



Department of Business
College of Business, Economics, and Computing
Strategic Plan
Approved 10/19/2016

Faculty and Staff

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Background

The Department of Business at the University of Wisconsin-Parkside 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 business program is the only program in a three county area that is accredited by the Association to Advance Collegiate Schools of Business (AACSB)-International.

Wisconsin's Southeast Business Region is centered in the Chicago to Milwaukee corridor, a strategic geographical base of operations for many international corporations including Abbott Laboratories, ABB Inc, A.O. Smith, Briggs & Stratton, Cree, CNH Global, GE Medical, Harley-Davidson, InSink-Erator, Jockey, Johnson Controls, Johnson Outdoors, Kenall, Modine, Nestle, Putzmeister, Rockwell, Rustoleum, S.C. Johnson & Son, Snap-on, Tenneco, Twin Disc, and Uline. This diverse economic region also 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, BMO Harris, MGIC, Northwestern Mutual, Roundy's, Runzheimer, SuperValu, Trustmark, U.S. Bank, and WE Energies. In addition to these companies, many distribution centers have recently established operations in the area including Amazon.

The Department of Business (DoB) enrolls over 750 undergraduate students and 85 MBAs as of Fall 2016. Undergraduate students major in Accounting, Management Information Systems (MIS), Marketing or Business Management (with concentrations available in Finance, General Business, and Human Resource Management). More than 20% of undergraduate students are over 25 years old, and over 80% commute. Approximately 28% of undergraduates and MBAs are students of color, and about 5% are international students. The typical Business graduate declares the business major in the sophomore year. More than 95% of graduating students are employed while in school and work a median of 28 hours 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 focused on developing managerial talent to enhance business operations in the region. Indeed, over 80% of UW-Parkside graduates remain in the region and contribute to local economic development.

The DoB is highly engaged with students and the community. Through the Ralph Jaeschke Solutions for Economics Growth Center, the department conducts almost one hundred community projects per year involving nearly four hundred students. The department is actively involved with students through sales competitions and study abroad tours. In 2013, the UW-Parkside won the National Team Sales Competition. Faculty have recently led study tours to Germany, Italy, China,

India, Dubai, and the Caribbean. Further, the department hosts study abroad students from partner universities at UW-Parkside's campus.

The Department is chaired by Peter Knight and includes 17 tenured/tenure-track faculty members and four full-time lecturers. Michele Gee, Interim Associate Dean of the College of Business, Economics, and Computing (CBEC), is a DoB faculty member.

Vision

The Department of Business at UW-Parkside will be the leading source for business education, knowledge, collaboration, and advice in Southeast Wisconsin.

Mission

Dedicated to preparing successful business graduates, our AACSB-accredited Department of Business is committed to providing student-centered education with a purposeful emphasis on community engaged learning . Located in the economically vibrant Chicago-Milwaukee corridor, our engaged and diverse business faculty, staff, and students work closely with many organizations in the region to advance economic development and best business practices. We also strive to develop global business leaders through our international partnerships and educational programs.

Core Values and Beliefs

- The department strives to bring the community to the classroom and the classroom to the community. The department is a leader in community based learning as a means to contribute to the community and a way to teach theory and practice.
- The department values its location in SE Wisconsin and works with local business leaders to determine relevant programs, learning objectives, and curriculum. Graduating undergraduate and MBA students are well-prepared to work in local businesses and global organizations worldwide.
- The department values innovation and develops new programs in attempt to meet the evolving needs of the economy and its students.
- The department believes that scholarly research and professional practice are essential to qualified faculty. The department values multiple forms of research but particularly values research that addresses learning relevant for UWP students and scholarship that is relevant to local business.
- The department strives to prepare students for the global economy by creating international partnerships, providing opportunities for students to study abroad, cultivating a global classroom, and infusing globalization into the curriculum.
- The department values the diverse backgrounds of UW-Parkside students, faculty, and staff. Diversity includes race, ethnicity, nationality, gender, sexual preference, financial status, family obligations, work status, and academic preparation. The department strives to offer multiple forms of learning to address the needs of UW-Parkside's diverse learning community.
- The department values diverse perspectives and an inclusive form of decision making.

SWOT

Strengths

- Department of Business program accreditation by the Association to Advance the Collegiate Schools of Business (AACSB) International: The Department of Business at the University of Wisconsin-Parkside 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.
- There is significant growth in undergraduate business enrollment.
- The Department of Business awards more degrees than any other department in the university.
- Many students graduate with more than one concentration, major, and/or certificate indicating successful collaboration between disciplines within the Department, and greater career opportunities for students.
- Online, inter-institutional MBA collaboration with the University of Wisconsin System (UWS): The Department of Business is one of four UWS campuses participating in the AACSB accredited, web-based MBA Consortium degree program. Our MBA Consortium is ranked in the Top 12 of the Best Online MBA Programs by the U.S. News & World Report. Thus, the Department is better able to meet student demand for more MBA electives and the flexibility of online courses in a high quality program.
- Business faculty members have access to training and course designers provided by the MBA Consortium to support online course development and teaching.
- The Department has introduced many online courses for undergraduates and certificate programs. Support for this development is available through UW-Parkside and UW Extension online development initiatives and training.
- The Department successfully obtained UW System approval to convert the Accounting and Marketing concentrations into separate majors to meet growing workforce demand for individuals knowledgeable in this area.
- A new minor in Global Management was developed and approved to address important regional workforce needs, and to meet student demand.
- Certificates in Sales, Project Management, Retail Management, and Entrepreneurship provides specialized skills highly valued by employers.
- Strategic location in the Chicago-Milwaukee industrial corridor increases students' opportunities, and supports faculty/staff/students interaction with the community.
- The availability of many internships provides students with business experiences that are attractive to prospective employers, and contribute to a high placement rate.
- Two of the most active student clubs in the department have significant achievements: The American Marketing Association cited as best student club; and the Graduate Business Student and Alumni Association that offers scholarships.
- Many undergraduate business students advance to the MBA Program and complete their graduate degree at UW-Parkside.
- Increased diversity in both undergraduate business program and MBA program enrollment, particularly with growth in the number of international students.
- Successful MBA Program is the largest graduate program at UW-Parkside.

- The Department is providing increased “managerial talent” to the region given the growing number of graduates who remain in the communities served by UW-Parkside.
- UW-Parkside has lower tuition compared to many other universities. Also, grants are available to Illinois residents that result in lower tuition and fees than at competing institutions in their home state (Illinois).
- The Department of Business, as a leader in community-based learning for the campus, strongly supports UW-Parkside’s mission and 2015 Community Engagement Classification by the Carnegie Foundation. In addition, Departmental community engagement efforts significantly contribute to UW-Parkside’s inclusion on the President’s Higher Education Community Honor Roll.
- Solutions for Economic Growth Center (SEG Center), Information Technology Practice Center (ITPC), and Continuing Education and Community Engagement (CECE) significantly increase experiential/project based learning and the engagement with community. The SEG Center oversees community-based projects in the department and the college. The ITPC plays a similar role to the SEG center especially for information technology projects, and the CECE supports community projects for the entire university.
- Very involved College of Business, Economics, and Computing (CBEC) Advisory Board plays an active role in strategic planning. The Advisory Board recommends curriculum changes and learning goal updates. The ITPC Board also provides guidance for the MIS curriculum. The Sales Advisory Board provides advice to the Sales Certificate program and actively participates in classes and sales competition preparation.
- New transfer agreements have been approved with Gateway Technical College in Kenosha/Racine, College of Lake County, IL and Milwaukee Area Technical College.
- Active faculty members maintain their AACSB qualifications through quality research and extensive service activities.
- Small classes enable students’ direct contact with faculty members. Class size was the highest rated factor in the Educational Benchmark Instrument (EBI) survey of graduating students with a 6.25 rating out of a 7 point scale.
- Success obtaining scholarship money to support study abroad tours (\$30,000 in SC Johnson money and \$50,000 in scholarships for study abroad to Italy) has been achieved.
- The College Advisory Board established a new scholarship, initially with \$18,000. In addition, a former accounting professor established the William Moy Endowed Travel Scholarship in the amount of \$15,000.
- MBA students’ satisfaction as rated in the EBI survey increased for many factors in 2014 including Overall Program Effectiveness and Overall Satisfaction.
- College and university retention rates have significantly improved. In 2013, CBEC retention rates were the highest in the university. The CBEC first to second year retention rates significantly improved from 54.2% in Fall 2011 to 74% in Fall 2013.
- Undergraduate students rate the following factors high on the 2012 EBI survey: Size of enrollments in classes (Score 6.25/7), Faculty responsiveness (Score 6.08/7). In addition, there are upward trends in overall program effectiveness (5.22/7) and Advising (5.32/7).
- The Small Business Development Center (SBDC) is housed within CBEC and significantly supports the development of small businesses in the local community. In addition, to support developing business and commercialization plans, SBDC developed expertise in social networking, and provides numerous workshops concerning entrepreneurship. In FY 2014, SBDC supported 14 business startups with a capital infusion of \$1.04 million.

- Increasing number of Memorandums of Understanding (MOUs) have been signed including institutions in China, India, Australia, Germany, Italy, Finland, and Russia.
- A growing number of students participate in Department of Business study tours abroad.
- National and regional student recognition achieved in sales competitions, including winning the national team sales competition in 2013 and many other awards to-date.
- The MBA Program is recognized as one of the top 50 Most Affordable, AACSB-accredited graduate business programs in the United States.
- UW-Parkside administration is expanding its infrastructure to better support international students including: appointing an Assistant to the Chancellor for International Relations; submitting a J1 Visa application; and exploring an ESL program.

Weaknesses

- The university has implemented a universal teaching policy in effect regardless of accreditation that increases teaching load from 21 credits to 24 credits for faculty and from 24 credit to 30 credits per year for lecturers. Under this universal policy research reassign time is not being supported. This reduces the time available to conduct scholarly research and participate in professional development. The increased teaching load also restricts time for highly engaged teaching.
- 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.
- Decreasing satisfaction with quality of the Department's business classrooms, computing resources and laboratory facilities. (EBI MBA Survey shows small decrease in satisfaction from 5.8/7 to 5.4/7 in 2014.)
- Relatively low faculty salaries: Average salaries in the Department are in the lower quartile of AACSB accredited programs, and there are very limited opportunities for summer research money. This negatively impacts our recruitment of new faculty.
- Lack of specializations and majors in MBA program
- Small dollar amounts of available scholarships designated for undergraduate business and MBA students. The endowed value of business scholarships in 2014-2015 was \$55,466 and the total dollar value of scholarships to business students was \$9350. (This does not include the grant program available for out-of-state and international students.)
- Although EBI scores have improved, undergraduate students and MBA students are still not satisfied with opportunities for extracurricular activities and alumni networking. MBA students rate this as 4.8/7 and the undergraduate rating is 5.37/7.
- Undergraduate EBI scores are high in marketing and general business, but lower in other areas.
- Only 28% of the University's entering freshmen graduate in five years, compared to 59% for the UW system as a whole.
- More advising staff needed, and the Career Center needs to be improved to assist undergraduates and MBA students. The Career Center is the lowest rated item in the EBI survey ranking 4.19 for undergraduate and 4.14 out of 7 for MBA.
- Small CBEC-Department of Business administrative structure exists for the largest undergraduate majors and, by far, the largest graduate program at UW-Parkside.

- EBI scores for the breadth of the MBA curriculum declined from 5.52 in 2004 to 4.33 in 2014. Analysis of this score shows a desire for more practical/live projects and expanded curriculum.
- Lack of brand awareness and visibility for UW-Parkside and its business program

Opportunities

- Increasing interest from universities in other countries to collaborate with UW-Parkside, including China, India, Germany, Finland, Russia and Italy. Thus, there is significant potential to increase the number of MOUs by capitalizing on faculty expertise, the CBEC Global Education Center, and the university's interest.
- Expanding opportunities continue to grow for significantly increasing international student enrollment, the number of UW-Parkside students studying abroad, and faculty exchanges/partnerships given global demand & increased university support.
- Increasing demand for converting concentrations and minor into majors, e.g., Finance concentration, HRM concentration, and the global management minor.
- UW System grants and external grants are available to expand the number of course delivery formats, particularly online offerings and non-traditional competency-based learning to meet the demands of students who are seeking more flexibility in their educational programs.
- Corporations and society increasingly recognize the importance of cross-disciplinary programs resulting in more students seeking multiple or interdisciplinary majors, minors, concentrations and certificates.
- The Graduate Business Students and Alumni Association desires to increase outreach and networking activities that can enhance recruitment efforts in the surrounding communities.
- The Department and two-year colleges in the region desire increased collaboration as evidenced by recent articulation agreements. Agreements in Illinois can provide increased visibility related to the tuition remission scholarships for Illinois residents and the number of transfer students (e.g., College of Lake County graduates).
- Growing percentage of underrepresented minorities at UW-Parkside allows the business department to use its strength in attracting a diverse student body.
- Increasing student competition opportunities allow UW-Parkside to participate and continue to build reputation and enthusiasm for majors (e.g. Sales Competitions).
- Executives in the area are willing to serve as adjuncts and guest lecturers.
- Retiring baby boomers contribute to the demand for new employees.
- Growth in number and size of corporations in Southeast Wisconsin, including Amazon, Uline, and Costco offers more opportunities to partner with industry for internships, jobs, and possibly new majors such as global management and certificates/minors, e.g., supply chain.
- Increasing demand for accredited online undergraduate business and MBA programs.
- More Veterans and other non-traditional students are seeking accredited business degrees.
- The CPA requires 150 credit hours to become a licensed CPA. This offers the opportunity to attract more accounting majors into the MBA program.
- The new academic budget model is based on credit hours taught, number of majors, number of graduates, and nationally standardized cost per instructional credit. This budget model

gradually shifts more money to CBEC. MBA consortium money and online distance education fees have also made more money available to CBEC.

Threats

- Uncertain effects of economic recovery: Wisconsin has had a slower recovery than most of the nation, and Racine County has the highest unemployment in the state of Wisconsin.
- Significantly decreased state funding and increased attention to student credit hour metrics results in:
 - Decreased funding to modernize classrooms and computer labs
 - Difficulty funding new initiatives
 - Challenges funding research
 - Challenges funding and recruiting for new positions
 - Challenges funding merit and salary increases
- The university continues to have budget issues and decreases in overall enrollment. In fiscal year 2016, the university ran a deficit in auxiliary enterprises (e.g., housing, student center, and parking). Budget issues are one reason for the universal teaching load and research reassign time restrictions.
- Reduced funding for local feeder high schools and community colleges
- Declining number of high school graduates in the state and the region
- The rising cost of education and national concerns about student loan indebtedness cause an uncertain future ability of students and their families to finance college
- Substantial competition for students from local, online, and other universities
- Serious faculty recruitment and hiring challenges: UW-Parkside lower salary structure and new workload policy make faculty hiring and retention a problem. Changes in state law that redefine tenure and faculty governance may exacerbate this problem.
- Budget cuts, lack of merit raises, reward structures, and teaching load increases have contributed to declining faculty morale. These items have challenged the department's ability to complete important service processes.
- Uncertainty regarding the provision of employer-paid tuition for MBA students

Summary of Strategic Challenge

Faculty and staff in the department of business demonstrate a high level of engagement with students and the community through activities such as community based learning, participation in sales competitions, leading study abroad tours, and advising area organizations. The department has also taken leadership roles in developing online classes and articulation agreements to serve the diverse student population that graduates from the business program. Tightening state budgets and declining numbers of high school graduates in the region emphasize the need to provide value while being mindful of productivity and costs. The strategy will address how the department will maintain its high level of engagement, innovation, impact, and quality while implementing measures to help improve the financial health of the university.

Summary of Strategic Response

The department of business will engage with its study body and community to enhance and develop innovative programs that impact student learning, student success, and the economic development of the region. Programs and activities will be evaluated based on community need, student success, teaching productivity, expense, and revenue generating capacity. The department will maintain its level of student engagement even in online classes and larger sections. Programs should provide opportunities for short term and long term revenue generation. Example programs include enhancing and supporting international partnerships that provide global learning opportunities for UW-P students and provide revenue generation through additional students and special programs; enhancing the innovation corridor (SEG Center, SBDC, App Factory) through grants and donations; creating degree completion options using on-site, online, and competency based formats (Flex); creating business conferences that address important topics for areas businesses; enhancing and maintaining articulation agreements with educational partners; and updating majors to address the changing needs of the business community. A key to successfully execute these initiatives is to cultivate an environment where faculty members are eager to work together.

Goals, Measures and Objectives

The department of business goals and objectives are organized within the three strategic pillars of excellence identified by the university's strategic plan: Transforming Lives, Sustainable Growth, and Community Engagement. The university's pillars are consistent with the University of Wisconsin System Board of Regents' recently approved UW System's strategic framework, **2020FWD: Moving Wisconsin and the World Forward**. This framework, approved in August 2016, is designed to provide strategic direction for the UW System in four key areas: the educational pipeline (transforming lives), the university experience (transforming lives), business and community mobilization (community engagement), and operational excellence (sustainable growth). These initiatives are designed to keep college affordable for Wisconsin families, develop the workforce the state will need in the future, reinvigorate the state's economy, and enhance the lives of the people of Wisconsin.

The Department of Business goals express areas that the department will emphasize during the planning horizon. Each goal is assigned to a responsible person or committee. Objectives are expressed as impact measures that indicate progress toward achievement of the goal. Three different types of measures are used to measure impact within the pillars. Direct measures are attributes of the

impact, predictive measures are correlated with an impact, and satisfaction measures provide some evidence as to whether stakeholders have recognized the impact.

The current and target columns of the tables establish objectives. If the target is different from the current state, the objective is to improve the metric to the target. If the target is the same as the current state, the objective is to maintain the current state. Each year, the department will develop actions that address the objectives and goals.

University Strategic Pillar 1: Become a Premier Regional University that Transforms

Lives: Through offering high-quality, high-impact, career-relevant academic and co-curricular programs, and state-of-the-art facilities, deeply engage our learners and provide them a transformative learning experience that prepares individuals for the complexity of 21st Century life.

Department of Business Interpretation: The department's primary goal is to help undergraduate and MBA students graduate with the knowledge, skills, values, and network relationship that prepare them for success in life and productive careers in the global economy. This is demonstrated through graduation rates, the number of graduates, placement rates, and proficiency measures identified in the various assessment plans. Keys to achieving this outcome include quality academic programs and the use of high impact practices such as community-based learning, study abroad, internships, and co-curricular activities. High quality faculty members as demonstrated through various activities including publications and consulting are also keys to success. Goals and measures related to these strategic pillars are highlighted below.

Goals

- 1.1 The department of business will continue to be a leader in community based learning as an effective pedagogy for student learning and community engagement. The department will provide opportunities for community based learning throughout the student's academic career (Responsible Group: SEG Center Committee).
- 1.2 The department of business will implement modes of effective learning that meets the needs of traditional and nontraditional students (Responsible Group: Undergraduate Curriculum and Assessment Committee).
- 1.3 The department will continue to implement and improve high impact practices including study abroad, internships, and student competitions that lead to high graduation and placement rates (Responsible Group: Undergraduate and MBA Curriculum and Assessment Committees).
- 1.4 The department will enhance the physical learning environment including classrooms and the innovation corridor (Responsible Person: Dean)
- 1.5 The department will increase the number of business scholarships and endowed business scholarship amounts (Responsible Person: Dean).
- 1.6 The department will conduct research and publish articles on effective pedagogy. At least 35% of the department's publications will be pedagogy related (Responsible Groups: Executive Committee and Dean)

Direct Measures and Objectives

Measure	Current	Target	Date	Description
Undergraduate 4yr graduation rate (also broken down by various demographics including gender and ethnicity).	All:10% URM: 10% Non-URM: 10%	All:15% URM: 15% Non-URM: 15%	Fall 2019	A degree impacts the student's life.
Undergraduate 6 yr graduation rate (also broken down by various demographics including gender and ethnicity).	All: 30% URM: 20% Non-URM 34%	All: 40% URM: 40% Non-URM 40%	Fall 2019	UWP students commonly work full time, so a 6 year graduate rate is consistent with many students' needs.
Total number of graduates per year (MBA and undergraduate)	UG: 157 MBA: 32	UG: 170 MBA: 40	Spring 2018	The total number of graduates represents how many lives the business program impacts.
Career and Graduate Student Placement Rates	89%	95%	Fall 2017	Attribute of success after graduation.
Average salaries of MBA and undergraduate graduates	Not currently collected	TBD	Set up by Fall 2017	Indicates financial success of students. This is not currently collected.
Undergraduate and MBA student proficiency measures via assessment plan	See Assessment Reports	80% proficient or better	Continuous	Direct measure of student's competencies as defined in the learning objectives.

Predictive Measures and Objectives

Measure	Current	Target	Date	Description
Freshman-to-Sophomore retention rate	All: 70% URM: 65% Non-URM: 79%	All: 80% URM: 80% Non-URM: 80%	Fall 2017	Predicts the likelihood of graduation.
Retained or Graduated after 45 credits	All: 81% URM: 76% Non-URM: 82%	All: 85% URM: 85% Non-URM: 85%	Fall 2017	Predicts the likelihood of graduation
Faculty Qualification Percentage	91.52 %	100%	Spring 2017	Percent of faculty in AACSB qualification categories. Qualified faculty lead to higher attainment in students.
Number of students that study abroad/year	28 (111 students since 2012)	25	Fall 2017	Study abroad is a high impact practice.
Number of students involved in SEG projects	293	300	Fall 2017	Work on live projects is a high impact practice.
Number of publications with students/5 years	9	15	July 2020	Student involvement in research is a high impact practice.
Number of internships per year (for credit)	45 averaged over 5 years	50	Fall 2017	Internships are a high impact practice.
Number of awards received by UWP business students.	22 in 5 years	25 in 5 years	Fall 2020	Participation in co-curricular activities is a high impact practice. Awards impact publicity that enhances the reputation of the university.
Pedagogy Related impact measures (e.g., use of case studies)	Not currently collected	TBD	Fall 2017	Indicator of the reputation of the UWP business program.
Research Citations	Not currently collected	TBD	Spring 2017	
#Community based learning research	10 in 5 years	10 in 5 years	Fall 2020	Establishes qualifications of faculty using this pedagogy.
%Pedagogical research	35%	35%	Fall 2020	Indicates currency of teaching pedagogy.

#Cross Disciplinary research	11 in 5 years	20 in 5 years	Fall 2020	Indicates breadth of faculty knowledge
#International research	12 in 5 years	12 in 5 years	Fall 2010	Expertise in international topics supports mission
#Invited presentations, visiting lectures, and publications	15 in 5 years	20 in 5 years	Fall 2020	Indicates impact of research on academic community and quality of research
#Research Awards	5 awards in 5 years	6 awards in 5 years	Fall 2020	Indicates impact of research on academic community and quality of research
# and dollar amount of academic business scholarships	7 scholarships \$9350 total	10 scholarships \$14,000	July 2018	Availability of financial supports is important to student retention and graduation.
Dollar amount of specialized scholarships (e.g. study abroad)	\$80,000 in five years	\$100,000 over five years	July 2020	Supports students' ability to finance special opportunities such as study abroad.

Satisfaction Measures and Objectives

Measure	Current	Target	Date	Description
No. of alumni contacts/year	Not measured	TBD	System set up by Fall 2018	Alumni contacts with UWP represent a level of satisfaction with the university. Contacts include LinkedIn contacts, donations, alumni memberships, speaker engagements at UWP.
Undergraduate EBI measure of overall program effectiveness	5.22 on a 7 pt. scale	5.75	Fall 2018	General satisfaction may signify the impact UWP has on graduates' lives.
Undergraduate EBI measure of satisfaction with advising	5.32	5.75	Fall 2018	Satisfaction with advising is a target area for continuous improvement.
Undergraduate EBI measure of satisfaction with career placement	4.19	5.75	Fall 2018	Satisfaction with the career center is a target area for continuous improvement.
MBA EBI measure of overall	5.33	5.75	Fall 2019	General satisfaction may signify the impact UWP has on graduates' lives.

program effectiveness				
MBA EBI measure of satisfaction with career placement	4.14	4.75	Fall 2019	Satisfaction with the career center is a target area for continuous improvement.
MBA EBI measure of breadth of MBA curriculum	4.33	4.75	Fall 2019	Addresses a recent weakness perceived by MBA students.

University Strategic Pillar 2: Achieve Sustainable Growth: Achieve institutional sustainability through evidence-based approaches that support the University's students, prioritize programs, and maximize human resource potential.

Department of Business Interpretation: The primary driver of sustainability is student enrollment. The department of business 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 will carefully monitor class sizes, student credit hours, and number of majors to allocate human and physical resources strategically and efficiently.

Goals

- 2.1 The department of business will develop innovative and effective onsite and online curricula that will attract nontraditional students (Undergraduate and MBA curriculum and assessment committee).
- 2.2 The department will seek to develop and improve relationships with partner two year colleges, international universities, and local K-12 schools to enhance its application pipeline (Dean's Office and Global Education Center).
- 2.3 The department will build on its diverse student population and seek to enhance its ability to attract and retain underrepresented minorities (Marketing and Promotions Team).
- 2.4 The department will obtain alternative sources of funding including grants, donations, and revenue generating programs (Dean's Office).
- 2.5 The department will employ and retain teaching faculty and staff that excel in teaching, connect with the community, contribute to service, and maintain their qualifications through professional development, professional activities, and research (Department Chair and Dean's Office)
- 2.6 The department will employ and retain staff that provide a supportive environment for students and other department stakeholders (Department Chair and Dean's Office).

Direct Measures

Measure	Current	Target	Date	Description
Number of undergraduate majors	780	840	Fall 2018	Number of majors positively impact budget.
Number of MBA students	85	105	Fall 2018	Number of MBA students positively impacts budget.
Total Student Credit Hours/year	19,839	20,600	Fall 2017	Directly correlated to budget.
SCH/FTE per semester	Overall: 295 Faculty: 264	Overall: 300 Faculty: 275	Fall 2017	Indicates budget based efficiency
Generated Revenue	\$80,000	\$90,000	July 2017	Positively impacts budget
Donations/year	\$8250	\$10,000	July 2017	Positively impacts budget

Predictive Measures

Measure	Current	Target	Date	Description
Number of applicants	382	400	Fall 2017	Number of applicants predicts number of new admissions
Number of active transfer MOU's	13	18	May 2017	Relationship leads to increased number of prospects
Number of active International MOUs	10	12	July 2017	International relationships lead to increased number of international students
Number of international students	42	60	July 2018	Number of international students impact total number of students.
Number of new transfer students	Approx. 50	55	Sept. 1 2017	Number of transfer students increase enrollment and tend to persist.
Admission to enrollment yield rate	47%	47%	Evaluated each year	Indicates attractiveness of program.

Satisfaction Measures

Measure	Current	Target	Date	Description
Faculty/staff satisfaction in climate survey	Not current	TBD	July 2017	Indicates positive work climate.

Reassign Time for faculty and staff	0	As specified in the business reassign time plan	July 2017	Indicates time available to devote to research and service activities. Indicator of employee satisfaction.
Faculty Salaries	Lower decile of AACSB programs	40 percentile of peer universities	July 2020	Supports a positive work climate and ability to retain and attract faculty.

University Strategic Pillar 3: Advance Economic Growth Through Community Engagement and Partnerships: Pursue initiatives that address current and future educational needs in Southeastern Wisconsin and continually build high-quality and sustainable partnerships that support excellent learning experiences.

Department of Business Interpretation: The primary driver of economic impact is qualified graduates in the workforce. The Department of Business will work with its regional partners to understand their needs, and develop graduates who meet those needs. The Department of Business faculty and students will further contribute to the community through SEG projects, consulting, service, and relevant practice oriented research.

Goals

- 3.1 The department will continue to improve its community based learning efforts through enhancement of the innovation corridor, including the Ralph Jaeschke Solutions for Economic Growth Center and Small Business Development Center. These centers will become known as leading sources for business solutions in the region and develop a national reputation for quality (SEG Faculty Advisory Committee).
- 3.2 The department faculty will seek to become experts on issues relevant to the SE Wisconsin business community. Faculty will become resources for solving business issues and seek to publish articles that are relevant to the business community. At least 40% of the faculties’ publication will be applied research (Executive Committee).
- 3.3 The department will maintain a portfolio of relevant programs that meet the needs of the region (Undergraduate and MBA Curriculum and Assessment Committee).
- 3.4 The department will develop and participate in non-credit educational programs that help the local business community and provide revenue for the university (Dean’s Office).

Direct Measures

Measure	Current	Target	Date	Description
Percent of students accepting position in region	83%	83%	Evaluated each year	Indicator of local economic impact
Number of new business start-ups through SBDC/year	13	13	Evaluated each year	Indicates economic impact
Capital infusion through SBDC/year	\$1,038,785	\$3,600,000	Evaluated each year	Indicator of economic impact

Predictive Measures

Measure	Current	Target	Date	Description
Number of Faculty/Staff Consulting projects	11 in 5 years	2 per year	July 2017	Number of projects impacts the community
Number of SEG Projects	99	99	July 2017	Student impact on community
SEG Center Economic impact	Not determined	TBD	Determined by July 2018	Measures possible impact of SEG projects (e.g., hours, testimony of project partners)
Research involving community partner	11 in 5 yrs.	2/yr.	July 2017	Indicates potential impact of faculty research on business practices.
Requested copies of publications by business	Not currently collected	4/yr.	July 2017	Indicates readership of faculty publications by business
Percent of Publications categorized as applied.	50%	40-50%	Fall 2020	Indicates attention to industry issues and opportunities.

Satisfaction Measures

Measure	Current	Target	Date	Description
SEG partner satisfaction survey	Not currently collected	TBD	Determined by July 2017	Indicates impact on partner
Number of repeat partners	Need to set up system to collect	4/yr.	Setup by July 2017	Indicates level of partner/client satisfaction and impact past projects have had on client
Donations to SEG Center	0 last year	\$2000/yr	July 2017	Indicates satisfaction with SEG Center projects
Number of guest lectures in organizations	14 in 5 years	4/yr	July 2017	Indicator of faculty credibility
Number of media appearances	5/yr	5/yr	Evaluated each year	Indicator of faculty credibility

Budgets, Strategies, Actions, and Updating the Strategic Plan

The strategic plan is a “living” document that guides the department’s actions, decisions, and budget. Each year, the Department of Business and its relevant subcommittees determine strategies and actions that lead to the achievement of the department’s goals and objectives. Annually, the metrics specified above will be reviewed to determine progress and guide future actions. The actions and budget guidelines are specified in the *Business Strategies, Actions, and Budget* document.

The strategic plan is reviewed annually for potential updates. The Strategic Planning Committee will have the responsibility to review and recommend changes to the strategic plan. The strategic plan is discussed extensively with members of the College of Business, Economics, and Computing (CBEC) advisory board members, alumni and students on a regular basis. 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 items specified in the strategic plan and action document, the Department of Business works continuously to improve teaching, advising, research, service, and work process effectiveness.

The following timeline will be followed for strategic and action plan updates:

- Summer: Metrics related to the strategic plan objectives/measures are gathered.
- September Department Meeting: Metrics are reviewed and progress on strategic plan objectives are specified.
- September – Department subcommittees develop actions for year.
- Fall CBEC Advisory Board Meeting – Progress on strategic plan objectives are presented. Seek input on possible actions and possible changes to strategic plan.
- Fall Student Groups – Dean and Associate Dean meet with student groups to gather feedback.
- October Department Meeting - Actions for year are presented and determined.
- April Department Meeting – Subcommittees present progress on year’s actions. Strategic Planning Committee presents possible updates to strategic plan. Next steps determined regarding strategic plan. If necessary, a project plan and timeline is set for updating the strategic plan.