

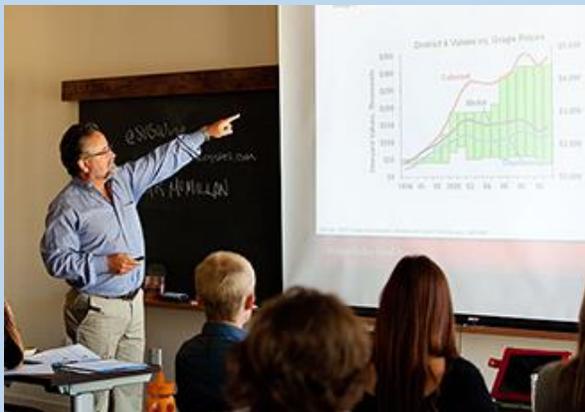


School of Business and Economics

SONOMA STATE UNIVERSITY

CONTINUOUS IMPROVEMENT REVIEW REPORT

DECEMBER 2016





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**SONOMA STATE UNIVERSITY'S
SCHOOL OF BUSINESS AND ECONOMICS
CONTINUOUS IMPROVEMENT REVIEW REPORT**

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1. Engagement, Innovation, and Impact: Provide an executive summary in bullet format describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan.

The School of Business and Economics (SBE) at Sonoma State University (SSU) is the premier institution of higher learning in the North San Francisco Bay Area, providing accredited programs in business administration and economics to approximately 2,000 students annually. The social and economic environment in which we operate has made our programs more vital than ever, giving the SBE the opportunity to grow its position as an innovator in experiential education and a global leader in wine business education, to expand our career development network for regional groups and individuals, and to make a positive, lasting impact as a constructive and powerful partner and contributor to individual and community well-being.



The mission of SSU's School of Business and Economics is to *create extraordinary learning experiences* for our students, and to *advance best business practices* in the North Bay and beyond. We fulfill our mission by directing our efforts toward these three goals:

- Goal #1: Providing memorable and transformational educational programs for the global business professionals of the future, and for the entrepreneurs and emerging leaders of North Bay enterprises
- Goal #2: Being an exemplar of best practice by researching, developing, and applying the business tools, methods, and strategies that we teach our students
- Goal #3: Cultivating success for the global wine industry as a lead business education and research center

In the following paragraphs, we highlight examples of the most significant strategies and outcomes related to engagement, innovation, and impact since our last accreditation review, using these three mission-focused goals as the framework.

Engagement Highlights

With a vision to be the educational catalyst for a collaborative, thriving North Bay economy, a primary focus of our *engagement* is to bring regional stakeholders into the educational process. As well as giving these business leaders ownership within our programs, their hands-on knowledge of the North Bay region and its global impact transforms the learning experience for our students.

Mission-focused Goals	Engagement Outcomes
<p>Goal #1: Providing memorable and transformational educational programs for the global business professionals of the future, and for the entrepreneurs and emerging leaders of North Bay enterprises</p>	<ul style="list-style-type: none"> • Over 250 business leaders, professionals, and entrepreneurs have participated in our Mentor Program. • Thirty-six accomplished professional faculty teach with our 28 tenure-track faculty to provide students with relevant business tools, methods, strategies, and emerging trends. • Over 1000 students have been placed in internships. • Over 30 wine industry professionals teach annually in our professional development certificates and seminars. • In our EMBA program, 170 students in eight cohorts visited 12 countries on three continents.
<p>Goal #2: Being an exemplar of best practice by researching, developing, and applying the business tools, methods, and strategies that we teach our students</p>	<ul style="list-style-type: none"> • Our Wine Business Institute’s Board of Directors meets four times a year and helps design our research agenda. In 2015-16, this led to the following publications: <ul style="list-style-type: none"> • Examination of Philanthropy in the U.S. Wine Industry • Survey on Community Perceptions of Wine Businesses • Wine Business Case Research Journal • Case research has engaged multiple groups: (1) our students, (2) local business owners/employees who regularly visit our classrooms to add a personal touch to cases written about their companies, and (3) global colleagues who are affiliated with our new Wine Business Case Research Journal (WBCRJ). Since 2011, our Professional MBA students have written 50 cases about 46 local organizations; four of those cases have been published in textbooks or peer-reviewed journals, and three have won international awards. Our EMBA students have written 29 cases about 28 local organizations since 2011, and our undergraduates have created 31 video cases on local organizations since 2014. The WBCRJ’s review board represents five countries and the first issue (published in April 2016) included publications by authors spanning three countries.
<p>Goal #3: Cultivating success for the global wine industry as a lead business education and research center</p>	<ul style="list-style-type: none"> • Our new Wine Spectator Learning Center, due to open in 2017, will serve as the innovative hub for our wine-related research and educational programs. Twenty-seven leading wineries and wine businesses have contributed at least \$100,000 each for a campaign total of over \$16M. • We serve on many wine-related Boards of Directors, including the Wine Institute, Sonoma County Winegrowers, Petaluma Gap Winegrowers Alliance, Women for WineSense, and Sonoma County Vintners. Twenty-four wine businesses serve on our WBI Board (each contributing at least \$10k annually in board dues).

Innovation Highlights

Innovation is important to the SBE’s mission both because of its role in creating extraordinary learning experiences for our students and because it advances best business practices in the North Bay and beyond by serving as an inspiration for innovative ideas and actions. As exemplars of *innovation* in the SBE, our graduate and undergraduate programs deliver on both aspects of this mission.

Mission-focused Goals	Innovation Outcomes
<p>Goal #1: Providing memorable and transformational educational programs for the global business professionals of the future, and for the entrepreneurs and emerging leaders of North Bay enterprises</p>	<ul style="list-style-type: none"> • A key feature in our EMBA program is the Leadership Track, a sequence of courses and innovative learning experiences including leadership coaching, communication, and emotional intelligence assessments, individual leadership development projects, and a four-day leadership immersion experience conducted on sailboats and facilitated by captains with America’s Cup credentials. • Our faculty regularly implement innovative teaching ideas in their classes through the use of new technologies, new formats, new ways to teach concepts, new assignments, etc. (See Appendix A for tables of teaching innovations.)
<p>Goal #2: Being an exemplar of best practice by researching, developing, and applying the business tools, methods, and strategies that we teach our students</p>	<ul style="list-style-type: none"> • We have supported the expansion of our undergraduate entrepreneurship curriculum to include the Lean Launchpad, a Digital Media Certificate program, and an EOP Leadership course focused on entrepreneurial thinking. • Five of our faculty have embraced SSU’s new Arts Integration program which seeks to connect disciplinary courses with theater and music performances through targeted assignments. Over 250 students have participated in these arts integration experiences in the last four semesters.
<p>Goal #3: Cultivating success for the global wine industry as a lead business education and research center</p>	<ul style="list-style-type: none"> • We created Sonoma State Cellars as a graduate course to provide hands-on learning about the phases of the wine production and distribution process. • Our Wine Business Institute has developed a global presence through its online wine business certificate programs, which have paved the way for our Global Wine EMBA which is scheduled to launch in Fall 2018 using a hybrid learning model with residency sessions in global locations.

Impact Highlights

The *impact* of the SBE is strongly seen in the teaching and scholarly activity that is generated by our faculty.

Mission-focused Goals	Impact Outcomes
Goal #1: Providing memorable and transformational educational programs for the global business professionals of the future, and for the entrepreneurs and emerging leaders of North Bay enterprises	<ul style="list-style-type: none">• Using project-based learning, our faculty have an impact not only on student learning, but also on businesses in the community. Courses which recently used this pedagogy included BUS 305W, 451, 453, 491, 552, and 553. One impactful class project had students implementing marketing strategies as a part of a campaign to "Stomp Out Student Loans" and promote the Terra Fossil brand to its target audience. As a result of the students' work, Terra Fossil gained approximately 12,000 new Facebook fans in the North Bay Area and sold out the product on the shelves, raising close to \$1400 dollars to help students with their loans. More importantly, throughout the campaign and associated public relations, the project brought awareness of student debt issues.• The last two cycles of our Wine Entrepreneurship Certificate Program have supported the launch and growth of 33 wine businesses from the 39 students who participated in the program.
Goal #2: Being an exemplar of best practice by researching, developing, and applying the business tools, methods, and strategies that we teach our students	<ul style="list-style-type: none">• SBE faculty have completed over 200 articles, books, journals, and other publications across all the business disciplines in the wine industry, addressing such areas as branding, direct-to-consumer, distribution, e-commerce and social media, ethics, finance and accounting, marketing and sales, millennial consumers, supply chain management, sustainability, wine entrepreneurship, and wine hospitality and tourism.• The SBE has led the local conversation on sustainable business practices through its courses, faculty research, and support of the annual Sustainable Enterprise Conference (SEC). Over the last five years the SEC has engaged over 1500 participants in supporting triple bottom line business practices in the North Bay.
Goal #3: Cultivating success for the global wine industry as a lead business education and research center	<ul style="list-style-type: none">• Since launching our first course 20 years ago, the Wine Business Institute (WBI) has been a first mover in a number of areas. In 1998, we created the first bachelor's degree program with a concentration in Wine Business in the nation. In 2008, we launched the first Wine MBA in the nation. In 2012, we launched the first Executive Wine MBA in the world. In 2013, we created the first online Wine Business Management Certificate. Currently, the WBI annually serves over 200 students in degree programs and over 500 students in professional programs.• The Wine Business Institute has impacted public policy by (1) hosting a joint State Senate and Assembly hearing on the wine industry to address issues in housing, sustainability, economics, and education (see box on next page); (2) conducting a research project on the public perception of the wine industry to inform the work on developing regulations for direct-to-consumer activities at wineries; and (3) conducting a research project on wine franchise laws comparing wine sales between Georgia (franchise law state) and Florida (non-franchise law state).

- **What historical, national, local, and other factors shape the school's mission and operations?**

Sonoma State University was founded in 1961, when a group of forward-thinking professors moved north from San Francisco to challenge the status quo, and established a new campus and new approach to learning rooted in humanistic psychology and focused on the personalization of education and the development of the whole person. From its humble beginnings as a small liberal arts college with 274 students and 10 faculty, Sonoma State has grown into a comprehensive University serving over 9,300 students and offering 48 degree programs. Yet, many aspects of the founding culture still shape university programs and practices today. Our liberal arts roots have evolved to a strong liberal arts and science focus in our General Education core, and an emphasis throughout on the 21st century educational core skills of creativity, critical thinking, communication, and collaboration. Our innovative spirit is still in evidence in the many ways in which our core values of sustainability, inclusive excellence, and community engagement are infused in our educational programs and in the ways in which we work. The *whole person* ethos still guides the way we provide personalized experiences for students through curricular and co-curricular initiatives.

In July 2016, Dr. Judy Sakaki began her tenure as the 9th president of SSU, and is the first Japanese-American woman to lead a university in the United States. Building on the strong foundation created by her predecessors, we are already feeling the positive impact of her energy, enthusiasm for students, and [strong leadership skills](#). Dr. Sakaki is leveraging her extensive experience serving students, most recently as the Vice-Chancellor of Student Affairs for the entire University of California system, into fashioning a strategic focus on student outcomes such as graduation rates, academic and career advising, and support for first generation college students. Furthermore, she has promoted university efforts on community engagement and added capacity to the university advancement arena. From the perspective of the School of Business and Economics, her leadership has been a catalyst to the goals and activities that are part of our strategic plan.

Located an hour's drive north of San Francisco in California's premier wine country, Sonoma State offers its students a friendly, safe, and informal atmosphere in a beautiful campus setting. As part of the 23-campus California State University System, SSU is focused on serving the North Bay region including the [counties of Sonoma, Marin, Mendocino, Lake, Napa, and Solano](#). While SSU is highly engaged with its regional service area, 80 percent of the freshmen and 55 percent of the junior transfer students come from outside the North Bay. With 34 percent of the student body living on campus, it is one of the most residential campuses within the California State University system.

SBE DRIVING CHANGE

The Wine Business Institute (WBI) at Sonoma State University (SSU) hosted a joint hearing of the California Senate and Assembly Select Committees on Wine on Tuesday, November 3, 2015. The hearing addressed issues impacting the California wine industry and was structured as three panel discussions, including water and sustainability issues, labor and farmworker housing, and innovation and entrepreneurship in wine-related education.

"The wine industry has a significant impact in our region and across the entire state. That's why it's critical to bring the Assembly and Senate Select Committees on Wine to the heart of Wine Country to hear firsthand from the experts and evaluate how the state can improve our policies. I could think of no better location than the Wine Business Institute at Sonoma State University to host this important hearing, and I look forward to strengthening the partnership between the legislature and SSU," Assemblymember Bill Dodd said.

[Full article](#)



The SSU educational experience fosters intellectual, cognitive, social, and personal growth. The faculty and staff provide collaborative relationships with students and an education that fosters ethical exploration, civic engagement, social responsibility, and global awareness combined with a solid foundation in an academic discipline. Many classes have fewer than 40 students, allowing close interaction between students and faculty. The University is comprised of six schools: Arts and Humanities, Business and Economics, Education, Extended and International Education, Social Sciences, and Science and Technology. Degrees are offered in 46 majors and 47 minors at the bachelor's level and 15 at the master's level. There are nine credential programs and eight undergraduate and graduate certificate programs. SSU is accredited by the Western Association of Schools and Colleges (WASC) and the California State Board of Education.

One of the most requested campuses in the CSU system and regularly named a “Best Regional University” by U.S. News & World Report, SSU has also been named one of the “most wired” campuses in the nation by Princeton Review. Students and faculty both benefit from the many [campus buildings and learning centers](#) that serve our educational mission. SSU is also notable in being the only California university that is a member of the Council of Public Liberal Arts Colleges, the prestigious group of 25 universities and colleges across the nation committed to providing superior liberal arts and sciences education to their students. SSU’s commitment to sustainability was also recognized in October 2016 when we received a [Bronze Award](#) from the Association for the Advancement of Sustainability in Higher Education’s STARS program.

SBE programs are designed by educational pioneers, driven by a culture of innovation, and rooted in a history of change. For our stakeholders, the combination of SBE’s history and strategic direction connects us to a sense of purpose that challenges traditional business values solely focused on economic gain, in favor of personal growth as a path to collective gain. It builds an association for faculty and programs with authenticity, quality, trust, and satisfaction. Our value proposition transcends work-life balance in favor of work-life alignment. This is one of our most valuable assets as an organization, and the conceptual core of our slogan: *Let Your Passion Become Your Profession™*. The SBE serves approximately 1500 students in our undergraduate and graduate programs, and Business is the largest major on campus (aside from the Undeclared major). We operate on a semester system. Our undergraduate courses are 4 units each, and our MBA courses are 3 units each. A unique and distinguishing element of the School of Business and Economics is our mission focus area to cultivate success for the global wine industry by positioning ourselves as a leading wine business education and research center. In California’s North Bay, the wine industry with its associated value chain is the largest driver of economic prosperity (\$57.5B in CA; \$114B in the U.S.).

In 2015, the Institute for the Future’s 10-Year Forecast explored the fragmented reality of a seven-economy future that will influence markets, communities, and organizations in the coming decade. These seven economies - corporate, consumer, collaborative, creative, civil, criminal, and crypto - are operating simultaneously, but are in different stages of evolution. In our 2015/16 annual strategic planning review, we explored the implications of these seven economics for the SBE. A summary of this analysis is provided in Appendix B.

- **What are the school’s relative advantages and disadvantages in reputation, resources, sponsors, and supporters?**

Reputation

The SBE has its strongest academic reputation in the areas of wine business, economics, and accounting. In

wine business, our comprehensive set of programs, our depth and breadth of research projects, and our deep industry partnerships have us positioned to be the global leader of wine business education and research. In economics, our regional [Economic Outlook Conference](#) is widely attended by business and government leaders who come to hear our analysis of regional economic and business conditions and future projections. Our accounting students are sought after by over 30 firms each year who recruit on campus, making our placement rate close to 100%. Our AACSB accreditation continues to be a significant factor in our reputation, as many students and employers are aware of this distinction and recognize the value it offers.

In the past five years, we have seen our graduate and executive programs grow from being a small part of the school's program portfolio to become the cornerstone for our engagement with the business community. Personalized and experiential learning, expert and accessible faculty, and deep industry connections are among the reasons our alumni give for why their Sonoma MBA represents the right return on their investment compared to other Bay Area programs. Adding to our academic reputation is the advantage we enjoy by being located in the heart of wine country, one of California's most breathtaking regions. Our residential campus, our extraordinary co-curricular/student life programs, over 5000 acres of nature preserves, and our suite-style student housing contribute to SSU being the most requested campus in the CSU system. As the only comprehensive university in a large six county region, we enjoy strong partnerships with our community in the areas of sustainability, entrepreneurship, and hospitality.

Being located in California, we are subject to the positive and negative halos associated with our state. The "Golden State" has long been known as an exciting, free-spirited, and creative place – a melting pot of cultures and ideas. We are the land of beautiful national and state parks, a thousand miles of beaches and coastline, and amazing cities. In business, some of the most innovative and well-respected companies have their headquarters here (e.g., Apple, Google, and Hewlett-Packard). The Bay Area is home to 25% of the country's venture-capital firms, and, in a word, is simply "booming." Our reputation is also tied in part to the California State University system as a whole, and in some respects to the entire California education system. This turns out to be a mixed set of reputational influences. Historically, the CSU has been seen as an innovative, progressive, and key driver of California's success. But more recently, the State's budget fluctuations and bureaucratic challenges have slightly tarnished our "golden" reputation.

Resources

California has a history of strong state support of public education. Over fifty years ago the State created the Master Plan for Education. This gave focus to the California State University system (CSU), which is committed to providing inexpensive, accessible university education to all residents. The combined assets of the nation's largest public university system provide many resource advantages to each campus including financial support, technology and operational infrastructures, large system efficiencies, and a great cadre of colleagues with whom to exchange ideas and share knowledge. A good example of the power of the CSU can be seen in the creation and support of a system-wide strategic [Graduation Initiative](#). The CSU has made available resources for developing programs, sharing best practices, hosting conferences, and deploying technology – all focused on increasing the graduation rate of our students while maintaining accessibility.

At the campus level, we have an attractive and well maintained infrastructure which includes a number of new buildings and recent renovations. Our physical plant has been enhanced with the completion of the

\$130M [Green Music Center](#) and the \$60M [Student Center](#). This summer, we broke ground on the \$9M Wine Spectator Learning Center, the new home for our Wine Business Institute. Future campus projects include a renovation of our current home, Stevenson Hall. A feasibility study is currently underway for this project. Our campus also is home to a comprehensive network of services to support student success (see box on right).

Since our last review, there have been a number of positive resource changes for the School of Business and Economics. The most significant has been the growth of our Executive MBA program. Launched in 2010, the program is now being offered twice a year and with the start of our 12th cohort in Fall 2016, the EMBA program will have brought in over \$10M in gross revenue to the SBE. Also, in 2009, the CSU Board of Trustees approved a professional programs fee for MBA programs, providing direct resources to the SBE for efforts supporting our programs, research, and accreditation. Finally, as the California economy has recovered from the Great Recession, we have seen the restoration of our base funding, and the addition of six faculty and five staff lines.

Despite the much improved financial position of the SBE, we are resource-challenged in a couple of key areas. Our faculty salaries are restricted by both limited funding for faculty lines at the campus level and salary ceilings created as part of the collective bargaining agreement (CBA) with the California Faculty Association (CFA). This has hampered our ability to pay market rates for new faculty and diminishes our pool of candidates for faculty searches. Furthermore, the CBA constrains merit and equity increases, creating salary compression and restricting our capability to financially recognize the achievements of faculty. Finally, the campus has been slow to evolve a comprehensive business plan, leaving most campus divisions in a state of structural deficit with underfunded priorities. In spite of these challenges, the financial picture for the SBE has improved markedly since our last review. Overall, our budget has grown by 66%, and our dependence on the California State General Fund has decreased by 35%. In July 2016, President Judy Sakaki began her tenure at the helm of SSU. In her short time on campus, she has already implemented a number of positive changes which will enhance the resources available for fulfilling the mission of the SBE and, more broadly, the academic mission of SSU.

Sponsors and Supporters

At Sonoma State University, we also have the advantage of strong community sponsorship and support. We are the only comprehensive public university in our six-county service region and are able to draw upon the regional community for their philanthropy.

STUDENT SERVICES AT SONOMA STATE UNIVERSITY

Admissions and Records

Advising Center

Associated Students

Bookstore

Career Services

Carma Carpooling

Center for Student
Leadership, Involvement, and
Service

Children's School

Counseling and Psychological
Services

Disability Services for
Students

Educational Opportunity
Program

Financial Aid

Housing Services

The HUB

Join Us Making Progress (JUMP)

Library

Scholarship Program

Seawolf Scholars

Seawolf Services

Student Health Center

Tutorial Center

Writing Center

In the past few years, the SBE has been able to raise over \$16M as part of a comprehensive campaign for the Wine Business Institute. Over \$9.5M of that was given in support of the Wine Spectator Learning Center, including the naming gift of \$3M from the Wine Spectator Foundation. Eighteen different companies, individuals, and foundations have given at least \$100,000 each to help fund this new educational facility for the SBE. Additional large gifts have enabled the creation of three faculty chairs - The Hamel Family Chair in Wine Business, The Korbel Professor of Wine Business, and the Distinguished Professor of Wine - and have funded many student scholarships. Beyond financial support, the SBE is the beneficiary of extraordinary engagement from the leaders of the wine industry, many of whom sit on our Wine Business Institute Board of Directors, including executives from Gallo, Constellation, Duckhorn, Young's Market Company, and Korbel. The full list of Board Members is included in Appendix B.

The development strategy of the SBE has been to establish our reputation in wine business and leverage that toward other areas of strategic importance. We have begun the cultivation of support for entrepreneurship and received a \$180,000 gift to create the Coddling Entrepreneur-in-Residence as well as over \$150,000 to support our educational entrepreneurship efforts. In Spring of 2016, we launched the Corporate Partnership program, which is designed to provide increased exposure to corporate roles and opportunities for students, and we increased access to quality employee prospects and expert faculty for the business community. Initial partners in the program comprise leading companies across a range of industries and sectors, including Southern Wine & Spirits, Sherwin-Williams, Enterprise, Solairus Aviation, Young's Market, Consolidated Electrical Distributors, Bolt Staffing, Linkenheimer LLP, and the Lee Accountancy Group, among others. To achieve our goals in the future, we will need to have a dedicated advancement officer to promote our School's development and growth, and an increase in campus infrastructure support for advancement operations.

The strong financial support only tells part of the story about our relationship with the community. Equally important is the interest we have from supporters who share generously of their time and experience. We are fortunate to be located in a region where many successful business leaders choose to retire or have second homes. We have seen tremendous excitement from these folks about being involved in the School, and they serve as volunteer faculty, mentors, judges, guest speakers, and advisory board members. We are also partnered with many of our region's largest business associations on various programs and projects (e.g., the [Make-a-Thon](#) with the North Bay iHub and the North Bay Angels; the Economic Outlook Conference, the [Women in Business Awards](#), the 40 Under 40 Awards, and the Create-a-thon with the North Bay Business Journal; and the [Sustainable Enterprise Conference](#) with Sustainable North Bay).

Going forward, the SBE will need to continue to leverage the success of the support for the Wine Business Institute towards other priorities. As a relatively "young" School, we do not yet have the historical alumni base to draw from, and so we must invest in cultivating a culture of philanthropy among our alumni as we build a strong foundation for legacy support. The university has not been able to provide much direct support for development efforts, but we hope that our new President will bring a renewed focus on this as a priority. Another area in which we are looking for the university to provide support is in globalization efforts. As we generate more global awareness of and interest in our programs, SSU will need to provide more infrastructure for the recruiting, onboarding, and support of international students.

- **What internal, environmental, or competitive forces challenge the school's future?**

Ironically, some of the key challenges we face stem from our current competitive advantages and successes. We have the most comprehensive set of programs for wine business in the world, but our market-leading position likely will erode as other schools launch programs to target this growing industry. As the region's only public comprehensive university, we have little competition from other Schools for our services, but we compete with private firms for research dollars in wine and economics. Our suburban/rural region enables a close relationship with the business community and helps with placing students and obtaining sponsorships. However, we have few large corporate employers in our local service area, thus reducing the number of jobs available with a single employer and the potential scope of a large employer's sponsorship support.

We have identified a set of three key areas of change in our planning context that will exert influence over this strategic planning cycle and beyond. One area of change is the demographic shift in our community and student population, specifically an increase in Latino students, Asian-American students, and the leading edge of Generation Z students reaching college age. A second area of change is in education pedagogy, where we need to embrace the technology and the methodologies that enable a more personalized education experience but that are also resource-efficient. This balance is key to our competitive advantage. We are also keeping track of potential game-changers, that is, environmental, technological, economic, and societal changes that impact not only education, but all sectors of our economy. In our region, issues such as climate change and the prolonged drought, emerging medical technologies, legalization of cannabis, affordable housing, and transportation are among the opportunities and challenges that we share with our community.

- **What opportunities exist for enhancing the school's degree offerings?**

Sonoma State University is the global leader in wine business education, offering wine business classes, certificates, a Wine Business concentration in the undergraduate Business Administration program, the first MBA with a wine concentration in the US (Wine MBA), and the world's only Executive MBA with a concentration intended solely for wine industry professionals ([Wine EMBA](#)). The Global Wine Executive MBA (GWEMBA) is a program we are currently developing (in collaboration with SSU's School of Extended and International Education) that will open our Wine EMBA program to a global audience, bringing more distinction to our school and university. This program is envisioned to have the same distinctive content as our current Wine EMBA, but will have a different delivery approach that leverages cutting-edge teaching technologies.

The program will incorporate an alternative instructional delivery system, taking our existing Wine EMBA curriculum, and formatting it to a hybrid delivery system. The vision is for the program to include five intensive six-day residencies, and four months of online instruction in between these residencies. Two of those residencies will be conducted overseas with partner universities at their locations. Sonoma State University will be the only university in the world to offer this type of program for wine industry professionals.

In our strategic plan, we have identified a small set of opportunities that are the probable next markets for us. As part of our planning efforts, we have been considering adjacencies to our Wine Business programs. For example, hospitality and tourism would be a natural extension, especially given the prominence of the industry in our region. But there are a number of competing hospitality programs already available in the CSU system,

so we want to be sure that we would have something unique and market-relevant to offer. We are seeing a boom of craft beer and craft distilleries in the region, complementing our wine sector, and have considered how to best support these emerging industries. Given that we also have craft food, and other craft beverage (non-alcoholic) businesses here, a more general craft food and beverage program (or craft business) could be possible. Other areas we are exploring include entrepreneurship, family business, and sustainable business programs.

2. Degree Programs in Business to be Included in Accreditation Review

This continuous improvement review includes the same three programs that were reviewed during our last reaccreditation cycle. The programs are listed in Table 2-1 (below).

Table 2-1: Scope of Accreditation for CIR

Degree Program	Level	Location	Date Program Was Established
Bachelor of Science in Business Administration	Undergraduate	SSU	1992
Master of Business Administration	Masters	SSU	1986
Executive Master of Business Administration	Masters	SSU, Napa	2010

Please provide any additional comments regarding the scope of accreditation as listed above.

There have been no changes to our scope of accreditation since our last review.

3. Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific business accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

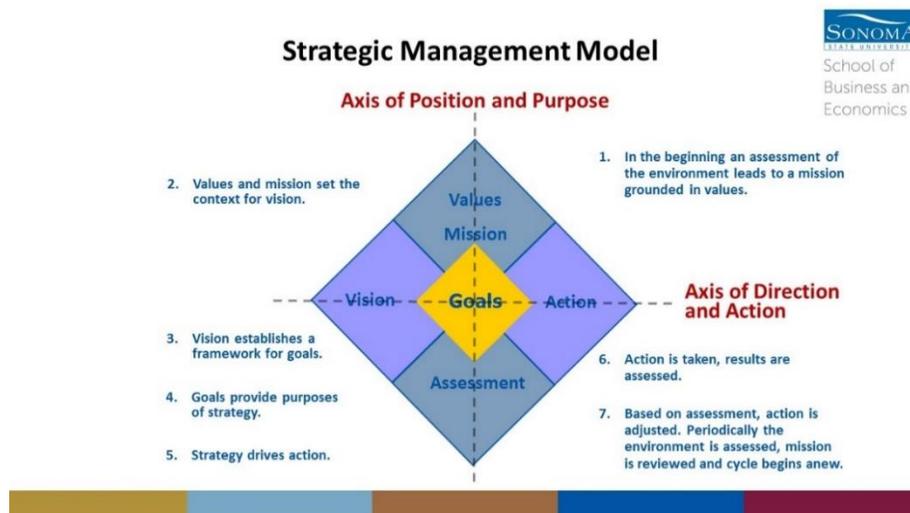
Per the correspondence from the Board of Directors on January 14, 2013, there were no concerns that needed to be addressed.

4. Strategic Management Planning Process and Outcomes: Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

Sonoma State University's School of Business and Economics follows the Blood and Griesemer strategic management model as a rolling 5-year dynamic activity. Blood and Griesemer (2004) presented a strategic

management process that advances a comprehensive approach to strategic planning for business schools. In their approach, an assessment of the *environment* leads to a *mission* grounded in organizational *values*. Values and mission set the context for establishing a *vision* for the organization, which in turn establishes where the organization is going and provides the framework for creating *goals*. Goals provide the purpose of *strategy*, and strategy drives *action*. Action is taken and, after results are assessed, action is refined as needed. A visual of the model is provided in Figure 4-1 below.

Figure 4-1: Blood and Griesemer’s Strategic Management Model



Continuous Improvement Outcomes

In this section, we share our School’s outcomes related to continuous improvement for the first three years of this review period (2011-2014). These accomplishments arose out of our 2009-2014 strategic plan which was focused on 10 action priorities and organized into our three mission focal areas of (1) creating extraordinary learning experiences for our students, (2) convening and engaging the North Bay community toward generating regional economic prosperity, and (3) being an exemplar of best business practices. In Table 4-1, for each action priority, we have listed our most significant performance accomplishments as evidence of what was achieved, and as a foundation for discussions about our future growth and development.

Table 4-1: Accomplishments from our 2009-2014 Strategic Plan

Mission Focal Area #1: Creating Extraordinary Learning Experiences for Our Students	
<u>Action Priority #1:</u> Create a portfolio of relevant MBA programs to serve specific market niches (including executive leaders, working business professionals, wine and hospitality industry professionals, and high-potential arts and sciences majors)	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Launched the nation’s first Wine MBA program: Featured in US News and World Report’s Best Graduate Business Programs • Launched the region’s first Executive MBA program: seven cohorts (including two wine industry EMBA cohorts, 150 students, and over \$5M in revenues) • Launched a redesigned part-time Professional MBA program with breadth of exposure and relevance in three thematic areas: Global Perspectives, Leadership, and Contemporary Business Issues

<p><u>Action Priority #2:</u></p> <p>Revise the undergraduate program experience to include deeper first and second year curricular and co-curricular experiences, more focus on applied learning pedagogies, and stronger content focus in international business, ethics, technology, innovation, and sustainable business practices</p>	<p><u>Accomplishments:</u></p> <p>Developed innovative course designs that emphasize best business practices, and implemented teaching methods to personalize the educational experience as follows:</p> <ul style="list-style-type: none"> • In Business 452 (Leadership), students created nine businesses and earned over \$3,500 which was donated to local nonprofits • In Business 467 (Wine E-Commerce and Direct Sales), students partnered with E-Winery Solutions to create a new website and e-commerce platform for local wineries • In Business 453 (Small Business Analysis), students completed a business analysis assignment for Cold Stone Creamery which won the Small Business Institute's national Project of the Year award • Piloted a new interdisciplinary Certificate in Creative Arts and Digital Media Entrepreneurship (supported by a GMC grant) in which students from across campus competed in a business plan competition with the winning teams receiving \$5,000 in prizes • Students in Business 305W (Introduction to Wine Business) worked on a real-life cause-marketing project in partnership with Oliver's Grocery Store and Terra Fossil wines for their new "Stomp Out Student Loans" campaign. For every bottle of Terra Fossil wine sold at Oliver's, a combined total donation of \$2 per bottle is being made to the scholarship departments of SSU and SRJC to ease students' financial burden and cultivate conversation about this country's growing epidemic of student loan debt
<p><u>Action Priority #3:</u></p> <p>Provide life-long career services for undergraduate students, graduate students, and alumni through the activities and programs of the SBE Career Center</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Launched the SBE Career Center and built a robust set of career-pathing programs, activities, and services: Mentor Program, Career and Internship Expo, job search workshops, on-campus recruiting, Spring Networking Mixer, Reality Networking program, job listing services, and company information sessions • Placed over 1000 students in internships, directed work study classes, and leadership development programs • In mid-2014, three months after graduation, 92% of the undergraduate students responding to our career survey were employed or continuing their education
<p><u>Action Priority #4:</u></p> <p>Create and support clubs, competitions, volunteer engagements, and other activities that extend the classroom to encompass career exploration, leadership development, in situ applications of learning, professional networking, and community engagement</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Supported a robust set of co-curricular learning opportunities for students organized through student clubs and associations: business visits, national conferences, competitions, guest speakers, volunteer projects, networking, and alternative spring breaks • Supported students in learning partnerships associated with the work of the University: student government senators, officers of student corporations, internships in marketing, financial management, and operations of the School, and research assistantships • Supported students in giving back to the local and world community: 5k Tour de Campus raised over \$10,000 for charities; brought Jessica Jackley (founder of Kiva.org) and Luis Rodriguez (author of Always Running) to campus; Maximum Impact program worked with underprivileged kids in Memphis; Books and Balls project sent school supplies to Kenya; Social Entrepreneurship project created emergency services for rural Eleuthera

<p>Additional Accomplishments for this Mission-related Area</p>	<ul style="list-style-type: none"> • Provided the technical business acumen, leadership skills, and execution competencies that employers are demanding in the 21st century workplace through market-responsive professional and custom business programs: Hospitality Management Certificate, Human Resource Management Certificate, and Professional Sales Certificate • Launched Sonoma State Cellars, a student-run wine venture providing a hands-on learning experience for students, which has given back \$16,000 to the Wine Business program by selling its first three vintages • Engaged alumni in the activities of the SBE and connected alumni to students in career contexts: Sips, Bites, and Bids Homecoming Event, Community and Alumni Celebration, and Alumni Awards Program; also, alumni are serving on SBE Boards, participating in the Mentor Program, posting jobs and internships, and teaching in classes
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Mission Focal Area #2: Convening and Engaging the North Bay Community

<p><u>Action Priority #5:</u></p> <p>Support regional economic development by promoting cooperation and coordination of regional economic development activities, providing regional economic analyses, and delivering educational programs on effective economic development practices</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Engaged community with our annual Economic Outlook Conference which has served as a catalyst for economic development and the exploration of issues critical to the economic prosperity of our region • Played a lead role in planning, organizing, and facilitating sessions for the annual Sustainable Enterprise Conference • Helped create and took leadership roles in three key regional economic development organizations: Sonoma County BEST, North Bay Innovation Hub, and the Marin Economic Forum • Supported the success of businesses locally and beyond with studies from our Center for Regional Economic Analysis on such topics as exploring the competitive advantage of a green business strategy, the economic impact of changes in water policy, and the demand characteristics of different grape varieties
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<p><u>Action Priority #6:</u></p> <p>Accelerate the Wine Business Institute towards its vision of being a global leader in wine business education by providing professional development opportunities to new and existing market segments, by graduating well prepared students, and by conducting basic and applied research relevant to the wine industry</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Hosted first ever Global Wine Business Education Conference where academic leaders from around the world acknowledged our Wine Business Institute's unique depth and breadth of wine business programming. Many conference participants (including four SSU faculty) collaborated to publish the book "<u>Wine Business Case Studies: Thirteen Cases from the Real World of Wine Business Management</u>" which is the first of its kind that focuses on wine business studies • Created programs to reach national and international audiences through the world's first online Wine Business Management Certificate, our partnership with the Viticulture and Enology Science and Technology Alliance (VESTA), and seminars for the Bordeaux School of Management • Achieved a 573% growth in WBI program revenue and a 289% growth in professional development seminar enrollments through the creation of the Tasting Room Management Certificate, the Wine Industry Accounting and Finance Certificate, the Wine Business Management Certificate, and the Wine Entrepreneurship program • Raised over \$7M to build a new home for the Wine Business Institute, an education hub for all who wish to learn and lead in the wine industry
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<p><u>Action Priority #7:</u></p> <p>Launch a Center for Entrepreneurship and innovation to help start-ups, new ventures, and small businesses transition to growth businesses</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Launched the Startup Classroom (with SSU’s School of Education), an innovative entrepreneurship program for educators • Created Entreprenoma and the Community for Entrepreneurial Leadership and Learning to launch careers and businesses, to accelerate North Bay entrepreneurial action, and to transform our education system • Hosted SSU Market Day, the Innovation Showcase, and annual Business Plan Competitions to bring together and grow the North Bay’s entrepreneurship and innovation ecosystem; also supported SSU alumni in NonProfit Easy and CropMobster in winning competitions and securing early-round financing for their businesses
<p><u>Action Priority #8:</u></p> <p>Connect the research results and recommendations of SBE faculty to the regional business community</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • SBE faculty produced 217 research articles, an average of 7.8 per SA faculty member and 4.8 per total faculty • Created an online searchable database of over 150 research papers in wine business produced by our Wine Business Institute faculty, expanding our thought leadership in multiple industry-relevant areas • SBE faculty have received national recognition for their research including Best Paper in Economics (Dr. Kim), First Place in the Molson Case Competition (Dr. Gilinsky – who also won SSU’s Goldstein Award), recipients of NACRA Gold Award (Drs. Gilinsky and Newton), and winner of the National Academy of Sciences Cozzarelli Prize (Dr. Hanauer)
<p>Mission Focal Area #3: Being an Exemplar of Best Business Practices</p>	
<p><u>Action Priority #9:</u></p> <p>Practice what we teach in the operational areas of marketing, recruiting, PR and stakeholder communications, talent management, and academic support</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Designed, developed, and implemented a branding and marketing effort based on best practices in positioning/brand platform development, environmental design, web 3.0, vision collateral, social media, public and media relations, event and experience marketing, and recruiting, recording over 750 press hits between 2012 and 2014 • Developed and funded a variety of research support mechanisms to provide resources for scholarship expenses, give incentives for keeping current, and encourage mission-focused research: flat fee of \$1000 annually per faculty, publication awards, research grants, professorships, sponsored research and new faculty awards • Supported the largest major on campus with highest student-faculty ratio, and maintained strong student-faculty contact through advising, co-curricular programs, and teaching innovations
<p><u>Action Priority #10:</u></p> <p>Build a learning organization based on best practices associated with maintenance of accreditation, financial management, communication, and strategic planning and implementation</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Achieved AACSB Maintenance of Accreditation with special commendation for our engagement of the business community, the work of the Wine Business Institute, and the efficacy of our strategic planning, financial management, and annual reporting processes • Created and managed three advisory boards – the Executive Advisory Council, the Career Center Executive Council, and the WBI Board of Directors – to guide the work of the School, to maintain the relevance of our programs, and to engage the community in our mission

	<ul style="list-style-type: none"> • Increased SBE resources by 50% through new revenue from programs and investment from the community; reduced dependency on State support from 97% to 60%; brought in \$5.3M in new revenue from programs and raised over \$10M in gifts and commitments
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Multi-Stakeholder Process for Developing the 2020+ Strategic Plan

Our School revised its strategic plan during the 2013/2014 academic year. In that year, a faculty and staff steering committee was formed to lead the development of the next five-year plan, and they were supported by school-wide task forces in key strategic areas. Ideas for the plan were discussed in steering committee sessions, task force and school meetings, leadership team retreats, and advisory board sessions. The seven strategic priorities that arose out of this multi-stakeholder discussion focus our school’s efforts in areas that support innovation, drive engagement, and generate impact. The plan is reviewed semi-annually at the start of each semester, focusing on action priorities, metrics, and implementation. In between these check-in points, the SBE Leadership Team monitors progress and works with departments, programs, and committees on the execution of the action priorities. We discuss the seven strategic priorities and our goals and accomplishments related to these priorities in Section 5 below. The mission and vision revisions that were also reviewed during the 2013/14 academic year will be discussed in Section 5 as well.

5. Mission Statement and summary of strategic plan or framework: Provide the mission statement of the school and the supporting major components of the strategic management plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic management plan have changed, provide factors influencing the changes. Based on the mission and supporting plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and/or outcomes along with substantive impacts of the school's mission-focused activities. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school’s activities in support of mission, a summary of the impact of the school across its mission-related activities.

Values

As a core constituency of Sonoma State University, the SBE supports and affirms the declared values of the university community:

- Academic Excellence
- Student-Centeredness
- Creativity
- Respect
- Collaboration and Shared Governance
- Global Perspectives
- Sustainability

We avow a triple-bottom line perspective for measuring organizational success including: (a) social equity, (b) environmental stewardship, and (c) economic prosperity.

Mission

The SBE’s mission is *to create extraordinary learning experiences for our students, and to advance best business practices in the North Bay and beyond.* We will fulfill this mission by:

- Providing memorable and transformational educational programs for the global business professionals of the future, and for the entrepreneurs and emerging leaders of North Bay enterprises
- Being an exemplar of best practice by researching, developing, and applying the business tools, methods, and strategies that we teach our students
- Cultivating success for the global wine industry as a lead business education and research center

While maintaining the SBE’s core efforts to create extraordinary learning experiences and advance best business practices, in the current strategic plan there are three changes in the focus areas for our mission compared to our previous strategic plan. First, given our lead position globally in wine business education, and the growth of the wine industry and corresponding demand for our programs, we acknowledge our work in wine business as a mission component of the School. Second, recognizing the growing entrepreneurial community and the economic impact of small and mid-size businesses in our region, we identify entrepreneurs as a core student constituency. Third, we removed “convening and engaging the North Bay business community toward generating regional economic prosperity” as a priority focus for the school. While we still are highly engaged in regional economic development activities, we no longer need to serve as the convener of these efforts. It was an important role for us during the years following the Great Recession, but our work led to the establishment of other organizations and partnerships that now serve in that role.

Vision

The SBE’s vision is *to be the catalyst for a collaborative, thriving North Bay economy and its global impact*. This vision statement retains the language from our prior vision with two refinements that reflect our changing priorities. The first change has us focused on serving as a “catalyst” for economic prosperity instead of a “nucleus”. This change was made in recognition that much of our work is to serve as an innovator and initiator of economic and business change, rather than as a singular center of economic activity. Second, we added “global impact” to our vision scope, acknowledging both the emerging global opportunities for North Bay businesses, and the beginnings of our own efforts to move from a purely regional business school to one that has global initiatives.

Goals

To provide the structure for executing on the SBE mission and vision, our strategic goals are to:

1. Grow and continuously improve our graduate and executive program community
2. Revise the undergraduate curriculum by increasing its relevance to students, employers, and society
3. Establish global leadership in wine business education and research
4. Build an innovative and holistic entrepreneurship program
5. Make it easier to produce great results
6. Cultivate a vibrant community of students, alumni, and businesses engaged with the SBE and each other
7. Live our values

Table 5-1 contains a bulleted list of SBE strategic goals related to each of these goal areas for 2014-2016. For each strategic goal, we have included a summary of the strategies and outcomes related to Engagement (ENG), Innovation (INN), and Impact (IMP).

Table 5-1: 2014-2016 Accomplishments from our 2020+ Strategic Plan

Strategic Priority #1: Grow and Continuously Improve Our Graduate and Executive Program Community		
<p><u>Strategic Goal #1:</u> Build our community</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Engage MBA alumni • Increase opportunities to affiliate • Increase sense of community among stakeholders (students, alumni, faculty and corporate partners) 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Launched MBA Alumni Forum (ENG, IMP) • Expanded leadership development program in EMBA for each cohort (INN, IMP) • Added consulting projects to global business experience in EMBA (INN, IMP) • Added two alumni mixers per year (ENG) • Created MBA Connect quarterly newsletter (ENG) • Added Lessons from Leaders program (ENG) • Increased graduate faculty involvement via three faculty retreats per year (ENG, IMP) • Added affiliation elements: Business cards, directory, meeting and event invitations (ENG)
<p><u>Strategic Goal #2:</u> Grow our programs</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Increase graduate student enrollments 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Year on year enrollment up 27% (IMP)
<p><u>Strategic Goal #3:</u> Improve our programs</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Measure graduate program value • Implement MBA and EMBA assurance of learning (AOL) • Establish new MBA concentrations 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Used Percept Research survey to gather student feedback (IMP) • Completed two cycles of closing-the-loop of AoL on each learning objective by August 2016 (IMP, INN) • Added bi-monthly student-director roundtables to EMBA program (ENG) • Implemented MBA end-of-program focus group (ENG) • Planned for discussion and analysis of potential for new MBA concentrations to begin in 2017/18 (INN)
<p><u>Strategic Goal #4:</u> Build international student population</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Design and implement Global Wine EMBA (GWEMBA) program 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Acquired \$50k seed funding from CSU grant (IMP) • Developed preliminary model and budget for GWEMBA Program (INN)
Strategic Priority #2: Revise Undergraduate Curriculum by Increasing Relevance to Students, Employers, and Society		
<p><u>Strategic Goal #1:</u> Review and revise BSBA</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Initiate conversation on need for curriculum review • Hold multiple workshops to inspire faculty conversation about areas of potential improvement 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Created curriculum review task force (INN) • Completed curriculum comparisons with multiple institutions (INN)

		<ul style="list-style-type: none"> • Held multiple faculty meetings to gather input on students' knowledge needs for careers in Business (ENG) • Developed proposal for revised curriculum based on AoL findings, comparison school data, faculty input, student feedback, and employer feedback (INN, IMP)
<p><u>Strategic Goal #2:</u></p> <p>Continue AoL implementation</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Continue the institutionalized process to regularly assess our learning objectives • Improve the process to ensure all learning objectives are measured at similar intervals 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Completed two cycles of closing the loop prior to August 2016 (IMP) • Revised master syllabi for upper-division Business Core to include IPAC critical thinking model (IMP) • Surveyed faculty on whether we should reduce the number of learning objectives (IMP)
<p><u>Strategic Goal #3:</u></p> <p>Inspire innovative and relevant pedagogy</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Track and share faculty innovations in their teaching • Build an innovative teaching culture 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Surveyed faculty annually at the beginning of each fall semester to capture portfolio of pedagogical innovations (INN) • Shared list of innovations with faculty (INN)
<p><u>Strategic Goal #4:</u></p> <p>Track placement rate and program feedback</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Career Center programs 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Placement rate of 76% (ENG, IMP) • Net Promoter Score = -6% (IMP)
<p>Strategic Priority #3: Establish Global Leadership in Wine Business Education and Research</p>		
<p><u>Strategic Goal #1:</u></p> <p>Increase wine industry engagement</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Increase alumni engagement and participation • Increase WBI board and impact • Engage industry in improving student experience 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Maintained a steady inflow of board member contributions and activity (ENG) • Established Hamel Family Faculty Chair of Wine Business (ENG, IMP) • Recruited more than ten new professional faculty (ENG) • Brought a wine business executive-in-residence on board (ENG)
<p><u>Strategic Goal #2:</u></p> <p>Build Wine Spectator Learning Center</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Acquire \$9.2M for capital campaign • Bring in \$1.6M in bonus funding 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Raised \$9.2M for capital campaign (ENG, IMP) • Raised \$600k in bonus funding for new program infrastructure (ENG, INN, IMP)
<p><u>Strategic Goal #3:</u></p> <p>Build international presence</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Host conferences • Increase international student enrollment 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Will be host campus for July 2017 Academy of Wine Business Research conference (ENG, INN, IMP) • Enrolled 16 unique international students in online classes (ENG)

<p><u>Strategic Goal #4:</u></p> <p>Increase research impact</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Expand WBI influence and readership in industry and in academia • Expand WBI influence through participation in industry events and meetings • Expand development of educational media 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Published first issue of new Wine Business Case Research Journal (ENG, INN, IMP) • Presented research findings at Wine Industry Financial Symposium and USBevX Wine & Beverage Expo and delivered keynote address at both the North Coast Wine Industry Expo and the Craft Beverage Expo (IMP) • Started development of a video series on the Business of Wine (ENG, INN, IMP)
<p><u>Strategic Goal #5:</u></p> <p>Expand reach of educational programs</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Increase program enrollments 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Experienced growth in five wine programs and certificates in 2014/15 (ENG, IMP) • Experienced growth in two wine programs and certificates in 2015/16 (ENG, IMP)
<p>Strategic Priority #4: Build an Innovative and Holistic Entrepreneurship Program</p>		
<p><u>Strategic Goal #1:</u></p> <p>Incubate entrepreneurship throughout SSU (programmatic)</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Expand Business School courses/programs • Encourage non-Business School courses/programs • Support co-curricular activities • Grow community partnerships 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Supported 13 business ideas using Lean Launchpad with \$5k in prize money (ENG, IMP, INN) • Taught entrepreneurial ideas to UNIV 238 students (IMP, INN) • Sponsored Market Day which showcased 21 student businesses and had 300 student participants (ENG, INN, IMP) • Partnered with Soco Nexus • Supported creation of Made By Seawolves store which sells student-made products (ENG, INN, IMP)
<p><u>Strategic Goal #2:</u></p> <p>Build entrepreneurship infrastructure and resource support</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Grow team of faculty resources in entrepreneurship • Obtain seed funding for entrepreneurial programming 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Hired a faculty member with entrepreneurship experience (Dr. Santana) • Supported a faculty lead for our School's entrepreneurship efforts (Dr. Ely) • Hired a faculty member in entrepreneurship (Dr. Canavati)
<p>Strategic Priority #5: Make it Easier to Produce Great Results</p>		
<p><u>Strategic Goal #1:</u></p> <p>Improve policy and structure</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Revise policies • Analyze staff workload distribution 	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> • Completed staff workload analysis in 2014/15 and revised job descriptions to streamline distribution of responsibilities (IMP) • Revised Professional Development funding policy in 2015/16 (IMP)

<u>Strategic Goal #2:</u> Improve financial management system	<u>Strategies:</u> <ul style="list-style-type: none"> • Develop financial statements that improve ability to track State funding 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Created new financial management system with accompanying financial statements for improved tracking of revenue and expenses (IMP)
<u>Strategic Goal #3:</u> Improve internal communication	<u>Strategies:</u> <ul style="list-style-type: none"> • Distribute newsletter updates to whole School 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • First two issues published (ENG, IMP)
<u>Strategic Goal #4:</u> Improve operational efficiency	<u>Strategies:</u> <ul style="list-style-type: none"> • Ensure adequate staffing and relevant position descriptions 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Hired Director of Business Operations and a financial analyst • Hired Marketing Manager • Replaced Academic Advisor and Career Center Director positions due to retirements • Hired part-time Administrative Coordinators in graduate programs and wine business offices • Replaced Administrative Analyst due to an internal career move
<u>Strategic Goal #5:</u> Track metrics and impact	<u>Strategies:</u> <ul style="list-style-type: none"> • Salesforce design, development, and implementation 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Implemented use of Salesforce • Developed dashboards for tracking metrics • Trained users on appropriate data entry approaches (ENG, IMP)
Strategic Priority #6: Cultivate a Vibrant Community of Students, Alumni, and Businesses Engaged with the SBE and Each Other		
<u>Strategic Goal #1:</u> Maintain employer engagement	<u>Strategies:</u> <ul style="list-style-type: none"> • Track number of mentors • Track number of internship providers • Track number of job postings from employers • Increase corporate sponsorship • Track employer engagement at events 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Engaged 57 mentors in 2014/15 and 47 mentors in 2015/16 (ENG, IMP) • Worked with 67 internship providers in 2014/15 and 48 in 2015/16 (ENG, IMP) • Acquired \$41,500 in donations from seven corporate sponsors in 2015/16 (ENG, IMP) • Attracted 47 employers and over 320 students to the 2014/15 and 2015/16 Career Expos (ENG, IMP) • Engaged 30 accounting firms and 150 students at the 2014/15 and 2015/16 Meet the Firms nights (ENG, IMP)
<u>Strategic Goal #2:</u> Engage alumni	<u>Strategies:</u> <ul style="list-style-type: none"> • Increase number of mentors who are alumni • Grow LinkedIn community • Increase number of alumni attending Fall alumni event and Spring Mixer 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Implementation and tracking to begin in 2016/17

<u>Strategic Goal #3:</u> Engage students	<u>Strategies:</u> <ul style="list-style-type: none"> • Support membership in student clubs • Increase student attendance at events 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Implementation and tracking to begin in 2016/17
<u>Strategic Goal #4:</u> Develop grassroots engagement	<u>Strategies:</u> <ul style="list-style-type: none"> • Increase attendance at trade and consumer shows • Increase outreach events 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Established baseline data for this strategic goal in 2015/16 as follows: <ul style="list-style-type: none"> • Tabled at six trade shows • Logged 37 grassroots engagement events
<u>Strategic Goal #5:</u> Expand digital engagement	<u>Strategies:</u> <ul style="list-style-type: none"> • Increase traffic to SBE website • Increase social media presence • Increase number of press releases • Increase number of digital ads 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Established baseline data for this strategic goal in 2015/16 as follows: (1) logged 212 web inquiries, (2) generated 274 new Facebook followers and 378 new LinkedIn followers, (3) generated 59 press releases and 120 press clips, and (4) tracked 101 leads, 800 clicks, and 88 Google search hits
Strategic Priority #7: Live Our Values		
<u>Strategic Goal #1:</u> Support our faculty and staff	<u>Strategies:</u> <ul style="list-style-type: none"> • Provide professional development funding to encourage intellectual contributions and pedagogical development • Ensure faculty qualifications meet or exceed our standards • Staff development workshops 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Allocated professional development funding each semester for conferences, teaching development, and research needs for a total of \$145k (IMP, INN) • Tracked faculty qualifications status and worked with faculty approaching the <i>Other</i> category to develop plans to maintain over 50% SA faculty (IMP) • Held two staff development workshops/year
<u>Strategic Goal #2:</u> Maintain commitment to sustainability	<u>Strategies:</u> <ul style="list-style-type: none"> • Support Sustainable Enterprise Conference 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Attracted over 800 attendees and 100 speakers in the past two years. Participated as presenting university sponsor, conference organizing committee, keynote speakers, and panelists (ENG, INN, IMP)
<u>Strategic Goal #3:</u> Increase diversity and equity	<u>Strategies:</u> <ul style="list-style-type: none"> • Collaborate with Office of Diversity and Inclusive Excellence • Collaborate with Educational Opportunity Program • Develop Wine Industry Scholars Program • Increase scholarship opportunities 	<u>Accomplishments:</u> <ul style="list-style-type: none"> • Supported programs: Unbiased response training, international week, diversity subcommittee, undocumented student training (IMP) • Hired work study students, and supported EOP BBQ and EOP social entrepreneurship workshop (ENG, IMP) • Funded five \$10,000 scholarships (ENG, IMP) • Funded \$250,000 Pathways Program (ENG, INN, IMP)

6. Financial Strategies and Allocation of Resources: Describe the school’s primary sources of operational funding and how those funds are applied. Summarize the trend in these resources since the last AACSB review. Identify key 1 to 3-year strategic action items and financial plans to achieve them. This should include anticipated sources and timing of funding (see Standard 3).

The SBE is funded from three sources: (1) the State of California general fund, (2) student fee revenue generated through self-supported programs including our Executive Master of Business Administration, Certificate Programs, and Professional Development Seminars, and (3) private contributions from individuals and industry in the form of one time gifts and/or endowment funding that generates ongoing interest revenue.

General Fund Budget and Expenditures

Table 6-1 presents an overview of the SBE’s general fund budget and expenditures over six fiscal years, starting with fiscal year 2011/12. Additional student fees derived from the stateside MBA program are included under the general fund budget.

Table 6-1: School of Business and Economics General Fund

	FY11/12 Actual	FY12/13 Actual	FY13/14 Actual	FY14/15 Actual	FY15/16 Actual	FY16/17 Projection
Gross Budget	\$4,165,473	\$3,813,084	\$3,842,105	\$3,942,645	\$4,270,585	\$4,300,000
Academic Salary and Benefits	\$3,055,066	\$2,894,827	\$2,912,943	\$3,004,379	\$3,337,934	\$3,400,000
Administrative Salary and Benefits	\$860,449	\$701,051	\$689,302	\$729,859	\$620,911	\$620,000
Operating Expense	\$201,686	\$187,856	\$212,805	\$120,414	\$273,062	\$260,000
Carryforward	\$48,272	\$29,350	\$27,056	\$87,992	\$38,678	\$20,000

Key observations:

- The SBE’s general fund budget was reduced by 8% between FY11/12 and FY12/13, the last year of budget cuts related to the Great Recession. In FY15/16, the SBE budget was restored beyond the FY11/12 allocation.
- On average, the SBE allocates 76% of its general fund budget to academic salary and benefits, 18% to administrative salary and benefits, and 6% to operating expenses. The SBE maintains on average of 1% of its budget as a carryforward into the next fiscal year to encumber for lecturer contract payouts.
- Over the five-year period, the SBE has increased the proportion of the general fund budget allocated to academic positions by 5%, while decreasing the portion of the budget allocated to administrative positions by 6%.

Revenue and Expenditures for Self-Supported Programs

Table 6-2 presents an overview of the self-supported program revenues and expenditures of the SBE over six fiscal years, starting with fiscal year FY 2011/12.

Table 6-2: School of Business and Economics Self-Supported Programs

	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17
	Actual	Actual	Actual	Actual	Actual	Projection
Gross Revenue	\$1,205,807	\$2,005,867	\$1,677,889	\$2,310,173	\$2,413,480	\$2,450,000
Academic Salary and Benefits	\$104,951	\$280,837	\$223,555	\$232,422	\$284,375	\$300,000
Administrative Salary and Benefits	\$53,448	\$328,090	\$343,241	\$462,371	\$448,416	\$450,000
Operating and Programmatic	\$308,927	\$550,268	\$427,589	\$906,261	\$773,231	\$800,000
Institutional Support	\$302,252	\$502,967	\$420,972	\$579,043	\$696,178	\$700,000
Cost Recovery	\$436,230	\$343,705	\$262,532	\$130,076	\$211,280	\$200,000

The SBE’s self-supported programs generated \$2,413,480 in gross revenue in FY15/16. Of this, 83% of gross revenue was generated through the SBE’s Executive and Wine Executive MBA programs, and 17% was generated through Wine Business Certificate Programs and Seminars. In regards to expenses, 12% was allocated towards faculty compensation, 19% towards program support staff salaries and benefits, 32% towards operating and programmatic expenses (including capstone courses and student experiences), and 29% towards institutional support and overhead. The SBE had total net revenue of \$211,280 in FY15/16 which is used to fund faculty professional development, research, and investment in program-related strategic priorities.

Key observations that can be inferred from the data over the past five fiscal years include:

- The SBE’s gross revenue generated through all self-supported programs has increased from \$1.2 million to \$2.4 million. This increase in gross revenue is correlated with increased enrollments in wine business and graduate programs.
- Overall net revenues, however, have decreased from \$436,230 in FY11/12 to \$211,280 in FY15/16. This reduction in net revenue is due to two factors. First, a system-wide accounting change required the allocation of direct and indirect programmatic expenses to be fully accounted for before net revenue was calculated. Rules were set in place restricting net revenue to program development uses only. Second, as our self-supported programs have matured, additional instructors and administrative staff have been hired to support the needs of the programs.

Donor and Industry Support

Tables 6-3, 6-4, and 6-5 present an overview of private funding balances maintained by the SBE over six fiscal years, distinguishing between annual donor funds, endowments generating ongoing interest revenue, and funding specifically allocated for capital projects. Each figure represents a fund balance as of the last day in each fiscal year.

Table 6-3: Fund Balances for Contributions from Donors and Industry

	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17
	Actual	Actual	Actual	Actual	Actual	YTD
Wine Business	\$373,831	\$526,985	\$983,606	\$866,220	\$943,207	\$945,816
Entrepreneurship	\$201,742	\$190,468	\$353,709	\$53,416	\$54,022	\$53,763
Career Center	\$58,626	\$58,795	\$116,595	\$93,419	\$119,974	\$142,723
Scholarship Funds	\$72,473	\$33,056	\$55,547	\$21,770	\$32,868	\$66,619
General	\$135,186	\$113,156	\$202,114	\$74,702	\$76,354	\$83,121
Total Donor Funds	\$841,857	\$922,460	\$1,711,571	\$1,109,528	\$1,226,425	\$1,292,042

Table 6-4: Fund Balances for Endowment Contributions from Donors and Industry

	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17
	Actual	Actual	Actual	Actual	Actual	YTD
Wine Business	\$612,739	\$574,739	\$2,152,739	\$2,541,406	\$2,554,739	\$2,554,739
General	\$330,356	\$330,356	\$427,856	\$507,056	\$531,433	\$531,433
Entrepreneurship	\$65,500	\$213,650	\$361,639	\$361,686	\$361,686	\$361,686
Scholarship Funds	\$9,303	\$9,883	\$10,123	\$10,563	\$39,942	\$40,062
Total Funds	\$1,017,898	\$1,128,628	\$2,952,357	\$3,420,712	\$3,487,800	\$3,487,920

Table 6-5: Fund Balances for Capital Contributions from Donors and Industry

	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17
	Actual	Actual	Actual	Actual	Actual	YTD
Wine Business			\$1,509,000	\$3,114,000	\$3,727,703	\$4,747,703
Total Funds	\$0	\$0	\$1,509,000	\$3,114,000	\$3,727,703	\$4,747,703

The SBE ended the 2015/16 fiscal year with a balance of \$1,226,425 in private contributions and \$3,487,800 in endowments generating interest revenue. These figures represent a cash on hand increase of 45%, and a 343% increase in endowment balances. The School's donor funds and associated interest revenue from endowments support these SBE efforts: program, faculty, and staff development; faculty, staff, and student assistant wages, stipends, and appointments; research and publications; and academic conference registration and associated travel. In addition to programmatic and endowment contributions, the SBE's Wine Business Institute recently completed a \$9.15 million capital campaign to fund the construction of the Wine Spectator Learning Center, an education and industry hub designed around advanced-technology classrooms, a student commons and gardens, and a collaborative space for faculty and business leaders. The project reached its capital commitment goal of \$9.15 million and, as of the close of FY15/16, had \$3,727,703 cash on hand.

Overall, the financial picture of the SBE is very healthy for a state-supported educational enterprise. In the FY 2008/09 fiscal year, at the start of the Great Recession (and associated state budget cuts), the SBE’s annual income was \$4,012,046, (exclusive of annual contributions and endowment earnings) of which 99% was derived from State general fund allocations. Our cash on hand was \$804,178. In FY 2015/16, the SBE’s annual income was \$6,684,065, of which only 64% is now derived from State general funds. Additionally, our cash on hand has grown by 53% and our endowment has tripled.

Key 1 to 3-Year Strategic Action Items and Financial Plans to Achieve Them

The current SBE strategic plan consists of seven priorities that drive our financial strategy and the allocation of resources. Table 6-6 identifies a key initiative related to each strategic priority and outlines the anticipated budget impact of that initiative.

Table 6-6: SBE Financial Support for Strategic Priorities

Strategic Priority	Initiatives	Projected 3 Year Cost / Revenue	Sources
1. Grow and continuously improve SBE’s graduate and executive program community	Global Wine Executive Master of Business Administration (GWEMBA)	Start-up costs of \$206,000 projected over three years. Gross revenue of \$1,290,000 projected in FY19/20	CA State Innovation Grant and matching funds from SSU’s School of Extended Education
2. Revise the undergraduate curriculum by increasing relevance to students, employers, and society	New undergraduate business degree curriculum	Gross revenue of \$150,000 projected by FY19/20	Cost recovery funds
3. Establish global leadership in wine business education and research	Wine Spectator Learning Center	Total cost projected at \$9,150,000	Capital campaign
4. Build an innovative and holistic entrepreneurship program	Hiring of tenure- track entrepreneurship faculty	Annual cost projected at \$100,000	SSU Academic Affairs
5. Make it easier to produce great results	Salesforce CRM integration	Initial start-up cost of \$35,000 implementation + \$35,000 maintenance contract	Cost recovery funds
6. Cultivate a vibrant community of students, alumni, and businesses	SBE Career Center and Corporate Sponsorship Program	Target revenue of \$100,000 in annual sponsorships by FY19/20	Cost recovery funds
7. Live our values	Inclusive excellence and innovation + Wine Industry Scholars Program	Projected cost of \$25,000 in program support related to inclusive excellence and innovation activities and the Wine Industry Scholars Program	Donor funds

In summary, the SBE leverages a diversified portfolio of public and private funding, and collection of student fees, to develop and support its undergraduate and graduate programs. Net revenue from self-supported programs and carryforward budgets from the University's general fund are used to recover programmatic costs, fund faculty and staff wages and development, and enable the School's ongoing investments in academic research, programs, instruction, capital improvements, and strategic priorities. Going forward, we expect to see continued growth in all portfolio areas. Our graduate program enrollments will increase through the addition of the GWEMBA cohorts, and by leveraging our growing alumni network and strong regional reputation to expand the size of cohorts in existing programs. We will be participating in a University-wide comprehensive campaign with particular attention to wine business, entrepreneurship, and inclusive innovation and excellence. We are projecting incremental growth in our wine business certificates and seminars, our undergraduate enrollments, and our Corporate Partnership program.

7. Intellectual Contributions: Briefly describe how the “substantial cross-section of faculty in each discipline” is achieved. Support Table 2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

AACSB's Collective Vision for Business Education provides an inspiring view of business schools as the drivers of change. It asserts that business schools need to view themselves not in isolation, but in relation to the wider societal, community, and educational landscape in which they operate. Since its founding in the 1960s during an era of challenge, opportunity, and transformation, Sonoma State University has often instilled in its students a feeling that they can change the world. The SBE supports this culture by serving as a place to launch careers of impact and action. We highlight for our students the clear possibilities that a business education can offer those who desire to improve the lives of others, who are eager to work for sustainably-run organizations, or who want to be social entrepreneurs. We have recognized the importance of being connected and collaborative both on- and off-campus, for it is through these networks that we can engage our students in expanded opportunities for impactful careers. Furthermore, our intellectual contributions also serve as an important indicator of the key components of AACSB's collective vision, particularly the notions of business schools as co-creators of knowledge, catalysts for innovation, leaders on leadership, enablers of global prosperity, and hubs of lifelong learning.

Philosophically, the SBE's intellectual contributions target applied scholarship in close alignment with the hands-on knowledge necessary for creating extraordinary learning experiences for our students and advancing best business practices in support of the North Bay's regional economic prosperity. Our focus on creating extraordinary learning experiences also leads to a focus on teaching and learning scholarship as well as a strong foundational focus on basic research. Technically, our portfolio of intellectual contributions includes discipline-based research publications, pedagogical and case-oriented publications, and applied research that is having a direct and immediate impact on our region. These reflect our School's focus on the North Bay region and the multi-disciplinary nature of the region's business opportunities and challenges. In business, California's North Bay region is known for leading California's wine industry and more generally for fostering entrepreneurship, agriculture, food and hospitality businesses, healthcare/medical technology businesses, advanced manufacturing, and small businesses. The North Bay is challenged by issues of sustainable economic development as it addresses the impact of the recent recession. Our faculty are engaged in an active and

broad portfolio of intellectual contributions supporting both the mission of SBE and the broad economic and business needs of our regional economy (see Table 7-1 below and Table 2-1 in Appendix A).

Table 7-1: Summary of Intellectual Contributions for the Last Five Years

Types of Intellectual Contributions (Fall 2011 - Spring 2016)	
Peer-Reviewed Journal Articles	126
Academic/Professional Meeting Proceedings	22
Academic/ Professional Meeting Presentations	109
Textbooks	2
B-List Cases	9
Other Teaching Materials	3
All Other Intellectual Contributions	77
Total	348
Portfolio of Intellectual Contributions (Fall 2011 - Spring 2016)	
Basic or Discovery Scholarship	88
Applied or Integration Scholarship	193
Teaching and Learning Scholarship	67
Total	348

As can be seen in the top section of Table 7-1, the largest category of intellectual contributions is in peer-reviewed journals, but we have a mix of other types of intellectual contributions as well. The bottom section of the table demonstrates that, consistent with our mission of advancing best business practices, more than half of our research output is focused on contributions to practice through applied and integration scholarship. A detailed discussion of our intellectual contributions is provided in Parts B, C, and D of Table 2-1 (in Appendix A).

Indicators of Quality

We have several approaches to ensuring the quality of our intellectual contributions. First, internally our professional development (PD) grant process (described in more detail below) funds the development of quality research ideas through the submission of detailed proposals that are reviewed by a committee of peers before a funding decision is made. Second, consistent with our business exemplar role, our faculty have published quite extensively in top trade journals, which is an indication that industry-based media find our scholarly work to be relevant, timely, and sound. Third, faculty research contributes to community conversations and state-level decision-making. For example, recent faculty research inspired a hearing on campus with the State Senate and Assembly Select Committees on the Wine Industry. The hearing was focused on issues of economics, housing, sustainability, and education. Finally, quality as reflected by peer review is ensured through the award of PD funds for each published, peer-reviewed journal article, an incentive system that encourages publications in outlets with quality standards.

Research-related Infrastructure

We employ a multi-pronged approach to support our faculty's intellectual contribution development that includes five pillars: funding opportunities, release time, collaborations, developmental activities, and University support. To assist with the expenses involved in doing research, our first pillar of support includes a variety of research funding vehicles with incentives for keeping current and encouraging mission-centric research. Professional Development (PD) funding serves as the foundation (see Appendix B for PD policy).

1. **Annual PD flat award:** All qualified tenure-track faculty receive \$1,000 per year for maintaining their academic or professional qualifications. This amount can also accumulate from year to year and is often augmented by other sources (below). A \$5000 funding pool is provided for professional faculty.
2. **Publication awards:** Faculty receive \$1,000 for the first peer-reviewed publication during an academic year where that publication fits the criteria necessary to maintain SA or PA status. Additional publications are awarded \$800 each.
3. **PD competitive grants:** Each semester, faculty can apply for research funding from the School for specific research projects in which they are interested. These grant requests frequently target conference-related travel for accepted paper presentations, student research assistants, and teaching workshops. The funding is awarded as part of a peer-reviewed competitive grant process. Funding is available for research in all disciplines, and an additional fund is available specific to wine business research. Typically, we grant \$10,000-\$15,000 per semester for the general grants, and \$5,000-\$10,000 for the wine business grants.
4. **Professorships:** We have received funding to support research and scholarship in our key mission areas. The Hamel Family Chair of Wine Business, Korbel Professor of Wine Business, and Distinguished Professor of Wine provide the designated faculty members with course release time and/or funding for their research programs.
5. **Sponsored Research:** We actively seek out sponsored research opportunities from the community for projects that explore issues related to our key mission areas. These can range from a few thousand dollars to tens of thousands, depending on the scope of work involved.
6. **New Faculty Awards:** New faculty hires receive one course release for each semester of their first two years in the SBE. They also receive varying levels of start-up funding for research and professional development.

Release time, our second pillar of support, is also a critical factor in encouraging faculty scholarly activity. SSU offers sabbaticals and difference-in-pay leaves to focus on research for faculty who have earned sufficient credit based on their time at the institution. Sabbaticals must be applied for and are competitively awarded, and they provide the faculty with full course releases for one semester. Difference-in-pay leaves are awarded by the SBE and allow faculty to buy out courses by funding the lecturer replacement costs. Procedures for both sabbatical and difference-in-pay leaves are governed by the Collective Bargaining Agreement.

A third pillar of support for faculty research is our collaborative culture which values the co-creation of knowledge. SBE faculty have frequently worked together on their scholarly activities, and these co-authorships regularly develop across disciplinary areas. Between 2011 and 2016, 15 peer-reviewed journal articles, 19 conference presentations, and eight trade publications were collaborations between our faculty, in a variety of cross-disciplinary combinations such as Finance-MIS-Management, Marketing-Wine Business, Operations Management-Wine Business-Economics, Marketing-Management-Wine Business, Operations Management-MIS-Management, and Accounting-Finance. We encourage these cross-disciplinary partnerships and do not penalize internal co-authors by forcing them to split publication awards.

A fourth pillar is the portfolio of professional development support activities sponsored by the SBE. The SBE Faculty Development Committee conducts workshops each semester on topics related to research, teaching,

and professional development. The Economics Brown Bag Lunch Series brings together faculty interested in economics and other quantitative disciplines to share working papers, and help critique them for publication. Our Reappointment, Tenure, and Promotion (RTP) process ensures that junior faculty get yearly evaluations on the quality and sufficiency of their research programs. Our Department Chairs meet with faculty to discuss their research and teaching, to provide developmental coaching and to guide them towards resources that are available.

The fifth pillar is the support provided at the University level. The University has centers, programs, and funding to encourage research productivity, six of which are significantly used by our faculty. The [Schultz Information Center](#) has 35,000 journal titles available, and supports a robust set of databases for research. Through inter-library loans and partnership arrangements with the other 22 CSU campuses, most information requests can be accommodated. With its excellent team of librarians, SSU's Library provides individualized expertise and guidance to faculty in their research endeavors. As an example, we have a librarian dedicated specifically to the SBE who is our point person for our research needs. During 2015/16, this librarian worked closely with one of our strategy professors to design a challenging class project that involved the creation of digital case studies of local businesses, another example of faculty engagement in the co-creation of knowledge. The collaboration provided a transformational learning experience for students, and it resulted in two publications that the professor and librarian co-authored. The Library also provided critical support to the SBE in the development of our first journal, the Wine Business Case Research Journal. The [Office of Research and Sponsored Programs](#) supports grant writing, grant management, and general research program development. It also funds research in the form of mini-grants and summer fellowships funded through the Research, Scholarship, and Creative Activity Program (RSCAP). SSU's [Information Technology Department](#) centrally supports faculty computer needs, and regularly refreshes all faculty workstations. The [Faculty Center](#) is another resource for faculty who seek assistance with research and teaching needs. Workshops and one-on-one consultations are available for faculty throughout the year, along with stipend programs to develop skills and aptitude. The [Center for Community Engagement](#) helps faculty, staff, and students collaborate with community partners to deepen learning and outcomes, helping in creating partnerships that result in service-learning classes, internships, volunteerism, community-based participatory research, action research, or creative activity for the common good (see box on right). The Center's work is particularly relevant given the SBE's focus on creating extraordinary

SSU'S CENTER FOR COMMUNITY ENGAGEMENT

The Center for Community Engagement (CCE) supports faculty in developing community-based teaching that integrates academic theory with community service and scholarship that is inclusive of community partners and students to address local problems. By incorporating these projects into the curriculum, we teach students to be active citizens and that the theories taught in the classroom do apply to real world issues.

CCE Goals:

To integrate service-learning and community-based research into the curriculum

To support and promote SSU-community collaborative research including community-based participatory research, action research, and research for the common good

To support and promote faculty community service and advocacy for community interests

To support and promote high quality, reciprocal community-university partnerships that are firmly rooted in the curriculum

To assist community partners with connecting with opportunities to collaborate with and accessing the resources of the University

To foster the development of a civic perspective in education

learning experiences. Finally, the Office of the Provost also provides support for specific initiatives, such as funding to encourage faculty development of accessible course materials or assistance to travel to teaching conferences.

8. New Degree Programs: Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- **A brief description of the employer or employment needs to be served by the program**
- **A brief description of the intended student market**
- **A description of the source(s) of faculty, technology, and facility support**
- **A description of the learning goals, how the goals are measured, and results that demonstrate achievement.**

We have not introduced any new degree programs since our last accreditation review.

9. Students: Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

Changes in Enrollment Trends

The SBE's undergraduate Business program remains a highly desired program. We are an "impacted" program, as a result, and this status enables us to impose higher standards on new entrants while continuing to be the largest major on campus. Our undergraduate numbers have trended upwards in the past five years. Between Fall 2011 and Fall 2016, applications to our bachelor's program increased by 47%, and new student enrollments increased by 11%. For our graduate programs, in response to the increased demand for wine business degrees, we created an industry-specific Wine EMBA program. Originally envisioned as a biannual program, we now offer it annually. Our MBA program is maintaining a steady number of students following a significant increase in 2014.

Changes in Diversity

For undergraduate programs, ethnically diverse students comprise approximately half of our student body. Since 2011, we have seen a 62% increase in the number of Asian-American students and a 67% increase in African-American students. The biggest change has been the 87% increase in the number of Latino students in our School, which mirrors the demographic trends in the community. For our MBA program, students of color account for approximately 40% of enrollees. We have seen a gradual increase in the number of Asian-American students, who now represent 10% of the MBA student body. Latino students also represent 10% of the MBA program's students. For our EMBA program, the overall minority ratio (Latino, African-American, and Asian-American) has remained stable at about 22%. However, there is an increase in first- and second-generation American students. In the cohort that started in October 2016, 50% of the students or their parents were born abroad. The gender ratio across our graduate business programs is notable. The ratio of women has increased from 48% in 2013 to 55% in 2016. According to the EMBA Council, the average ratio of women in EMBA programs in 2016 is 30%.

Changes in Student Support Services

Support for our students is offered through multiple programs including the SBE Career Center, SBE co-curricular activities, campus-wide initiatives, and campus life programming. Since our last review, our School's Career Center has grown dramatically in terms of its reach and its programmatic offerings. The Center offers many career development opportunities for students, including resume writing guidance, career fairs, in-class workshops, and email alerts about internship and job opportunities. Employer connections have increased substantially over the past five years, and we now have a growing group of corporate sponsors to help us with our career programs. Our [Career Center](#) is currently undergoing a transition in leadership and focus to expand our impact in our community. We are currently expanding our Corporate Partnership Program, reevaluating our programmatic offerings in light of students' career needs, and designing developmental activities that can serve local managers.

The SBE's co-curricular offerings include many student clubs which operate at differing levels of activity depending on the drive and interest of their student leaders. Clubs are organized around disciplinary areas and are led by a faculty advisor. In recent years, two clubs have been added to our roster: the Sales Club and the Sports Business Club. The Accounting Forum is our most active student club, and is the largest club on campus. With over 100 members currently, the club interacts regularly with accounting professionals via such events as the Meet the Firms night and the annual banquet (see box on right).

Two campus-wide initiatives have also enhanced engagement as well. The [HUB](#) is a critical and highly impactful student service unit on campus that focuses on diversity, creativity, and vitality. Its emphasis is on developing greater awareness among students about culture, identity, and the environment. The HUB offers presentations on various topics that deal with intersectional identity and how to build and foster community. It also runs a leadership program and provides many support services to students including programming assistance, listening, lending books, and facilitating difficult dialogs. SSU's freshman year experience programs have expanded over the past five years, as a way to assist students with the

SBE'S ACCOUNTING FORUM

The School of Business and Economics (SBE) at Sonoma State University (SSU) had its Spring Banquet dinner for the Accounting Forum, the largest academic club on campus, on April 29, 2016 at the Doubletree Hotel in Rohnert Park.

Participating accounting firms included local partners Moss-Adams, Burr Pilger Mayer, G&J Seiberlich, Crowe Horwath, Dal Poggetto & Company, Linkenheimer, Zainer Rinehart Clarke, Pisenti and Brinker, and others. The Big Four auditors, including Deloitte, Pricewaterhouse Coopers, Ernst and Young, and KPMG, also had officers and executives in attendance as sponsors of the event. Five student scholarships were presented, including three scholarships awarded by Crowe Horwath, and one scholarship each awarded by Becker Professional Education, Roger CPA Review, and Moss-Adams.

"Sonoma State University places more than 100 students each year into high-quality accounting positions. The caliber of our students and reputation of our programs have made us a target for recruiting among the Big Four and top regional firms. Many of our alumni are now partners at these major firms and return each year to help make this banquet a success," Joe Standridge, Professional Faculty in Accounting, Advisor to the Accounting Forum, and six-time winner of the Students' Choice Award said.

[Full article](#)



transition to college and to increase retention and graduation rates. Currently, approximately 85% of freshmen participate in one of the many freshman courses that SSU offers. These programs have been joined by an effort to create sophomore year experience programs to facilitate the transition to junior year and improve retention.

Campus life includes campus-wide co-curricular activities as well as opportunities to experience culture and fellowship. SSU's co-curricular program has become increasingly robust and organized in recent years, with numerous activities to offer our resident and nonresident students. The fall semester always starts with a weekend full of events including Big Nite, which brings together students in celebration of the new academic year. Co-curricular activities are advertised extensively to students, faculty, and staff and encompass such things as film showings, community service opportunities, lecture series, workshops, and campus speakers. Student organizations such as Associated Students, intramural sports clubs, Greek organizations, and other clubs are also active on campus. The culture and fellowship opportunities had some new energy infused into them with the opening of the Green Music Center in Fall 2012 and the Student Center in Fall 2013. The Green Music Center provides a world-class performance venue that attracts artists from around the world. The Student Center provides a central location for many student services and organizations as well as a place to hang out. It also provides multiple eating establishments, the campus bookstore, and conference room facilities. Located in close proximity to the popular Recreation Center, it provides a vibrant hub for student collaboration and services.

10. Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support: Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Summarize professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

Recruitment and hiring of faculty is guided by our strategic planning process. As part of that process, we assess the need for additional faculty (both tenure-track and professional) in the service of our mission across our different disciplinary areas and in light of our community and research needs. The Collective Bargaining Agreement specifies procedural checks and balances to ensure faculty representation in faculty hiring decisions. Faculty recruitment and hiring occurs as a faculty-driven process at the department level, with SSU's Academic Affairs office guiding each search committee in appropriate and consistent HR practices. Our jobs are typically advertised through various, relevant academic and professional organizations, such as the Academy of Management, the Chronicle of Higher Ed, Higher Ed Jobs, AACSB, and Academic Careers (which is a diversity-focused job source). Semifinalist candidates are interviewed via telephone, and finalists are invited for a full-day campus visit. After the campus visits, the faculty search committee compiles its insights on the finalists, and the Dean uses this information in the final hiring decision. After accepting the Dean's offer, the new hire receives communications from the Chair of the Business Administration department, Academic Affairs, and some search committee members.

Faculty mentoring is addressed at the campus level, as well as at the School level. SSU's Academic Affairs provides a comprehensive and robust orientation program for new faculty during their first year. Academic Affairs also has created a [digital information resource](#) for newly hired faculty that consolidates many resources

in one central location. In the SBE, faculty mentoring is a process that has historically occurred organically. More senior faculty have had a natural tendency to reach out to the newer junior faculty to develop communication channels, offer support, talk about research, strategize about teaching, and assist in navigating our tenure and promotion process. The Chair of the Business Administration department is a central figure in this mentorship process. He/she connects regularly with the new faculty member, makes introductions to other faculty and staff, answers questions, assists with classroom, office, and technology needs, ensures the faculty member receives advisor training, explains policies and procedures, and assists with student enrollment issues. We recently revised our own faculty handbook to provide a more streamlined experience for our new tenure-track and professional faculty as well.

Faculty evaluation and reward systems are driven by the collective bargaining agreement that the CSU has with the California Faculty Association. In general, annual reviews of teaching, research, and service form the basis for promotion and tenure decisions. Our efforts in these areas are carefully performed within the context of our official Reappointment, Tenure, and Promotion (RTP) policy and the collective bargaining agreement. The RTP policy and process provides a comprehensive and transparent system for setting expectations, helping faculty to assess their progress towards these expectations, and providing detailed feedback annually as to the School's and University's perspective on whether those expectations are being met. As part of the annual RTP review, faculty receive evaluations from a Department RTP Committee, a School RTP Committee, the Dean, and a University RTP Committee. Feedback is based on direct peer observation of classroom performance, student evaluations, and a thorough review of a faculty member's work portfolio. The [criteria and requirements](#) for earning tenure in the RTP policy are directly related to our criteria for academic qualification and to what is considered an intellectual contribution (see below for a description of these). Therefore, the feedback from the RTP system encourages and supports our faculty in the intellectual growth of their own capabilities, as well as in the development of the School's capacities, consistent with the need and desire for high-quality scholarship and impactful pedagogy.

In terms of reward systems at the university level, faculty who have earned promotions through the RTP process are given a 9 % pay raise. There are two major awards to recognize specific faculty achievements as well, and our faculty have received one of each in the past 5 years. Dr. Gilinsky was awarded the Bernie and Estelle Goldstein Award for Excellence in Scholarship in 2013, and Dr. Visser received the Excellence in Teaching award for 2015-16. As far as SBE-specific reward systems, for many years now we have awarded PD funds to faculty for journal publications. As mentioned previously, we currently award \$1,000 for the first publication in an academic year and \$800 for every publication thereafter in that academic year. We also have Students' Choice teaching awards that we announce each spring semester.

Criteria for Participating and Supporting Faculty

At the heart of our management policies and resources is the need and desire to support faculty in their role as primary contributors to our mission. For this we need to provide them with the freedom to pursue the aspects of our mission that best align with their individual professional development, while ensuring our collective ability to achieve our goals and vision. The criteria for Participating/Supporting faculty, for faculty qualifications, and for intellectual contributions are central to focusing this support. Our criteria for determining whether a faculty member is Participating or Supporting centers on his/her engagement in and contribution to one or more School foci that support our mission. The method of classifying depends upon whether the person is a tenure-track faculty member or a professional faculty member.

- Tenure Track Faculty: All tenure-track faculty are classified as Participating because part of their job is the performance of service, advising, and other activities that forward the mission. By contract, faculty are automatically released from three teaching units per semester (out of 15) for the performance of these activities.
- Professional Faculty: Professional faculty are classified as Participating if they engage in activities that forward the mission beyond their teaching assignment. These activities include but are not limited to subsets of the following:
 - Participating in SBE and Department meetings where input on issues critical to academic decisions is discussed (e.g., curriculum, policies, etc.)
 - Participating in SBE, Department, and Area events such as career events, co-curricular programs, and community outreach
 - Mentoring and advising of students, including overseeing work study, independent studies, student clubs, and organizations, etc.
 - Continuous improvement activities not directly related to teaching their courses (e.g., department task forces, school committees, assurance of learning)
 - Participating in community outreach as representatives of the SBE

Professional Staff Resources

The SBE is organized into two academic departments (Business and Economics), two administrative offices (Office of the Dean and the SBE Office), and three program areas (Graduate and Executive programs, the Wine Business Institute, and the SBE Career Center).

The Dean's Office is comprised of the Dean, the Director of Business and Operations, the Marketing and Communications Manager, and two staff coordinators. The Director of Business and Operations oversees financial reporting, budget forecasting, human resources, and overall school operations. This position is supported by a Financial Analyst. The Marketing and Communications Manager is responsible for public relations, marketing, digital communication, outreach, and stakeholder communications/engagement. This position is supported by a Marketing and Events Specialist. The Marketing area also employs several interns/work study students.

The SBE Office has a Managing Director of Academic Programs, two Department Chairs (Business and Economics), and three support staff. The Managing Director of Academic Programs oversees program development, curriculum, and enrollments, leads the accreditation process, manages the class schedule each semester, oversees the professional development funding process, and implements the strategic priorities of the School. (Sonoma State does not have assistant or associate deans; the Managing Director of Academic Programs serves in the role of an associate dean in the SBE.) Currently, the Managing Director of Academic Programs is also the Chair of the Business Administration Department. The support staff include an administrative analyst, an administrative coordinator, and a full-time professional academic advisor. The SBE office also employs several work study students.

The Graduate Programs Office has an Executive Director and 2.5 staff. They are supported through the revenues from our graduate programs. The Executive Director of Graduate and Executive Programs oversees both the MBA and EMBA programs. One staff member is focused on outreach and recruitment for our graduate programs, while the other staff member supports our programs internally. The half-time staffer assists in both areas.

The Wine Business Institute has an Executive Director and two staff. They are supported through the revenues from our certificate programs as well as donor funding. The Executive Director manages our relationships with the wine industry, oversees our professional certificate programs, and connects faculty and industry professionals for research and teaching-related collaborations. The staff serve program coordination roles and support all Wine Business Institute operations.

The Career Center has a full-time Director and a half-time staff member. They are supported through the revenues from our graduate programs as well as donor funding. The Director supervises the daily and ongoing operations of the SBE Career Center and serves business and economics undergraduate and graduate students and alumni, providing a comprehensive set of developmentally appropriate career services intended to create competitive advantage for these constituents in the workplace. The Director's time is a combination of both external and internal outreach in the service of career development and placement for SBE students. The staff support provides targeted assistance in promoting and running our career programs. We also have two student interns who assist the Career Center's programming and outreach.

All managers and staff can participate in mutually agreed-upon development activities, and we have a PD funding pool set aside for staff specifically. Promotion opportunities have been available in all areas of the SBE. Many promotions have occurred for staff in our School office, in particular, with associated increases in responsibility and compensation. For example, one staff member in our School office has moved through four positions of increasing responsibility and was just recently promoted to our School's academic advisor position. Another staff member in the SBE office was promoted from Dean's Assistant to Marketing and Events Specialist. Staff in our Graduate Programs Office and Wine Business Institute office have also received promotions to increase their areas of responsibility. All staff are also reviewed annually as a part of our performance management process, providing developmental feedback to staff with a focused dialogue on growth opportunities. During the 2015/16 academic year, we undertook a comprehensive review of staff work activities and created revised job descriptions to better align responsibilities and workflow and to increase operational efficiencies.

11. Curricula Management and Development: Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the Peer Review Team that details the structure of all degree programs. If degree structure is not clear to a Peer Review Team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

Undergraduate Curriculum Revision and Assurance of Learning

To prepare for the current undergraduate curriculum revision process, the faculty did a full review of the undergraduate business core curriculum during the 2015/16 academic year. The review was inspired by our AoL findings from the past five years, feedback from employers on student deficiencies, alumni feedback on their own career needs, faculty interest in rethinking the curriculum, and comparison research on other

Business schools. The curriculum revision under current discussion involves the addition of freshman and sophomore level courses that are designed to engage students earlier in the interesting aspects of business, a career skills course, and required GE courses to leverage the content already being provided in other SSU departments. These proposed changes were made in response to assurance of learning data that showed students performing below our 80% standard on our critical thinking, ethical reasoning, and international learning objectives (see Table 11-1 below), as well as feedback from graduates and employers about the need for career skills training for our students. See Appendix A for the table of proposed curricular changes.

The learning objectives (LOs) for our undergraduate program are for students to be able to:

LO#1 Demonstrate general business problem-solving skills

LO#2 Employ ethical reasoning

LO#3 Apply global perspectives

LO#4 Interpret quantitative applications

LO#5 Demonstrate written communication skills

LO#6 Show oral communication skills

To assess these LOs, we have a standardized process that involves the evaluation of student assignments drawn from relevant courses. Student papers or exams are reviewed by a team of faculty evaluators. We have an annual assessment day in which all faculty are invited to participate in the evaluation process. At these assessment day meetings, faculty are first trained on the process, and then the evaluations are done using pre-approved rubrics and scoring sheets for each LO under review. Each student paper is reviewed by two faculty evaluators using our standardized rubrics. The ratings on the scoring sheets are entered into a spreadsheet, and then overall student performance on each LO is calculated by the SBE's Continuous Improvement Task Force. Approximately a month after the assessment day, faculty meet again to review the statistics on student performance, discuss the results, and decide on ways to improve student learning outcomes specifically and the assessment process overall. Recommendations for the next loop are recorded and the information is shared with the Area Coordinators committee, which is our undergraduate curriculum committee, for their feedback and recommendations. Recommendations are shared and implemented with faculty to guide continuous improvement efforts for the next assessment loop. Data from our undergraduate assessment process are shown in Table 11-1 below.

We closed the loop five times for three of our learning objectives (LOs 1, 2, and 3), in an effort to intensively focus on the areas of general business problem-solving (critical thinking), ethical reasoning, and global perspectives. Student performance on the general business problem-solving LO (#1) has hovered around our standard, with students performing very well on half of this LO's components and needing some improvement on the other half. We have expanded our emphasis on our School's critical thinking model (known as IPAC), and we anticipate better results in future assessment cycles. We are also proposing an addition to our curriculum that would develop students' business problem-solving skills at an earlier point in the program. Students have been gradually improving their performance on the ethical reasoning (#2) and global perspectives (#3) LOs, and we expect this trend to continue. Both areas are also included as focal points in our proposed curricular revision. We closed the loop twice on the other three learning objectives (LOs 4, 5, and 6). Assessment results for the quantitative interpretation LO (#4) have shown consistent improvement over time, and student performance is approaching our standard. The written communication LO (#5) is particularly challenging, because although we have enhanced our emphasis on writing skills each consecutive year, student performance has declined recently. To address the need to improve students' communication abilities, we are

proposing the addition of a communication skills course to our curriculum. For the oral communication LO (#6), we were pleased to see that faculty encouragement of good presentation skills has led to students meeting our performance standard. In general, we feel that faculty have become better trained and more adept at assessing student work, and this has resulted in more rigorous review of assignments with lower overall scores as the outcome.

Table 11-1: Assurance of Learning Results for BSBA Program

Learning Objective	Basis for Assessment	When Assessed	N	% Students Meeting Expectations	Standard	Recommendations or Actions Taken
LO#1: Demonstrate general business problem solving skills	Student writing assignments	Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015	40 45 45 42 44	78% 94% 84% 89% 76%	80%	Added more discussion on cases and the IPAC model in more than ten courses; added IPAC to all upper-division Core course syllabi; encouraged faculty to use IPAC.
LO#2: Employ ethical reasoning	Student writing assignments	Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015	40 45 45 42 44	95% 89% 73% 75% 79%	80%	Encouraged faculty to include more discussion of ethical issues; added ethics issues to nine courses; discussed need to create a course map to target where ethical issues are addressed across the curriculum.
LO#3: Apply global perspectives	Student writing assignments	Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015	40 45 45 42 44	66% 87% 38% 58% 76%	80%	Added global examples to eight courses; encouraged faculty to add more examples, cases, or problems with a global component; discussed need for course map of where global issues are addressed in the curriculum.
LO#4: Interpret quantitative applications	Student writing assignments	Fall 2013 Fall 2014 Fall 2015	45 42 44	51% 67% 76%	80%	Added quantitative analysis work to four courses; discussed need to expand quantitative requirements across the curriculum; worked with capstone course faculty to enhance quantitative requirements for assignments.
LO#5: Demonstrate written communication skills	Student writing assignments	Spring 2013 Spring 2014 Fall 2015	40 40 40	60% 77% 52%	80%	Expanded written work in six courses; provided clearer expectations to students on good writing; increased number of writing assignments and feedback throughout semester in the target course; revised rubric.
LO#6: Show oral communication skills	Student oral presentations	Fall 2012 Spring 2014 Fall 2015	23 21 29	63% 51% 80%	80%	Increased emphasis on good presentation skills in seven courses; determined that video presentations are problematic for assessment purposes; revised rubric.

MBA Curriculum Revision and Assurance of Learning

The SBE's Graduate Programs Committee (GPC) overhauled its MBA curriculum in 2011, and the new program was initiated in 2012. The program provides students with a standardized package of core courses and then a

variety of electives in three theme areas. The revision was driven by data from prior assessment efforts, student dissatisfaction, and employer feedback. The curriculum provides a variety of theme areas that employers and students felt were relevant to career needs including: Leadership and Ethics, Contemporary Business Issues, and International and Global Issues. The curricular changes also reduced the number of Core courses to increase students' ability to choose focal areas in the program. The program revisions were mirrored in both our Professional MBA and our Wine MBA (a concentration of our Professional MBA).

An integral part of the revised MBA program is its "ending immersion experience" that is used, in part, to assess student learning relative to the programmatic learning objectives. In revising the MBA program, the GPC adopted new programmatic LOs that are more challenging than the undergraduate BSBA program's LOs, and that are distinct from the Executive MBA program's LOs.

The LOs for our MBA program are for students to be able to:

- LO#1 Analyze accounting and financial data
- LO#2 Evaluate and apply business research data
- LO#3 Demonstrate an ability to recognize and apply techniques for managing and motivating employees
- LO#4 Apply leadership theories and practices to promote ethical, sustainable, and innovative approaches to organizational issues
- LO#5 Relate global issues and perspectives to business situations and issues

The revised MBA program consists of four first-year core courses built around three of the LOs and three new "theme areas" built around the remaining LOs. Students must take five classes in the theme areas with at least one class in each area. In addition, as faculty members have begun developing courses to populate the theme areas, the GPC has been monitoring how those courses will reinforce the LOs related to the core courses to ensure rich coverage across the courses.

The MBA program revision was undertaken in keeping with our previous assessment plan, which called for an overall review of the program after five years. The overall program review began with a stakeholder summit in the fall of 2010 to start collecting feedback from students, faculty, and business community members. A team of interested faculty members then reviewed nationally-ranked part-time MBA programs to identify features or components we might like to emulate. The next step was for the GPC to analyze the MBA assessment data to see how the data from the former MBA program could inform the decisions on the new program. For example, we used the assessment data to guide the MBA program revision on subjects related to quantitative analysis. An earlier round of assessment data had shown that 41.7% of students failed to perform at an acceptable level on the "application" dimension of quantitative problem solving and 66.7% of students failed to do so on the "reasoning" dimension for that learning objective. To address these issues, we placed three quantitatively oriented courses (Managerial Finance, Cost Analysis and Control, and Business Intelligence) in the first-year core.

Second, we used the assessment data in the decision to create the International and Global Issues theme area in the revised MBA program. Two pieces of assessment data had strongly suggested that it would be a mistake to assume that students would get adequate coverage of global issues and topics without an explicit focus on the area. The first data point was the comparison of the Global Issues results with the Ethical Reasoning results from the same round of assessment activity. Students had lower results on Global Issues in terms of students

performing at an acceptable level or better (86% vs. 97%) and at a level deemed to be excellent (47% vs. 65%). The second was a qualitatively similar result within the Global Issues area. Students showed an adequate understanding of global economic issues (93% acceptable or better; 50% excellent) but did not do as well expressing the connection between cultural issues and business (79% acceptable or better; 43% excellent).

To assess the MBA LOs, we have developed a clear process by which specific courses are targeted for assessment, and each faculty member involved receives guidance on how to create or modify an assignment to ensure rigor and to facilitate measurement of the relevant LO. Student papers are evaluated by a team of mostly graduate faculty at graduate faculty meetings. At these assessment-focused meetings, faculty are first trained on the process, and then the evaluations are done using pre-approved rubrics and scoring sheets for each LO under review. Each student paper is assessed by two faculty reviewers. Overall student performance on each LO is calculated by the SBE's Continuous Improvement Task Force. These results, along with faculty reviews and recommendations, are reported to the GPC, which evaluates the information and determines if adjustments to assignments, rubrics, or LOs are warranted. Recommendations for the next loop are shared with relevant faculty to guide them in teaching specific content areas and in designing assignments. We also gather student feedback on the program through regular focus groups led by the Director of Graduate and Executive Programs. The results from our assessment of the MBA program's LOs are provided in Table 11-2. We closed the loop twice on all five of our MBA program LOs.

Student performance has been trending upward on the accounting and financial analysis LO (#1), but is below our standard. We learned how to develop an appropriate assignment to measure this LO and to move the LO's assessment to the end of the relevant course so that students had more time to master these analytical skills. Student performance on the data evaluation LO (#2) was improving nicely until the most recent assessment when a new instructor did not understand the requirements for our assurance of learning process, a problem we will proactively avoid in the next assessment cycle with improved instructor training. Results for the management skills LO (#3) are in line with our standards. We believe that student performance on our leadership LO (#4) have been trending downward for the following reasons: inconsistent emphasis on these skills in the program, overly complex rubric, confusion among faculty who created assignments, and lack of a course "home" for the assessment of this LO. We will correct these issues for the next assessment cycle. Low student performance on the global perspectives LO (#5) mirrors the challenges experienced in the undergraduate program with expanding student knowledge and understanding of international issues. We introduced an International Business course in Fall 2016 to begin addressing this problem, and we will expand coverage of international issues across the curriculum. We believe the overall pattern in our assurance of learning results reflect changes in our assessment process, more rigorous evaluation of students' work, and some deficiencies in student learning. At our regular faculty meetings, we are reviewing these LO results and developing a plan for increased emphasis on all of our LOs across the curriculum.

In Fall 2016, we launched our Global Wine MBA program which offers the same curriculum as our Wine MBA, but enables students to take more courses full-time so they complete the program in an expedited way. This program will enable us to diversify and internationalize our graduate student population.

Table 11-2: Assurance of Learning Results for MBA Program

Learning Objective	Basis for Assessment	When Assessed	N	% Students Meeting Expectations	Standard	Recommendations or Actions Taken
LO#1: Analyze accounting and financial data	Student writing assignments	Spring 2014 Fall 2014 Fall 2015 Spring 2016	4 4 17 15	50% 13% 49% 65%	80%	Incorporated more Excel into BUS 570; moved to individual assignments; ensured instructors were trained on LOs and rubrics; measured at the end of semester.
LO#2: Evaluate and apply business research data	Student writing assignments	Spring 2014 Fall 2014 Fall 2015 Spring 2016	4 4 22 15	31% 63% 91% 53%	80%	Incorporated more case analysis assignments; revised rubric for better measurement accuracy; worked with instructors to create appropriate assignments.
LO#3: Demonstrate an ability to recognize and apply techniques for managing and motivating employees	Student writing assignments	Spring 2014 Spring 2015 Spring 2016	20 25 24	68% 85% 84%	80%	Revised LO and rubric to capture a broader managerial skill set; revising course content to address students' needs.
LO#4: Apply leadership theories and practices to promote ethical, sustainable, and innovative approaches to organizational issues	Student writing assignments	Summer 2014 Spring 2015 Fall 2015	8 12 19	96% 69% 57%	80%	Moved assessment to a different course to tap into more areas of the rubric; worked with instructor to create appropriate assignment; revised rubric to simplify assessors' grading.
LO#5: Relate global issues and perspectives to business situations and issues	Student writing assignments	Spring 2015 Fall 2015 Spring 2016	4 20 20	58% 45% 40%	80%	Increased rigor and focus of assignment; plan to work closer with faculty with LO and rubric in development of next assignment; added BUS 593 (International Business) to curriculum to enhance students' knowledge of global issues and expand the course offerings in the Global theme area.

EMBA Curriculum Revision and Assurance of Learning

For our Wine EMBA cohorts, we changed the timing of the coursework to align with the business cycle of the wine industry. For our EMBA program in general, we have made adjustments in course ordering to provide a better flow of conceptual material and learning objective reinforcement.

The LOs for our EMBA program are for students to be able to:

- LO#1 Demonstrate an ability to plan and execute business decisions and strategies
- LO#2 Develop leadership skills in self and others
- LO#3 Understand ethical issues and problems from a leader's perspective
- LO#4 Manage in an ever-changing global environment

The process for the evaluation mirrors the process that we use with the MBA AoL process. However, the learning objective expectations and the rigor of assignments is higher for the EMBA program, as the EMBA students need to master material that is targeted at the strategic leadership level. Results for the EMBA assurance of learning process are provided in Table 11-3. We closed the loop twice on all four EMBA LOs.

Student performance on EMBA LO#1 and LO#2 has met our standard as of the most recent assessment point. We encountered some issues with the assessment rubric and applicability of the assignment for LO#3, in that the target assignment was tending to focus students' attention more on legal issues and not as extensively on the relevant ethical issues. As a result, scores declined slightly as we enhanced the rigor of our assessment process in this area. We anticipate that student performance will increase in the next cycle as the course will emphasize more ethical models and reasoning. The scores for LO#4 have been the most problematic, as we kept trying to make a business plan assignment work as the assessment focus for this LO. Although we tried to encourage students to emphasize the global issues involved in their business plans, the experiment simply did not work. We will be moving the assessment to the Global Business Operations course for the next cycle and we will monitor student performance on this LO for the next cycle.

Table 11-3: Assurance of Learning Results for EMBA Program

Learning Objective	Basis for Assessment	When Assessed	N	% Students Meeting Expectations	Standard	Recommendations or Actions Taken
LO#1: Demonstrate an ability to plan and execute business decisions and strategies	Holistic faculty review in 2012 and student writing assignments thereafter	Summer 2012	23	53%	80%	Moved to individual assignments; emphasized need for instructors to clarify LOs and expectations; discussed need to fine-tune the assessment process with consistent faculty training.
		Summer 2013	23	99%		
		Fall 2013	18	93%		
		Spring 2015	17	90%		
		Summer 2015	13	71%		
Spring 2016	23	87%				
LO#2: Develop leadership skills in self and others	Holistic faculty review in 2012 and student writing assignments thereafter	Summer 2012	23	50%	80%	Moved to individual assignments; expanded leadership topic across curriculum; ensured faculty members were familiar with this LO and rubric; discussed need to require more analysis of theoretical aspects of leadership as well as assessment of others' leadership capabilities.
		Spring 2014	17	79%		
		Spring 2016	20	86%		
LO#3: Understand ethical issues and problems from a leader's perspective	Holistic faculty review in 2012 and student writing assignments thereafter	Summer 2012	23	78%	80%	Moved to individual assignments; increased emphasis on ethical issues and in design of assignment; discussed need to expand ethical analysis across the curriculum.
		Spring 2014	17	77%		
		Spring 2016	16	64%		
LO#4: Manage in an ever-changing global environment	Student writing assignments	Summer 2013	23	31%	80%	Encouraged instructors to build more global analysis into assignment; decided to move this assessment to a different course; discussed need to expand global issues across the curriculum.
		Fall 2013	18	33%		
		Spring 2015	17	18%		
		Summer 2015	13	15%		
		Spring 2016	23	20%		

The Director of Graduate and Executive Programs uses regularly scheduled focus groups to gather student feedback for this program as well. Feedback is recorded on a spreadsheet for review and action by program administrators, with reports back to students at the following focus group discussion.

One purpose of EMBA faculty meetings is to encourage cross-curricular integration. One result has been the development of “meta-skills” that do not belong in one course but should be reinforced in all courses. Three meta-skills have been defined with suggestions for implementation in courses: presentation skills, critical thinking, and ethics and professionalism. Ideas generated during faculty meetings are brought to the GPC for review and approval. Another key area of faculty discussion has been to share ideas and best practices for a more engaged classroom experience for students. This has resulted in increased numbers of projects, case analyses, and other engaged learning activities in EMBA courses. To encourage engagement and consistency, a graduate faculty guide was developed with input from the AoL process, GPC, and MBA and EMBA faculty meetings.

Faculty Sufficiency

With regard to faculty sufficiency, we have exceeded AACSB’s standards, with 78% Participating faculty overall and more than 60% Participating by discipline and program (see Table 11-4 below). Tables 15-1 and 15-2 are in Appendix A.

TABLE 11-4: Faculty Sufficiency Summary for 2015-16 Academic Year

% of Participating Faculty		
	SBE	AACSB Standard
Accounting	66%	60%
Finance	83%	60%
Management	84%	60%
Marketing	100%	60%
Operations Management, MIS, Business Statistics, Business Law	72%	60%
Economics	71%	60%
BSBA	80%	60%
MBA	100%	60%
EMBA	72%	60%
All Business Programs	80%	75%
SBE Overall	78%	75%

Support for High-Quality Teaching

SSU has committed quite substantially to its Faculty Center over the past five years. The Faculty Center is a tremendous resource for our faculty, supporting high-quality teaching and offering a wide variety of resources for teaching challenges. The Faculty Center offers classes and hands-on help for faculty who are experimenting with new technology or expanding their expertise with it. As course management systems have grown in popularity and utility, faculty have grown increasingly interested in exploring the innovations that are available

for delivering course content in new and engaging ways. For example, Dr. Sutanonpaiboon recently started using a “Light Board” to record video examples of how to solve production problems. The Faculty Center has grown to be a relied-upon partner in encouraging the integration of new technologies in the classroom (both face-to-face and virtual). Within the SBE, faculty who wish to expand their expertise even further can apply for professional development grants to participate in teaching development workshops. For example, Dr. Newton completed one of the Sloan-C certificate programs and used that as a springboard to transform her summer MIS course into a fully online, interactive experience for students. Academic Affairs has frequently offered stipends to encourage faculty in enhancing the use of technology in their courses. For example, both Dr. Stanny and Dr. Gilinsky were participants in the Digital/Critical Cohort which is a collaboration between the Library and the Faculty Center. The goal is to enable a small group of faculty to transform their traditional paper-based research assignments into new digital media assignments.

Feedback on teaching is provided through our Student Evaluation of Teaching Effectiveness (SETE) system. Each faculty member’s course is evaluated by his/her students via an online survey, and the results are emailed directly to the faculty member approximately eight weeks after the end of the semester. The SETEs contain numerical scores on a series of questions, in addition to qualitative comments from students. During the tenure and promotion years, faculty develop the habit of reviewing their results and doing a self-evaluation of their strengths and weaknesses as a teacher. They are also guided to give ideas for self-improvement as teachers. The Department, School, and University RTP committees review the SETE data as well, and they also provide feedback for the instructor to incorporate into the next teaching year. In our department, the Chair also shares the aggregate department-wide SETE statistics, so faculty can compare their ratings to the department average as another data point for helping them recognize opportunities for improvement. Also a part of our tenure and promotion process are peer evaluations, which are classroom visits by other faculty that are done twice per year.

Within the SBE, professional development awards can be requested for teaching workshops targeted to improve a faculty member’s skill in a particular area. Also, a part of the offer package to our new hires that we started implementing in 2015/16 is funding specifically targeted for teaching development. The SBE Faculty Development Committee also supports faculty teaching (and research) by scheduling workshops each semester.

Continuous Improvement Activities Focused on Teaching Enhancement

The discussion of teaching improvements has become a natural part of our AoL feedback loop. After assessment days/meetings and their subsequent review sessions, faculty conversations invariably turn to what teaching approaches might be employed to better address our LOs. These conversations usually start with a few faculty sharing what they are currently doing in the service of our LOs. Then, the conversation moves to a dialogue and brainstorming about other impactful ways to target our learning goals both in the classroom and outside of it. These conversations help us to determine what changes we recommend for the next round of assessment. In the SBE, we also publicize innovative or high impact teaching practices, as a way to put a spotlight on those faculty who are embodying our mission by creating extraordinary learning experiences for students. In Fall 2015, we started compiling an annual list of faculty teaching innovations (solicited each fall semester) and create a report to consolidate the impact of our faculty’s efforts in this area. The report is shared with faculty, and it is also used by our Marketing team to develop press releases and newsletter articles. We also highlight one or two innovative teaching techniques at our School meetings each semester. The Innovations lists from the past two years are in Appendix A.

12. Student Academic and Professional Engagement: Address the school's strategies supporting student engagement, both academically and professionally. Examples of student academic engagement may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

SBE faculty have implemented a variety of learning experiences to engage students academically. Group projects are used in many courses as a way to stimulate teamwork and collaboration on projects and presentations. Service-learning assignments have been used in six courses. Our Entrepreneurship courses have a strong active learning component that requires either the development of an idea for a small business using Lean Launchpad technology (in BUS 451 and BUS 592) or doing a real consulting project with a local business (in BUS 453). Our BUS 451 class has also been used as an opportunity for cross-disciplinary connections between our students and those in other Schools on campus. Our BUS 453 student consulting projects won awards at the 2015 and 2016 Small Business Institute conferences. Also in BUS 453, we have partnered with the North Bay Business Journal on a competition between our students and those at several community colleges. Our BUS 491 senior seminars provide an intensive learning experience that can involve comprehensive research projects on large companies, computer simulations (e.g., Capsim), and the creation of digital case studies. Our BUS 591 courses require our MBAs to do case studies on local organizations, and we have had a few of these cases go on to publication. As a part of our Professional Sales Certificate program, we have had students participate in a sales competition at CSU Chico. One of our faculty has recently begun teaching a leadership course specifically targeted for EOP students, which enables us another avenue to get information about our majors to this student group. Our EMBA program has a strong international component as a way to expand students' awareness of global issues. We incorporate an international trip into every cohort to engage students in the complexities of doing business internationally.

SSU's [Arts Integration Program](#) is another innovative approach for capturing student interest. The program is designed to promote interdisciplinary learning across majors, so that students can see the interconnections across different academic fields. The program's director provides one-on-one guidance to faculty members to help them design assignments that will create a clear connection between content areas. Five of our faculty have participated in this program. For example, in Fall 2016, Dr. Santana had her MBA students attend the Itzhak Perlman concert as part of their coursework on leadership and innovation. In Spring 2016, Dr. Sabuco required her Organizational Behavior students to attend Hamlet and then analyze the play using OB principles. In Fall 2015, Dr. Jordan created an assignment that connected his finance students with the dramaturg in the Theater Arts department who gave students specific feedback on their presentation skills.

The SBE's professional engagement strategies are primarily centered around career readiness, community building, leadership readiness, and entrepreneurship. Our Career Center hosts a myriad of developmental programs designed to prepare students for the work world. These include such programs as the Mentor Program, Internship Program, Career Expo, Professional Sales Certificate, Spring Networking Mixer, resume review, and career skills workshops. We have student clubs associated with each discipline, and a faculty advisor works with each club to guide the officers in club leadership, event planning, co-curricular learning, networking with business professionals, and marketing/communication strategies. The clubs often have invited speakers from the professional world, which connects us to the businesses in our community, gives

students role models to look to as they anticipate moving into leadership roles, and infuses the practical into the conceptual foundation that students have from their coursework. These types of guest speakers are a common component of many of our courses as well, for the same reasons.

Leadership development is a major emphasis in our EMBA cohorts where we interweave transformational leadership experiences throughout the 19-month program. A particularly innovative and extraordinary learning experience in our EMBA program is our Team Sail Adventure which provides an oceanic laboratory for students to gain greater awareness of their teamwork and leadership capabilities.

The SBE has expanded the entrepreneurship-related activities on campus (see box on right) by its development and involvement with Market Day, Entreprenoma, iHub, Made by Seawolves Store, Make-a-Thon, and the UNIV 238 course. We are proud to be a catalyst for innovation on campus, and our collaboration on entrepreneurial activities has resulted in partnerships with the School of Education, School of Science and Technology, Associated Students, and Educational Opportunity Program.

13. Executive Education: Summarize the business school's executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.

Our executive education portfolio includes a variety of seminars and certificate programs that provide opportunities for lifelong learning through SSU's School of Extended and International Education. The SBE offers nonacademic certificates in Human Resource Management, Project Management, Agile Project Management, Wine Industry Finance and Accounting, Wine Business Management, Wine Branding, and Direct to Consumer Sales, in addition to a wide array of wine business professional development courses. Our certificates and seminars are taught by faculty who have academic and/or professional expertise, and we tend to tip the balance more toward professional faculty who are local experts in the relevant fields.

Part of our focus is further developing our [wine business certificate programs and seminars](#), which aligns with our goal of being the global leader in wine business education. Many of these programs have developed out of our deep connections in the wine business community which have alerted us to the more urgent training needs arising in this

ENTREPRENEURSHIP AT SONOMA STATE UNIVERSITY

Close to 30 student- and alumni-run businesses and organizations showcased and sold their services and products to upwards of 250 students at Sonoma State University's first ever Market Day on April 8, 2014.

"Market Day was literally a dream come true for me," said Patrick Maloney, Political Science student and student lead of Entreprenoma, Sonoma State's student-run business incubator. Motivated by the entrepreneurial projects many of his friends and colleagues were undertaking, Maloney and the Entreprenoma team organized Market Day to display Sonoma State students' talent and ideas.



Entreprenoma, as a student-run, co-curricular organization to support entrepreneurs and entrepreneurial thinkers, inspired other student initiatives such as Made By Seawolves (a student store to sell student products) and the student group who ran the North Bay iHub's Make-a-Thon.

young, entrepreneurial industry. For example, in response to demand from the wine industry, we recently discontinued our Tasting Room Management Certificate and replaced it with a Direct-to-Consumer Certificate, we added the Wine Finance and Accounting Certificate, and we launched a three-part online Wine Business Management Certificate. For these wine seminars and certificates, we are aiming to develop the skill sets needed in our local workforce, so we have a larger labor pool to serve the wine industry's unique needs more effectively.

Our [Human Resource Management Certificate](#) provides a career development opportunity to local HR professionals. We expect many students in this program to be inspired to take one of the standardized HR certification exams offered through the HR Certification Institute or the Society for Human Resource Management. The certificate also provides a foundation for those professionals who wish to gain entry into the HR profession. It also serves as an excellent connection to our community, as the students are working professionals who often develop a relationship with the SBE as mentors, internship providers, employers, or supporters.

We have recently added certificates in both [Project Management and Agile Project Management](#) in response to a local need for more training opportunities in this field. These certificates are designed to give students a solid foundation in the skills needed to be project managers. We expect that both courses will drive a subset of students to take the appropriate certification examinations offered by the Project Management Institute. These certifications have given us a deeper connection to advanced manufacturing and tech industry groups.

In all of our seminars and certificate programs, students complete course evaluations. The feedback from these surveys is used to guide changes in course structure, course content, and instructors. Also, in determining the right mix of our professional offerings, we gather feedback from employers as well as our WBI Board of Directors. We encourage our faculty to develop certificate programs because of the opportunities they provide for lifelong learning for our community (see box on right).

WORKFORCE 2020

“The CSU is the largest source of California's skilled diverse workforce, providing thousands of graduates in hundreds of fields each year. This powerful resource has and will continue to provide the foundation for the success of California's businesses in a global economy.

Closer to home, here at Sonoma State University, we are constantly evolving our programs to serve the needs of the North Bay region. This spring we are offering several new skill-based certificate programs based on specific gaps identified by our business partners. The Professional Social Media Certificate provides participants with training and experience developing a social media campaign in their industry. The Professional Sales Certificate offers participants a hands-on experience in applying communication tools and sales strategies critical to various aspects of the sales process including prospecting, stakeholder meetings, and formal presentations of products/services, to create valuable and viable solutions for organizations. And the Hospitality and Tourism Management Certificate Program will support the burgeoning talent demand in this fast growing industry sector by preparing participants with the planning, marketing, and fundamental operation skills needed in hospitality and tourism businesses.”

- Dean Bill Silver
2014 Economic Outlook Conference
[Full speech](#)

14. Faculty Qualifications and Engagement: Address the applicant's strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

The SBE is positioned as the educational catalyst for a thriving North Bay economy, and we engage in research that has value to students, faculty, and the business community. Faculty in each discipline engage in scholarly activity, and we exceed AACSB's 40% standard for SA-qualified faculty in each of our disciplinary and/or program areas (see Table 14-1 below and Table 15-1 in Appendix A). For the most recent full academic year (2015-16), we achieved our aspirational goal of 50% SA-qualified faculty in six out of eight disciplinary/program areas, falling just short in Accounting (48%) and Management (48%). In all disciplinary/program areas, we met or exceeded AACSB's 60% standard for the combined SA/PA/SP categories. And, we surpassed AACSB's 90% standard for the combined SA/PA/SP/IP categories in all disciplinary areas but Management (at 89%) and Economics (at 82%).

TABLE 14-1: Faculty Qualifications Summary for the 2015-16 Academic Year

	SA	SA, PA, & SP combined	SA, PA, SP, & IP combined
Accounting	48%	63%	100%
Finance	88%	88%	100%
Management	48%	60%	89%
Marketing	100%	100%	100%
Operations Management, MIS, Business Statistics, Business Law	63%	63%	100%
Economics	82%	82%	82%
BSBA	66%	73%	96%
MBA	88%	99%	100%
EMBA	74%	85%	100%
All Business Programs	63%	70%	96%
SBE	66%	72%	93%
<i>AACSB Standards</i>	<i>40%</i>	<i>60%</i>	<i>90%</i>

The percentage of Accounting faculty is slightly below our aspirational goal of having 50% SA faculty in the discipline, but we expect this percentage to increase in the near future. We ran a search for a new SA tenure-track faculty member in 2015-16 to replace an SA faculty member who had retired. Due to the very competitive market for accounting professors, we were not successful in filling the position last year. We are currently in the midst of a new search and are aiming to bring in a new SA Accounting faculty member in Fall 2017. The percentage of Management faculty is also slightly below our aspirational goal of 50% SA faculty

teaching in the discipline, and the SA/PA/SP/IP percentage is 1% shy of AACSB's 90% standard. We have been working with one tenure-track faculty member in this area on a developmental plan to move from the "Other" category to SA. The faculty member has successfully published one article in the past six months and has recently had a conference paper accepted for presentation. The faculty member is on track with plans to submit a second article to a journal in the next few months. In the Economics department, all tenure-track faculty are SA. The SA/PA/SP/IP percentage for Economics is below the AACSB standard. By practice, the selection of professional faculty to teach Economics GE courses has emphasized faculty who have had successful student evaluations in large lecture sections.

The SBE strongly supports faculty engagement with the practice of business, because it enables us to live our vision of being the educational catalyst for a thriving North Bay economy. One example of this is that trade publications are viewed as acceptable intellectual contributions in our faculty qualifications policy. Our faculty qualifications policy also specifically highlights consulting work, board of directors positions, faculty internships, and the obtaining or maintenance of industry-recognized certifications as appropriate forms of professional engagement. Another example is that PD funds are competitively offered for research needs, and we do not discriminate between those faculty doing basic and applied research.

The SBE's faculty qualifications policy, which was developed by our faculty, provides clear guidance to faculty on the currently approved areas of academic and professional engagement. A review of that policy's guidelines makes it clear that we are an institution that values scholarly research as well as professional involvement in the disciplines. The policy is in Appendix B.

15. Other Material: Address any additional issues or areas not included in an earlier section of the report. In addition, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB.

Our public relations process serves as an important vehicle for communicating our innovations, engaging stakeholders, and making an impact on our local community and beyond. Our press releases have been very successful in getting the word out about our programs and activities, as well as in inspiring community members to reach out to us. Our marketing team has generated over 120 press releases since July 2014, providing a detailed history of our engagement, innovation, and impact. These can be viewed on the [SBE's press release website](#).

16. Consultative Review (Optional): An institution may request the Peer Review Team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the institution should provide a summary of relevant background information that informs the team of the opportunity or challenge.

Opportunity #1: We would like to receive feedback on how to develop and manage global partnerships, as we expect our international connections will be expanding rapidly in the coming years. What approaches are recommended for managing this transition effectively? What parameters should be considered in choosing global partners?

Background: We recently received a \$50,000 grant to develop a Global Wine EMBA (GWEMBA) program. GWEMBA is designed to be a hybrid program offering online executive management education, as well as a series of shorter, focused on-site courses. Our goal is to collaborate with two or more non-U.S. universities to provide a truly global experience for our students. As another example, we are hosting the 2017 Academy of Wine Business Research conference at SSU, and this involves global partnerships as well.

Opportunity #2: We would like to receive the team’s guidance in expanding our educational impact across campus. Specifically, we hope the team can give us feedback about their views on the role of business within General Education coursework. What topics in business should be required of all college students? Also, in terms of our minor offerings, are there innovative ways to create specialized business minors to promote greater business knowledge among students in non-business majors?

Background: We recently underwent an in-depth review and revision of our undergraduate curriculum. Several broad topic areas are under consideration as GE-specific courses for our majors. As a part of the process, we had many dialogues about which course topics have the potential to engage and educate non-business students most effectively, since GE provides an avenue to reach the broader undergraduate population.

Opportunity #3: We would appreciate the team’s perspective on the recent legalization of cannabis in California and what leadership role the SBE might have in this evolving industry.

Background: Voters approved the legalization of cannabis in California on the November 2016 ballot. The industry is young, disorganized, and fragmented, providing an opportunity for educational programs to train these entrepreneurs in best business practices. Cannabis production and processing is currently estimated to be a [\\$2B industry in Sonoma County](#) or approximately 8% of the county’s overall economic activity.

Opportunity #4: We would like to receive feedback on how to encourage more first generation and minority students to major in School of Business and Economics degree programs. What approaches are most effective for reaching these demographic groups?

Background: We have recently created a partnership with our campus EOP to build a stronger relationship that engages their students in our School. There are currently 554 EOP students at SSU but, surprisingly, only 21 of them have majors in Business or Economics. We are considering changes in how we market the majors, and what messages we can transmit to clarify the ways in which our degrees can serve their career interests.