

Department of Business
Business Strategies, Actions, and Budget
2016-2017

The following describes the current strategies, future actions, and budget priorities that the Department of Business strives to implement in 2016-2017 to achieve its mission, goals, and objectives as specified in its strategic plan.

Current Strategies

The department of business engages in several activities on an ongoing basis. Key continued activities include:

- The department of business will continue to use student interns to engage and present to local high schools and two year colleges. The interns also manage the department's social media. This initiative is designed to increase the number of student majors and student credit hours. The department senior academic advisor is responsible for this strategy. This action is related to goal 1.2 (high impact practices) and 2.2 (relationships with other institutions). The action is supported by base college funds. The interns are unpaid.
- The department of business will maintain, update, and create relevant articulation agreements with local two year colleges. This initiative is designed to increase the number of student majors, student credit hours, and number of graduates. The department senior academic advisor is responsible for this strategy. This action is related to goal 2.2 (relationships with other institutions) and 2.3 (diverse student population). The action is supported by base college funds.
- The department of business will maintain, update, and create mutually beneficial MOUs with international universities. The department will seek to increase the number of business students participating in study abroad. The director of global education and the special assistant to the chancellor for international programs lead this activity. This action is related to goal 1.2 (high impact practices) and 2.2 (relationships with other institutions). Funds for the initiative are provided by base funds, generated revenue from international initiatives, internal grants from the university (\$135,000) and community donations.
- The department of business will continue the assurance of learning process. Each year assessment results are reviewed and changes proposed to enhance student outcomes. Particular attention will be paid to implementing strategies to enhance student writing and critical thinking skills. This action is related to 1.2 (effective learning). The associate dean leads this initiative and it is funded through base funds.
- The department of business will continue to improve the quality and quantity of SEG Center projects. This action is related to goals 1.1 (community based learning) and 3.1 (community based learning). The director of the SEG Center is responsible for this initiative. Funds for the SEG Center are provided by an endowment, corporate donations, and base funds.
- The department of business will continue to seek opportunities for students to engage in competitions (e.g., sales, marketing, business plan) to enhance program visibility and student learning. This action is related to goal 1.3 (high impact practices). The department chair of business is responsible for these initiatives. Funding is provided from current operations and corporate donations.

- The department of business will work with university relations to identify new donors in order to seek additional scholarships and raise the amount in endowed scholarships including the CBEC Advisory Board Scholarship. This action is related to goal 1.5 (scholarships). The Dean of CBEC is responsible for this initiative. Funding is provided from base funds.
- The department of business will seek ways to enhance student engagement with community members through the executive in residence program, student groups, and alumni programs. This action is related to goal 1.3 (high impact practices). The Dean of CBEC is responsible for this initiative. Funding is provided from foundation funds and base funds.

New Strategic Initiatives

New initiatives are specified below:

Online Business Program: The online business degree completion program was implemented in Fall 2016. With limited marketing, the university received over 30 applications and 16 applicants enrolled. The department of business will continue to develop this program through:

1. Increased marketing and outreach efforts
2. Improved advising
3. Continued development of online electives
4. Incorporation of community-based learning into business online classes

Justification: The increasing number of nontraditional students and the large population of students in Wisconsin with some college credit emphasizes the need to develop innovative delivery methods (see the online business program feasibility study). In addition, the high number of working UW-Parkside students supports the need for multifaceted delivery. This initiative has the potential to support all three strategic pillars. That is, it helps more students finish degrees (Pillar I, goals 1.1 and 1.2), enhances revenue for the department of business through increased student SCH (Pillar II goals 2.1, 2.4), and supports economic growth in Wisconsin by increasing the percentage of workers with college degrees (Pillar III, goals 3.1, and 3.3). CBL work in these courses is essential in order to align with the department's mission.

Timeline: Hire online coordinator/advisor by November 2016. Develop plan for further curriculum enhancement by February 2017.

Responsible: Dean of the College of Business, Economics, and Computing. Department Chair of Business.

Funding: Funds for program development and coordinator/advisor will be provided through currently available grants, new grants from UW-Extension, distance education fees, and money from MBA consortium revenue. This funding has been secured.

Innovation Corridor: The Department of Business, along with the other departments in CBEC, will seek funding to enhance innovation corridor. The Innovation Corridor is located on the D1 level of Molinaro. Currently, the corridor consists of the following CBEC resources: business computer lab, computer science computer lab, cyber security lab, Makerspace, App Factory, Ralph Jaeschke SEG Center, and Small Business Development Center (SBDC). In addition, the 3D art studio and Institute for Professional Educator Development (IPED) are located in the hall and will be incorporated into the corridor. The purpose of the corridor is to support innovation amongst UW-Parkside students, K-12 students, and the community. The center will be modeled after some aspects of 3M's innovation centers.

Justification: The state of Wisconsin ranks near the bottom in business starts in the U.S. A once vital, innovative industrial hub is now seen as weak for high technology ventures. The rich history of innovation in SE Wisconsin can be honored through an innovation corridor that not only provides resources to support innovation, but displays artifacts of innovation in Wisconsin. These artifacts will motivate K-12 students and UWP students to innovate. The innovation corridor attempts to overcome this weakness. The Innovation Corridor will strive to enhance all three strategic pillars. The corridor will enhance innovation skills for UW-Parkside students (Pillar 1, Goal 1.4), attract donations from local companies (Pillar II, Goal 2.4), and contribute to economic growth and partnerships (Pillar III Goal 3.1).

Responsible Party: Dean of the College of Business, Economics, and Computing

Timeline: Dependent upon donations. Incremental improvement throughout 2016-2017.

Funding: The University has committed some base funds for improvement. SEG Center funds also will be used. Donation from national and regional organizations are being solicited to support this corridor. Donations have been received to create the Michael P. Haubrich Business and Innovation Space and AT&T continues to provide support for the Make Space.

Revenue Generating Programs: The department of business will seek to create short noncredit revenue generating programs. These programs are targeted to meet two groups: International students on short term study programs and organizations in the region. Example programs include "Doing business in the U.S." fall 2015 for students from Russia and sales seminars for local businesses.

Justification: Recent inquiries by international universities and by businesses seeking short courses indicate a potential demand for revenue generating programs. The department of business increasingly needs to find ways to generate additional resources. Partnering with international universities and business partners, noncredit programs can be developed to meet the needs of our international partner universities and local organizations. This strategy impacts strategic pillar II related to sustainability (Goal 2.2 and 2.4) and III related to community engagement (Goal 3.4).

Responsible Party: Dean, College of Business, Economics, and Computing

Timeline: New Program for Russian Students in Fall 2016

Funding: Startup funding will be provided by base funds. Additional funding will be generated from the programs.

Activities to Improve Retention and Graduation Rates: The department of business will work on a series of activities to improve retention and graduation rates.

Justification: Although retention from freshman to sophomore year has improved, it has declined slightly in 2016. The department needs to improve sophomore to junior level retention. This initiative enhances strategic pillar I (goal 1.3). The following activities are planned for 2016-2017.

- The position description for at least one lecturer will be modified to include a greater advising component. The increased teaching load has resulted in decreased faculty time available for advising and higher advising loads per faculty member. Reworking a lecturer position to include advising will support more advising resources.
- A freshman only section of Introduction to Business will be offered that includes information related to student success. The class teaches methods to improve student performance and enhance retention.
- A sophomore level “Business Experience” class will be offered in Spring 2017. This class includes job shadowing, guest speakers, and community-based learning. The course brings some high impact practices to the sophomore level. Most community based learning classes, to-date, have been at the junior/senior level.

Responsible Party: Associate Dean, Senior Academic Advisor, and selected faculty members.

Timeline: 2016-2017 academic year.

Funding: Grant funding has been obtained from Racine Higher Expectations to support the freshman section and the sophomore level class. Base funds will be used to support additional advising capacity.

Curriculum Changes: The Department of Business will investigate and implement changes to its undergraduate and MBA curriculum based on assessment results, available resources, department mission, and regional needs.

Justification: Curriculum and program changes are a continuous process. However, changes in the regional landscape, economic drivers, and the resources in the department suggest special attention during this catalog year. Curriculum changes address goals 1.1, 1.2, 1.3, and 3.3.

Responsible Party: Undergraduate and MBA curriculum and assessment committees

Funding: Base department funds

Relationship with the Advisory Board: The Department of Business will implement processes to improve the students' and faculties' relationship to the CBEC advisory board.

Justification: The advisory board is a strong link to the community. Improved relationships can be used to measure research impact and provide a vehicle to enhance networking.

Responsible Party: CBEC Advisory Board Executive Committee and Department Executive Committee

Funding: Foundation funds and Base Department funds

Continuous Improvement: The Department of Business firmly believes in continuous improvement. In light of the new AACSB standards and changes in UW-Parkside workload requirements, the department of business will evaluate, develop, and implement internal policies that lead to enhanced and distributed participation in business processes such as assessment, catalog design, scheduling, advising, and planning. These policies include merit, advising, workload, and promotion and tenure.

Justification: Improvement in processes facilitate the completion of operational processes and strategic initiatives.

Responsible Party: Dean, Associate Dean, and Department Chair

Timeline: Continuously evaluated. Updated procedures by May 2017.

Funding: Base funds

Budget Priorities

Department of Business budget includes several sources:

- Base Budget allocated from the university. The largest portion of the budget is allocated from university funds. The budget allocated is based upon student credit hours taught (undergraduate and graduate), number of majors, number of graduates and relative cost for the department's programs based on national data.
- MBA Consortium Revenue
- Distance Ed Fees
- Special Program Revenue
- Donations and Grants
- One Time University Funds obtained by the Dean through the Provost Office.

The funds above are restricted to particular uses. For example, revenue from distance education fees can be used for expenses related to the delivery of distance education programs.

Tier 1 Priorities

1. Funding for an advisor/admissions employee to support the online business degree completion program. This program has the potential to serve many adult students and shows revenue generating potential (Approx. Amount \$40,000-50,000; Funding Source: Current Distance Education Fees)
2. Replacement of MIS faculty/staff position due to retirement. MIS graduates are vital to meet the demand for IT professionals. MIS supports a variety of areas outside of the MIS classes including project management and the MBA program (Approximate Amount \$85,000 - \$90,000; Funding Source: Allocation from Base Budget)
3. Salary Adjustment for faculty and staff. Business faculty and staff salaries are significantly behind market salaries in several disciplines (bottom 10%). Well qualified faculty are vital for excellent teaching, service, and research. (Budget Needed: \$351,000; Will implement in small stages; Funding Source: Reallocation of base budget).
4. New faculty hire in Marketing. Marketing is a high growth area and requires additional personnel to support the growing major and sales certificate (Approximate Amount: \$90,000-\$100,000; Funding Source: Increased base budget primary. Secondary funding from Distance Ed Fees)
5. Additional research funding for faculty and staff. This money could be used to support summer research or reassignment time (Approximate Amount; \$30,000; Funding: Allocation from base budget, MBA consortium, grants, donations, MBA consortium, and special program revenue)

Tier 2 Priorities

6. New faculty hire in general business to support cross disciplinary needs. This new hire is necessary to meet the growing demands in the online distance education program and to maintain an adequate number of sections in onsite program (Approximate Amount: \$90,000-\$95,000; Funding: Distance Education Fees)
7. International initiatives – International initiatives support high impact practices and provide additional revenue. Money is allocated for international travel to support recruiting, graduate assistantships, and scholarships (Approximate Amount: \$165,000; Funding: One time funds)
8. Infrastructure enhancement – Infrastructure enhancement includes special rooms for MBA students, a sales room, and the innovation corridor (Approximate Amount: \$100,000 for MBA Room and \$500,000 for other enhancements; Funding: One time funds and donations).