize funding from a donor foundation account, the Harris Fund, to support academic excellence. To that end, two awards have been established to recognize and support faculty work impacting specific areas of our mission:
   - **The Harris Impact Award** recognizes significant achievement in student learning and success, research, and/or engagement that advances our mission, connects our School more closely to our community, and serves as a role model for others.
   - **The Harris Impact Grant** supports work that has the potential to result in significant improvements in student learning and success, the advancement of theory or practice in the field, promotion of economic development, and/or the development of community partnerships.

**Innovations in Economic and Community Engagement**

One of the primary elements of the School is to support the economic development of the region through a collaborative process with members of the community. Several new initiatives have taken place since the last visit:

1. **Small Business Academy@IUN.** In 2018, we developed a certification program called Small Business Academy @IUN. This program, a collaborative arrangement between the School and the NW Indiana Small Business Development Center, underwritten by a grant from Innovate Indiana, provided business development training to Gary small business owners and entrepreneurs to better prepare them to launch and operate their businesses. A total of 15 people participated at various points in the four-module program during the 2018-19 term. Five completed all four modules. Eight faculty participated in providing instruction. Plans are underway to repeat the program with some minor adjustments in the Spring 2020.

2. **Center for Economic Education and Research.** The Center for Economic Education was restructured in Spring 2019 to include not only economic education but support economic development through consulting and research in Northwest Indiana. It was rebranded as the “Center for Economic Education and Research.” The Center also regularly publishes two data series: The Northwest Indiana Coincident Economic Index (monthly) and the Northwest Indiana Imputed Gross Domestic Product (quarterly). The work on the Indices has been widely recognized across the Region, resulting in the 2015 Innovator of the Month Award by Lakeshore Public Media and the Society of Innovators.

3. **Northwest Indiana Business Confidence (BIZCONF) Index** was developed by two professors in the IU Northwest School of Business & Economics. It measures the degree of confidence that business owners and executives have on the prospects of their businesses in the region. 2018 was the inaugural year, and a gross score was developed that indicates business confidence. The Index will be calculated annually, utilizing 2018 as the benchmark.
Innovation in Infrastructure

1. **Organizational Structure.** In 2017, the School organizational structure was revised to include a more inclusive and collaborative approach to leadership. The Associate Dean position was eliminated and replaced by a three-member faculty executive team. Each member is responsible for a crucial element of the School mission and strategic plan: Student Success and Learning (curriculum, assurance of learning, student engagement); Faculty Affairs (development, promotion and tenure, research, mentoring, and performance management); and Engagement (alumni and community relations). The process also serves as a mechanism to provide leadership experience for the purpose of succession planning. The new organizational plan is included as Attachment 1.

2. **Technology Upgrades.** The trading floor room (1184) and School conferenceroom (1101) underwent significant upgrades in technology in the Summer of 2019. Digital projectors were replaced with flat screen smart monitors. The new technology now supports videoconferencing as well as use of Solstice, which allows the monitor to display images from any laptop or mobile device in the room.
SITUATIONAL ANALYSIS

Factors shaping the school’s mission and operations

Indiana University Northwest, a regional public institution, and the School of Business and Economics exist to provide a high-quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state. Indiana University Northwest (IUN) became one of the eight distinct campuses of the Indiana University System in 1968. As one of the six IU regional campuses, IUN, an urban commuter campus located in Gary, serves the highly diverse area of Northwest Indiana, including Lake, LaPorte, Jasper, Newton, Porter, Pulaski and Starke Counties. The immediate area is heavily focused on manufacturing, as one proceeds further south and east however, the area becomes much more agrarian. Healthcare is another major industry. Business education has been offered at Indiana University Northwest since its founding in 1968. The core strength of the School is its ability to provide business education that prepares students for employment in Northwest Indiana. A vast majority of our students stay in the area upon graduation. The School also serves a large proportion of non-traditional students, many of whom are first generation college students, and are place-bound by virtue of family or economics.

Student body and enrollment. The diversity of the region is reflected in the demographics of the School’s student body: Male 52%; Female 48%; First generation: 42%. Additional demographics include: Asian (4%); Black/African American (14%); Hispanic/Latino (22%); White (54%); Two or more (4%); Unknown/Other (2%).

As with many other institutions of higher education, we have experienced a downward trend in enrollment. In our case, a recent study by our finance and economics faculty revealed an inverse relationship between employment and enrollment, when unemployment rate decreases by one percentage point, enrollment decreases by five percent. In addition, upon analysis of the demographic trends for Northwest Indiana, the number of potential college students in the pipeline has been declining and will continue to do so over the next five years.

Program delivery. The School offers a BS degree in business with concentrations in Accounting/Finance and Business Administration. Three minors also available for business students include business economics, human resources/management, and marketing. Minors in business and accounting for non-majors are also available. Students have the option to pursue coursework in traditional, hybrid and/or online formats based on their needs. Some evening courses are also available. Over time however, we have seen an increase in the need for online offerings, concomitantly with decreasing demand for evening coursework. Both at the undergraduate as well as graduate level, the School employs professional and support staff dedicated to marketing and recruitment, advising, and career development.

The MBA program is delivered in two different formats. Students can pursue a program offered in the evening, which includes traditional, hybrid and online formats. A second option is the cohort-based Saturday program for working professionals. This program is offered in an accelerated fashion, involving online as well as hybrid coursework. An international trip is also a feature of this program.
All programs feature a distinctive focus on teamwork and leadership, seen as necessary for success in the business world. Related courses are part of all curricula. In addition, the majority of business core courses involve some sort of group project as part of the experience. Several core learning goals pertaining to these competencies are systematically assessed at the beginning and end of each program through the Assessment Center.

Effective Fall 2019, the School began accepting students into a completely online BS degree in Business Administration offered as a collaborative venture between five of the regional campuses. This arrangement was established as a strategy to meet the challenge of declining enrollments across the system. To date, eight students have matriculated into the IUN version of the program. Several committees are working through details to ensure operations meet AACSB criteria going forward (faculty qualifications, assurance of learning, grade requirements, and course development).

Programs included within the scope of this review:
- BS in Business, Business administration major
- BS in Business, Accounting/Finance major
- Masters of Business Administration

Programs excluded
- BA Economics (College of Arts and Sciences)
- BS in Business Administration (online collaborative, effective Fall 2019)
- Bachelor of General Studies (College of Arts and Sciences)
- BS in Actuarial Science (College of Arts and Sciences)
- BS in Public Affairs (SPEA)
- MS in Public Affairs (SPEA)

Regional economic development. Economic development is one of the primary elements of the mission of the School as well as the campus. To that end, outreach and engagement are embedded within many aspects of School operations, from experiential and service learning components in various courses to small business development programming for the community. Elements of the School’s research portfolio also provide ongoing data to business development leaders within the region. Several members of the School hold key positions on various local boards. A more detailed discussion outlining various programs are included in the “Advantages” section.

Indiana University Northwest, over the past several years, has been in the process of gaining classification by the Carnegie Foundation as an engaged campus. It has also been recently named an Anchor institution by the Consortium of Urban and Metropolitan Universities. The School of Business and Economics has been a significant source of community and economic development resources for the city of Gary as well as the region. The Dean and Dr. Ranjan Kini are active members of the committee composed of campus representatives and members of the community.
Advantages and disadvantages in reputation, resources, sponsors, supporters

Advantages

1. Student Leadership, Teamwork, and Career Development.

   **Leadership and Teamwork** are distinctive competencies developed at both the undergraduate and graduate levels. In recent surveys, (GMAC 2017, 2018) employers and corporate recruiters have indicated that communication, teamwork and self-management skills are most important in recent graduates. Therefore, all plans of study incorporate courses specifically addressing teamwork and leadership. Many courses from the other business disciplines also require group projects. The Assessment Center, described below, provides an additional facet to skill development.

   The focus on teamwork is central to the cohort experience provided in the weekend MBA program. As a group, they move through each module together. Furthermore, each MBA candidate is placed in a team that allows for flexible distributions of gender, race/ethnicity, undergraduate coursework and professional work experience. The structure allows for the students to experience the importance of working with diverse teammates while expanding their professional network. All graduate students, regardless of program are also given opportunities to learn research-based approaches to leadership, apply learning to managerial situations, and further develop team and leadership skills through group projects. Each student has the opportunity to work through two well-known industry assessments: the 16pf® Questionnaire (16 personality factors), a validated tool that is highly effective at revealing potential and identifying development needs; and the Hogan Development Survey. Results form the basis for further reflective activities and executive coaching.

   **Career Development.** In order to give our students the best opportunity for future employment and/or continuing education, the School integrates student professional skill development into the curriculum. All undergraduate business students are required to take X220: Career Perspectives, and X410: Business Career Planning and Placement. Both courses integrate with the Assessment Center. The X410 course includes a mini job fair for undergraduates.

   **The Assessment Center** is an experiential learning process that happens in Freshman and Senior years. Results help students identify their strengths as well as developmental needs with respect to certain aspects of leadership, teamwork, and other job related skills necessary for success in today’s workplace. During the day, students work their way through several simulations around teamwork, leadership, management, critical thinking, and diversity, experiencing first-hand what it is like to be a manager grappling with a challenging situation. Responses are recorded and assessed using a standardized rubric. At the end of the experience, they receive a complete report identifying strengths as well as opportunities for improvement. Because this happens early on, students have the opportunity to improve their skills through various curricular and co-curricular experiences.
2. Faculty Development and Mentoring System
Historically, the School of Business and Economics has had a clearly defined process for the development of new faculty members, however, the newly revised Mentoring policy includes more specific guidelines and tools for mentors and protégés for further clarity. One central element of the new policy is the inclusion of a career map that can be used for all faculty, but is initially focused on untenured, tenure track junior faculty. The new mentoring policy also includes mentoring opportunities for associate professors to support further career development and promotion to full professor. This is an area that can be challenging, and the School hopes to offer this policy as a pilot to increase the number of associate professors across campus that seek promotion to full professor.

3. Committed Business Advisory Board
An Advisory Board has been in place for several years and has served as an advocate of the School as well as a means to connect the academic world with current practice. Membership was recently expanded to include not only alumni and members of the business community, but executives from local Chambers of Commerce and the Small Business Development Center. Members provide feedback related to the School’s strategic plan, relevancy of curricula, student success, and career development. Many participate in student career fairs, support internships, sponsor events and support other school projects.

An annual Business Speakers Luncheon, a significant community event, showcases a business thought leader, and serves as an additional mechanism for connecting the faculty, students, professional staff and administrators of the School with the business community. This event fosters connections by seating students with business professionals to foster networking as well as explore possible job opportunities. Proceeds from the event also provide some financial support for the School.

We have also made a concerted effort to reach out and develop a more sustainable relationship with our MBA alumni. There is a very involved group of alumni who have been instrumental in facilitating this process as well. Several informal gatherings have taken place since the Fall of 2018. A large reunion, started in 2018 will also be an annual event. The hopes are to develop a strong base of support and engagement for the School going forward.

The School’s curriculum emphasizes practical and experiential learning and promotes student and faculty engagement in the economic development of the community in several significant ways.

- **VITA Program.** The Volunteer Income Tax Assistance Program (VITA) has been a valuable service to the community for over 30 years. Students in upper level accounting courses are recruited as volunteers in the program. They undergo training by the IRS and work with clients to prepare their tax returns under the supervision of faculty each spring. The most recent season, engaged 12 students and volunteers and served close to 200 families within the community. A total of $194,000 in refunds were returned back to the community.
• **Small Business Institute.** Students in the required capstone class, under the supervision of business faculty, provide a general business analysis to a client business based on their needs, valued up to $10,000. Since 2016, a total of 23 different clients have been served.

• **Student Managed Investment Fund and Trading Floor.** Due to the generosity of two of our senior faculty members, senior students have access to an actual investment fund that they manage. Utilizing the Trading Floor resources, they are able to gain analytical skills as well as business acumen. During this semester long course, they research the performance of a variety of companies, and present to the Advisory Board, their recommendations for investment. The actual stocks are purchased and earnings over and above the baseline are transferred to a scholarship fund at the end of each academic year.

• **Marketing Consulting Projects** are part of Consumer Behavior, Digital Marketing, Social Media Marketing, and Marketing Strategy classes. Over the past five years seven clients have been served.

• **Red Hawk Enterprise.** This student club was established in the Fall of 2018 as a mechanism for engaging students in a real retail (lab) store. Supported by community Rotary clubs and organizations, the students are responsible for researching inventory, pricing, marketing, staffing, and accounting. The student volunteers make annual presentations to the supporting organizations about the skills they have developed as well as outcomes generated.

5. **Commitment to Economic Development**

   Community and economic development are central to the School as well as the campus. To that end, there are several outreach initiatives supporting such development. In addition to the student programs mentioned above, several other programs foster economic development:

   • The **Center for Economic Education & Research (CEER)** facilitates and supports activities that promote economic education, provide economic expertise and support, and encourage regional economic research in Northwest Indiana. The Center is accredited by the National Council on Economic Education (NCEE) and the Indiana Council for Economic Education (ICEE) and provides continuing education programs and workshops for local educators, serving close to 150 K-12th grade teachers annually. The Center also regularly publishes two data series: The Northwest Indiana Coincident Economic Index (monthly) and the Northwest Indiana Imputed Gross Domestic Product (quarterly). The work on the Indices has been widely recognized across the Region, resulting in 2015 Innovator of the Month Award by Lakeshore Public Media and the Society of Innovators.

   • Between Fall 2014 and August 2019, the faculty affiliated with the Center have:
     - Appeared 135 times in local, national and international media outlets.
     - Appeared at nineteen invited speaking engagements in the local community.
     - Published more than 55 technical reports related to these data series.
     - Collaborated with students and local economic development organizations on research projects.
     - Contributed approximately 600 hours of economic development expertise and service to Northwest Indiana.
• **Northwest Indiana Business Confidence (BIZCONF) Index** was developed by two professors in the School. It measures the degree of confidence that business owners and executives have on the prospects of their businesses in the region. A gross score was developed in 2018 that indicates business confidence and serves as the benchmark for each subsequent year.

• **The Center for Professional Development (CPD)**, formerly called the Center for Management Development, focuses on providing opportunities for students and the community to obtain specialized training that enhances their employability. Historically, CPD was used to provide in-house training for area businesses. The decline in requests for this service, however, led us to consider how the environment had changed and what we need to do to better serve our clients. We have seen an increase in the importance of certifications and micro-credentials and have been investigating how to meet that need.
  
  o **Lean Six Sigma.** The first certification course we offered to our students and community was Lean Six Sigma. Students enrolled in the evening MBA program earn the Yellow Belt as part of their studies. Students in the weekend MBA program earn the Green Belt. They can then choose to pursue additional certification through CPD, as we offer courses to the community at large twice a year. To date, we have awarded 62 Yellow Belt, 130 Green Belt, and 6 Black Belt certifications.

  o **Microsoft Office Specialist.** In 2017, we began offering Microsoft Office Specialist (MOS) certification to our students and the community. We are also developing a test preparation course that will be open to students, IU staff, and the community. To date, 66 students have earned the MOS certification in Excel, 36 in Word, 19 in PowerPoint, and 2 in QuickBooks. The Excel certification exam is now a requirement in the K321 Management of Information Technology course.

  o **Small Business Academy @IUN.** In 2018, we developed a certification program called Small Business Academy @IUN. This program provided business development training to Gary small business owners and entrepreneurs to better prepare them to launch and operate their businesses. A total of 15 people participated at various points in the four-module program. Content included instruction on writing a business plan, human resources, personnel law, funding resources, and marketing.

  o **Future certification programming.** Our certification offerings have garnered considerable interest and inquiries into other certification options. We are working to develop a collection of certification courses, including a Project Management Professional test prep program, prep courses for MOS and QuickBooks, and courses in sales, marketing, business analytics, and others.

6. **IU reputation and resources.**

   The reputation of IU regularly emerges as one of the reasons that students select this institution. The IU name is important for some who identify with the University, or want to be able to transfer to the main campus. Being part of a larger system also offers many resources that an individual campus cannot afford such as expansive
library resources and a plethora of software available through “IUanyWare.” Students also note that they appreciate the small class sizes and personal contact with their professors. The School of Business and Economics was also first among many competitors to become accredited through AACSB. And finally, in a field saturated with many options to earn an MBA, the IUN MBA has been repeatedly recognized by the Northwest Indiana Business Magazine as the “Best University to Earn an MBA.” Our program has received this recognition since 2013 (with the exception of earning runner up status in 2017).

IU Northwest also maintains a major presence within the region with respect to community and economic development. The faculty of the School are routinely called upon for presentations, data analysis, and commentary. In late 2017, multiple organizations and communities in Northwest Indiana launched an ambitious effort to develop the first economic development strategic plan for the seven-county region. The plan fosters collaboration and unity around certain development initiatives in what has been a very fragmented region. The end product, Ignite the Region: A Regional Strategy for Economic Transformation, was presented to the public in September 2018. Dr. Micah Pollak serves on the business development committee, and has developed a series of metrics to track progress. Dean Roberts has recently joined the talent group.

7. Commitment to diversity.
A commitment to diversity and inclusion is woven throughout the fabric of the School as well as the campus as evidenced in the strategic plan and standards of professional conduct. IU Northwest provides a truly diverse environment in which students can learn to navigate complexities, appreciate diversity, and foster inclusion. Diversity and global awareness are included in course learning outcomes within the general education program across campus as well as within the School. Three courses within the business core explicitly cover diversity and global awareness: D301 International Business; L304 Critical Thinking, Decision Making, and Advocacy; and X255 Diversity in the Workplace. Additional electives are also routinely offered: E 330/F494 International Finance; E430 International Economics; M401 International Marketing; and X405 Diversity and Leadership. In addition, an international travel experience is required in the weekend MBA for Professionals program. The School is also a major sponsor of the campus annual Asia Day featuring representative food, dance, clothing, and educational programming. The event is open to the campus and community and over 700 students attend each year.

Disadvantages

1. Location
The location of IU Northwest is both an advantage and a disadvantage. Conveniently located off Interstate 80/94, the campus is readily accessible in the seven-county region it serves. However, the campus is situated in Gary, which has experienced significant economic decline and disinvestment for several decades. The city has many challenges: high unemployment, limited financial resources, and perceptions of criminality. This can be construed as a disadvantage, however, it can be an
opportunity as well. IUN is considered an asset to the community, and has recently earned “Anchor” status, serving on a variety of fronts from education, to community and economic development. The campus environment offers students an opportunity to participate and interact in classroom experiences rich in cultural, economic, and social diversity.

2. Resources
As the state support for regional campuses continues to decline, there has been a shift to depend more on tuition and fees. Shifting demographics have also resulted in an incremental decline in enrollment over time. Since attendance at IU Northwest is priced at or near other comparable public universities in the region, it is not feasible to raise fees substantially. Currently we are in the process of exploring additional programming to maintain or better yet, increase credit hour revenue. This is discussed further in the next section under “Challenges.”

Internal, environmental, or competitive forces challenging the future

1. Competitors
The School of Business & Economics operates in a very competitive market. Purdue Northwest, consisting of two campuses on either side of IUN, is located within the target enrollment areas of our campus. The School competes with two religiously sponsored institutions, Calumet College and Valparaiso University; and several private programs, including Indiana Wesleyan, and the Keller School of Business from DeVry University. Western Governors State and Purdue Global, two online institutions located within the state, also serve as competitors.

2. Demographic trends and Decreasing resources
The challenge of long-term declining state support for IUN means that more revenue must be covered by local student fees. Enrollments have consistently declined over the past five years and, according to many sources, the number of college-age students in our service area is declining and will continue to do so. In addition, our economists have discovered an inverse relationship between the economy and local employment and enrollment. This creates considerable challenge for maintaining enrollment necessary to sustain operations. Declining enrollment also impacts available funding for new faculty, research, professional development, technology, marketing, and program enhancements such as student success initiatives and extra-curricular activities. Efforts to meet this challenge include the development of a system-wide online collaborative BS degree in Business Administration (effective Fall 2019); expansion of the weekend MBA eastward; and the development of a joint MBA/healthcare degree (MHBA) slated to begin Fall 2020. Additional non-credit programming through the Center for Professional Development is another avenue being explored for revenue generation.

3. Faculty Seniority and Succession planning
We foresee that in the next decade that there will be a significant number of faculty retiring from the School. It will be challenging to compensate for the loss of institutional knowledge and leadership experience that resides in those individuals. This has provided some of the impetus for revising the organization structure of the
School as well as its professional development processes. We are fortunate to have the opportunity to take advantage of leadership programming provided by Indiana University as well as our campus.

**Opportunities for enhancing the school’s degree offerings**

In light of declining enrollments and resources, it is incumbent upon us to seek out collaborations that leverage our current capacity as well as seek synergy from others in order to extend our market. Drawing upon Indiana University Northwest’s strengths in healthcare and the arts, it also makes sense to explore joint programs. Several such initiatives are underway or in the process of being considered.

1. **Collaborative online BSBA**
   The Collaborative Online Bachelor of Science in Business Administration (BSBA) is a cooperative effort between the five IU regional campuses (East, Kokomo, Northwest, South Bend, and Southeast). The development has occurred jointly over the past five years and several Memoranda of Understanding have been created to set forth policy related to marketing, admissions, advising, operations, delivery, curriculum and assurance of learning. We began enrolling students in Fall 2019. Although we are optimistic about participating in this program and the potential revenue stream it may provide, there are still several challenges with respect to accreditation and program operations. The issues are systematically being addressed through collaborative work at administrative and faculty levels. We have received some guidance from AACSB and look forward to receiving more feedback as each campus brings the degree online.

   In addition to the collaborative degree offering, we have enjoyed cooperative relationships with business schools from the other IU regional campuses through the IU Online Class Connect program (IUOCC). This program allows a student enrolled at one IU campus to register for an online class offered at another IU campus without having to go through any additional admissions procedures. It provides a mechanism for sharing faculty resources, increasing the availability of classes, and ultimately helping students attain their educational goals more quickly.

2. **Masters in Healthcare and Business Administration**
   The Masters in Healthcare and Business Administration (MHBA) program is designed to prepare students for middle- and top-level managerial positions in healthcare. The 36-credit hour program will draw expertise from the School of Business & Economics and the School of Public & Environmental Affairs, include healthcare and business management topics, and offer full and part time options. We have gained initial approval through the IUN campus and are in the process of obtaining approval from the IU Board of Trustees as well as the Indiana Commission for Higher Education. We anticipate a start date of Fall 2020.

3. **MBA/MFA**
   An additional opportunity in the early stages of contemplation has recently become evident with the inauguration of our School of the Arts. The School of Arts has been making significant inroads in the Gary arts scene and an advanced degree in arts with some business background has a potential market that extends into Chicago. It would be the first in its kind in the region.
PROGRESS ON ISSUES FROM PREVIOUS VISIT


The School’s stated mission has limited emphasis on the role that research plays. The School should focus on how the production of intellectual contributions impacts the life of the School in relation to the regional economic development that they serve.

RESPONSE

A new mission for the entire campus was approved by the Indiana University Board of Trustees on June 16, 2017. Central to the mission are teaching, research and meaningful engagement with the community to facilitate economic development:

Our purpose is to enhance the quality of life of the most diverse, urban, industrialized region of the state.

- We engage the community in high-quality teaching and scholarship.
- We partner with communities to impact and promote social, economic, and cultural development.
- We inspire and empower a diverse body of students to be active citizens, who apply their knowledge to transform their communities and the world.

The faculty of the School of Business and Economics, concurrently underwent a Strategic Planning process in 2016. A new mission, vision and list of strategic priorities were developed in a manner that mirrored the plan of the campus. Part of that process was recrafting the mission for better clarity around research and economic development:

The Indiana University Northwest School of Business & Economics provides a premier business education to the citizens of Northwest Indiana through AACSB International accredited undergraduate & graduate programs emphasizing our distinctive competencies in teamwork and leadership. This education enhances the understanding of diversity, global business and the application of technology. The MBA program focuses on executive leadership development.

- We serve a richly diverse student body and prepare our graduates to participate in the economic development of Northwest Indiana and beyond.
- Our faculty conducts and shares research that supports the campus’ Teacher-Scholar ideal, placing equal emphasis on teaching and research that is appropriate to the Mission. We value research that is applied, basic or pedagogic.
- Our faculty and students support the economic development of Northwest Indiana by engaging in mutually beneficial collaborations with local organizations and community members.

Strategic priorities and a summary of progress to date on each priority is addressed in the next section of the report. A more detailed version can be found in Attachment 2. In addition, the faculty affairs committee has created a document that clarifies how
research is viewed within the school as well as how its impact will be considered. It is addressed in the next section under intellectual contributions.


*The School should streamline its AOL practices to shift from an emphasis on collecting data to using the data to effectively manage curricula. A refined approach with fewer data points will likely provide adequate information to better focus learning assessment activities.*

**RESPONSE**

The curriculum and assessment committee has streamlined a very intensive data-filled process. Improvements to date:

- A redesign of the MBA Assurance of Learning program to include:
  - Incorporating CompXM simulation results and eliminating ETS. The revision was prompted based on AACSB feedback as well as feedback from the students (too many assessment exercises). We chose CompXM based on research into the dynamism of the system, amount and utility of data available, ability to make changes based on data, and comparison of performance between peers. The change was effective Summer 2017.
  - Streamlining overall course goals. Standard learning goals for all courses were established. Learning objectives have been mapped to what is available through CompXM.
  - The learning goals of ethics, critical thinking, and diversity were combined into one learning goal: decision making.

- The undergraduate AoL program underwent the following improvement:
  - The documentation of the AoL process was simplified to include a comprehensive map including learning goals, objectives, and rubrics.

- A dashboard was created for each program as a mechanism for tracking results, quickly observing trends, and identifying areas for further improvement. Results for each learning goal are analyzed annually to include a summary of performance (acceptable, trending downward, or unacceptable/needs action). Action plans are developed for those areas in need of attention.
  - The undergraduate and graduate maps can be found in Attachments 3 and 4. The most recent dashboards are located in Attachments 5 and 6.

**2013 Standard 3: Financial Strategies and Allocation of Resources; Standard 9: Curriculum Content; and Standard 11: Degree Program Educational Level, Structure, and Equivalence**

*With increased emphasis on engagement and innovation as part of the new 2013 standards, the School should consider additional collaborations and*
possible program development with other organizations (e.g., the SBDC and the College of Health and Human Services).

RESPONSE
The School has cultivated several new collaborative relationships in the past few years:

1. **Small Business/Economic Development**
   - **Northwest Indiana Small Business Development Center (SBDC)** has been a partner in programming. Since 2014, seven programs have been offered through the SBDC by our faculty. Three programs were offered in collaboration with other IUN departments. The Director of the SBDC is also now a member of the School’s advisory board.
   - The Dean is now a participating board member of the SBDC and the Gary Chamber of Commerce Economic Development Committee.
   - The Management Capstone course, as part of the Small Business Institute, involved 23 different clients since 2016.
   - The School was given a grant by a local bank to support the work of the **NWI Economic Indices**. Economics professors involved with this project have also been invited to share their research with members of the local banks and several community organizations.
   - Two of the economics faculty have begun participating in the “One Region” initiative, dedicated to the growth and development of Northwest Indiana. They also compile data for the Chicagoland Tri-State Economic Alliance group.

2. The **Center for Professional Development** developed and deployed the following programming:
   - Lean Six Sigma certification
   - Small Business Academy @IUN which partners with the SBDC

3. Several **new programs** in collaboration with other colleagues have also been developed:
   - The Business minor has been added as an option for the new online Health Sciences degree and BS degree in Informatics.
   - An entrepreneurship track is under development for an online degree completion program in the College of Arts and Sciences.
   - The School engaged in a partnership with the Northern Indiana Education Foundation to host a Saturday MBA in Michigan City. This better serves our constituents located in the easternmost parts of our region.
   - The five regional campuses of IU have collaboratively developed and deployed an online BSBA degree. IU Northwest began officially accepting students Fall 2019.
   - Work is progressing on the collaborative Masters degree in Health and Business Administration (MHBA), slated to begin Fall 2020.

4. **The Collaboratory program** is a campus-wide database that provides a framework for tracking engagement as well as measuring its impact. It was unveiled in Fall 2018. It supports the work being done on campus to attain the Carnegie Foundation’s Community Engagement classification and our work as an Anchor Mission campus ([https://he.cecollaboratory.com/iun](https://he.cecollaboratory.com/iun))
STRATEGIC MANAGEMENT AND INNOVATION

Strategic Management Planning Process and Outcomes
The Dean, as the chief academic officer of the School, has primary oversight of School operations such as accreditation, budgeting, human resource management, continuous improvement of curriculum and assessment, alumni relations, and public relations. She reports directly to the Executive Vice Chancellor of Academic Affairs and participates on several campus-wide committees.

Within the School, an Executive committee, established in 2017, meets regularly to ensure the effectiveness of strategic initiatives, including continuous quality improvement. The committee is composed of three administrative personnel as well as chairs of three primary faculty committees: Faculty Affairs, Student Learning and Success, and Engagement. In addition, the Director of the Center for Economic Education and Research also serves on the committee. The new organizational structure is included in Attachment 1.

The School operates on a model of shared governance and faculty are an integral part of the decision-making process. Although many operational policies are in place throughout the Indiana University system, the School maintains specific policies pertaining to academics, promotion and tenure, professional conduct, syllabus and course structure, teaching load, and performance management. They are all available online through the Canvas system and will be available to the peer review team.

In 2016-2017, a new Strategic Plan was developed and implemented with wide input from faculty as well as members of the Advisory Board. The School plan aligns with a campus-wide strategic plan developed for IUN, also crafted by participation of multiple stakeholders. The School plan forms the framework for the effective operation of several faculty-based committees. A summary of the plan as well as outcomes is illustrated in Table 1 on pages 28-30 in the Mission and Strategic Planning Section that follows. The full plan as well as status of each initiative, can be found in Attachment 2. In summary, since the last review, we have implemented the following initiatives from strategic planning and continuous improvement processes.

Student Success and Learning
- Expanded mechanisms to support student success over several fronts: peer mentoring (STARS), ongoing tutoring, additional advising capacity, expanded experiential learning opportunities through curricular and extracurricular activities (Red Hawk Enterprise, Student Showcase, IMA Club)
- Developed a Saturday hybrid MBA program offered in Michigan City, IN (Fall 2018)
- Joined the IU online collaborative BSBA degree program (Fall 2019)
- Streamlined Undergraduate and Graduate Assurance of Learning programs
- Incorporated critical thinking strategies across the curriculum
- Offered multiple opportunities for gaining microcredentials (Microsoft Office components, QuickBooks, Lean Six Sigma)
Faculty/Staff Engagement and Development
- Updated faculty classification criteria and streamlined faculty development processes to include mentoring, annual review, handbook, and quality in publications.
- Implemented Harris Impact Grants and Awards program.
- Worked to improve staff engagement and development via Gallup program.

Community Engagement
- Restructured and rebranded the Center for Economic Education and Research; added the “BIZCONF Index.”
- Developed and offered Small Business Academy @IUN.
- Began stronger relationship with MBA alumni.

Financial Strategies and Allocation of Resources

Base Budget. The Indiana University system utilizes a Responsibility Centered Management model for budgetary purposes. The primary source of funding for the operating budget is derived from credit hour generation. The base budget for the previous year was $3,766,837. A substantial portion is devoted to compensation. The base expenses have remained essentially the same with modest increases in compensation. A quick snapshot of the previous five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Base Budget</th>
<th>Total Expenses</th>
<th>Tuition &amp; Fees</th>
<th>Net Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>$3,422,603.00</td>
<td>$3,145,888.00</td>
<td>$3,438,989.00</td>
<td>$293,101.00</td>
</tr>
<tr>
<td>2016-17</td>
<td>$3,490,820.00</td>
<td>$3,212,882.00</td>
<td>$3,515,314.00</td>
<td>$302,432.00</td>
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<tr>
<td>2017-18</td>
<td>$3,811,780.00</td>
<td>$3,654,884.00</td>
<td>$3,844,552.00</td>
<td>$189,668.00</td>
</tr>
<tr>
<td>2018-19</td>
<td>$3,766,837.00</td>
<td>$3,458,598.00</td>
<td>$3,583,673.00</td>
<td>$125,075.00</td>
</tr>
</tbody>
</table>

Over time, we have seen a trend downward in net operations revenue. Although expenses were under budget, there was a slight drop in expected credit hours. Several initiatives to improve student success and persistence as well as new programming are under development to help improve revenue as outlined below. We are optimistic that the newly developed online collaborative degree program will help offset local loss in credit hours as we gain traction in an expanded market.

Weekend MBA for Professionals. In light of decreasing enrollment (and resulting decrease in income), the MBA for professionals program was established in 2007 as an additional revenue stream to support faculty development, technology improvements, travel, and other operational expenses. Each cohort carries its own budget outside of the departmental base budget. A combined net revenue of approximately $300,000 was seen this past academic year. A new cohort was added in Spring of 2018 in Michigan City, Indiana to help offset the drop in credit hours.

Endowments: The School of Business & Economics has several foundation accounts established to fund various initiatives from general uses to specialized purposes such as
student managed investments fund and trading floor; economic indices; student special events, travel, and honor societies; scholarships; and faculty research and development. Plans are underway to increase fundraising in order to offset revenue decline. Due to the generosity of one of our faculty members, we enjoyed the dedication of the William and Leslie Nelson Trading floor in the Fall of 2018. Additional funding has allowed the purchase of FactSet, a financial analysis database, for our students.

Mission Statement and Summary of Strategic Plan
The Indiana University Northwest School of Business & Economics provides a premier business education to the citizens of Northwest Indiana through AACSB International accredited undergraduate & graduate programs emphasizing our distinctive competencies in teamwork and leadership. This education enhances the understanding of diversity, global business and the application of technology. The MBA program focuses on executive leadership development.

- We serve a richly diverse student body and prepare our graduates to participate in the economic development of northwest Indiana and beyond.
- Our faculty conducts and shares research that supports the campus’ Teacher-Scholar ideal, placing equal emphasis on teaching and research that is appropriate to the Mission. We value research that is applied, basic or pedagogic.
- Our faculty and students support the economic development of Northwest Indiana by engaging in mutually beneficial collaborations with local organizations and community members.

The current strategic plan in effect from 2016 until 2020, dovetails with the campus plan as well as the plan of Indiana University as a whole. A new planning process will commence in the spring/summer of 2020. Strategic priorities encompass five major areas:
- Student success and quality learning
- Valuing people: Staff and faculty development
- Leveraging diversity for inclusive excellence
- Building and sustaining community
- Financial stewardship and growth

Summary of substantive impacts related to mission
1. Student Success and contribution to economic development of the region:
   - Through several initiatives in the School and across campus, we have increased undergraduate graduation rates over past four years: 61, 68, 83, 87. The Fall to Fall persistence for beginning students has also improved since Fall 2014: 41%, 57%, 49%, 60%.
   - Data recently collected from the candidates for a BS in Business at the 2019 Commencement revealed that of the 55 undergraduates in attendance, 34 of them (62%) indicated that they had obtained an initial position or received a promotion with their current employer based upon completion of their degree. The majority are employed in small to mid-size firms based in Indiana or Illinois.
• Students now have the opportunity to earn microcredentials: 119 Microsoft Office Specialist certificates have been earned to date; 109 Lean Six Sigma Green Belts and 50 Yellow Belts have been awarded.
• The innovative STARS peer mentoring program has involved 48 students to date; 2017 persistence is 88%; 2018 persistence is 96%.

2. Research and intellectual contribution:
• Over the past five years, faculty in the School of Business and Economics have produced a total of 206 intellectual contributions with a fairly equal distribution of focus between basic, applied and pedagogical, consistent with our mission. Intellectual contributions by Faculty also broadly represent several areas of our mission, strategic plan and areas of distinction: Pedagogy (35%); Basic Research (27%); Economic Development (22%); Diversity/Globalization (9%); Leadership/Teamwork, our distinctive competency (7%).
• Metrics compiled from Google Scholar indicate that Business & Economics faculty received over 500 citations per year with a total of 3,042 citations since 2014. This is an average of 31.1 citations per year per faculty member.
• Based on their expertise, faculty have been featured or quoted in 9 articles for the Indiana Business Magazine; have made 26 appearances on local public television and radio; and mentioned or quoted in 115 newspaper articles.

3. Engagement in mutually beneficial community partnerships:
• The VITA program continues to be a valuable community resource, serving approximately 200 families.
• The Small Business Academy @IUN began a partnership with the city of Gary to help local entrepreneurs launch or grow their business. To date, we have helped 15 businesses.
• Four courses in the curriculum directly engage students in projects with members of the business and non-profit community.

Table 1 below includes a summary of plan deployment as well as impact.
### MISSION: STUDENT SUCCESS
We serve a richly diverse student body and prepare our graduates to participate in the economic development of northwest Indiana and beyond.

<table>
<thead>
<tr>
<th>STRATEGIC GOAL</th>
<th>Objective</th>
<th>INNOVATION</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster student growth by offering high-quality and effective curriculum, skill-building programs, experiential learning opportunities, engagement in research, and support</td>
<td>Incorporate high impact practices for student retention</td>
<td>Offer microcredentials as part of class</td>
<td>UG grad rates have increased since 2015, (61 to 87) Fall to Fall persistence has increased since 2015 (41% to 60%)</td>
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<tr>
<td></td>
<td></td>
<td>Launched STARS program F17</td>
<td>48 participants to date; 2017 persistence 88% 2018 persistence 96%</td>
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<tr>
<td></td>
<td></td>
<td>Red Hawk Enterprise F18</td>
<td>10 participants to date</td>
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<tr>
<td></td>
<td></td>
<td>Improved School internship process Sp19</td>
<td>12 internships via new process</td>
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<td></td>
<td>new IMA Chapter 2018</td>
<td>15 members</td>
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<tr>
<td></td>
<td></td>
<td>Expand student research</td>
<td>2018 3 UG, 1 MBA 2019 6 UG, 1 MBA</td>
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<tr>
<td>Provide additional support when needed</td>
<td></td>
<td>Established tutors for Acct, Econ, Stat Sp17</td>
<td>DFW rates remain steady except decrease in A202</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanded advising &amp; added career development F18</td>
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</tr>
<tr>
<td>Develop and improve undergrad and grad degree programs</td>
<td>Develop new programming</td>
<td>Collaborative online BSBA: AACSB clearance SP19,</td>
<td>9 admits Fall 2019</td>
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<tr>
<td></td>
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<td>SAT MBA in Michigan City Sp18</td>
<td>9 graduates 2019</td>
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<tr>
<td>Improve programs and curriculum</td>
<td></td>
<td>MBA curriculum synchronized (2017)</td>
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<td></td>
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<td>Added Consumer Behavior, Comp and Benefits, TQM F18</td>
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<td>Bus conc in BS Informatics (18)</td>
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<td></td>
<td></td>
<td>Aligned leadership devel. &amp; Assessment Center with curriculum: revised x255 F19</td>
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<tr>
<td>Ensure student growth through a comprehensive assurance of learning program.</td>
<td>Streamline AoL (per AACSB)</td>
<td>dashboard created F18</td>
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<td></td>
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<td>CompXm replaced ETS in MBA F17</td>
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<td>UG goals mapped, standardized F18</td>
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<td></td>
<td>MBA goals mapped, standardized Sp19</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>UG Writing - several actions to improve writing since 2017</td>
<td>writing performance improving</td>
</tr>
<tr>
<td>STRATEGIC GOAL</td>
<td>Objective</td>
<td>INNOVATION</td>
<td>IMPACT</td>
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<tr>
<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>Propose and offer development opportunities supporting the Teacher/Scholar ideal</td>
<td>Identify opportunities for faculty development/research</td>
<td>Implemented Research roundtables Sp17</td>
<td>10 offered to date; 5 collaborations</td>
</tr>
<tr>
<td></td>
<td>Identify opportunities for faculty development - pedagogy</td>
<td>Mosaic Fellowships (Bandyopadhyay &amp; Dunphy)2017</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Pedagogical Innovation groups (Gibson, Pollak, Thomas) F17</td>
<td>DFW rates have decreased for A202</td>
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<td></td>
<td></td>
<td>Accessibility training Sp19</td>
<td></td>
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<tr>
<td></td>
<td>Improve policies, procedures related faculty performance management</td>
<td>Streamlined Annual Review process to align more closely with mission F19</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Revised faculty status Sp18</td>
<td></td>
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<td></td>
<td></td>
<td>Revised quality stds Sp18</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Faculty handbook updated F19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impact Grants and Awards process established Sp2019</td>
<td>3 awarded to date</td>
</tr>
<tr>
<td>Identify and support opportunities for professional development of staff and adjunct faculty</td>
<td>Adjunct annual meeting established F18</td>
<td></td>
<td>Average of 6 tech and 2 prof (human relations) sessions per person in 2018-19</td>
</tr>
<tr>
<td></td>
<td>Expanded training for staff offered through IU HR F19</td>
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</table>

### MISSION: FACULTY RESEARCH

Our faculty conducts and shares research that supports the campus’ Teacher-Scholar ideal, placing equal emphasis on teaching and research that is appropriate to the Mission. We value research that is applied, basic or pedagogic.
**MISSION: ECONOMIC DEVELOPMENT**

Our faculty and students support the economic development of Northwest Indiana by engaging in mutually beneficial collaborations with local organizations and community members.

<table>
<thead>
<tr>
<th>STRATEGIC GOAL</th>
<th>Objective</th>
<th>INNOVATION</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen existing and increase future mutually beneficial and collaborative community-university partnerships to support the economic development of Northwest Indiana.</td>
<td>Establish/implement a standardized procedure to measure the impact of community engagement</td>
<td>Standard form to capture engagement created Sp19; Participation in Collaboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enhance collaboration among students, faculty, staff, campus and the community through experiential learning opportunities.</td>
<td>Expand VITA program</td>
<td>Served ≈200 families; 320 hrs of training; 194K refunded to community; 12 volunteers</td>
</tr>
<tr>
<td></td>
<td>Explore opportunities to expand professional development offerings through the Center for Professional Development</td>
<td>Lean Six Sigma program F17</td>
<td>39 certs to date</td>
</tr>
<tr>
<td></td>
<td>Identify mechanisms for expanding contact with business community and alumni</td>
<td>Serve on relevant boards in the community</td>
<td>6 faculty on 9 boards; 5 faculty partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newsletter established F17</td>
<td>Circulation 1145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA Alumni gathering established F18</td>
<td>F18 24 attendees F19 44 attendees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Center for Economic Education and Research has expanded scope Sp19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIC GOAL</th>
<th>Objective</th>
<th>INNOVATION</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success depends on the strong revenue position created by recruitment, enrollment, retention and private giving, which supports well-maintained, comfortable campus facilities and outstanding information technology resources.</td>
<td>Expand Center for Professional Development offerings</td>
<td>Lean Six Sigma to public Sp17</td>
<td>39 certifications to date</td>
</tr>
<tr>
<td></td>
<td>Increase relationships and private funding to support student success, academic innovation</td>
<td>People’s Bank - Economic Index (2017-present)</td>
<td>Cumulative 2017-19: $1500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Alliance luncheon</td>
<td>Cum net 2016-19: $6979</td>
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<tr>
<td></td>
<td></td>
<td>New Student TEAM fundraising</td>
<td>$650 (2018-19)</td>
</tr>
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<td></td>
<td></td>
<td>Nelson Trading floor named F17</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2 new student success endowments established Sp2018</td>
<td>$25,000 pledged per fund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IU Regional Engagement Grant for Small Bus Academy F18</td>
<td>$25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red Hawk Enterprise donors</td>
<td>$5,200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CREED grants</td>
<td>8 programs supported</td>
</tr>
<tr>
<td></td>
<td></td>
<td>upgrade tech where possible</td>
<td>1184, 1101 upgrade flat screens, Solstice Su19</td>
</tr>
</tbody>
</table>
**Intellectual Contributions**

The faculty of the School of Business and Economics are engaged in research that is basic, applied or pedagogical in nature, impacting theory, practice and/or teaching. As illustrated in Table 2.1, (Attachment 7) over the past five years, faculty have produced a total of 206 intellectual contributions with a fairly equal distribution of focus between basic, applied and pedagogical, consistent with our mission. In many cases, contributions have been developed collaboratively across disciplines within the School, as represented by the fractions in some of the columns. Approximately half of the output involved presentation at academic or professional conferences.

Contributions also reflect elements of the mission as well as strategic objectives:

- Pedagogy/Student Success and Learning: 35%
- Basic Research in Discipline: 27%
- Economic Development: 22%
- Diversity/Globalization: 9%
- Leadership and Teamwork: 7%

Recently revised quality in publishing guidelines provide clear standards for quality as well as flexibility concerning acceptable outlets for publication and include resources such as The School of Business & Economics List of Approved Journals (“A List”); Australian Business Deans Council Master Journals List –2016; Cabell’s International Journal Whitelist; Chartered Association of Business Schools (UK) List. Please see Attachment 8 for the quality guidelines.

Table 2.2 (Attachment 9) illustrates the quality of the journal publications produced by faculty. Over the past five years, School faculty have published sixty-two (62) peer-reviewed articles in forty-five (45) different journals. Thirteen (13) percent of these journals are considered high quality journals (are A or A* on ABDC and/or on the School’s A List). This body of research is substantial for such a small School with a teaching focus. Our quality guidelines also address increasing concerns about the growth of the predatory journal industry. None of the journals listed are considered predatory (Cabell’s Blacklist).

**Impact of Intellectual contributions**

One way that the School measures the impact of faculty intellectual contributions is by evaluating visibility – measured as by Google citations and the impact factors of the journals where they are published. Table 2.2a (Attachment 10) summarizes the overall impact of faculty’s research output via Google Scholar citations for the most recent five year period as well as over time. In the last five years, School of Business & Economics faculty received over 500 citations per year with a total of 3,042 citations since 2014. This is an average of 31.1 citations per year per faculty member, maintaining a remarkable and consistent level of visibility. The additional of approved outlets for publication (see AACSB Currency; Classification II) increases the direct mission related opportunities to increase the impact of our research. Additions to the
classification list include regional outlets, economic development outreach (technical reports) and other accessible outlets beyond traditional journals.

The School is piloting the use of Research Gate as another measure of impact. Research Gate is a well-known social media community for researchers. Scores are given on the site based on views, reads and citations of an individuals’ research, as well as their level of involvement in the Research Gate community. One’s score is not evaluative, but simply one representation of the individual’s presence and activity in that social sphere. The School will determine (after this year) if the inclusion of Research Gate R-scores provides valuable ‘visibility’ data.

One recent contribution by Dr. Brandon Lee, “The Effect of Capitalizing Operating Leases on the Immediacy to Debt Covenant Violations” (Journal of Accounting and Finance, 2014) has influenced a change in current international accounting standards. In addition, based on expertise in their fields, faculty have been asked to provide information to various media outlets and have received awards for their work. Four also serve as editors for academic journals. See below.

**Media experts**

Based on their expertise, several faculty members are regularly sought out by the media for their insight on a particular topic. For example:

- Dr. Micah Pollak, is a member of the NWI Times Board of Economists. He has been interviewed, quoted, or mentioned in 8 articles in Indiana business magazines, featured in 9 Public Television programs, 14 Public radio segments, and 114 news stories.
- Dr. Pollak and Dr. Bala Arshanapalli provide data to the Alliance for Regional Development, a coalition of high-level leaders in business, government, and academia working together to strengthen the economic competitiveness of Chicago’s tri-state region: northeast Illinois, northwest Indiana, and southeast Wisconsin.
- Dr. Ranjan Kini was recently interviewed by the Post-Tribune for his perspective on a new data center under construction in northwest Indiana (July 2019).
- Dr. Surekha Rao, was an invited contributor to Marketplace.org at American Public media on women in the military and the gender pay gap.
- Dr. Jim Thomas was recently featured in the Northwest Indiana Business Magazine for the article “Tax time is just around the corner.” (Oct/Nov. 2019)
- Dr. Tin-Chun Lin was the subject of an interview by our local public television station (Lakeshore Public Media) based on his research on the economics of education (Fall 2019)
- Dr. Steve Dunphy was the subject of an interview by Lakeshore Public Media on entrepreneurship (Spring 2018).

**Award winners**

2019 Helen Harmon (and students), “Best Poster Presentation” International Mentoring Symposium, Gainesville, FL
2018 Helen Harmon (and students), “Best Poster Presentation” National Mentoring Symposium, Indianapolis, IN
2016 Dr. Tin-Chun Lin, “Scholarship of Teaching and Learning,” Journal of the Scholarship of Teaching and Learning
Faculty Development and Support of Intellectual Contribution

Several Faculty policies and procedures support the mission and strategic objectives from the time the faculty member is hired as well as throughout their career. Utilizing the Teacher-Scholar model (AAC&U), faculty are expected to provide quality education as well as maintain an active program of research. Incorporating insights from research enriches teaching, assists with maintaining currency in the classroom and enhances the student experience. Faculty are also encouraged to engage students in research.

All new tenure track faculty are given a research account funded with $5000 to support their work. They can also apply for faculty development funds from the School’s main budget. The funding averages $1,500 per faculty per academic year and can be used to support and improve teaching, research and engagement. Faculty are encouraged to apply on a rolling basis throughout the year to accommodate changing needs and new opportunities that arise. Particular attention is given to the faculty development needs of junior, untenured, tenure-track faculty.

In addition, the School has the opportunity to utilize funding from a donor account, the Harris Fund, intended to support academic excellence. Funds from this account also support an Impact Award and Grant:

- **The Harris Impact Award** recognizes significant achievement in student learning and success, research, and/or engagement that advances our mission and connects our School more closely to our community. One award is given out each year and will recognize efforts in Student Learning; Economic Development; and/or Research.

- **The Harris Impact Grant** supports work that has the potential to result in significant improvements in student learning and success, the advancement of theory or practice in the field, promotion of economic development, and/or the development of community partnerships. Faculty and staff are eligible to apply for funds that support work in one of the three areas, for example:
  - Student learning – development of high-impact practices, innovative programming, research with students, conference presentations
o Economic/community development – access to specialized databases, program
development, business startups, new initiatives
o Research or practice – access to datasets/databases, publication fees, field work

In addition, there are several opportunities for funding through the campus as well as
Indiana University:
• IUN Summer Faculty Fellowships
• IUN Mid-Career Research/Creative Activity and Innovations in Curriculum and
  Student Success Grant
• IUN Faculty Grant-in-Aid of Research
• Research Support Fund
• IUN Research Project Initiation Grant
• Research Project Initiation Grant(s)

A summary of research awards and grants received over the past five years
• CISTL Scholarship of Teaching and Learning Awards (4 faculty)
• Summer Research Grants (3 faculty, 6 grants)
• CISTL Research Fellowships (2 faculty)
• CISTL Innovator Awards (1 faculty)
• FACET Grants and Fellowships (1 faculty, 3 awards)
• IU CREED grant (2 faculty)
• People’s Bank grant (1 faculty)
• Society of Actuaries grant (1 faculty)
• Harris Impact Grant (1 faculty)
• Harris Impact Award (1 faculty)

New Degree programs

<table>
<thead>
<tr>
<th>Name of New Program/Level/Location</th>
<th>Brief Description</th>
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</thead>
<tbody>
<tr>
<td>Online Collaborative BS in Business Administration</td>
<td>This program, offered entirely online is a collaborative program that utilizes expertise from five of the IU regional campuses: Northwest, South Bend, Kokomo, SouthEast and East. IUN began enrolling students Fall 2019. Two Memoranda of Agreement outlining employment needs, student market, learning goals and program operations are attached as Attachments 11 and 12. Plans are underway to begin the process of coordinating data needed for accreditation (faculty criteria and coverage, assurance of learning, etc.). A letter from Stephanie Bryant dated March 22, 2019 sets forth some guidelines going forward (see Attachment 13)</td>
</tr>
</tbody>
</table>
Our Students: Trends, demographics and services

As mentioned earlier, the diversity that characterizes our student body is seen as a distinctive advantage and is a reflection of our service region. The demographics of the School’s student body: Male 52%; Female 48%. Forty two percent are considered first generation. About 46 percent of degree-seeking students are students of color.

Undergraduate programming. Enrollment has experienced a slight trend downward in the past five years. Population and demographic projections indicate that this trend will continue into the next decade. Greater flexibility in education delivery (such as online courses and programs) provides more options for students, leading to fewer traditional full-time students. As the inter-campus online collaborative BS degree in Business Administration continues to gain in popularity, enrollments in that venue have begun to offset decreases experienced in on-campus coursework. In addition, higher degree completion rates means lower enrollment as more students graduate more quickly.

Table 2 Majors by Career

Table 3 Overall Enrollment

Table 2 Majors by Career

Table 3 Overall Enrollment

Research performed by our colleagues revealed two trends:

- **Job market competition.** A strong economy/job market provides stiff competition for college education, particularly in areas such as ours with high-paying manufacturing jobs that may not require a college degree. A recent internal study on enrollment found:
  - At IU Northwest, a one percentage-point drop in the unemployment rate leads to a 5% decline in enrollment (and vice versa).
At IU Northwest, 75% of all variation in enrollment can be explained solely by the unemployment rate.

Similar results are seen for other regional campuses close to major metropolitan areas. Source: Arshanapalli, Pollak (2018)

- **Changing demographics and declining high school graduates.** The 2008/2009 Great Recession depressed fertility rates, lack of real income growth since has kept them low.
  - Between 2007 and 2017 (last decade) the birth rate nationally has fallen by 17.5% (14.3 to 11.8 per 1000 women).
    *Source: National Vital Statistics Reports.*
  - Between 2012 and 2029 projected growth (decline) in high school graduates is: -5.7% nationally; -7% in Indiana; -18.4% in Illinois.
    *Source: Western Interstate Commission for Higher Education.*
  - Between 2012 and 2029 projected growth (decline) in college students is: -10.7% nationally; -22% in Indiana; -23.1% in Illinois.
    *Source: Grawe, Nathan (2018) “Demographics and the Demand for Higher Education”*
  - One of the few areas of projected growth is in Hispanic population seeking higher education. Between 2012 and 2029, the projected growth in Hispanic college students is: 11.3% nationally; 66.3% in Indiana; -4.9% in Illinois. This is encouraging for IU Northwest as the student body here is 23.2% Hispanic and growing.
    *Source: Grawe, Nathan (2018) “Demographics and the Demand for Higher Education”*
  - IU Northwest students also face significant challenges outside of the classroom that affect their studies. A recent study (n=200) by a committee of the Faculty Academy on Excellence in Teaching (FACET) Leadership Institute found that:
    - 55% of students frequently (at least once a semester) have life problems get in the way of doing well in classes.
    - 18% of students have been food insecure while at IU Northwest.
    - 25% of students have been housing insecure while at IU Northwest.
    - 75% of students receive financial aid, of which 50% receive some form of gift aid.

In light of declining enrollment, it is incumbent upon us to improve student success and persistence. This has been a strategic priority for the campus as well as the School of Business and Economics and several collective initiatives have been established to foster student success (Reimagining the First Year; confidential, personal counseling; campus food pantry; extended student orientation programming; and emergency micro-grants for those students struggling with a life issue). The School has made the following improvements:

- We have revised staff job duties to expand the advising capacity. The front office Student Secretary now assists with students needing help with their schedules.
- We have established permanent tutor positions staffed by students who can assist with subjects such as finance, accounting, and economics.
- We have become better at scheduling required courses to minimize conflicts, provide more options (face-to-face vs online), and ensure a smooth degree progression.
• We are most proud of our STARS (Students Together Achieving and Reaching Success) peer-mentoring program established in 2017 as a means to improve student success and persistence. The STARS Program currently serves first-year, first-generation students (Mentees), providing them with purposeful connections, academic support, resources, and a safe, supportive space for dialogue. Other beginning undergraduate students are also welcome to participate. Mentors, selected based on prior academic achievement or proven resilience in the face of difficulty, also use this opportunity to further develop communication and leadership skills. Participation requirements include a mandatory weekly Mentor-to-Mentee meeting, as well as at least two, one-hour study sessions each week, which may include work with tutors or other academic assistance centers. To date 48 students have participated; 88% of the 2017 cohort has persisted to date; 96% of the 2018 cohort remains. Seven have graduated since program inception. Nineteen new, first-generation freshmen joined the program this year (2019).

• We have added career development responsibilities to our Director of Student Success in an effort to standardize the internship process, promote the value of internships to students, and develop stronger relationships with potential employers. While this change of operation is still in transition, it has yielded approximately 12 intern experiences to date under this new structure, ranging from the IU Northwest campus to firms throughout northwest Indiana and Chicagoland.

Indirectly, we have seen an impact from our work at the undergraduate level. Even in the face of decreasing enrollment, we have enjoyed a higher graduation rate as illustrated in Table 4 below. Fall to fall persistence for beginning students has also incrementally increased (Table 5)

Table 4 Degree Completions

![Image of Table 4]

Table 5 Persistence

![Image of Table 5]

We continue to struggle with gathering accurate data related to student employment after graduation. A survey of our most recent graduating class revealed that of the 55 undergraduates surveyed, 34 of them (62%) indicated that they had obtained an initial
position or received a promotion with their current employer based upon completion of their degree in business. The majority of these students are employed with small to mid-size firms either based or located in Indiana or Illinois. A brief overview:

<table>
<thead>
<tr>
<th>Field</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting/Finance (16)</td>
<td>Financial analyst, Investment advisor, Staff accountant, Payroll supervisor</td>
</tr>
<tr>
<td>HR/Management (10)</td>
<td>Assistant general manager, Logistics coordinator, Regional support specialist</td>
</tr>
<tr>
<td>Marketing/sales (6)</td>
<td>Account manager, Marketing manager, Online community manager</td>
</tr>
<tr>
<td>Entrepreneurship (2)</td>
<td>Owner/operator</td>
</tr>
</tbody>
</table>

Indiana University has taken on the task of creating a seamless system to track employment patterns of all graduates by collaborating with various state databases. We are hopeful that this project will result in much more robust data in the future.

**Graduate programming.** Nationally, the trend for graduate programming has seen some decline. We have seen this as well and interest in the traditional evening MBA program has trended downward. We have experienced more interest, however, in the Saturday MBA program designed for working professionals. In order to take advantage of this interest, we added a hybrid program facilitated in Michigan City to the east. The first cohort of nine graduated this past August.

In addition, a systematic review of the MBA student experience from application to graduation was performed in 2018-19. Student feedback was an important component in this process. Based on the findings, the following changes were implemented to make the programs more attractive and student-friendly:

- A more comprehensive student orientation program for both evening and weekend students (Fall 2019). An online graduate student onboarding site in Canvas was developed which includes resources for students new to online learning as well as and other resources of interest to graduate students.
- A Microsoft Excel orientation and short course prior to starting the program with follow-up sessions as needed (Fall 2019)
- Another important change was to the program delivery model. Classes that were formerly online, are now delivered in a hybrid format in order to facilitate more interaction between faculty and students, particularly when they are struggling.
- A revision in the admissions process which included expanding the GMAT/GRE waivers to the weeknight program (effective Spring 2020).
- A revision in the sequencing order of the classes offered in the Weekend program to facilitate learning and concept retention.
- Renegotiating catering options from our contracted vendor, to ensure that the students had more variety during their 18 months in the Weekend MBA program (effective late Spring 2019).
Faculty Staffing, Management and Support

Shared Leadership. The School employs a total of 17 full time faculty, 14 of whom have a terminal degree in their field. All are engaged in scholarly work related to their academic discipline, aspects of pedagogy, or applications in the business world. Faculty are dedicated to teaching and have won several awards recognizing their accomplishments at the campus and system levels. They are also committed to the growth and economic development of Northwest Indiana and have undertaken many projects to enhance organizational or municipal effectiveness. Projects have included the development of economic indicators, marketing strategies, business plans, and management development.

All members of the School of Business and Economics operate within a collaborative framework that facilitates learning, scholarship and community engagement. The campus operates on a platform of shared governance and members of the School are active participants in many campus wide initiatives and serve on various campus and system wide committees. Within the school, multiple committees are in place to ensure a collaborative process. Faculty and staff meet regularly through committee work as well as all-inclusive monthly meetings. A new structure was put into place in Fall 2017 in order to expand faculty participation in all manners pertaining to the School (see Attachment 1).

Five standing committees are responsible for multiple operations within the school:
- Student Learning and Success (curriculum, assurance of learning, high impact practices, etc.)
- Faculty Affairs (development, mentoring, research, performance management)
- Engagement (professional development, community outreach, alumni relations)
- Promotion and Tenure
- Executive Committee (Dean, Directors, and Committee Chairs)

Recruitment and Hiring. The School of Business and Economics strives to maintain faculty coverage and deployment consistent with AACSB recommendations while operating under significant budgetary constraints. We are fortunate that we have been supported by administrative leadership with respect to staffing and hiring and have been able to replace all open full time positions with faculty qualified in their field. The recruitment and selection of faculty is a collaborative process: an interdisciplinary search team is created which includes faculty members as well as an equity advisor; ads are typically placed collectively in certain publications and websites; and a standard process follows.

Mentoring. All new faculty are encouraged to attend a campus wide orientation prior to their first week of teaching. Campus policies and procedures are all covered. In addition, the School has a very intentional mentoring program for junior faculty which includes partnership with a senior faculty member with similar interests. (See Attachment 14). In addition, all pertinent polices are housed in a Canvas site for easy reference.

Faculty Deployment, Classifications and Maintaining Currency. Based on AACSB standards, a participating faculty member actively engages in the activities of the
School in matters beyond direct teaching responsibilities. This includes making policy
decisions, advising, engaging in research and honoring service commitments. A
supporting faculty member engages only in the direct performance of teaching
responsibilities (preparing, teaching, grading, and holding office hours). Supporting
faculty are typically not involved in other activities of the college.

The complete criteria as well as currency guidelines for Scholarly Academic, Practice
Academic, Scholarly Practitioner, and Instructional practitioner are included in
Attachment 15. Tables 15.1 Faculty Sufficiency and 15.2 Faculty Deployment are
included as Attachment 16 and 17 respectively. Coverage in all areas meets or exceeds
AACSB guidelines. The School’s criteria for maintaining currency include a wide variety
of activities that focus on increasing faculty engagement in all areas of the mission in
addition to the scholarly contributions expected via peer reviewed publication. Activities
can include professional and/or academic presentations, publications enhancing
teaching or practice, or service in an editorial function, all of which are likely to reach a
wider constituency with a greater potential for regional impact. Concomitantly, we have
revised the current Faculty Annual Review Process to support work towards
maintaining currency, incorporating explicitly more behavioral examples and
definitions that are oriented towards impact and innovation. See below.

**Annual Review Process.** The School of Business and Economics is committed to
supporting the long term professional development of full time faculty (tenured, tenure-
track, and non-tenure track). To that end, a system of annual evaluation has been
implemented in order to provide clear expectations for acceptable performance in
support of the mission and strategic priorities of the School. The process also serves to:

- provide clear, constructive feedback to faculty moving towards promotion
- inform decisions related to pay and/or merit increases
- uncover opportunities for professional development
- identify opportunities for professional (administrative) advancement

This system addresses work for tenured or tenure-track faculty in three important areas:
teaching, research, and service. For lecturers and other non-tenure track faculty, the
system focuses primarily on teaching and service, but acknowledges other creative
activity if applicable. Each spring, faculty are asked to complete a report covering the
previous year that includes documentation of research, teaching, and service. An
updated CV as well as copies of student evaluations are part of the process. After all
components are reviewed, the Dean utilizes a rubric as the framework for a conversation
with each colleague. The process as well as rubric are included as Attachment 18.
Decisions regarding increases in annual compensation are informed by the results of the
annual review process.

**Promotion and Tenure.** Promotion and tenure decisions are among the most
important decisions that a university makes, determining the quality and character of
the faculty and of the institution itself. We strive for this process to be as equitable,
clear, and objective as possible. Tenure and/or promotion considerations in the School
of Business and Economics take into account the mission of the School and the
individual’s contribution(s) to the fulfillment of that mission. The missions of the IUN
Campus and the School of Business and Economics place heaviest importance on the
Teaching area of faculty activity. Research and Creative Activity is second in importance, and Service is third. The School, campus and system provide guidance to all candidates intending to be considered for promotion. The School guidelines were recently updated to align more consistently with AACSB guidelines around faculty classification and currency as well as broaden opportunities for publication. Attachment 19 includes the newly revised procedure.

**Administrative and Support Staff Management and Support**

The School employs two administrative directors: Director of Student Success and Career Development and Director of the Center for Professional Development and the Assessment Center. A third position, Director of Graduate Studies is staffed by a Lecturer with release time to support the program. The School also employs three full time support staff. Policies for support and management of directors as well as staff are developed centrally by Indiana University human resources department, from recruitment and selection to orientation, development, and performance management.

IU Northwest offers onsite and video conference training and workshops that address a variety of subjects including job specific training, labor regulations, supervisory skills, and employee relations skills. The School encourages and funds offsite professional training based on needs identified via the performance review, a recent promotion, or professional interest. The campus also offers tuition reimbursement. Administrators teaching part time also have training opportunities available to them through CISTL. Since 2015, members of the support staff have had the opportunity to participate in an average of 6 technical workshops and an average of two professional (human relations) sessions. In 2017, the IU system launched an employee engagement initiative “MY Voice at IU” based on the Gallup methodology and several groups are working across campus to improve the environment.
LEARNING AND TEACHING

Curricula Management and Development
The Student Success and Learning Committee has oversight for curriculum development and improvement. Changes to curriculum have been made based on annual assurance of learning results as well as feedback from current students and members of the community.

Writing and Critical Thinking have been the focus of many improvement efforts in the undergraduate program based on assurance of learning data. In addition to providing professional development opportunities for faculty, several changes were made in the curriculum as follows:

Critical Thinking. For the past several years, there has been little improvement in performance related to critical thinking. In order to improve student learning in this area, a systematic review of coursework was undertaken. It was discovered that materials from existing coursework did not provide enough opportunity to adequately cover critical thinking and diversity. Several actions have been implemented:

- Faculty were presented with a critical thinking model, Elements of Thought in Fall 2014. This model utilizes a five-step process covering issue identification, information gathering, assumption checking, option generation and evaluation, and decision assessment.
- A new undergraduate course in critical thinking, L304 Critical Thinking, Decision Making, and Advocacy, was initially offered in the Fall of 2018 and is now a degree requirement. The course covers critical thinking as well as ethics and diversity.
- The elements of thought were incorporated into an exercise in the International Marketing class in Spring 2019.
- In order to create awareness of the critical thinking process, a bookmark was developed and distributed to all new Business Majors in Fall 2019.
- We will continue to monitor the critical thinking scores carefully in the forthcoming Assessment center exercises and in ETS test results.

Writing. A writing exercise was incorporated into the Econ E111 course in Fall 2017. In addition, information regarding best practices was shared with all faculty. The importance of effective writing was stressed to both faculty and students. Writing performance has increased steadily over the last four academic years (60%, 68%, 76%, 81%). The original writing study is included as Attachment 20. The need for more writing support also prompted a wider discussion of writing campus wide. In late Spring 2019, the EVCAA and Deans agreed to fund a campus-wide license for Grammarly which integrates with all Microsoft products, as well as Canvas, the campus learning management system. This will be accessible to all students effective Spring 2020.

Additional Course offerings. Additional courses have also become part of the Marketing and Human Resources minors. Two new courses, M432 Digital Marketing
and M490 Social Media Marketing, were developed in order to meet the growing career opportunities in digital and social media marketing. In order to provide a more robust menu of topics for those students interested in pursuing the minor in human resources, two courses have now become part of the regular offerings x405 Personnel Law and z441 Compensation and Benefits.

Streamlining Internship Procedure. Previously, the internship process for business majors was operated primarily by the IU Northwest department of Career Services. Students were also able to work informally through the School. In Spring 2018, an Internship task force was formed to evaluate the entire internship process and identify opportunities for improvement. As a result, all internships for business majors are now handled primarily through the School in order to standardize the process as well as improve data collection regarded to outcomes. While this change of operation is still in transition, it has yielded approximately 12 intern experiences to date, ranging from the IU Northwest campus to firms throughout northwest Indiana and Chicagoland.

Experiential and Engaged Learning. Supported by a Lilly STEP grant, several faculty members organized a panel discussion on Experiential Learning involving student, industry, and faculty representatives. Eight panel members were selected representing student, faculty and industry perspectives. Almost 40 students, professors, and advisors attended. Twenty-two critical success factors were identified by the panelists. Examples include ensuring a good match between firm and subject matter; connecting course topics to experiential work; reviewing weekly what was learned/experienced; reflecting upon experience upon course completion; and having clear goals and instructions. Two faculty members are in the process of implementing these factors in experiential learning projects in the marketing and capstone courses.

The campus is also in the process of obtaining Classification by the Carnegie Institute as a “Community Engaged Campus.” In addition, it has been recognized as an Anchor Institution by the Coalition of Urban and Metropolitan Universities. Members of the School of Business and Economics are active partners in this process and are committed to expanding our connections through engaged learning and applied research. We foresee our connections growing in the future. To date, there are seven courses which engage our students in the community. We are also fortunate to have a public facing searchable website/database called “Collaboratory” that highlights partnerships within the community. To learn more, please see https://he.cecollaboratory.com/iun.

MBA Programming. A comprehensive, systematic review of the MBA student experience from application to graduation was performed in 2018-19. Student feedback was an important component in this process and the MBA Task Force continues to work on implementing improvements. Based on the findings to date, the following changes have been implemented to foster student success:

- A more comprehensive student orientation program for both evening and weekend students (effective Fall 2019). An online graduate student onboarding site in Canvas was developed which includes resources for students new to online learning as well as and other resources of interest to graduate students.
We have discovered that many of our students lacked basic skills in Microsoft Excel. Some students disclosed this information to us themselves. In others, the lack of preparation became evident in coursework such as statistics. Therefore, we implemented a Microsoft Excel assessment for all incoming students effective Fall 2019. Those needing remediation were referred to various resources prior to starting the program.

Another important change was to the program delivery model. Classes that were formerly online, are now delivered in a hybrid format in order to facilitate more interaction between faculty and students, particularly when they are struggling.

We revised the sequencing of the classes offered in the Weekend program to facilitate learning and concept retention.

Program Goals and Assurance of Learning
The BS degree in Business covers eight main learning goals: Teamwork, Team Leadership, Technology, Communication, Functional Knowledge, Ethics, Global and Diverse Perspectives, and Critical Thinking. Assessment of learning goals occurs at the course level as well as the end of the program. One of the unique features of the IUN School of Business and Economics is the opportunity for our students to participate in the Assessment Center, intended to assist students in the development of various leadership competencies. During their first year in the x220 Career Perspectives course, students spend a day working through various exercises meant to evaluate their initial abilities in teamwork, leadership, critical thinking, ethics and diversity. They receive a detailed report outlining strengths as well as opportunities for improvement. Ways to improve skills are addressed in the next course, x255 Diversity in the Workplace. Near the end of their program, students repeat the experience in x410 Career Planning to determine the level of growth in each area. In addition to the Assessment Center experience, several other methods are employed to ensure learning: the comprehensive ETS major field test and senior capstone report and presentation. A detailed map is provided as Attachment 3.

The MBA program covers four main learning goals: Teamwork, Executive Leadership, Business Knowledge, and Decision Making (which includes ethics, diversity, and critical thinking). Assessment of these learning goals occurs through participation in the CompXm simulation program in the capstone course. A detailed map is provided in Attachment 4.

For both undergraduate and graduate programs, data is compiled annually. A summary of the findings in the form of a dashboard as well as recommendations is prepared and presented to the faculty at large for review, approval, and action planning. The most recent reports can be found in Attachments 5 and 6.

Transfer policies
IU Northwest enjoys a very close working relationship with the local IVY Tech Community College. The Gary operations actually shares space in IUN’s new Arts and Sciences building. In order to facilitate the partnership, officials from IUN and IVY Tech business programs serve on each other’s advisory boards and regularly meet to explore opportunities for collaboration. Motivated IVY Tech students graduating with a AS degree in Business can seamlessly transfer to IU Northwest and complete the BS degree in Business in an additional two years.
Several years ago, the Indiana Commission for Higher Education mandated transferability of lower level coursework between all institutions. The Core Transfer Library (CTL) is a comprehensive, continually updated list of courses that are pre-approved for transfer between Indiana public, private and independent colleges (assuming adequate grades were earned). Business courses part of this program include Introduction to Business, Accounting 1 and 2, Macroeconomics, Microeconomics, and Personal Finance. Periodically, course content is reviewed for consistency and currency. Of the 83 graduates this past year, 14 were considered transfer students.

Courses that were taken at other institutions and that appear similar in either title or objectives to the 300- or 400-level courses offered by the IUN School of Business and Economics typically transfer in as undistributed electives and will not be regarded as equivalent unless at least one of the following validation processes has been performed.

- Completion of a course review by a faculty member evaluating content, level, method of instruction, objectives, resources, and accreditation status OR
- Successful completion of an examination based upon the material covered in that course offered by the school OR
- Satisfactory completion and documentation of a subsequent course offered by the school, provided that a significant prerequisite relationship between the courses can be demonstrated.

Courses in advanced business subjects, which have been taken at two-year institutions in the freshman and sophomore years, will not be accepted as equivalents of the courses offered at Indiana University. In addition, only credits earned at Indiana University will count toward a student’s grade point average.

Typically, a graduate or an undergraduate student interested in obtaining credit for work performed at another institution, makes a petition to the Dean, Graduate Director or the Director for Student Success, which includes supporting information such as course outline, grades earned etc. The material is then forwarded to the School’s Chair of Graduate/ Undergraduate Program Committee for review and final decision.

**Joint degrees**

**BSBA Online.** Effective Fall 2019, the School began participating in an online BS degree in business administration offered collaboratively with the four other regional IU campuses: East, Kokomo, South Bend, and Southeast. The program provides students the opportunity to complete courses at any campus without necessitating additional transfer application processes. The curriculum, jointly developed by all of the campuses encompasses eleven major learning goals: Leadership and Teamwork, Business Technology and Information Systems, Communication, Functional Business Core Concepts and Skills, Ethics, Diversity and Inclusiveness, International and Global Perspectives, Critical, Analytical and Integrative Thinking, Quantitative Analysis and Modeling, Innovation and Creativity, and Professionalism.

Effective Fall 2020, we will have a plan in place to ensure that course offerings across all campuses are equitable (from a revenue perspective) and staffed in a manner that meets the minimum criteria for accreditation. Details still under discussion include uniform minimum passing grades and assurance of learning strategies. Plans are also underway...
to develop uniform course structure and design within the learning management system (Canvas) as well as standard course objectives and assessment instruments.

MHBA. A Masters in Healthcare and Business Administration (in short, MHBA) program will be first of its kind offered by a public university in northwest Indiana. This 36-credit hour program will draw expertise from the School of Business & Economics (SOBE) and the School of Public & Environmental Affairs (SPEA). The program is designed to prepare individuals for middle- and top-level managerial positions in healthcare. The program can be completed in three semesters or longer for those who prefer to pursue it part time. The curriculum provides a combination of courses from SOBE and SPEA providing content and skill-building in healthcare as well as business management. Students will take 10 core courses (30 credits), and 1 elective course (3 credits). In addition, they will have the flexibility to pursue an internship with a local healthcare organization (3 credits) or opt for a capstone course that includes researching a healthcare related issue. The initial proposal has been approved at the campus level. A more robust proposal is under development for approval by the Indiana Commission of Higher Education and will be available onsite for the peer review team.

Teaching Quality and Continuous Improvement
Teaching Excellence is the primary mission of Indiana University Northwest as well as the School of Business and Economics. We encourages all faculty to continue to improve their teaching throughout their career. To that end, several mechanisms are in place to facilitate continuous improvement.

Annual review. Teaching is one of the major foci of the annual review process. Each year faculty are asked to share their activities related to teaching delivery and effectiveness, innovation, impact and contribution, and provide other evidence they may have that documents excellence (awards, etc.). During the feedback conversation with the Dean, excellence is acknowledged and celebrated. In addition, strategies for improvement are developed collaboratively when necessary.

Peer review of teaching. In order to support our teaching mission, we have implemented a review of teaching process that is peer-focused and developmental in nature. The Policy also requires that all teaching faculty receive training on how to conduct peer reviews. As developed, the review process includes pre and post classroom evaluation meetings and very specific criteria for providing constructive feedback related to the classroom performance of the faculty member. A simple survey capturing student feedback for that session is also included in the process. The program also includes peer evaluation of hybrid and online teaching. Using a system that is monitored by the Dean, all faculty will be rotated through a three-year cycle with the expectation that each faculty member will evaluate one peer each year. To further supplement this process, there may be peer reviewers from outside the School that will be trained on our processes in order to add to the diversity of perspectives on teaching (Attachment 21).

Student course evaluations. The IU Northwest campus employs an online course evaluation system called BlueNW. At the end of each course, students are given the
opportunity to provide feedback about their experience. Results are taken into account during the annual review process.

There are also many resources on campus as well as across the IU system that support high quality teaching.

- **Center for Innovation and Scholarship in Teaching and Learning (CISTL)** is a resource on campus that was established to guide and support faculty as they create effective practices, supportive environments, and technology-enhanced instruction. The Center provides a variety of training opportunities such as the online teaching course and Quality Matters certification. The **Online Course Development Grant** is a program that helps instructors develop a course using the Quality Matters rubric and instructional design theory, as well as understand the nature of our students, ADA accessibility guidelines, internet copyright and fair use, and appropriate use of technology. Those who participate develop an actual online course and receive a stipend once the course is fully developed according to standards. All faculty teaching online (22) in the School have completed at least one of the training programs. Twelve have also been certified in Quality Matters. The Center also offers several grants and awards that foster and recognize excellence in teaching as well as the scholarship of teaching and learning.

- **Faculty Academy on Excellence in Teaching (FACET)** is a community of distinguished IU faculty who are dedicated to and recognized for excellence in teaching and learning. FACET advocates pedagogical innovation, inspires growth and reflection, cultivates the Scholarship of Teaching and Learning, and fosters personal renewal in the commitment to student learning. Each year approximately 20-25 candidates from across the IU campuses are selected as new members through a competitive process. Members are expected to contribute their expertise to activities that advance our Teaching Mission at the campus, statewide, and national levels, promoting inquiry and engagement in teaching and learning. FACET-sponsored activities include publications on effective teaching, conferences and workshops, institutes exploring faculty leadership, and the development and training of associate and future faculty. We are proud to have had four faculty inducted into FACET (Arshanapalli, Bandyopadhyay, Lin, Pollak).

- **Teaching Awards** that recognize excellence available at IU Northwest:
  - **Founders Day Teaching Award** (Dr. Tin-Chun Lin, 2017-18)
  - **Trustees Teaching Award** (Dr. Tin-Chun Lin 2016-17; Dr. Micah Pollak 2015-16; Dr. Subir Bandyopadhyay 2010-11; Dr. Surekha Rao 2009-10)
  - **Indiana University teaching awards:** Frederic Bachman Lieber Memorial Award (Dr. Subir Bandyopadhyay, 2015) and The Herman Frederic Lieber Memorial Award (Dr. Tin-Chun Lin, 2018).
  - **President's Award for Distinguished Teaching**
  - **Part-Time Teaching Award**
  - **Thomas Ehrlich Service Learning Award**
  - **President’s Award for Excellence in Teaching & Learning Technology**
STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

We believe that one of our strengths is the breadth of experiential learning opportunities that are available to our students as part of the regular curriculum. Additional opportunities are available through co-curricular events and organizations.

Coursework

- **Career development.** Students are required to complete two career-oriented courses in their undergraduate program. The first course, X220 Career Perspectives, is taken in the freshman/sophomore year. Students explore careers build self-awareness, research industry and job markets research, and strengthen skills needed in the workplace. The second course, X410 Career Planning & Placement, is taken in their junior/senior year. It assists with developing entry level as well as lifelong career management skills and includes an employer networking event/mini-job fair. The event has yielded numerous internships and permanent employment opportunities for our students. Both the X220 and X410 courses require the Assessment Center Experience to first assess skill level upon program entry, identify opportunities for development and lastly to validate learning upon program completion.

- **VITA program.** The Volunteer Income Tax Assistance Program (VITA) has been a valuable service to the community for over 30 years. Students in upper level accounting courses are recruited as volunteers in the program. They undergo training by the IRS and work with clients to prepare their tax returns under the supervision of faculty each spring. The most recent season, engaged 12 students and volunteers and served approximately 200 families within the community. A total of $194,000 in refunds were returned back to the community. This program has historically been offered as a non-credit experience taking place on Friday evenings during tax season. In order to engage more students, effective Spring 2020, it will run as a credit-bearing course held on Thursday evenings.

- **Small Business Institute.** Students in the required capstone class J403, under the supervision of business faculty, provide a general business analysis to a client business based on their needs, valued up to $10,000. Approximately three to five clients are served each term. Since 2016, a total of 23 different clients have worked with our students from the following sectors: Restaurants (11), Construction (3), Retail (3), Tech (2), Service (2) Sports (1), Nonprofits (4). Projects have included marketing strategies, business plans, staffing expansion strategies, financial analyses, and operations improvement. Attachment 22 provides the detail and impact related to each engagement.

- **Student Managed Investment Fund and Trading Floor.** The trading floor was established in 2007 with generous donations from the Mercantile Bank and the William and Leslie Nelson Fund. With the help of a generous donor, the School was also able to establish a $50,000 Student Managed Investment Fund. The facility provides a unique experience designed to increase understanding of how the stock market works and how stocks are valued. During the semester, the students research the performance of a variety of companies utilizing a state of the art
database called FactSet. At the end, they present to our Advisory Board their recommendations for investment. The stocks are actually purchased and earnings over and above baseline are transferred to a scholarship fund. This immersive real-time experience provides students with deeper learning than a traditional class using simulation. The higher level of skill attainment has helped students secure employment in equity research, investment banking, commercial banking, asset management and brokerage services.

- **Marketing Consulting Projects** are part of Consumer Behavior, Digital Marketing, Social Media Marketing, and Marketing Strategy classes. Over the past five years seven clients have been served. One project from a Marketing Strategy course provided the impetus for a group of students to start their own online tea company, Truly Teas, which is up and running as of Fall 2018.

- **International Business Trip.** This experience, integral to the B515 International Business course, is part of the Weekend MBA for Professionals program. Countries visited have included China, Israel, Argentina, Italy, Spain, Finland, Estonia, and the Czech Republic. During the week-long experience, students visit various companies, learn about doing business in another part of the world, and take part in a variety of cultural experiences. In many cases, this is the first time that the students have traveled out of the country. Many have indicated that it was a life changing experience.

**Co-curricular Experiences**

- **Red Hawk Enterprise.** This student-run store was established in October 2018. Funding to provide the necessary start-up capital was provided through the generous support of Strack & Van Til grocery chain, multiple Rotary clubs in the region, and several School faculty members. Four senior-level students co-founded the store with a strategy to buy international products online through e-commerce and sell electronically using Square. Several faculty members served as mentors. Students are able to experience all aspects of running a commercial enterprise: sourcing international products, pricing, recruiting and scheduling volunteer workers, advertising, and analyzing financial data. Once the store was up and running, they shared their experience back to each of the Rotary Clubs. Profits were utilized to fund scholarships for those volunteering. To date, 10 students have participated.

- **STARS Peer Mentoring Program.** The STARS (Students Together Achieving and Reaching Success) Peer Mentoring Program was established in 2017 as a means to improve student success and persistence. The Program, currently connects first-year, first-generation students (Mentees) with a Mentor, selected based on prior academic achievement or proven resiliency. The Program provides opportunity for all participants to develop communication, teamwork and leadership skills. In addition to the mandatory weekly Mentor-Mentee meetings and study sessions, there are required monthly meetings of all Mentors and Mentees to engage in skill-based workshops, teamwork and leadership exercises, service projects, and connections with local business leaders and alumni. The group also participates in social outings, company visits, student conferences, and cultural events. The program facilitates the creation of a community of peers who have a “sense of belonging,” one of the factors important in overall persistence and degree
completion. To date 48 students have participated. In addition, poster presentations created by the students outlining the program have resulted in recognition at various conferences including multiple Best Poster Awards.

- **Student Clubs.** Over the past five years, several student clubs have had varying degrees of activity. Numbers tend to fluctuate based on student interest and availability. Clubs active in the past five years include Institute of Managerial Accountants (IMA), Society for Human Resource Management (SHRM), American Marketing Association (AMA) and Business & Economics Students Together (BEST).
  - IUN Student SHRM, chartered by national Society for Human Resource Management, has averaged between 10-12 members a year. Meetings often featured HR professionals (and alumni) sharing previews of the workplace and labor market. The group has also held resume development workshops. Campus-wide activities included “How Do I Land My First Job,” a panel discussion featuring professionals from 4 different industries. Students have also participated and volunteered in the local NWI SHRM annual conference each year. IUN students have consistently won scholarships from NWI SHRM. The chapter also partnered with the City of Portage Fire Department for six months to conduct job analyses, update/create job descriptions and draft performance appraisal forms.
  - AMA@IUN, a student organization recognized by national American Marketing Association, held monthly meetings and campus wide activities. These included a “Meet the Dean” session, an off-campus Etiquette Luncheon with professionals and SOBE students and campus-wide events such as “What Not to Wear” Fashion Show and a Personal Branding Panel Discussion. Students have attended two national AMA meetings (New Orleans and Indianapolis).
  - AMA@IUN and IU Northwest Student SHRM co-sponsored events such as a Mock Interview session that included taking professional pictures for their LinkedIn profile and travel to tours and seminars at Indiana and Illinois employers such as Albanese’s, CTG Xerox, Sullair, and Dwyer Instruments.
  - The students participating in the BEST Club most recently traveled to the Chicago Board of Exchange for a tour and private lecture about the operation.
  - The student chapter of IMA (Institute of Management Accountants) was established here in 2018. Events are held monthly in conjunction with the local professional chapter and typically include social and educational programming.

**Executive Education**

**The Center for Professional Development** strives to support and develop business leaders of Northwest Indiana through business education and consulting, fostering workforce and economic development. Faculty are engaged in many of the programs we offer. Most programs have a participant feedback form at the end of the session.

- **Lean Six Sigma** To date, the Center has awarded a total of 39 certifications in Lean Six Sigma methodology to the public: 4 Yellow Belts, 29 Green Belts, and 6 Black Belts.
- **Small Business Academy @IUN.** The Small Business Academy @ IUN is the result of a collaborative effort between the School, the Northwest Indiana Small Business Development Center and Innovate Gary, LLC. The program, supported by
grant from IU’s Innovate Indiana program, provides a comprehensive approach to foster entrepreneurship in Gary. Faculty have been an integral part of this program, not only delivering content but also making connections for future class projects. This program has also served as a catalyst for research around entrepreneurship. To date, 15 individuals have participated in at least one of the modules. Five completed the entire program. Feedback was very positive. In particular, one of the most valuable outcomes has been making connections to faculty as well as other entrepreneurs in order to create a support network going forward. Other benefits noted included improved productivity, efficiency, and quality; improved teamwork and partner relationships; increased sales/revenue; and better strategic planning. A second series will be offered in Spring 2020, revised a bit based on participant feedback related to length, approach, and topic coverage.

- **Consulting.** Part of the mission of the Center highlights our efforts to work collaboratively and consultatively with our community. Recent examples include
  - Geminus Corporation. Research for Head Start and Early Head Start in order for them to continue receiving federal money. Findings validated the importance of continuing EHS and HS programming in the two counties.
  - City of East Chicago. Presentations on interviewing skills and personal finance were given to summer interns working for the City. Approximately 30 people attended both presentations. Participants indicated through surveys that they increased their knowledge and found the material helpful.
- Additional programs under development include project management, event planning, and sales.

**The IU Creed Program.** The IU Council for Regional Engagement and Economic Development (CREED) addresses regional economic concerns and identifies ways that IU can use its resources to advance economic development efforts in the state. Our faculty have received grants to support this mission, many in collaboration with the Northwest Indiana Small Business Development Center (NWISBDC). Over the past five years, three faculty have facilitated eight programs covering marketing, strategy, economic development and social entrepreneurism. (Bandyopadhyay, Hobson, Kini)

**Support for Faculty Engagement**

In alignment with the university, campus, and School missions, we encourage faculty members to serve their profession and community as a means to maintain currency in their field, as well as utilize contemporary examples in their teaching. Engagements are coordinated through the Center for Professional Development or arranged independently. Service can include consulting; presenting workshops to organizations; serving as an expert for the media; providing data to support economic development decisions; serving as a reviewer for academic publications. In some cases, engagement experiences have led to research and subsequent publication. (Azemi: service failure and recovery; Roberts: leadership development; Thomas: tax benefits; Pollak: socioeconomic trends; Bandyopadhyay: social media).

**Annual Review.** Service is an expectation of satisfactory performance of all faculty members, regardless of classification and the annual review process is one way to
capture one’s contribution. It is also recognized and rewarded through a variety of Awards (Harris Awards mentioned previously and others below). Our contributions:

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<td>Consulting engagements</td>
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The IUN Distinguished Service Award recognizes substantive, significant, and sustained service activities across the academic career. Successful candidates must also have a meritorious record of research and teaching. Faculty who have received this award include: Dr. Subir Bandyopadhyay 2016-17; Dr. Surekha Rao 2013-14.

**Other external awards recognizing service:**
- 2019  Dr. James Thomas  J. Carl Metz Award, IN Acad. of Social Sciences
- 2015  Dr. Subir Bandyopadhyay  Paul Harris Fellow, Rotary International
- 2014  Dr. Subir Bandyopadhyay  Business Advocate of the Year, NWI SBDC

**Engagement Impact Tracking.** The School has developed a process to document and track the perceived impact of an engagement project on the client (Attachment 23). This was part of a conscientious effort to systematize the collection of data, track activity over time, and understand cumulative impact. The document was presented to participants of the AACSB impact workshop in Tampa, FL, for feedback before it was adopted by the faculty here in April 2019. The organizer of the project initiates the process by completing the form then forward it to all participants. Some of the data we have collected since the adoption of the document will be available during the site visit.

**CONCLUSION**

In light of significant competition and changing demographics affecting enrollment, the IU Northwest School of Business and Economics continues to be a vital contributor to the economic development of the region through our research and community engagement as well as our graduates, the workforce of today and tomorrow. We are dedicated to student success and strive to continue to improve programming and operations in order provide excellent learning experiences for all. We believe that our strengths lie in our engaged faculty committed to student success as well as our curriculum that provides multiple opportunities for experiential learning. We are highly regarded in the region as evidenced by the number of consultations requested and have had the honor of being voted Best MBA in the Region for five of the last six years.

We will begin our next round of Strategic planning in late Spring 2020 and foresee several opportunities for additional impact. Work to expand the availability of micro-credentials and digital badges for students and the community will continue. We would like to do a better job tracking the employment and success of our graduates and are hopeful that state-wide efforts will assist us in doing so in the near future. Opportunities to offer additional collaborative programs continue to emerge, particularly in the Arts and Health Sciences arenas. We would like to expand our assistance to small business owners and entrepreneurs and possibly include the provision of permanent space to do so. We appreciate the opportunity to share our progress with you and look forward to learning about other ways in which we can improve our programs.