

**STRATEGIC PLAN
DEPARTMENT OF BUSINESS
UNIVERSITY OF WISCONSIN-PARKSIDE
APPROVED MAY 13, 2009**

TABLE OF CONTENTS

1.0 Faculty and Staff

2.0 Background, Vision, Mission, and Core Values

- 2.1 Background
- 2.2 Vision
- 2.3 Mission
- 2.4 Core Values

3.0 Analysis of Strengths, Weaknesses, Opportunities, and Threats

- 3.1 Strengths
- 3.2 Weaknesses
- 3.3 Opportunities
- 3.4 Threats

4.0 Assessment of Undergraduate and Graduate Student Programs

5.0 Major Strategic Challenges and Responses

- 5.1 Academic Programs Challenges and Responses
- 5.2 Student Success Challenges and Responses
- 5.3 Enrollment Management Challenges and Responses
- 5.4 Community Engagement Challenges and Responses
- 5.5 Faculty Involvement Challenges and Responses

6.0 Goals and Objectives, Strategy Action Items and Implementation Timeline

- 6.1 Academic Programs Goals, Objective, Actions
- 6.2 Student Success Goals, Objective, Actions
- 6.3 Enrollment Management Goals, Objective, Actions
- 6.4 Community Engagement Goals, Objective, Actions
- 6.5 Faculty Involvement Goals, Objective, Actions

7.0 Updating the Strategic Plan and Continuous Improvement

1.0 Faculty and Staff

Dean: Fred Ebeid

Dean's Assistant: Ira Mitchell-Zackery

Associate Dean and Director, MBA Program: Dirk Baldwin

Academic Advisor: Trudy Biehn

Department Chair: Suresh Chalasani

Academic Department Associates: Debra Dawdy, Constance Wheeler.

Professors: Fred Ebeid (Finance), Stephen Hawk (MIS), Sue Norton (Human Resources), Roby Rajan (Quantitative Methods), Zhemin Wang (Accounting), David Wright (Finance).

Associate Professors: Dirk Baldwin (MIS), Suresh Chalasani (MIS), Karen Crooker (Human Resources), Cathleen Folker (Management-Entrepreneurship), Robert Fok (Finance), Michele Gee (Management-Strategy, International Business), Michael T. Manion (Marketing)

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2.0 Background, Vision, Mission, and Core Values

2.1 Background

The Department of Business serves Wisconsin's Southeast Business Region, which includes Kenosha, Racine, Walworth, Milwaukee, and Waukesha Counties in Wisconsin, and Lake and McHenry Counties in Illinois. The Department of Business at the University of Wisconsin-Parkside is the only school in a three county area that is accredited by the Association to Advance Collegiate Schools of Business (AACSB)-International.

Wisconsin's Southeast Business Region includes the Chicago to Milwaukee corridor, which is a base of operations for many international corporations, such as, Abbott Laboratories, ABB Inc, A.O. Smith, Briggs & Stratton, BRP US, Bucyrus, CNH Global, GE Medical, Generac, Harley-Davidson, In-Sink-Erator, Jockey, Johnson Controls, JohnsonDiversey, Johnson Outdoors, Joy Global, Kronos, Ladish, Miller Brewing, Modine, Nestle, Putzmeister, Rockwell, Rustoleum, S.C. Johnson & Son, Sensient, Snap-on, Tenneco, and Twin Disc.

The diverse economic region includes major organizations that provide commercial and retail services, such as, Associated Banc-Corp, Aurora Health Care, Birchwood, CDW, Chase, Fiserv, Froedert, Hewitt, Manpower, Marcus, M & I Bank, MGIC, Midwest Air, Northwestern Mutual, Roundy's, Runzheimer, SuperValu, Trustmark, U.S. Bank, and WE Energies.

The Department of Business (DoB) enrolls over 700 undergraduate students and over 80 MBAs as of Spring 2009. Undergraduate students major in Management Information Systems (MIS) or in Business Management (with concentrations available in Accounting, Finance, General Business, Human Resources, and Marketing). Over 20% of undergraduate students are over 25 years old, and over 80% commute. Approximately 25% of undergraduates and MBAs are students of color, and about 5% are international students. The typical Business graduate declared business in the sophomore year. More than 95% of graduating students are employed while in school, working a median of 28 hours per week, and studying a median of 12 hours outside of class per week. Approximately two-thirds of graduates primarily plan to focus on work after graduation, while most of the remaining one-third plan to simultaneously work and continue their education on a part-time basis.

The MBA program conducts evening courses to address the needs of full-time employees of regional businesses, and full-time international students from several countries. The DoB is increasingly focused on developing managerial talent to enhance business operations in the region. Indeed, 80% of UW-Parkside graduates remain in the region and contribute to local economic development.

The Department is chaired by Suresh Chalasani and includes 18 tenure-track faculty members and 4 full-time lecturers. Dirk Baldwin, Associate Dean of the School of Business and Technology, is a DoB faculty member.

2.2 Vision

The Department of Business will be recognized as a leading provider of academic programs, qualified graduates, quality research, and technical expertise for the regional economy. The department will be an engine of growth for Wisconsin's Southeast Business Region and will

contribute to the State's *Growth Wisconsin* agenda. The department will enhance the perception of the University in this region, and will expand its presence globally through international initiatives.

2.3 Mission

The mission of the Department of Business is to provide high-quality business education and management expertise, and to continuously advance business knowledge through research and community service. The department serves both undergraduate and graduate student populations within Wisconsin's Southeast Region and the northern part of the Chicago metropolitan area.

2.4 Core Values

The Department of Business commits to provide quality academic programs in the key Business disciplines, including each of its six majors/concentrations. The department seeks to provide an educational experience that leads to the success of its graduates through excellent classroom instruction, relevant community engagement, and continuous curriculum improvement.

The Department of Business seeks to maintain its strong position as a leading educational provider in the local area, to improve its perception in the Wisconsin's Southeastern Business Region, and to provide innovative programs with international institutions.

The Department of Business pursues opportunities of economic development in the Chicago to Milwaukee business corridor. The department firmly believes that community partnerships enrich faculty performance in teaching, research, and service.

The Department of Business values relevant, on-going scholarship (including basic, applied, and pedagogical contributions) by the business faculty, integrating knowledge among faculty members, and a shared governance form of decision-making.

The Department of Business fosters an environment of mutual respect for diverse ideas, cultures, and life styles, and provides opportunities for the development of knowledge and skills critical for the increasingly complex, competitive global arena.

3.0 Strengths, Weaknesses, Opportunities, and Threats

The Vision, Mission, and Core Values of the Department of Business establish long-term goals and a framework to guide its intermediate-term plans. The DoB recognizes the extremely difficult challenges confronting businesses in the current economic environment and is keenly aware of current “game-changing” developments in the United States and around the world. However, business faculty members have experienced severe economic cycles, and understand that the current economic dilemma will not last indefinitely. Therefore, the DoB looks with optimism to utilize our strengths and maximize opportunities in the long term. This perspective considers a ten-year horizon stretching out to the University’s fiftieth anniversary in 2018.

Moving toward realizing the Department’s Vision requires planning based on a clear understanding of its present situation. This section details the internal and external environmental conditions that influence the strategic goals and objectives.

The University of Wisconsin-Parkside has undertaken a Strategic Planning initiative for the entire institution concurrent with the Department’s on-going planning process. DoB faculty representatives on the University’s Strategic Planning Leadership Team report several key themes in the campus-wide initiative: student-centered approach, underserved student focus, stakeholder representation, institutional identity improvement, responsible global citizens, teacher/scholar climate, faculty/staff team work, individual accountability, streamlined processes, and resource allocation. The DoB views this recent campus initiative as a positive source of additional guidance for its own strategic planning. During its early stages, the University initiative set forth a framework based on five broad constructs: Academic Programs, Student Success, Enrollment Management, Community Engagement, and Faculty Involvement. With the intent of synchronizing the Department’s Strategic Plan with the University’s plan, the remaining sections are organized along these five categories.

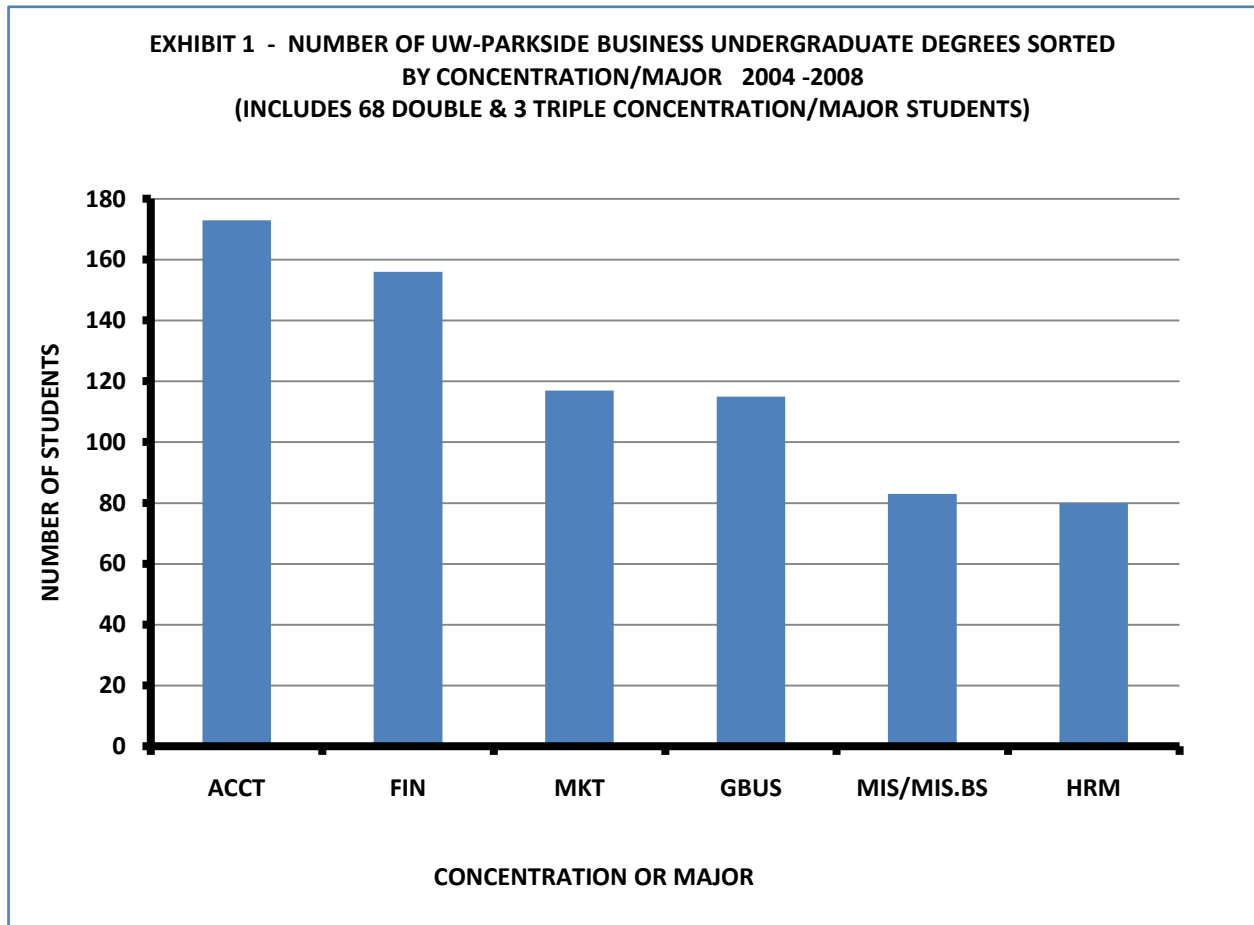
The Department’s Strengths, Weakness, Opportunities, and Threats are summarized on the following pages.

3.1 Strengths

3.1.1 Academic Program Strengths

Program Accreditation by the Association to Advance the Collegiate Schools of Business (AACSB) International – The Department of Business offers the only AACSB-accredited business program in the region, which includes Racine and Kenosha Counties in Wisconsin, and Lake and McHenry Counties in Illinois. AACSB accreditation is a clear indicator of academic quality and provides a sustainable competitive advantage over other business programs in the region.

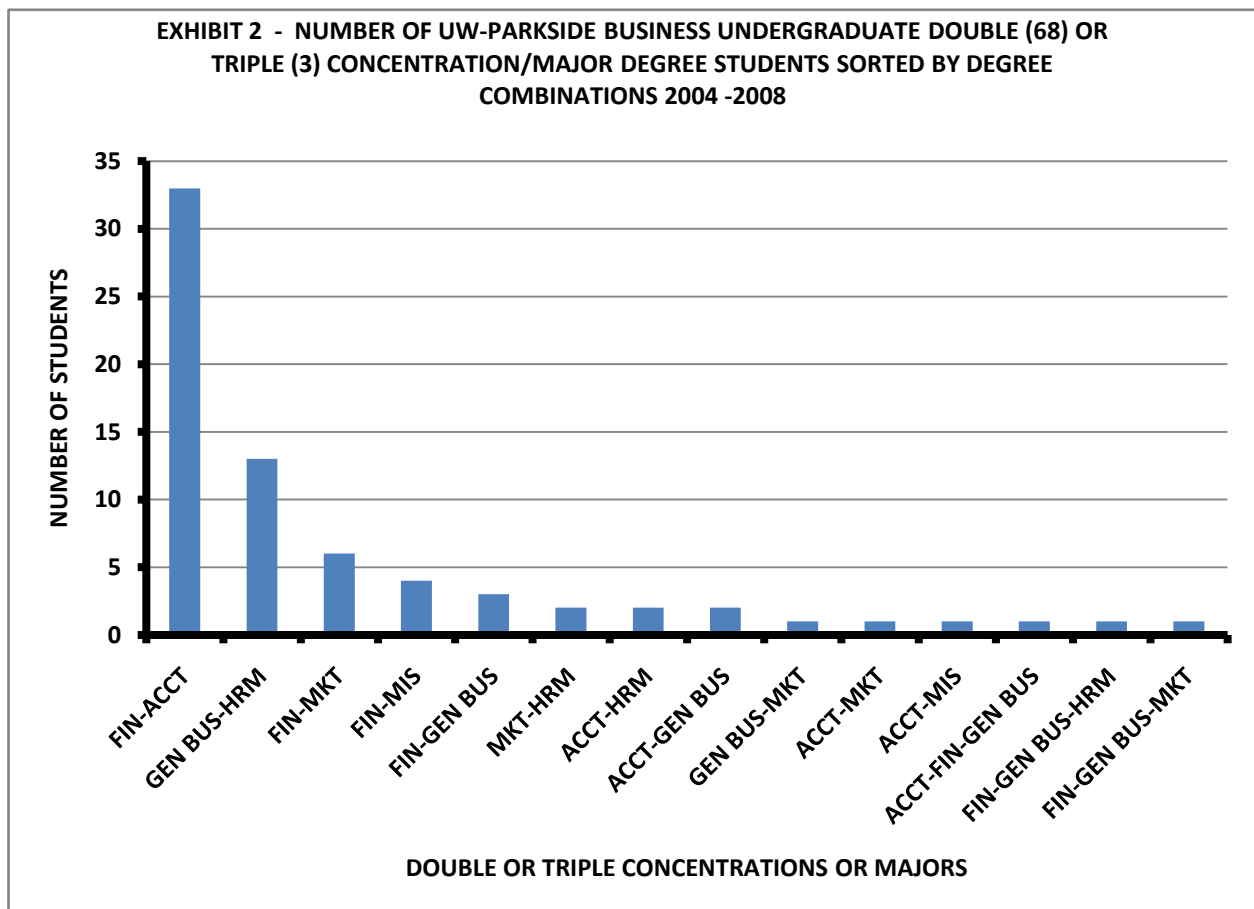
The Department's Graduates – One measure of strength for the Department of Business is the number of graduates that earn degrees as Master's of Business Administration (MBA) and Bachelor's of Science (BS) in Business Management or Management Information Systems. During the past five years, the Department awarded 121 MBA degrees and 656 BS degrees. Business graduates earn degrees in five concentrations in the Business Management major: Accounting, Finance, Marketing, General Business, Human Resource Management, and the Management Information Systems major. The distribution of degrees by undergraduate concentration/major over the past five years is shown in **Exhibit 1**.



Increase in Number of Degrees – The number of MBA degrees awarded by the Department increased by 127% over five years, from 15 in 2004 to 34 in 2008. Similarly, the number of BS degrees increased by 11%, from 137 in 2004 to 152 in 2008.

Comparative Scale of the Department’s Graduates within the University - The Department of Business awards degrees to more undergraduate and graduate students than any other department in the University. Business alone accounts for more degrees awarded than the combined total for 17 of the 25 majors in the College of Arts and Sciences (CAS). If Finance and Accounting each were independent majors, they would be among the top ten majors for graduates in the University.

Graduates with Dual Concentrations - The Department also measures its strength by the number of dual-concentration degrees earned. The number of graduates with dual concentrations reflects the successful cooperation between disciplines in the Department. During the past five years, many graduates have completed dual concentrations, most notably in Finance combined with Accounting, Marketing, MIS, and General Business. Graduates also combine concentrations in Human Resources Management with General Business, Marketing, and Accounting. The distribution of dual and triple concentration degrees for the past five years is illustrated in **Exhibit 2**.



High School Counselors' Perception of Strength of Program—A March 2009 survey of 36 area high school counselors established that Business is perceived as one of the strongest undergraduate programs at the University. Business ranks among the top 3 majors, with Biological and Health Sciences, and is rated at 5.80 on a 7.00 scale.

Graduates' Satisfaction Levels with the Department's Teaching and Curriculum - The 2008 EBI Assessment survey indicates undergraduates (n = 102) have a relatively high level of satisfaction (measured on a 7.0 scale) with the Department's Quality of Faculty Instruction in both Required Courses (4.78) and Major Courses (5.23), and with Breadth of Curriculum (5.44). The EBI exit survey, which is provided by the Educational Benchmarking Institute, is generally used by AACSB-accredited schools as a multi-factor assessment tool for comparison to a large number (186) of participating business programs, and to past performance. Business seniors participate in the undergraduate Business Assessment survey during their capstone course.

Graduates' Increased Satisfaction Levels with the Department's Program Effectiveness - The 2008 EBI Undergraduate Business Assessment survey also shows recent improvement trends in Overall Program Effectiveness (4.94; up .67 from 2007). On this critical measurement factor of the Department's strength, the 2008 graduates (more so than the 2007 graduates) indicate that their experience in the program fulfilled their expectations (up .54), they perceive value in earning their Business degree (up .51), and more importantly, they are inclined to recommend the Program to a close friend (up .97).

Online MBA Collaboration with UW System – A complete web-based MBA Program is offered through a University of Wisconsin System Consortium. In collaboration with three other UW business AACSB accredited schools, the Department also offers online MBA foundation and elective courses. The Department is able to meet student demand for flexible online courses, and to gain expertise in developing and teaching online courses.

New Online Business Foundation Core Courses – The Department has introduced several online courses for undergraduates, including HRM, MIS, MKT, and QM business foundation core courses. Growing enrollments in these new courses reflect the increased availability and flexibility that they offer students.

New Certificate Programs – The Department has introduced certificate programs in Project Management and Entrepreneurship. The Project Management certificate program is completely online and is offered to non-degree seeking students as well as students who do not major in business. Enrollments in the certificate courses have increased significantly since their inception. The Entrepreneurship Certificate incorporates community-based-learning and is also offered to non-degree seeking students as well as students who do not major in business. The Entrepreneurship Certificate was a semi-finalist as a best practice/promising practice at the 2008 Small Business Institute ® Conference.

3.1.2 Student Success Strengths

Growth in Number of Business Graduates –During the past five calendar years, the Department has conferred 656 Bachelor of Science and 121 Master of Business Administration degrees to its graduates. DoB also awarded 36 minors in business and 12 certificates in new programs during the

same period. During calendar year 2008, the Department conferred 152 BS degrees, up 11% from the same period in 2004. The DoB also conferred 34 MBAs in 2008, up 127% from 2004.

Achievements of Business Graduates – The Department takes pride in contributing to the achievements of its graduates. Graduating Business students achieve a median GPA of approximately 3.2. Students graduating with undergraduate Business degrees in 2008 entered the University with median ACT scores of 21, compared to the median scores of 25 for other business schools' graduates (according to 2008 EBI data). Over 90% of the Department's graduating students are employed while still in school, working a median of 28 hours per week, and studying a median of 12 hours outside of class per week.

Attractiveness of Experienced Students to Prospective Employers– The University's Career Center produces annual placement reports, which show that the Department of Business consistently places more of its majors than any area of study in the University. This is in part due to the fact that approximately 70% of enrolled students work full- or part-time, and 20% of the enrolled students are non-traditional students (over the age of 25). The Business programs include student work experience as part of the learning process in the form of internships, which often lead to permanent jobs with local employers. Further, employers appreciate that approximately 80% of graduates stay in the region, suggesting they have greater potential to be career employees.

New Student Clubs – Students have initiated two new business clubs. The first is a chapter of the American Marketing Association, and the second is the Graduate Business Student and Alumni Association, a chapter of the University's Alumni Association.

Undergraduate Business Students Advancing to MBA Program – Many undergraduate Business students and minors have remained at the University to take advantage of the Department's MBA Program. Some student-athletes use an additional year of eligibility to pursue an MBA. Many Accounting students choose to remain for the 32-credit MBA Program by way of completing the 150-credit requirement to sit for the CPA examination.

3.1.3 Enrollment Management Strengths

Enrollment in Business Majors, Concentrations, and Minors – The Department's enrollment as of Fall 2008 is 640 declared students in the Business Management major, and 64 in the MIS major. Business students chose concentrations in General Business (191), Accounting (180), Finance (119), Marketing (112), and HRM (69). Approximately 20% of students declare dual or triple concentrations, while about 15% remain undecided. Over 40% of Business majors are Seniors, over 25% are Juniors, and about one-third are underclassmen. The DoB has over 40 Business and MIS minors, and over 80 MBA students as of Fall 2008

Growth and Diversity in Undergraduate Business Program Enrollment – The enrollment in the undergraduate Business and MIS majors grew by 139 individual students (25%) from Fall 2006 to 2008. Much of this growth is related to increases in students declaring concentrations in General Business (122 more declared students), followed by Finance (39), Marketing (34), HRM (21), Accounting (10), and MIS (3). About 70% of enrolled students attend full-time. Women represent 45% of undergraduate enrollment. Students of color have increased from 22% to 25% of the Department's enrollment, a higher percentage than the University as a whole. This is particularly noteworthy in that UW-

Parkside has the most diverse student population in the entire University of Wisconsin System. Most of the students of color are African Americans, Hispanics, and Asian Americans from Southeast Wisconsin and Northern Illinois.

Growth and Diversity in MBA Program Enrollment– The enrollment in the MBA Program grew by 6% from Fall 2004 to 2008. Women now represent 48% of MBA enrollment, up from 41%, and students of color now represent 25%, up from 10% four years ago.

Comparability of Full-Time Resident Tuition – The University’s full-time undergraduate tuition for Wisconsin residents is about \$3,000 per year, comparable to UW-Whitewater and UW-Oshkosh, and less than UW-Milwaukee (about \$3,300) and UW-Madison (about \$4,300). The MBA Program’s full-time tuition is about \$4,000, slightly more than UW-Whitewater, but considerably less than UW-Oshkosh, Milwaukee, and Madison (all over \$5,000.)

Affordability of Tuition – State budget support for the University is declining and will likely continue to do so. However, the University’s undergraduate tuition for in-state residents is affordable by comparison to private universities in the area and public universities in other states. Many students pay their own tuition. They have part- or full-time jobs to meet expenses, and save money by residing at home. Many MBA students receive tuition reimbursement from their employers, though such programs are at risk in the current economy.

3.1.4 Community Engagement Strengths

Adherence to Community Engagement Mission of the University – The Mission Statement of the University supports and encourages interaction with the local community. The Department supports this mission, and faculty members have contributed through marketing, entrepreneurship, MIS, and workforce development projects in the community.

Involvement with Major Employers in the Chicago Metropolitan Area – The University is the closest UW campus to Chicago, the business center of the Midwest. The University is also located near the Interstate 94 axis of the Milwaukee-to-Chicago business corridor. Kenosha County is within the Chicago Standard Metropolitan Statistical Area (SMSA), and the largest single private employer in the county is Abbott Laboratories, based in Lake County, IL. The Northern Chicago metropolitan area, including Lake County, IL, is the home of large national and multinational corporations. The many corporations and small businesses in the region employ our students and are prospective employers for our graduates. The University’s location, coupled with the Department’s strong relationships with many of these businesses, provides a significant advantage over other institutions, including many other UW campuses.

Career Opportunities with Local Businesses –The Department has strong relationships with local businesses through its Advisory Board members and community project involvement. These relationships provide enhanced opportunities for students to obtain internships and careers in Wisconsin’s Southeast Business Region.

Solutions for Economic Growth Center (SEG Center) – The SEG Center, under the directorship of Mr. Tom Witt, oversees the community-based projects in marketing and human resources and provides

a formal model for experiential/project based learning. Each semester about 100 students work on about thirty projects under the direction of about six faculty members. These students gain practical experience and preparation for job opportunities.

Information Technology Practice Center (ITPC) – The ITPC, under the direction of Professor Dirk Baldwin, provides a formal mechanism for conducting MIS projects in the community. The ITPC is also a source of additional funding that supports faculty and provides student job opportunities. These students acquire practical skills to use in real-work environments.

3.1.5 Faculty Involvement Strengths

Qualified Faculty – Relative to competing schools, the Department of Business has a higher percentage of terminally qualified faculty members. As a group, the participating (primarily full-time) faculty members typically receive high teacher evaluations. Many faculty members are active researchers and/or active practitioners in the community. Some faculty members have been appointed to statewide, UW System committees. In addition, several faculty members are in leadership positions at the University.

Student Perception of Faculty Excellence – Two-thirds of graduating students indicated that 60 to 100% of their instructors in the Department of Business were excellent, according to the 2008 EBI exit survey.

Student Satisfaction Levels with Faculty and Instruction - The 2008 EBI Assessment survey indicates students' relatively high levels of satisfaction with the Department's Quality of Faculty and Instruction in Required Courses (4.78 of 7.00) and Major Courses (5.23 of 7.00). The 2008 survey also shows strong improvement for Quality of Faculty for Required Courses (up .56 from 2007). The 2008 MBA survey also shows improvement trends in Program Office Services and Advising (both up .32 from 2006).

Direct Student Contact with Faculty – Business students have the opportunity to know their business professors and to work closely with them in small classes, community projects, and regular advising. Classes generally range from 15 to 45 students and faculty members generally have about 45 assigned advisees. This is a sustainable competitive advantage over other UW campuses.

Increased Teaching Productivity of Faculty – The Department comprises slightly more than 10% of the University's total teaching faculty, while Business majors comprise more than 16% of the University's total enrollment. The DoB has approximately 20 full time equivalent teaching faculty, down more than 10% from 2004. During this period, the number of Business sections taught increased by about 11%, and the number of student credit hours (SCHs) increased by about 17%. The DoB now has approximately 40 students per faculty member. The faculty members have demonstrated their ability to continuously improve teaching productivity, while maintaining high student evaluations, during the past five years.

University Level Teaching - This University is distinguished from local colleges by its MBA and other graduate Programs. Graduate programs are attractive to new faculty and provide an opportunity for teaching advanced concepts and for closer interaction with local businesses.

Faculty Interaction – As indicated in the section on Community Engagement Strengths, Business faculty members interact with non-business faculty members from other departments in the School and the University. This results in research and teaching that cross disciplinary boundaries.

3.2 Weaknesses

3.2.1 Academic Program Weaknesses

MBA's Perception of Overall Program Effectiveness - The 2008 EBI Assessment survey indicates MBA's lower levels of satisfaction with Overall Program Effectiveness (4.61 of 7.00), when compared to 118 other MBA Programs. On this global factor, the Department's MBA Program was .57 below the mean of all MBA Programs surveyed. The factor is comprised of three items: "MBA experience fulfilled my expectations" (.77 below the mean); "Rate the value of my investment in MBA Program" (.46 below); and "Inclined to recommend Program to a close friend" (.49 below).

Lack of Concentrations in MBA Program – Most MBA Programs in the UW System offer degrees, majors or concentrations in Accounting, Finance, Marketing, or Human Resource Management. The lack of majors in specific business disciplines reduces the exposure of the business program in Internet search engines leading to lost opportunities for attracting students. This may also diminish the perceived quality of the MBA Program as viewed by external rating agencies, and prospective students and employers.

Availability of MBA Courses - The 2008 EBI Assessment survey indicates MBA's lower levels of satisfaction with the Availability of both Required Courses and Specialty Courses when compared to other MBA Programs. In these two categories, the Department's means were 1.55 and 1.82 below the means for the 119 Programs surveyed. The 2008 survey also shows a downward trend in the Department's MBA Course Availability (down 1.28 since 2004).

Concentrations instead of Majors – The Department of Business offers two majors, Management Information Systems and Business Management (with 5 concentrations). Most other Business Programs in the UW System offer majors in the major disciplines rather than concentrations. The lack of majors in specific business disciplines reduces the exposure of the business program in UW System publications, and Internet search engines meaning lost opportunities for attracting students from outside this region. This may also diminish the perceived quality of the business program, as viewed by external rating agencies, high school and college guidance counselors, parents, students, and employers.

Quality of Department's Business Classrooms - The 2008 EBI Assessment survey indicates undergraduate's lower levels of satisfaction specifically with the Quality of the Department's Business Classrooms (.45 below the mean of the 186 Business Programs surveyed). The 2008 MBA Assessment also indicates much lower levels of satisfaction with the Quality of the Department's Business Classrooms and Computing Resources, when compared to other MBA Programs. In these two categories, the Department's MBA Program means were 2.27 and 1.41 below the means of the 119 Programs surveyed. The 2008 survey also shows a downward trend in the perception of the Department's Facilities (down 1.20 since 2006).

Limited Laboratory Facilities – The Business department has only one laboratory which has 24 computers for student use. Our larger courses with nearly 50 students cannot hold classes in this lab when needed because of this size limitation.

Limited Sources of Funding – The Department does not possess an endowment to buffer it from state and university budget cuts. Average salaries in the Department are in the lower half of AACSB accredited programs. The Department offers limited travel and summer research support compared to other AACSB business programs.

University-wide Information System Capabilities– Campus information system recently improved with the implementation of the PeopleSoft system. However, management data such as Business student retention rates, graduate rates, and average ACT scores are still difficult to obtain at this time. Problems persist in SOLAR, particularly with the quality and reliability of the DARs.

3.2.2 Student Success Weaknesses

Limited Scholarships – The Faculty Scholarships Committee now deliberates on the administration of only three Business scholarships, worth an annual total of only \$4,000. The number and dollar value of scholarships are now low in absolute terms and relative to faculty time spent on the selection effort. Faculty time may be better spent on the pursuit of new sources of Business scholarships.

Limited Out-of-State (OOS) Tuition Scholarships for College of Lake County (CLC) Transfer Students – The availability of out-of-state scholarships, worth \$3,000 to \$3,800 per semester for up to six semesters to each CLC transfer student, is limited. The Department would like to increase its enrollment from among the 500 or more qualified AA/AS degree graduates from College of Lake County who wish to pursue a Business BS degree. Presently, there are a limited number (variously cited at 300-400) of out-of-state scholarships, which are really no-cost, tuition remissions. Current financial aid administrators award OOS for various other purposes, with various financial need and merit tests.

Lack of Undergraduate Organizations and Alumni Networking - The 2008 EBI Undergraduate Business Assessment survey indicates undergraduates' lower levels of satisfaction with the Department providing Student Business Organizations and Activities (-.52) and Alumni Access for Career Opportunities (-.51), when compared to other Business Programs.

On-Campus Recruiting – Undergraduate students recognize the limited number of employers posting jobs at the Career Center. Recruitment for business students varies across concentrations.

Educational Preparation of Students – Only 26% of the University's entering freshmen graduate in five years, compared to 52% for the UW system as a whole. Business students are typically first generation college students closely linked to the geographic area due to work, family, or personal situations. Entering students rank near the bottom of UW system schools in both high school class rank and ACT scores (incoming business students average 20.25). A sizeable proportion of students come from low-income households. The percentage of entering students who require remedial math is at an alarming level. Retention and graduation rates have historically been a challenge to the University and to the Business program.

3.2.3 Enrollment Management Weaknesses

Primary Sources of Undergraduate Dissatisfaction – Students express their dissatisfaction with characteristics of the Business program that do not meet their reasonable expectations. The 2008 EBI Assessment survey indicates five specific sources of undergraduates’ perceived dissatisfaction when compared to the means for 186 Business programs. Key items are, in order of comparative dissatisfaction (on a 7.0 scale), Teamwork with Classmates (-.62), Student Business Organizations and Activities (-.52), Alumni Access for Career Opportunities (-.51), Quality of Business Classrooms (-.45), and Advisor’s Interest in Student’s Progress (-.24).

Primary Sources of MBA Dissatisfaction – MBA’s express their dissatisfaction with specific characteristics of the MBA program in which the Department does not meet their expectations. The 2008 EBI Assessment survey indicates five specific sources of MBA’s dissatisfaction with the Department’s program when compared to the means for 119 MBA programs. The five items (on a 7.0 scale) are Availability of both Required Courses (-1.55) and Specialty Courses (-1.82), Quality of the Business Classrooms (-2.27) and Computing Resources (-1.41), and Academic Advising by Non-Faculty (-.76).

Lack of Brand Awareness and Visibility– The Department is not clearly identified with the stronger “University of Wisconsin” brand. The self-enforced identification of the campus as “Parkside” reduces the image to that of a local community college. While the visibility of the Department’s programs has improved, its academic, research, and service contributions have not earned the appropriate level of respect and recognition of the Region and State. This is unfortunate but correctable as the University approaches its fiftieth anniversary in 2018.

3.2.4 Community Engagement Weaknesses

Limited Support for SEG Center— The utilization of the SEG Center has exceeded the capacity of the current Director to provide adequate oversight and tracking of successes in the Program.

3.2.5 Faculty Involvement Weaknesses

Students’ Dissatisfaction with Department Advising - The 2008 EBI Assessment survey indicates undergraduate’s relatively lower levels of satisfaction with the Department’s advising, especially Advisor’s Interest in Students’ Progress (.24 below the mean of the 186 Programs surveyed). The 2008 survey also shows a persistent downward trend in the Department’s Advising (down .31 since 2005). The 2008 MBA Assessment also indicates lower levels of MBAs satisfaction with the Academic Advising by Non-Faculty (.76 below the mean of 119 Programs surveyed).

Percentage of Undeclared Senior and Junior Business Majors – During Fall 2008, approximately 100 Business students did not have a recorded Business concentration. This included more than fifty Seniors and Juniors, which do not appear to be due to administrative errors. It’s difficult to explain how such a large percentage of our students can declare a Business plan without a sub-plan, and can be properly assigned to a faculty advisor.

Limited Classroom Facilities – The MBA program uses one primary classroom facility that has not been updated, except for the addition of some technology, since it was converted to MBA use. The Department has limited control of other Molinaro Hall classrooms, many of which have original seating and aged technology.

Small number of faculty – The number of faculty in the Department of Business is relatively small compared to the great majority of AACSB International accredited programs. Although there are advantages to small size, the small size causes some problems and limits the department's ability to take advantage of certain opportunities. First, the size results in a high internal service workload per faculty member (e.g., number of committee assignments, number of advisees per faculty member). Second, the small size often results in a high number of course preparations per faculty member. Finally, a small faculty size, combined with a relatively small number of students per concentration, hinders the department's ability to offer a broad array of electives in the concentration areas and the MBA program.

Small Administrative Structure – The administrative structure consists of a Dean and an Associate Dean and an Academic Advisor that oversee the Business and Computer Science departments. The Business department chair is responsible for 20 participating/full-time faculty and approximately eight adjuncts in any given term. Although the administrative structure is small, the service requirements of the Department are similar to those of accredited business departments at larger universities.

3.3 Opportunities

Opportunities are potential activities that would enhance the Department's ability to achieve its mission and vision. These opportunities were developed through analyzing strengths and weaknesses in relation to the external environment. As illustrated in the previous section, many of the strengths and weaknesses were identified by comparing the Department's performance on fifteen factors to the averages for almost 200 undergraduate business schools and over 100 MBA programs. Each of the fifteen factors may indicate a strength that can be built upon or a weakness that needs to be addressed. The DoB also compares its performance to two groups of six selected peer undergraduate business and MBA programs. The six undergraduate Business Schools chosen for comparison on the most recent EBI survey include Colorado State-Pueblo, Indiana State-Southeast, Penn State Erie-Behrend College, Saginaw Valley State, South Carolina-Upstate, and SUNY-Plattsburgh. The six MBA programs chosen include Arizona State-West, Coastal Carolina, Grand Valley State, Frostburg State, Minnesota State- Mankato, Penn State Erie-Behrend College.

3.3.1 Academic Program Opportunities

Global Education Center (GEC) - The Department recognizes the potential to serve International students, including the Chinese, Indian, and Brazilian markets. The GEC, under the directorship of Professor Jamie Wang, has led numerous recent initiatives to pursue international opportunities. Several speakers from foreign universities and local multi-national corporations have presented to large student audiences. The GEC has facilitated international faculty exchanges. The DoB has the opportunity to build on the successes of the GEC in Asia to initiate programs in Spanish-language

countries, which will enhance our opportunities to enroll more Hispanic/Latino students and to build a better working relationship with the local Hispanic/Latino Community.

Collaboration in China – Provost Gerald Greenfield, Dean Fred Ebeid, and Professor Zhemin Wang have negotiated a Memorandum of Understanding (MoU) for exchange programs with the Beijing Institute of Science and Technology University (BISTU). This MoU will facilitate exchange of both students and faculty between the two universities. The Department recognizes the opportunity to initiate agreements with other institutions in China.

Global Management Concentration — Students have expressed an interest in Global Management programs, beyond the normal course content. This creates an opportunity because the Dean and several faculty members have extensive international experience, and the DoB has a Global Education Center. The opportunity gains importance as it would resonate the AACSB mandate for more Global Management programming. Thus, the Department is considering the development of a concentration in global management that might include present course offerings in Department disciplines [Global Issues in Management (MGT446-Spring), Finance (FIN437-Spring), and Marketing (MKT356-Occasional)] and new international course offerings in Human Resources, Law/Regulation, and Operations/Supply Chain Management. The concentration might require students to take 4 of 5 courses offered in two- to four-semester cycles. The concentration might also require a study abroad, perhaps with a partnering University, or a short-term travel/study tour, similar to ones organized with the Center for International Studies. In addition, the concentration should lead to international internship opportunities with area companies, such as JohnsonDiversey. The Department expects Global Management might be a popular dual concentration with “hub” concentrations such as Finance and General Business.

Entrepreneurship Concentration and/or Minor – Entrepreneurship has been growing in visibility in our region and state. Examples include the Biz Learn Consortium of 20 colleges and universities in southeastern Wisconsin and the University of Wisconsin System Entrepreneurship Summit. These endeavors have been created/funded in order to promote more entrepreneurial activity within the state through encouraging the development of more Entrepreneurship classes. We currently have 4 ENTR courses as part of the Entrepreneurship Certificate. Enrollment in these courses and interest has been growing. This could be expanded into a Minor in Entrepreneurship for non-business majors or an Entrepreneurship Concentration.

New Cross-Cultural Marketing Course - The Department recognizes the potential to serve students of color in our region, including the large African American and rapidly growing Hispanic populations. International students from a broad range of countries are also increasing in number. The Department offers a new Cross-Cultural Marketing course (MKT490), which joins the previously designated Global Issues in Management (MGT446) as business courses that meet the undergraduate general education Diversity (DV) requirements.

Demand for Multiple Forms of Course Delivery – Non-traditional and MBA students are demanding greater flexibility in their educational programs. This flexibility includes asynchronous learning and online delivery of courses. The Department of Business is in position to meet these needs.

Demand for Cross-disciplinary Programs —Many students are seeking dual or interdisciplinary concentrations. In addition, employers are generally more interested in business graduates with dual or interdisciplinary concentrations. The small department, small university, and small campus

facilitate cooperation and integration of academic programs. For example, courses related to Bioinformatics and Bio-Business may be offered through cooperation with the Biology Department. Students are also attracted to the opportunity to combine their business major with International Studies or Foreign Languages. The Department offers a business minor that provides students in the College of Arts and Sciences with interdisciplinary curricular offerings.

Expansion of Concentrations and Majors in Intermediate- to Long-Term Phase of Plan— The Department is aware that it is at a disadvantage relative to major competing institutions, such as the University of Wisconsin campuses in Milwaukee, Whitewater, and Oshkosh. Prospective students conducting online searches for Accounting, Finance, Marketing, and Human Resources Management do not readily find DoB concentrations, and may perceive that we do not have robust programs in these disciplines. Since the department achieved a 25% growth in undergraduate enrollments since 2004, growth over the intermediate-term is also expected. The DoB also has the long-term opportunity to expand its program offerings to include more business majors and concentrations.

Expanded Laboratory Facilities –We are currently designing new spaces that will increase the number of computers in the business lab significantly. This design will be implemented subject to the availability of funding.

3.3.2 Student Success Opportunities

Undergraduate Degree Completion Program— The Department is aware that only 26% of the freshmen who enter this University graduate within five years, a critical measure of student success. The University is ranked 12th among the 13 four-year UW System campuses (the average is 52%). The University's relatively low percentage increases only slightly if six-year graduation rates or transferees graduating from other UW System colleges are considered. The Department, however, has a track record of graduating its declared Business and MIS students within five years. The DoB has the unique opportunity to initiate a program designed to graduate qualified, full-time students within 4-5 years of their declaration of a Business major. Students committing to 15 hours per semester may be on a 4-year schedule, while 12 hours per semester requires 5 years. Students might be admitted based on an evaluation of their combined ACT and GPA. The Department may limit the program to students declaring only one concentration, and may limit eligibility to specific concentrations (e.g., General Business, but not Accounting). The program would involve shared responsibility between the student and a faculty member to participate in regular advising, to follow prescribed course recommendations, and to achieve target grades in required courses. The program may be promoted to prospective freshmen (and particularly their parents), and to current underclassmen who qualify.

Advising and Retaining Business Students— The Department understands that the success of students, and their graduation from the undergraduate Business program, depends in part on the quality of advising that each student receives. Students have indicated that they feel that their advisors are not sufficiently concerned about their progress through the graduation requirements. The Department has made efforts to improve faculty advising skills and knowledge, but has the further opportunity to make infrastructural changes to the advising process. One example of a process improvement would be to specifically assign students, who have declared a concentration, only to faculty members who teach in that concentration. Another would be to make regular contact with declared Business underclass students, who have not yet begun taking Business courses, and to determine who else is

advising them. The Department may form an Advising and Retention Committee to address other appropriate process changes in this critical function.

Ensuring Success of Minority Students, including African American and Hispanic/Latino Students— The Department is aware that, given the changing demographics of the Region, a growing number of future business students are students of color. There is substantial growth projected in the number of Hispanics/Latinos in addition to the large number of African Americans in the University's surrounding communities. The University has many resources available to enable the classroom success and graduation of African American and Hispanic/Latino students. The Department also has the opportunity to initiate programs to encourage their success, such as cross-cultural courses for students and cross-cultural training for faculty members.

Student/Alumni Networking Events—Undergraduate students have clearly expressed the desire to have access to alumni via networking events. Students have also responded favorably to events such as the EIR series, the JohnsonDiversey day, and the Integration Weeks. The Department has the opportunity to take advantage of available resources to hold regular Student/Alumni Networking Events ("SANE's"). These events would feature the panel discussions by invited speakers (such as School of Business and Technology (SBT) Advisory Board members) and MBA and Business alumni on a series of business topics (such as the International Financial Crisis). The panels would be hosted by faculty members, with introductions delivered by the Dean and Department Chair. Panel members would be spotlighted in the Dean's electronic newsletter and University web page coverage. Each panel would be followed by receptions at which business and MBA students would have the opportunity to network with alumni.

Business Student Group— The recent success of the American Marketing Association chapter on campus indicates that undergraduates find value in active student clubs. The Department has the opportunity to initiate and support a Business student organization, open to all declared undergraduates. The Department can do this with little upfront resources by organizing the startup and promotion as a student project.

Business Student/Alumni Association— The recent initiation of the Graduate Business Student & Alumni Association (GBSAA) demonstrates that students agree that success in their studies and their careers involves networking with those who share an affinity for the University. The Department may realize even greater value by initiating an undergraduate Business Student Alumni Association (BSAA). The Department can facilitate this by actively tracking business Alumni and including them in mailings (such as the SBT Newsletter) and invitations to events (such as EIR's, Integration Week, and SANE's).

Business Student Scholarships— The few Business scholarships, for which the Department selects recipients, have a total value of approximately \$4,000 per year and assist less than 1% of the Business students. The ongoing Treasury Management Association of Chicago (TMAC) scholarship award of \$3,000 each semester indicates that faculty members can locate potential sources of financial aid for our students. The Department may emphasize such opportunities by redirecting the efforts of the Faculty Scholarship Committee to identifying new sources of scholarships and student grants.

Tuition Remission Scholarships for College of Lake County (CLC) Graduates— Approximately 80 CLC students transfer each year to this campus, which is only 17 miles from CLC's main campus in Grays

Lake, IL. Many of these students are considered to be among this University's best Business students, ready for upper level courses due to their high quality K-14 preparation. These students frequently, but not always, receive out-of-state tuition remissions (generally promoted as scholarships worth \$6,000 to \$7,600 per year). The Department has the opportunity to support the success of more of these well-qualified students by joining Admissions in actively recruiting AA/AS graduates, and by encouraging Financial Aid to reserve 200 Out-of-State Tuition Remissions, specifically for CLC graduates who declare Business.

3.3.3 Enrollment Management Opportunities

MBA Enrollment Management Goals for 2013— The Department is aware that the MBA program is below critical mass and efforts are needed to increase enrollment to a minimum of 120 by the Fall of 2013. This represents an increase of 50% (or 10 added students each year) over current MBA enrollment. Recruiting techniques and application follow up processes may be reviewed for effectiveness. Once this enrollment goal is achieved the program may be expected to graduate over 50 MBAs per year.

Undergraduate Enrollment Management Goals for 2009-2013— The Department is aware that the undergraduate Business and MIS program has the potential to increase enrollment to 850 by the Fall of 2013. This represents an increase of approximately 25% over current undergraduate Business enrollment (or about 40 net additional students each year). The Department has the opportunity to increase enrollment by internally recruiting students admitted to the University to declare General Business as underclass students, by direct recruiting at selected high schools in suburban areas where the University achieves a disproportionately small market share, and by direct recruiting at four key feeder community colleges (CLC, Gateway, MATC, and WCTC). Once this enrollment goal is achieved, the Department may expect to grant approximately 170 degrees per year.

Emphasis on Transfer Students Declaring Business— The Department is aware that transfer students comprise approximately 30% of the University's new students each year and approximately 40% of its graduates. Transfer students, particularly those who have completed a two-year degree at a community college, are generally more mature, more motivated, and more conditioned to classroom success. Those transfers holding an AA/AS degree are ready to enter Business course work directly as they have completed their General Education requirements. The Department has the opportunity to recruit as many as 100 transfer students per year directly from community colleges. Working with Admissions to recruit amongst the over 500 graduates at the College of Lake County (CLC) each year, and working with Financial Aid to arrange out-of-state tuition remission scholarships for Phi Theta Kappa honor society members, the Department has the opportunity to recruit 50 or more new CLC transfer students each year. The Department also has the opportunity to initiate a pre-Business Summer program to attract new transfers to our majors. Cultivation of similar partnerships with the Milwaukee Area Technical College (MATC) is another opportunity for the department.

Retaining Entering Freshmen and Other Underclassmen as a Key Component of Enrollment— The Department is aware that historically only 26% of the University's entering freshmen graduate within five years. The Department has actively recruited internally and substantially increased the number of declarations by entering freshmen and other underclass students that now comprise approximately one third of total enrollment. The Department has the opportunity to retain these entering first-year

students and other underclass students and to see that they graduate by initiating a program to track and manage retention and graduation rates for declared underclass students.

Undergraduate Enrollment Management Goals for 2014-2018— The Department is aware that the number of high school graduates is declining in the State and in our Region from 2008-2013. The number of high school graduates in our two feeder counties will remain relatively flat, supported by substantial increases in Hispanic/Latino students. The implication is that the Department must be proactive about enrollment management and recruiting of Hispanic/Latino students during this intermediate-term phase of the Strategic Plan. The Department is also aware that the number of high school graduates is expected to rise in the State and in our Region from 2014 to 2018, driven by continued substantial increases in the number of Hispanic/Latino students. During this intermediate- to long-term phase of the Strategic Plan, the Department has the opportunity to more selectively increase undergraduate Business and MIS enrollment to 1,000 by the Fall of 2018. The Department may become more selective in direct recruiting efforts at specific community/two-year colleges and high schools in contiguous areas, where the University historically achieves a disproportionately low market share. Once this enrollment goal is achieved, the Department may expect to grant approximately 200 degrees per year.

New Pathways for Feeder High Schools and Transfer Agreements for Community/Two-Year Colleges— The Academic Advisor has developed Pathways Programs with Feeder High Schools and Transfer Agreements with Community/Two-Year Colleges, which will enhance our recruiting efforts from those important sources of enrollment.

Managing Capacity in Business— The Department has realized growth over the past five years in the number of students declaring specific concentrations within the Business major. Accounting is the largest concentration (in terms of enrollment and graduates), and has experienced the most growth in the past five years. The opportunity to expand the capacity of this concentration may be more difficult to achieve, based on the availability of critical resources. Finance and Marketing are second and third in enrollment, number of graduates, and recent growth of both. The opportunity to expand capacity in Finance may be more difficult to achieve than Marketing, based on the availability of critical resources. The Department has realized a substantial recent growth in the number of underclass students declaring General Business concentrations. The opportunity to expand this concentration may be readily achieved, but further growth opportunities for this concentration may be facilitated by the assignment of a specific faculty member as Area Manager, who would coordinate course availability and advising for General Business students. The Department has relatively fewer students concentrating in Human Resources Management and majoring in Management Information Systems and has experienced less growth in these two areas. Both HRM and MIS have substantial capacity available for enrollment growth, and may be featured in internal recruiting efforts among current University underclass students.

Managing Around Capacity Bottlenecks— The Department is aware that it will need to manage the availability of critical bottlenecks in foundation and core business courses, such as Accounting 201.

Embracing Diversity in Business— The Department has the opportunity to continue its success in diversifying its MBA and undergraduate enrollment. MBA students of color have risen from 10% to 25% of enrolled students in the past five years. Undergraduate students of color have risen from 22% to 25% of enrolled students in the past five years. Both percentages exceed the University average of 21% (principally African-American, Hispanic/Latino, and Asian), which establishes it as

the most diverse campus in the UW System. The Department has the opportunity to embrace diversity further by actively recruiting among the growing population of Hispanic/Latino high school graduates while it continues to recruit African American graduates from the Kenosha and Racine Unified School Districts, and Milwaukee Public Schools. The Department may promote all concentrations to this high school graduate population, but, as mentioned previously, can accommodate enrollment growth most readily in General Business, HRM, MIS, and Marketing.

Achieving International Student Diversity— The Department is aware that less than 1% of the University’s enrollment comes from overseas. It is hard to imagine educating students for the global economy without exposing them to actual international perspectives in the classroom. The Department is a leader within the University in attracting international graduate students and may expand its role by active direct recruitment of International students to its MBA and MIS programs via its website and institutional agreements. The Department also has the opportunity to bring exchange students from India by executing a memorandum of understanding similar to the one signed with BITSU in China.

Achieving Geographic Diversity— The Department is aware that less than 10% of the University’s enrollment comes from outside Wisconsin and fewer than 20% come from outside the two local counties. It is hard to imagine preparing students for active life as US citizens with such a parochial perspective in the classroom. The Department is a leader within the University in attracting Illinois transfer students and may expand its role by active, direct recruitment of well-qualified high school seniors from contiguous Wisconsin counties (i.e., Milwaukee, Waukesha, and Walworth). The Department may promote all concentrations to this more selective high school graduate population, but can be most competitive by emphasizing our high quality Accounting and Finance concentrations.

Population Growth in Wisconsin’s Southeastern Region - Wisconsin’s Southeastern Region will continue to experience considerable population growth. Population growth provides an opportunity to recruit more non-traditional adult students to the Business program. One stated mission of the UW System is to increase the percentage of Wisconsin residents who have 4-year degrees by the age of 25. The Department has the opportunity to significantly contribute to this mission by continuing to offer courses conveniently scheduled for adult students.

Effect of Diversity on Grants, Awards, and Reputation – The Department’s reputation for a diverse student body can support active recruitment of international and minority students to Business. An internationally diverse learning environment enhances students’ preparation for the global economy.

3.3.4 Community Engagement Opportunities

Building on a Reputation for Managerial Talent— The Department has the opportunity to build on its reputation for providing “managerial talent” at a time that many local businesses and organizations are in need of skilled entry level managers. Employers may identify our graduates as adding value in these times if they possess “job readiness for a struggling economy.” The Department can build on the “managerial talent” reputation by incorporating experiential learning (i.e., project courses, paid internships, business simulations, community-based-learning) into the curriculum. Employers may appreciate the strong work ethic of our “experienced” students who work an average of 28 hours per week while in school. As job opportunities diminish in the rest of the State, prospective college

students are often attracted to Wisconsin's Southeast Business Region due to its proximity to the more stable Chicago metro service economy.

Serve Large Employment Niches— The Department has the opportunity to focus on large and expanding employment niches in the economy. A recent NACE study indicates that Accounting, Marketing, Management, and MIS graduates will continue to be in high demand. Recent successes in offering sales and services management courses, and the consistent number of graduates placed in sales and retail positions, suggest this is a viable niche within the Marketing discipline. The Department can capitalize on the expected increase in regulation at all levels of government for the foreseeable future, by preparing students for these roles.

Use of Competitions to Build Reputation and Enthusiasm for Business— Recent successes in entering national Sales competitions indicate that such experiences are valued by the students, build enthusiasm for the subject matter, and enhance the reputation of the University. The Department may pursue opportunities to participate in sponsored inter-collegiate case competitions as a way to enhance the Department's image in the State. Previous entrants into the CapStone® Business Simulation national competition demonstrated that our students can compete nationally and succeed. The Department may sponsor inter-corporate competitions involving area companies.

Engaging the Department with the Hispanic/Latino and African American Communities— The Department is aware that the demographic composition of the surrounding community and student body will change dramatically over the term of this plan. The Department has the opportunity to embrace and be embraced by the Hispanic/Latino community in the future, just as the University has reached out to the Italian and African American communities in the past. The Department has the opportunity to conduct projects for minority businesses and community organizations, to invite Hispanic/Latino and African American businesspersons to campus as speakers for student events, and to invite them to participate in the SBT Advisory Board. The Department can participate in cross-cultural events on campus, cooperate with Spanish, International Studies, and Office of Multicultural Student Affairs programs within the University, and initiate student exchange and foreign study opportunities with universities in several countries around the world, including Spanish-speaking nations. The Department also has the opportunity to develop a Global Management concentration that addresses cross-cultural concerns.

Pathways for Feeder High School Students - The Department recognizes the advantages of stronger PK-12 relationships and has initiated Pathway programs in Finance, Accounting, or MIS with feeder high school districts including Kenosha Unified, Racine Unified, Westosha Central, and Burlington. The Department has the opportunity to expand Pathways to Marketing and other disciplines in a broader geographic region.

Transfer Guides with Two-Year Colleges - The Department recognizes the advantages of stronger relationships with area Technical Colleges and has initiated Transfer Guide programs with feeder 2-year colleges, including Gateway Technical College (GTC), Milwaukee Area Technical College (MATC), Waukesha County technical College (WCTC), and College of Lake County, IL (CLC).

3.3.5 Faculty Involvement Opportunities

Academic Advisor - A new academic advisor position has been added to the School staff and additional training has been conducted for faculty as advisors. The student satisfaction levels with Department Advising will be monitored over the intermediate term. The Academic Advisor has become an important liaison to the offices of the Registrar and Student Records. The Department has the opportunity to address more effectively the numerous issues with the Degree Progress Reports and other student services.

More Involved Faculty Advising— As previously indicated, undergraduates have expressed a desire for more involved faculty advising to guide them to their goal of graduation. The Academic Advisor has provided additional training to all faculty members to improve their advising skills. The Department has the further opportunity to develop an advisor evaluation system to be administered each year, and to incorporate advising as a specific category in the faculty merit system. It has already been suggested as an opportunity that the Department form an Advising and Retention Committee.

Mentoring New Tenure-track Faculty in Teaching and Advising— The Department has identified the need to improve the teaching and advising skills of new faculty members as quickly as possible. The Department has the opportunity to build upon its informal mentoring process to accomplish the shared goals with new faculty members.

Maintain Academic Qualifications of Faculty—The Department has a deep and abiding interest in maintaining the academic qualifications of all faculty members. Assuming that travel funding and research grants will be restricted in the intermediate term, the Department has the opportunity to assist faculty by facilitating publishing processes and encouraging team pedagogical research. A small faculty cannot accept the risks of key members losing academic qualification.

Faculty and Curricular Diversity Initiatives- Faculty members who meet specified program criteria promoting diversity in curricular initiatives and/or faculty composition have some opportunities to obtain federal and state grants, and other funding.

3.4 Threats

In contrast to opportunities, threats are events that may limit the Department's ability to achieve its mission and vision.

3.4.1 Academic Program Threats

Uncertain Effects of Current Economic Meltdown and Recovery Stimulus— The Department cannot forecast the implications of the current economic meltdown and the future effects on all sources of funding to the University and the Department. The Department anticipates the threat of limited resources for new academic programs will be a reality for the intermediate-term of the strategic plan.

Decreased funding to modernize classrooms and computer labs- Failure to catch up with the Department's competitors hinders our ability to attract good students and attract qualified faculty.

3.4.2 Student Success Threats

Uncertain Employment Opportunities for Students and Graduates— The Department cannot forecast the implications of the current economic conditions and the future effects on the ability of our students to succeed. The Department expects the threat of job losses may cause students to drop out of the University, the threat of declining employment opportunities may affect graduates, and that prospective students interest in business may be diminished by the cyclical affects of capitalism.

Reduced Funding for Feeder High Schools and Community Colleges— The Department recognizes that the funding to feeder high schools in the community may be affected by State and local budget cuts. The result may be a decline in the academic preparation of entering freshmen, already a serious concern.

3.4.3 Enrollment Management Threats

Declining Number of High School Graduates in the State and the Region— The Department is aware that the number of high school graduates in the State and in the Region will decline over the intermediate-term of the plan. The Department perceives the threat that if the University is not proactive, then the number of entering freshmen will probably decline by as much as 10% over the next five years.

Uncertain Future Ability of Students and their Families to Finance College— The Department is aware that prospective students and their families may find it difficult to finance a college education given the current economic conditions. The threat is that a smaller percentage of high school graduates may choose to attend a four-year college. While these percentages historically vary from under 40% in Kenosha County to over 60% in Waukesha County, a relatively small decline might substantially reduce the number of entering freshmen at this University.

Risk of Declining Undergraduate Business Enrollment—The Department of Business experienced an undergraduate enrollment decline from 654 students in Fall 2001, to 543 in Fall 2004, followed by a slight rise to 564 in Fall 2006, and a rapid rise to 703 students in Fall 2008. The external variables that affect enrollment performance may be difficult to predict. However, the Department is aware that a decline in enrollment generates significant threats, including possible reduced funding by the University and a reduced number of faculty positions.

Potential Loss of Critical Mass in MBA Enrollment - The enrollment in the MBA Program has fluctuated between 75 and 90 students between 2001 and 2008. The University administration would like to see the number of MBA students increase. However, the Department recognizes the threat in that a number of local companies that provide MBAs for our program are experiencing financial difficulties, which limits their ability to reimburse MBA tuition.

Substantial Competition for Students – The Department is aware of the substantial competition from larger UW Business programs (i.e., UW-Milwaukee and Whitewater), from non-accredited Business colleges (e.g., Cardinal Stritch and Concordia Colleges), and from online universities (e.g., University of Phoenix). The Department recognizes the threat that increases in competition, particularly for MBA and adult students, may result in decreases in enrollment.

3.4.4 Community Engagement Threats

Uncertain Future of Corporate Partners in the Wisconsin's Southeast Business Region — The Department recognizes that the Business Region relies to a significant extent on automotive and other industries severely affected by this economic downturn. The Department expects the threat of limited funding by local businesses will be a reality for the intermediate-term of the strategic plan.

Limited Funding from Local Businesses and Executives — The Department has sought to obtain donations to the Departmental Foundation based on the established relationships with several global companies and physical proximity to these companies and area business executives. The Department recognizes the threat to such sources of funding by the poor economy and the size of the foundation office at the University.

3.4.5 Faculty Involvement Threats

Decreased State Funding — The State of Wisconsin's contribution to UW System campuses continues to decline substantially. This decline is projected to continue due to the State's alarming budget deficit and diminished sources of State tax revenues in a declining economy. Decreased funding results in a series of threats to the Department as delineated below:

- Tenured faculty salaries may continue to fall behind market salaries, increasing the prospect of faculty turnover.
- The Department might face a challenge in recruiting new faculty due to salary constraints imposed by the declining budget from the State.
- The funding available to support research may not be available. Not only will this decrease faculty research, it negatively affects recruitment and accreditation. Other universities are enhancing compensation packages through generous summer research funding.
- The Department may see an increase in teaching loads. Increases in teaching loads will hinder the ability to attract qualified faculty, hurt faculty research, and limit the ability of faculty to offer electives and to engage in community initiatives.

Faculty Recruitment and Hiring Challenges — Most business disciplines are experiencing a serious shortage of Ph.D. qualified faculty. Prospective faculty members frequently demand salaries, teaching loads, and research support that are difficult, if not impossible, to meet given the current economic conditions. In addition, current faculty members may leave the University for more lucrative opportunities.

4.0 Assessment of Undergraduate and Graduate Student Programs

New assurance of learning plans were developed and implemented in 2006 for the Business Management and MIS majors and the MBA program. These plans specify the program level learning goals (PLLGs) that are assessed for each. The PLLGs for Business Management include ethics, writing, oral presentations, project management, diversity, and the use of computer technology. The PLLGs for MIS include those for business management plus requirements and design modeling, object-oriented programming, database design, and network design. The MBA PLLGs include ethics, writing, analysis of investment proposals, project management, decision-making based on quantitative models, and strategic decision making. The results and actions associated with these PLLGs are documented in annual assurance of learning reports.

Developing the knowledge and capabilities of the Department's students so that these students are proficient in these PLLGs is an important goal. Based on the recent assurance of learning reports, undergraduate business students have seen significant improvement in project management, but require improvement in writing mechanics and ethical decision-making. MIS students are performing well with requirements and data modeling, but need to improve their ability to develop project plans. Based on the 2006-07 report, MBA students require additional work in the teamwork dimension of project management. The required MBA course in Organizational Theory was changed in the 2009 catalog to include teamwork skills and additional elective courses in areas such as emotional intelligence, leadership and management techniques are being offered. MBA students have seen improvement in the strategic decision-making PLLG over the last three years. The Department plans to update the assurance of learning plan, and continue to update its curriculum and course requirement with the goal of increasing the percentage of proficient and advanced students in all dimensions across all of the PLLGs.

5.0 Challenges and Responses

The strengths, weaknesses, opportunities, and threats detailed in the previous section help to identify the major challenges facing the department. As in the previous sections, these challenges are categorized into five sections: Academic Programs, Student Success, Enrollment Management, Community Engagement, and Faculty Involvement. The responses to these challenges form the basis for the goals, objectives, and actions undertaken by the department in the next several years.

5.1 Academic Program Challenge and Responses

Academic Program Challenge: How should the Department maintain, grow, and improve an array of quality academic programs and accessible delivery mechanisms, given the evolution of the global business environment, the economic environment faced by the Department's students and the limited available resources to develop new programs?

Response: The Department will continuously improve its academic programs and delivery mechanisms by capitalizing on the interdisciplinary work of its faculty across the department and university, and by continuing its efforts in online education. The department will also enhance the academic program by enhancing its global management content, as determined by the needs of major multi-national employers in Wisconsin's Southeast Business Region, the successful initiatives of our Global Education Center, and the available international expertise of the School's Dean and the Department's faculty members.

5.2 Student Success Challenge and Responses

Student Success Challenge: How should the Department improve the graduation rate, the time to graduate, and the career advancement of declared undergraduate business students, given the current performance of the University on these measures, the range of preparedness among first year students (entering freshmen and new transfers), and the lack of student/alumni networking opportunities and financial support?

Response: The Department will actively investigate more effective methods to assist students in graduating within a reasonable timeframe, develop stronger academic and financial aid relationship with our feeder schools and community/two-year colleges, and seek more student/alumni networking and scholarship/grant opportunities.

5.3 Enrollment Management Challenge and Responses

Enrollment Management Challenge: How can the Department increase the number and diversity of our undergraduate and MBA enrollment, given the declining number of high school graduates projected for Wisconsin's Southeast Region, the limited capacity in two of our most attractive concentrations, and the strong academic programs offered by larger and more convenient competitors?

Response: The Department will develop a plan to reach manageable enrollment targets for undergraduates and MBAs, embracing the rapidly growing local Hispanic/Latino and large African American communities, and direct recruiting among the regionally diverse, four-county area. Other diverse segments of UW-Parkside's surrounding communities include students from other regions of the world, primarily Asia, Eastern Europe, and Latin America. This broad range of diverse students collectively represents a very large group of potential undergraduate business and MBA students.

5.4 Community Engagement Challenge and Responses

Community Engagement Challenge: How can the Department better serve as an economic engine for Wisconsin's Southeast Business Region, given the current financial downturn in local industries, firms' growing need for low-cost managerial talent, and the relatively low visibility of the Department in the business community?

Response: The Department will continuously improve the services provided through the SEG Center, ITPC, and SBDC; improve our reputation for providing managerial talent ("job readiness for a challenging economy"), and participate in national and regional competitions to build a more recognizable brand image. In addition, the Department will contribute through educating student entrepreneurs who will in turn create businesses.

5.5 Faculty Involvement Challenge and Responses

Faculty Involvement Challenge: How can the Department maintain the current high levels of student satisfaction with faculty teaching, while improving the quality and concern apparent in student advising, and maintaining the academic qualifications of all faculty members?

Response: The Department will implement more formal mentoring to junior faculty in teaching and advising, providing training and feedback for faculty advisors, and encourage interdisciplinary pedagogical, applied, and theoretical research.

6.0 Goals, Objectives, Action Items, and Implementation Timelines

The challenges and responses take action in the goals and objectives specified for the Department of Business. The Goals, Objectives, Action Items and Implementation Timelines of the Department include those affecting Academic Programs, Student Success, Enrollment Management, Community Engagement, and Faculty Involvement. Each is addressed in the following sub-sections. Unless otherwise indicated, the actions will be implemented using the current resources of the Department.

6.1 Academic Program Goals, Objectives, Action Items, and Implementation Timelines

Academic Program Goal: The Department of Business will maintain a quality, relevant academic program array and delivery methods that prepares undergraduate and MBA students for the global work environment.

Objectives:

- 1) The Department of Business will obtain at least a 5.0 satisfaction rating or equal the overall average of its peer institutions in benchmarking ratings of overall program effectiveness at both the undergraduate and MBA levels by 2011.
- 2) The Department of Business will obtain at least a 5.0 satisfaction rating or equal the overall average of its peer institutions in benchmarking ratings related to the availability of required and electives courses at both the undergraduate and MBA levels by 2011.
- 3) The Department of Business will obtain at least a 5.0 satisfaction rating (on a 7 point scale) or equal the overall average of its peer institutions in benchmarking ratings related to the quality of learning facilities by 2011.
- 4) Eighty percent of the students in the Department of Business (including undergraduates and MBAs) will be rated proficient or higher in each dimension of the current PLLGs, including ethics, writing, presentation skills, etc., by 2011.
- 5) Eighty percent of the students in the Department of Business will be rated proficient or higher in all dimensions of a Global Management learning goal by 2013.

Action Items and Timelines:

Global Education Center (GEC):

Increase the activities of GEC significantly by arranging study tours to locations worldwide and establishing active partnerships with international institutes. 2009-2013. Scholarships and other sources of external funds will be sought to help implement this action.
(Responsibility: GEC)

Global Content in Business Curriculum:

Enhance the coverage of global issues in undergraduate and graduate programs. Develop a report by Fall 2009 that analyzes the global coverage of existing course and propose a method for increasing coverage by Spring 2010. The report should consider including a required course on global issues. (Responsibility: Curriculum and Assessment Committees)

Introduce a program level learning goal (PLLG) to assess student learning on global issues. Spring 2011. (Responsibility: Associate Dean and Curriculum and Assessment Committees)

Develop a feasibility report that investigates establishing a Global Management Concentration. Fall 2013. (Responsibility: Undergraduate Curriculum and Assessment Committee)

Expansion of Concentrations and Majors in Intermediate- to Long-Term Phase of Plan:

Develop a report that reviews the General Business concentration and recommend ways to improve that concentration. The report will also investigate expanding program offerings to

include appropriate new business majors and concentrations in the 2013-2015 catalog. Potential new concentrations or minors include entrepreneurship, project management, and management. These concentrations will be developed using existing resources and grants through UW system. Additional resources will be sought from the university depending on program growth. (Responsibility: Undergraduate Curriculum and Assessment Committee)

Develop a report that investigate alternate forms of delivery (e.g. distance education) for departmental programs such as new certificate programs by collaborating with entities such as UW-Extension. Spring 2010. These certificates would be partially funded by UW-Extension. (Responsibility: Department Chair and Associate Dean).

Expanded Laboratory Facilities:

Increase the number of computers in the business lab commensurate with enrollment growth by the Fall 2009. Departmental resources, university resources, and resources from the SEG Center have been allocated to this initiative. (Responsibility: Dean)

Negotiate with the University administration to obtain necessary resources for a quality MBA room by 2013. (Responsibility: Dean)

Curricular Discussions:

Develop reports that document curricular discussions within each discipline and across the business curriculum each year beginning 2009-10 academic year. These reports should be developed in conjunction with the current assurance of learning reports. (Responsibility: Faculty in each concentration/major, Department Chair)

6.2 Student Success Goals, Objectives, Action Items, and Implementation Timelines

Student Success Goal: Undergraduate and MBA students will steadily progress toward graduation and develop the knowledge, skills, values, and network relationships that prepare them for success in life and productive careers in the global economy. Students will be proficient in all the learning goals identified in the assurance of learning document

Objectives:

- 1) By 2011, 70% of full-time undergraduate students will graduate within five years of their declaration of a Business or MIS major.
- 2) Increase the dollar amount of available scholarships by 40% from the academic year 2008-09 to the academic year 2013-14.
- 3) Undergraduate and MBA students will rate the Department a 5.0 or equal the average rating on the EBI benchmarking satisfaction survey related to networking opportunities and job availability.
- 4) Note: Also see objectives 6.1.4 and 6.1.5

Action Items and Timelines:

Undergraduate Degree Completion Program:

Develop a plan to assist students in graduating within a reasonable timeframe by Spring 2011. (Responsibility: Academic Advisor, Associate Dean)

Include a guaranteed timeline (e.g. 4 or 5 years) for student graduation, if students adhere to certain principles, in the 2011-13 catalog. (Responsibility: Department Chair)

Advising and Retaining Business Students:

Form a standing committee on Advising and Retention in Fall 2009. The charge of the committee will be to investigate and implement methods to improve business student retention and advising. The committee will also investigate performance metrics for faculty advising and business student retention. (Responsibility: Academic Advisor, Department Chair)

Ensuring Success of Minority Students, including Hispanic/Latino and African American Students Action Item & Timeline:

Initiate programs to encourage Hispanic/Latino and African American student success, such as cross-cultural courses for students, and cross-cultural training for faculty members by Fall 2011. This may be accomplished by working with the Office of Multicultural Student Affairs. (Responsibility: Associate Dean, Department Chair)

Sponsoring Business Student Group:

Sponsor and support an active student organization, open to all declared Business undergraduates. A student project will organize the startup and promotion during Fall 2009. Primary financial support for this organization will come from student fees and fund raising events. (Responsibility: Assigned faculty member)

Business Student/Alumni Association:

Sponsor an undergraduate Business Student Alumni Association (BSAA) beginning in 2010-2011. The BSAA will hold regular Student/Alumni Networking Events ("SANE's"). The Department can actively track Business Alumni and include them in mailings (such as the SBT Newsletter) and invitations to events (such as EIR's, Integration Week, and SANE's). Financial support will be provided through fund raisers. (Responsibility: Assigned faculty member)

Improve the accuracy of the business alumni database by working closely with University relations by 2010. (Responsibility: Department Chair and Assigned faculty member)

Sponsoring Student/Alumni Networking Events:

Sponsor one networking event annually between students and alumni beginning Spring 2011. Financial support will be provided through existing resources and fund raising. (Responsibility: Alumni relations working with the Dean)

Business Student Scholarships:

Obtain more student scholarships by redirecting the efforts of the Faculty Scholarship Committee to identifying new sources of scholarships and student grants beginning Fall 2010. (Responsibility: Faculty Scholarship Committee, Dean)

Tuition Remission Scholarships for College of Lake County (CLC) AA/AS Graduates:

Investigate methods to provide more out-of-state tuition remission scholarships for CLC and graduate students by Fall 2011. (Responsibility: Dean)

6.3 Enrollment Management Goals, Objectives, Action Items, and Implementation Timelines

Goal: The Department will grow and manage undergraduate and MBA enrollment effectively over the short- and long-term by attracting and retaining a diverse local and international student population.

The Department has as objectives:

- 1) To increase MBA enrollment to a minimum of 120 students by the Fall of 2013. Once this enrollment goal is achieved and sustained, the program has the goal to graduate over 50 MBAs per year.
- 2) To increase undergraduate enrollment to 850 by the Fall of 2013. Once this enrollment goal is achieved, the Department has the goal to grant approximately 170 degrees per year.
- 3) To recruit 100 AA/AS transfer degree-seeking students per year directly from community colleges by the Fall of 2011.
- 4) To obtain a business student freshmen retention rate of 80% and a 5 year graduation rate of 70% by Fall 2013.
- 5) To more selectively increase undergraduate Business and MIS enrollment to 1,000 by the Fall 2018. Once this enrollment target is achieved and maintained, the Department has an objective to grant approximately 200 degrees per year.

Action Items and Timelines:

Managing Undergraduate Enrollment in the Near Term:

Establish in Fall 2010 an active direct recruiting program for Illinois transfer students, and in Fall 2012 an active, direct recruitment program for well-qualified high school seniors from contiguous Wisconsin counties (i.e., Milwaukee, Waukesha, and Walworth). (Responsibility: Academic Advisor and Department Chair)

Attracting Transfer Students to Business:

Initiate a pre-Business Summer program to attract new associate of arts transfers to the Department Business by the Summer of 2013. (Responsibility: Academic Advisor and Associate Dean)

Retaining Entering Freshmen and Other Underclass Students:

Initiate a program in Fall of 2011 to track and manage retention and graduation rates for declared underclass students. The program should include methods to improve advising for newly declared students who typically declared the General Business concentration. (Responsibility: Department Chair)

Managing Undergraduate Enrollment in the Longer Term Action Item & Timeline:

Investigate ideas and develop a report that recommends ways to grow undergraduate enrollments using a combination of techniques such as alternative delivery methods, new concentrations and international partnerships beginning Fall 2013. (Responsibility: Undergraduate Curriculum and Assessment Committee)

Embracing Local Diversity Action Item & Timeline:

Establish in Fall 2011 an active direct recruiting program for Hispanic/Latino, African American, and other minority high school students from the Kenosha and Racine Unified School Districts and Milwaukee Public Schools. (Responsibility: Department Chair, Academic Advisor, Associate Dean).

Achieving International Student Diversity Action Item & Timeline:

Establish in Fall 2010 an active direct recruiting program for international graduate students and to expand its role by active recruitment of international students to its MBA and MIS programs via its website, institutional agreements, and increase student financial support. (Responsibility: Dean, Associate Dean, Global Education Center)

6.4 Community Engagement Goals, Objectives, Action Items, and Implementation Timelines

Goal: The Department will increase its role as a driver in the SE Wisconsin Economy by building on its reputation for providing “managerial talent”, focusing on large and expanding employment niches, actively engaging students in the community, and by embracing the Hispanic/Latino and other minority business communities.

Objectives:

- 1) To attract at least 50 students into a new concentration, minor, or certificate by 2014.
- 2) Maintain or increase (depending upon resources) the total number of SEG projects performed for the community.

- 3) Perform at least three SEG project for a minority owned business or minority run nonprofit organizations each year by Fall 2011.
- 4) To become listed as one of the top regional business programs in at least one publication by 2014.

Action Items and Timelines:

Building a Reputation for 'Managerial Talent' Action Items & Timeline:

Build “managerial talent” reputation by incorporating experiential learning (i.e., project courses, paid internships, business simulations, community-based-learning) more extensively into the curriculum by Fall 2011. (Responsibility: Curriculum and Assessment Committees)

Expand the purpose of the Solutions for Economic Growth (SEG) Faculty Advisory Committee to an Experiential Learning Committee by Fall 2011. (Responsibility: Dean)

Study the criteria for ranking of business schools by the national publications by 2011. (Responsibility: Dean, Associate Dean)

Increase DoB student and faculty participation in regional and national competitions significantly by 2012. (Responsibility: Department Chair)

Increase press coverage such that at least five articles about the Department of Business are published per year by the local media by 2011. Work with the office of university relations to maintain or increase the number and quality of advertisements related to the Business programs. (Responsibility: Dean, Associate Dean)

Serving Large Employment Niches Action Item & Timeline:

Investigate establishing new courses for large and expanding employment niches, such as Regulation, Sales and Services Management, by the 2011-2013 catalog (see the similar action item under the Academic Program goal).

Using Competitions to Build Visibility and Enthusiasm Action Item & Timeline:

Participate in three/year inter-collegiate case competitions beginning in 2011-2012. Financial support partially funded through the University undergraduate travel budget and targeted fund raising. (Responsibility: Undergraduate Curriculum and Assessment Committees)

Engaging with Minority Communities Action Items& Timeline:

Conduct projects for Hispanic/Latino, African American and other minority businesses and community organizations in Fall 2009 (Responsibility: SEG Center Director)

Invite Hispanic/Latino, African American, and other minority businesspersons to campus as speakers for student events in 2010-2011 (Responsibility: Dean)

Invite at least one Hispanic/Latino, one African American, and one Asian American community leader to participate in the SBT Advisory Board by the Fall of 2012.
(Responsibility Dean)

6.5 Faculty Involvement Goals, Objectives, Action Items, and Implementation Timelines

Goal: The Department will attract, develop, and retain faculty that are committed to teaching, advising, research, and service excellence.

Objectives:

- 1) The Department will be rated at least a 5.0 or equal to its peer institutions in EBI benchmarking questions related to advising.
- 2) The Department will monitor the satisfaction levels of faculty and staff through a biennial environmental survey beginning in Spring 2010. The survey is to address issues related to equity.
- 3) All faculty members with terminal degrees will be deemed academically qualified per the department's academic qualification standards.
- 4) All faculty members with master's degrees will be deemed professionally qualified per the department's professional qualifications standards.
- 5) The average of the faculty teaching evaluation for the Department, as a whole, will continue to exceed 4.2 (on a 5.0 scale) on the overall teacher evaluation survey question.
- 6) Increase the amount of funding available for faculty professional development and research activities significantly beyond the current levels in 2008-09.

Action Items and Implementation Timelines:

More Involved Faculty Advising:

Develop an advisor evaluation system to be administered each year (beginning in 2010-2011). (Responsibility: Academic Advisor, Associate Dean)

Incorporate advising as a specific category in the faculty merit system for 2011-2012. It has already been suggested that the Department form an Advising and Retention Committee during 2009-2010. (Responsibility: Department of Business Executive Committee)

Mentoring New Tenure-track Faculty in Teaching and Advising:

Initiate a more formal teaching and advising mentoring process by the Fall 2011 to accomplish shared goals with new faculty members. (Responsibility: Department Chair)

Maintain Academic Qualifications of Faculty:

Assist faculty by facilitating publishing processes and encouraging collaboration in team pedagogical, disciplinary, and inter-disciplinary research by 2010-2011.

Find resources to hire an MBA student(s) to assist as research assistants. (Responsibility: Dean)

Initiate and sustain an ongoing research seminar series with DoB faculty and outside speakers where disciplinary and interdisciplinary research is presented. (Responsibility: Department Chair and assigned faculty member)

Increase the number of interdisciplinary research articles by 40% by 2013.

Investigate ways to modify the research merit system to encourage interdisciplinary research by 2011. (Responsibility: Department Executive Committee)

Increase the Amount of Funding and Resources for the Department of Business:

Negotiate with the University administration to reinvest a portion of the revenues generated by the consortial MBA and other online programs back into the department of business by 2011. (Responsibility: Dean)

Work with university relations and the Graduate Business Student Alumni Association to improve fundraising for the department of business. 2013. (Responsibility: Dean and Associate Dean)

Increase the funding for the SEG centre by arriving at a fee structure for clients of SEG projects. 2012. (Responsibility: Dean, SEG Center Director)

Negotiate for increased FTE positions with the University administration to support enrollment growth by 2013. (Responsibility: Dean, Associate Dean, Department Chair)

Working Climate:

Conduct a survey of working climate in the department once every two years beginning 2009-10 academic year and follow-up on the results on the survey. (Responsibility: Department Chair)

Effective Teaching:

Review and modify the current teaching evaluation instrument for currency by 2011. (Responsibility: Executive Committee)

Provide effective mentoring for faculty whose teaching evaluation scores are far below the department average. (Responsibility: Executive Committee)

7.0 Updating the Strategic Plan and Continuous Improvement

The department recognizes that the strategic plan is a “living” document. The ideas in the plan need to be reviewed, discussed and revised on a continuous basis, especially in these turbulent economic times. Strategic Planning Committee will have the responsibility to update the Department’s Intermediate-Term (2009-2013) and Long-Term (2013-2018) Strategic Plans each year. The strategic plan will be discussed extensively with members of the School of Business and Technology (SBT) advisory board members, alumni and students on a regular basis. An ad-hoc sub-committee of the SBT advisory board will conduct an in-depth review of this strategic plan and provide ideas for revision in the near term. Feedback on the strategic plan will be sought from Graduate Business Student & Alumni Association (GBSAA) and from students in a few select courses. Changes suggested by different stakeholders will be discussed by the Department for future versions of the strategic plan. In addition to the actions specified in this strategic plan, the Department of Business works continuously to improve teaching, advising, research, service, and work process effectiveness.