# SBA Strategic Plan

A proposal submitted by the Faculty Senate Strategic Planning Committee

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Table of Contents

Support Plans

Exhibits

SBA Strategic Plan

I. Introduction:
Purpose, philosophy and process underlying this strategic plan

This Plan has been designed to be a "living" document -- one that will change dynamically over time, both to reflect improvements in the planning process and to reflect changes required by the demands of a changing environment. It is also designed as a "working" document -- one that will actually guide the way the School of Business conducts its various activities. This introductory section outlines the underlying philosophy (Section I.A.), how to use the Plan (Section I.B.) and the overall planning process (Section I.C.).

I.A. Philosophy: Bottom-up planning and "convergent" strategy (Exhibit 1). Developing coherent strategy is difficult in our environment. Our system of governance separates faculty and administrative prerogatives, and individual faculty members have a relatively high level of autonomy by virtue of our tenure-based system. To address this problem, we have used a "bottom-up" form of planning, where individual *planning units* (faculty committees and administrative units) are free to develop their own plans. These are then integrated at the School level in this document. The integration process confronts the planning units with any inconsistencies, which are then worked out in subsequent planning cycles. (See Exhibit 1).

Exhibit 1:
Bottom-Up Planning and Convergent Strategy

SBA Plan

"Convergent strategy" (Planning units revise strategy to resolve inconsistencies)

"Bottom-up" planning (Each planning unit submits its own plan)

Planning units receive feedback regarding strategic inconsistencies

Strategic planning units
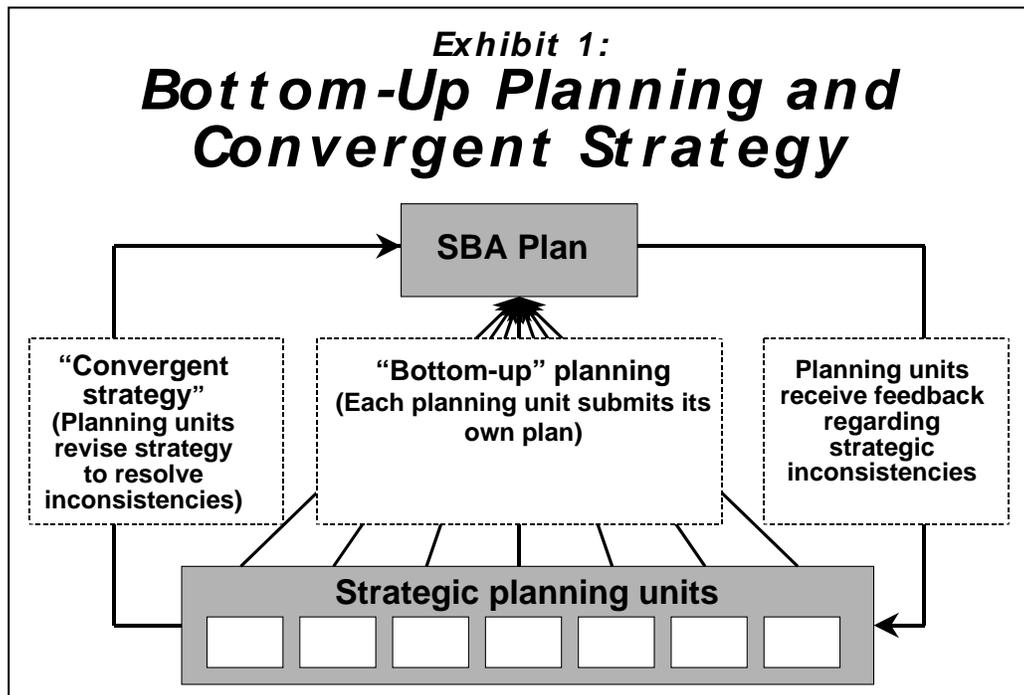
I.B. How to use this document (Exhibit 2). This document is intended to be a working instrument. That is, people who are responsible for managing the various activities in which the School is engaged (we will call them *activity managers*) should use it to guide what they do. Alas, it is necessarily long and complex. However, it is not

intended to be read, but rather, to serve as a reference. We suggest using the following approach (Exhibit 2):

Exhibit 2:

How to Use this Strategic Plan

| Select area of interest **A** | Evaluate relevant diagrams **B** | Review audits and action plans for specific implications **D** |

Read relevant paragraphs for deeper explanation **C**
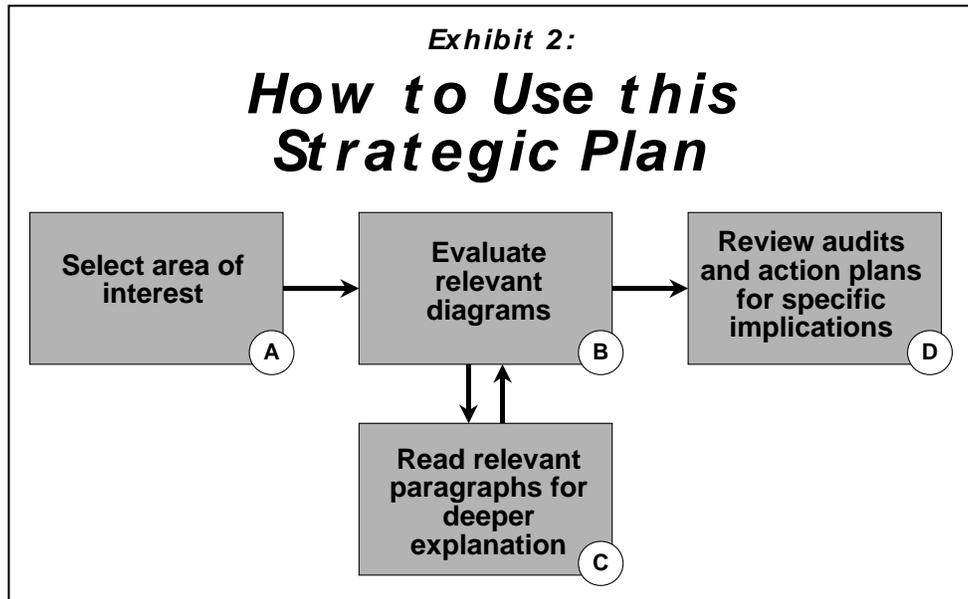
I.B.1. Select the relevant area of the plan (Exhibit 2, box A). As suggested by Exhibit 1, the overall SBA Plan serves as a "linking document" to integrate the strategic plans developed by the various different planning units within the school. It is designed to be modular, enabling each *activity manager*, or other interested user, to focus primarily on the relevant section. The links help identify other relevant sections that need to be consulted in order to achieve consistency and synergy.

I.B.2. Use the diagrams as a map (Exhibit 2, box B). We have tried to capture the basic strategies and relationships in visual form. These are easy to read and understand, especially for someone who is basically familiar with the strategy to begin with.

I.B.3. Use the written material to clarify the diagrams (Exhibit 2, box C). Use the written material when you need a deeper explanation of what the diagrams are saying. The text of the plan will define each box, concept and relationship. The paragraph headings tell you which part of the diagrams the paragraph is discussing.

I.B.4. Review the strategic audits and action plans for specific implications (Exhibit 2, box D). The plan developed for each *planning unit* contains not only a general mission, objectives and strategy, but specific *action plans* to identify specific activities and priorities that need the School's attention (see Section I.C.3.a below). In addition, each plan contains a *strategic audit* designed to review the objectives, strategies and plans to ensure that they are being addressed (see section I.C.4.a below).

I.C. The SBA strategic planning framework (Exhibit 3). This section addresses the SBA planning process, as opposed to the strategic plan itself. However, in a sense, it is the most central part of our strategy. While the Plan is one in a succession of planning

documents, the process is new. It represents a strategic approach to management effectiveness and continuous improvement. Exhibit 3 provides an overview.

Exhibit 3:
The SBA Strategic Planning Framework

1996-8	*1998-1999 Agenda*		*1999 and beyond*
Phase I	*Phase II*	*Phase III*	*Phase IV*

Implicit Strategy (A)

"SWOT" Analysis (C)

Stakeholder Analysis (B)

Dean's Office (E)

Strategic Plan (D)

Consensus Building (H)

Action Plans (F)

Program Development (G)

Performance Data (J)

Strategic Audit (I)

Annual SBA Committee/Administrative Planning Cycle (1999 and beyond) (K)

I.C.1. Phase I: Situational Analysis (Exhibit 3). Phase I of the planning process has been taking place for several years, with the most intensive work being done in the 1996-7 and 1997-8 academic years. Exhibit 3 suggests this phase takes place once, as we begin developing our planning process, while Phases II, III and IV involve an on-going cycle. This is true. However, the basic processes developed in Phase I are institutionalized in the on-going planning cycle through the use of strategic audit in Phase IV.

I.C.1.a. Implicit Strategy (Exhibit 3, box A). The SBA has never operated in a strategic vacuum. In the absence of a formal written strategy, the activities of individual faculty and administrators are still driven by a general concept of what they are trying to accomplish, and how their various activities hang together. Furthermore, the fact that the School shares a common organization provides a number of structural mechanisms for ensuring that everyone's activities link together into a larger strategic framework (promotion and tenure criteria, ad hoc reward structures, faculty Senate and committees, budgets, administrative offices and policies, etc.). The first step in the strategic planning process is the articulate the implicit strategy that is already in place.

I.C.1.b. Stakeholder analysis (Exhibit 3, box B). The second step in the planning process is to gather data regarding the needs and expectations, satisfactions and dissatisfactions, perceptions of performance, and direct measures of outcomes from our key stakeholders.

I.C.1.c. Strengths, Weakness, Opportunities, and Threats (SWOT) Analysis (Exhibit 3, box C and Exhibit 4). The comparison of implicit strategy and the data from our stakeholder analysis results in an evaluation of the School's strengths, weaknesses, opportunities, and threats. Exhibit 4 provides more detail on how we conceptualize the "SWOT" analysis.

Exhibit 4:
A Framework for "SWOT" Analysis

Do implicit strategy and/or stakeholder perceptions address stakeholder needs?

	Yes	**No**
Does formal strategy address stakeholder needs? **Yes**	**Strengths** — Areas in which the SBA excels, areas that can be exploited for business growth with relatively little effort. (A)	**Threats** — Areas in which the SBA has not exploited its potential due to poor execution. This creates a threat of competitive inroads. (B)
No	**Opportunities** — Areas in which SBA performance addresses stakeholder needs without the strategic support. This creates an opportunity to excel by bringing strategy in line with execution. (C)	**Weaknesses** — Areas in which both School strategy and performance are inconsistent with stakeholder needs, areas in which high levels of investment would be needed to compete effectively. (D)

I.C.1.c.(1). Strengths (Exhibit 3, box A). These are areas in which the School excels, both in strategy and in execution. For instance, Wayne State University, and the SBA in particular, are generally considered to offer a high "value" education. That is, we offer high quality at a low price. We can develop value appeals and exploit our value with relatively little effort.

I.C.1.c.(2). Weaknesses (Exhibit 3, box D). These are areas in which both School strategy and performance are inconsistent with stakeholder needs. For instance, many of the key businesses in the area hire high quality students from full-time, nationally ranked MBA programs. However, we have not chosen to strategically invest in meeting that need. To do so would pit us against schools such as the University of Michigan, whose resources are much better suited to the task than ours.

I.C.1.c.(3). Opportunities (Exhibit 3, box C). These are areas in which implicit strategy and execution tend to support stakeholder needs without the benefit of formal strategic support. For instance, many professors have achieved prominence in their respective professional associations and associated meetings. While this has brought considerable academic recognition for the School, prior strategy has been to emphasize journal publication at the expense of conference participation. This creates an opportunity to achieve even greater prominence for the School by bringing formal

strategy in line with what many faculty are already doing, encouraging conference participation.

I.C.1.c.(4) Threats (Exhibit 3, box B). These are areas in which SBA has not exploited its potential due to poor execution. For instance, our strategy calls for delivering a very practical education – one that will that will be both intellectually rigorous and suited to the needs of our working students. However, we have been relatively ineffective in capitalizing on the fact that most of our students are working, teaching them to learn more effectively from their experience, socializing them for success, and so forth. This creates a threat of competitive inroads from schools who adopt the same strategy and execute more effectively.

I.C.2. Phase II: Strategic Planning (Exhibit 2). Phase II of the planning process was initiated in January 1998 with the development of a "briefing book," incorporating a brief description of the School's *implicit strategy* for the new president of the University. At the request of the Dean, the SBA Faculty Senate organized a Strategic Planning Committee in Fall 1998 to develop a formalized strategic plan. As Exhibit 2 suggests, the strategic planning process provides for an on-going review and revision of the plan as part of the School's continuous improvement initiative from 1999 onward.

Exhibit 5:
The Concept of "Make-Me-an-Offer" Planning

Strategy (A)

Electronic revision cycle (E)

Initial "group think" about strategy (C)

"Designated hitter" (chair) writes a draft Plan (D)

Issue final plan to approving authority (G)

Stakeholder Data (B)

Create Audit Form (F)
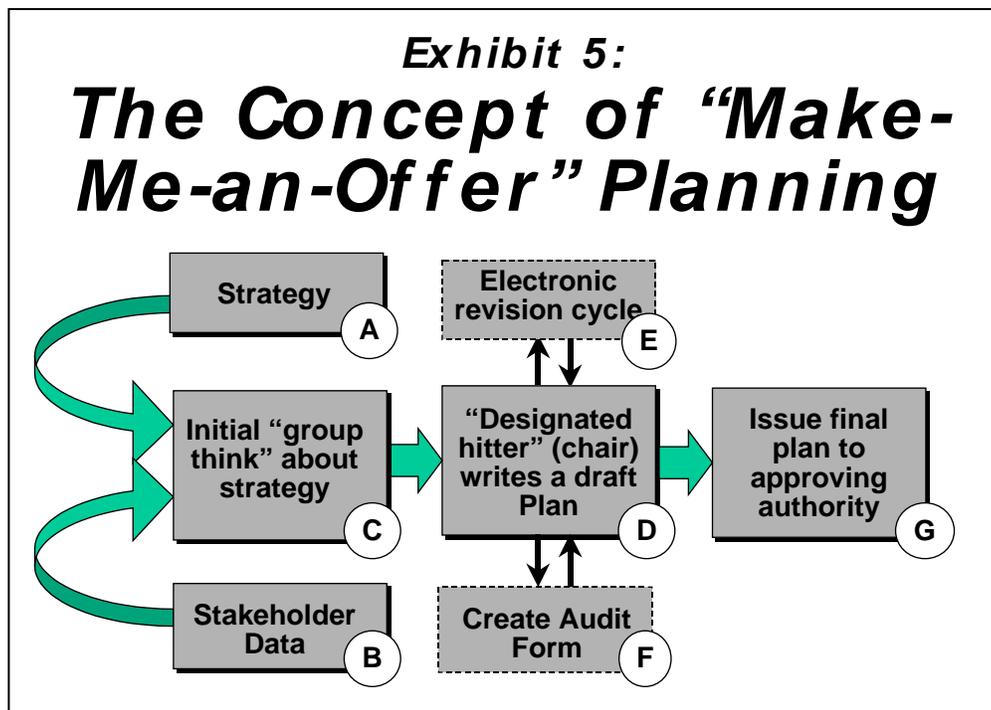
I.C.2.a. Developing the strategic plan (Exhibit 2, box D and Exhibit 5). As suggested in Section I.A. (See Exhibit 1), in order to ensure broad faculty participation, the strategic plan was developed as a Faculty initiative. Beginning with the "briefing book," each of the *planning units* (standing committees of the Faculty Senate and each of the academic departments) were invited to submit unit plans by the end of the Fall semester, 1998. The Strategic Planning Committee was then given the responsibility for integrating them into a coherent whole. While each *planning unit* was free to pursue the process in whatever manner it chose, the magnitude of the task and the conflicting demands on faculty time led us to seek a more efficient means of planning. The result

was a process we have dubbed "make-me-an-offer planning" (Exhibit 5). We are describing it here, because we believe it will be useful in future planning cycles as well.

I.C.2.a.(1). Initial "group think" about strategy (Exhibit 5, box C). The initial step in the actual planning process for a given *planning unit* is to meet as a group to develop a basic understanding in principle of how the Plan is to proceed. The unit will draw on the results of the "SWOT" analysis (Exhibit 2, box C). In the initial cycle, it will use members' sense of implicit strategy (Exhibit 5, box A) and stakeholder analysis (Exhibit 5, box B) to stimulate discussion. In subsequent cycles, the *strategic audit* will take the place of implicit strategy, providing a vehicle for ensuring that the planning process considers the elements of previous plans.

I.C.2.a.(2). Initial draft of the Plan (Exhibit 4, box D). Following the initial meeting or meetings, the *planning unit* designates someone to write an initial draft of the Plan, incorporating the concepts agreed upon in the initial unit. In practice, the "designated hitter" is usually the committee or department chair.

I.C.2.a.(3). Electronic revision cycle (Exhibit 4, box E). The notion of "make-me-an-offer planning" comes from the process through which the *planning unit* revises the initial draft plan. The "designated hitter" sends the plan to members of the planning unit for review and revision. If there is an area with which a member disagrees, it is his or her responsibility to make a specific suggestion for change --— deletion, an addition, or a change in the actual wording of the Plan. The revised proposal is then forwarded to other members of the unit to see if they have changes to propose. The cycle continues until members agree that the plan is finished, or, that failing, until the unit votes for one of a set of competing drafts.

I.C.2.a.(1).(a). When the process diverges. In some cases, the perspectives of *planning unit* members are so divergent and strongly held that the process of electronic revision diverges rather than converges on a single plan. When this happens, the electronic format becomes awkward and inefficient. The planning unit should reconvene as a group and renegotiate their general understanding of what the Plan should contain. For instance, in our planning process, a major controversy arose regarding the degree of specificity that the Plan should include, and when in the planning cycle we should specify measurable goals rather than general objectives and strategies. We reconvened and decided that the Strategic Plan should include specific action plans and measurable goals (Phase III) by the end of the 1998-9 planning cycle.

I.C.2.a.(1).(b). Evolution of media to support the electronic revision cycle. During the 1998-9 planning cycle, most of the *planning units* used email to circulate the electronic revisions. However, we anticipate the future cycles will be hosted by a web-based discussion forum.

I.C.2.a.(4). Create an "audit" form (Exhibit 4, box E). As suggested by Phase IV in Exhibit 2, a critical part of the planning process revolves around the use of a strategic audit form. The Faculty Senate voted to formalize this requirement, requesting that each of the *planning units* under its jurisdiction create a strategic audit as an appendix to their strategic plan. (See section II.D.1 for a more detailed explanation).

I.C.2.a.(5) Submit Plan to Approving Authority (Exhibit 4, box F). The *planning units* do not have final authority to approve their plans. Senate committees are responsible to the Faculty Senate, and ultimately, to the Faculty Assembly. Departments are responsible to both the Office of the Dean and the Faculty Senate. Administrative units are responsible to the Office of the Dean.

I.C.2.b. The role of the Dean's office (Exhibit 2, box E). While most of the substantive work addressed by the strategic plan involves faculty prerogatives, budgets and much of the actual program management involve administrative prerogatives. Ultimately, these emanate from the Office of the Dean. Furthermore, a number of strategic planning units (e.g. Student Affairs, Computer Services, Professional Development) are entirely under administrative jurisdiction. In order to ensure an effective integration of administrative and faculty prerogatives, the Strategic Planning Committee worked closely with the Dean's office while developing and revising the Plan. The Associate Dean for Administrative Affairs was included as an ex-officio member of the Committee.

I.C.3. Phase III: Action planning (Exhibit 2). Phase III involves the development of specific action plans to implement SBA strategy. These do not include every program or policy currently in place to implement SBA strategy. To list these would be tedious. The action plans incorporated in the Strategic Plan represent specific programs and initiatives targeted for attention in a particular planning cycle.

I.C.3.a. Action plan (Exhibit 2, box F and Exhibit 6). Exhibit 6 illustrates a typical *Action Planning Matrix* with several sample entries (illustrating action plans that might represent different portions of the overall Plan). None of the *planning units* were constrained to use the kind of matrix shown in Exhibit 6. However, it provides a convenient medium for summarizing plans. As with the strategic diagrams (see Exhibit 2, boxes B and C), the *Matrix* will summarize the action plans with elaboration in the text of the Plan.

Exhibit 6:
Sample Entries in a Typical Action Planning Matrix

Ref	Program Initiative	Trigger Issue	Outcome Measure	Goals
X.1	Memos from the Dean acknowledging faculty research accomplishments.	Desire to increase faculty research productivity through faculty recognition (see section xx of Research Committee Plan)	Average weighted research publications per faculty member (see section xx of the Research Committee Action Plan for a description of the weighing process).	Associate measure with *strategic audit*. Target 25% by Fall 2000.
X.2	Department chairs given responsibility for coordinating faculty efforts to involve students in industry-based extra-curricular activities	Involvement strategy has not been working (see section xx of the UEPC Plan)	*Student involvement index* (see section xx of the UEPC Action Plan for a description)	20% increase over each of next three years.
X.3	Hire computer science graduate assistants in	Needed to support new strategic initiative (see	Faculty satisfaction with web support.	Achieve a satisfaction rating for web support

	each department to help faculty incorporate web technology into their courses	section xx of the Resource Committee Plan)		that is above average on SBA control charts.
X.4	Allocate summer grant funds for development of new MBA core curriculum	Needed to support new strategic initiative (see section xx of the GEPC Plan)	Review of course content (see section xx of the GEPC Action Plan for description)	Revisions complete by Fall 1999.
X.5	Student assessment project.	Desire to monitor the degree to which teaching objectives are being achieved (see section xx of the Teaching Committee Plan).	*Student skills index* (see section xx of the Teaching Committee Action Plan for a description)	Establish norms by Fall 2000. Develop performance goals for subsequent years.

I.C.3.a.(1). Reference (Exhibit 6, column1). The reference is simply a code used to designate program initiatives as part of an action plan. In practice, it is simply the section number of the item in the written action plan. (In Exhibit 5, we have used artificial reference numbers for convenience of reference).

I.C.3.a.(2). Program initiative (Exhibit 6, column 2). This cell contains both the name and a brief description of the program initiative. Typically, A program initiative will involve one or some combination of several alternative components. However, one often dominates:

I.C.3.a.(2).(a). Specific activities. A program initiative might identify specific activities that are designed to implement a strategy. For instance, one of the strategies developed by the Research Committee might be to increase research productivity by providing recognition for faculty achievements. Item "X.1" in Exhibit 6 represents an activity-based initiative designed to implement this strategy.

I.C.1.b.(2).(b). Assignment of responsibilities. A program initiative might assign responsibility for implementing a strategy to a particular person or function in the organization. For instance, an Undergraduate Educational Policy Committee strategy might be to involve students in industry-based extra-curricular activities. Item X.2 in Exhibit 6 represents a responsibility-based initiative designed to implement this strategy.

I.C.1.b.(2).(c). Establishment of an organizational structure or function. A program initiative might create a new organizational structure or function to help implement a strategy. For instance, the Resource Committee Strategy might call for helping faculty members integrate web technology into their classes. Item X.3. in Exhibit 6 represents an organization-based initiative designed to implement this strategy.

I.C.1.b.(2).(d). Allocation of funds to accomplish a task. A program initiative might allocate funds to stimulate activities for which the mechanism is already in place. For instance, The GEPC Strategic Plan might call for the upgrading of core courses to address new curriculum standards. Item X.4 represents and initiative to stimulate this development by allocating summer development grants to faculty who agree to develop these courses.

I.C.1.b.(2).(e). Establishment of criteria. A program initiative that establishes criteria simply specifies the outcomes by which some aspect of SBA success

will be evaluated. For instance, the SBA Teaching Committee strategy might specify a number of dimensions along which we would like our students to be competent. Item X.5 in Exhibit 6 establishes operational measures of these competencies, holding the School accountable for a measured level of achievement.

I.C.1.b.(3). Trigger issue (Exhibit 6, column 3). The trigger issue is the reason for developing a particular program initiative. Typically, the trigger issue will take one or some combination of several alternative forms. In every case, however, the trigger is followed by a reference to the specific strategy that the initiative designed to address:

I.C.1.b.(3).(a). Performance shortfall. This is when the *strategic audit* suggests that actual performance is weak in a particular area. For instance, the trigger for item X.2 is a performance shortfall in one of the strategies contained in the UEPC Plan.

I.C.1.b.(3).(b). Rising aspirations. This is when the *strategic audit* process identifies a particular aspect of the Plan as an area that deserves special attention. For instance, the trigger for item X.1 are aspirations for a higher level of performance relative to one of the strategies contained in the Research Committee Plan.

I.C.1.b.(3).(c). Strategic adjustment. This is when the *strategic audit* results in a change of strategy, thus calling for new program initiatives to implement the change. For instance, initiative X.3 was triggered by a new strategic initiative in the Resource Committee Plan to provide support for faculty incorporating web technology into their courses.

I.C.1.b.(3).(d). Control procedures. This is when the *strategic audit* recognizes the need for better measures of performance. For instance, returning to initiative X.5 in Exhibit 5, we see that the trigger issue behind the initiative is "Desire to monitor the degree to which teaching objectives are being achieved."

I.C.1.b.(4) Target outcomes (Exhibit 6, column 4). Target outcomes represent the specific measures by which we will evaluate the success of program initiatives. Typically, outcomes will take one of several alternative forms:

I.C.1.b.(4).(a). Input measures. Input measures are simply a measurement of the actual work accomplished by the program initiative. For instance, for item X.1 input measures would include number of memos written or the ratio of letters written to research publications. Note that some kind of input assessment will always be conducted as part of the *strategic audit*. For instance, item X.1 in Exhibit 6 would create the following audit item: "To what extend has the Dean written memos acknowledging faculty research accomplishments?" However, the value of this kind of assessment is primarily to ensure that the program initiative is being carried out. Output or concurrent measure provide a better indication of whether the initiative is successful.

I.C.1.b.(4).(b). Output measures. Output measures address the consequences of a program initiative. For instance, all the outcomes shown in Exhibit 6 address output measures, with the exception of item X.4.

I.C.1.b.(4).(c). Convergent measures. Convergent measures consist of measures that are theoretically related and should correlate with either input and/or output measures. For instance, In item X.3, faculty satisfaction is not the desired output of web support. Rather, the incorporation of web technology into courses is. However, given a desire on the part of faculty to incorporate web technology into their courses, providing support should create satisfaction.

I.C.1.b.(5). Goals (Exhibit 6, column 5). Goals represent the desired outcomes for a particular initiative, including specific times of completion.

I.C.1.c. Program development (Exhibit 2, box G). Program development is an adjunct to the planning cycle represented by Exhibit 2, box K. As suggested by our discussion of trigger issues (paragraph I.C.1.b.(3) -- Exhibit 6, column 3), programs represent a response to a need that is uncovered through the *strategic audit*. Typically, the *activity manager* (e.g. department or committee chair) of the relevant *planning unit* will facilitate the process.

I.C.1.d. Consensus building (Exhibit 2, box H). The School has not developed a formalized method for building consensus around new initiatives. However, it has had consider success using the faculty forum to explain initiatives, the rationale behind them, to field questions, make revisions, and ultimately, to generate consensus support.

I.C.3. Phase IV: Strategic audit and planning cycle (Exhibit 2). Phase IV is listed separately from phases II and III because it involves the application of control procedures. However, as Exhibit 2, box K suggests, the control procedures also involve strategic planning (Phase II) and action planning (Phase III). In fact, after the initial planning initiative (completed in 1999), the planning cycle will revisit Phases II and III on an annual basis.

I.C.3.a. Strategic audit (Exhibit 2, box I). Exhibit 7 presents a sample *strategic audit*, including illustrative items from this section of the SBA Strategic Plan. Note that the *audit* takes the form of a survey, consisting of an item for each objective, strategy, and action program contained in the plan. This does not imply that it is administered as a survey, but only that the *planning unit* is responsible for making judgments regarding each of the questions addressed by the *audit* form.

Exhibit 7:
Sample Entries in a Strategic Audit for this Section of the Strategic Plan

Section 1. Audit Questions	Very Little				Very Much
II.A.1. To what extent has the planning process incorporated SBA implicit strategies?	1	2	3	4	5
II.A.2. To what extent has the planning process considered stakeholder needs and opinions?	1	2	3	4	5
II.A.3. To what extent does the Plan reflect an effective SWOT					

analysis?	1	2	3	4	5

2. What was the basis for your evaluations?

Interviewed members of the prior year's planning unit to get a feel for how the process was conducted. We reviewed their notes, where available. We also did spot checks with stakeholders who participated in last year's data gathering efforts.

3. Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

We saw relatively little evidence of an insightful SWOT analysis. To address the situation, we suggest including a formal presentation of the analysis in a section of the *action plan*. A convenient approach would be to formally identify items falling into each cell of Exhibit 3.

I.C.3.a.(1). Audit questions (Exhibit 7, section 1). The audit questions represent the specific objectives, strategies and programs contained in the Plan, one to each line.

I.C.3.a.(2). Basis for evaluation (Exhibit 7, section 2). This section of the *strategic audit* explains how the planning unit made its evaluation of the audit items. Over time, the School will begin to identify and institutionalize appropriate measurement procedures for each item. In the interim, the *planning unit* is free to use whatever means it deems appropriate.

I.C.3.a.(3). Problem areas and general solutions (Exhibit 7, section 3). This section contains the payoff of the *strategic audit*. It is where the *planning unit* identifies the issues that need to be addressed in the *action plan*.

I.C.3.b. Performance data (Exhibit 2, box J). The School has access to a number of sources that provide various types of performance data. We will begin to develop new, more targeted sources at time goes on.

I.C.3.c. Action planning (Exhibit 2, box K). Action planning refers to the process of elaborating on the recommendations made in response to the *strategic audit* (Exhibit 7, section 3). As Exhibit 2, box K suggests, the action planning process results both in changes in strategy and specific action plans.

II. SBA mission, aspirations, and goals (Exhibit 8)

This section was formally approved by the SBA Faculty Assembly on December 17, 1998.

II.A. Mission (Exhibit 8, box A). The mission of the School of Business Administration is excellence in management education, research, and service with an emphasis on metropolitan organizations and issues in a global environment.

II.B. Aspirations (Exhibit 8, box B). The School of Business Administration aspires to be the leading business school among North America's public research universities with an urban mission. We will foster a spirit of partnership with students, alumni, employers, and other key stakeholders to assist us in achieving our mission and our aspiration.

II.C. Goals

Exhibit 8:
SBA Mission, Aspiration and Goals

Mission
Deliver excellence in management education, research, and service with an emphasis on metropolitan organizations and issues in a global environment.
(A)

Aspiration
Become the leading business school among North America's public research universities with an urban mission.
(B)

Research Goals
• Quality
• Real-world applicability
• International alliances
(C)

Teaching Goals
• Professional and social preparation
• Continuous improvement
• Student accessibility
• Preparedness initiatives
• Real-world applicability
• International alliances
• Executive development
(D)

Service Goals
• Professional
• Community
• University
(E)

II.C.1. Teaching (Exhibit 8, box D). Our goal is to provide comprehensive, high impact business education that addresses the needs of our constituencies. We will achieve our goal in several ways.

II.C.1.a. **Professional and social preparation**. Prepare students for useful professional and societal lives by providing a high impact educational experience.

II.C.1.b. **Continuous improvement**. Achieve continuous improvement of curricula to respond to the changing needs for business education.

II.C.1.c. **Student accessibility**. Offer a comprehensive set of degree programs that are time-flexible and geographically accessible to a diverse set of students.

II.C.1.d. Academic preparedness initiatives. Make programs accessible to students through academic preparedness initiatives.

II.C.1.e. **Real-world applicability**. Infuse our teaching with real world applicability.

II.C.1.f. International alliances. Develop international alliances that add value to our research and teaching.

II.C.1.g. Executive development. Offer high quality executive and professional development programs that are relevant to business needs.

II.C.2. Research (Exhibit 8, box C). Our goal is to publish high quality scholarship and to conduct cutting-edge analyses of the issues confronting organizations. We will achieve our goal in several ways.

II.C.2.a. Quality. Publish research in leading academic and professional journals.

II.C.2.b. Real world applicability. Infuse our research with real world applicability.

II.C.2.c. International alliances. Develop international alliances that add value to our research.

II.C.3. Service (Exhibit 8, box E). Our goal is to contribute our expertise to professional organizations, the community, and the university.

III. Support planning units (Exhibit 9). Exhibit 9summarizes the various planning units for which plans were developed, along with the appendices where they may be found.

III.A. Academic units. The academic units function as units of the Faculty Senate. These include standing committees -- Community Relations, Graduate Educational Policy (GEPC), Research, Resources, Teaching, Undergraduate Educational Policy (UEPC), and the ad hoc committees for Strategic Planning and Internationalization of the curriculum. The standing committees operate on an on-going basis, with yearly planning cycles. The ad hoc committees - Strategic Planning and Internationalization -- will be dissolved upon completion of their respective missions.

III.A.1. SBA Strategic Planning Committee. The Strategic Planning Committee was organized by the Faculty Senate at the request of the Dean for the purpose of creating this Strategic Plan. The plan includes an audit form and on-going planning responsibilities. When the Strategic Planning Committee is dissolved, these planning responsibilities will revert to the Faculty Senate.

III.A.2. Community Relations Committee. The Community Relations Committee is responsible for promoting synergistic relationships between the School and the business community. Appendix I contains the Committee's strategic plan.

III.A.3. Graduate Educational Policy Committee. The Graduate Educational Policy Committee is responsible for developing programs and curriculum for the School's various graduate programs. Appendix II contains the Committee's strategic plan.

Exhibit 9:
Strategic Planning Units

Administrative Planning Units (Office of the Dean)	Hybrid Units (Departments, etc.)	Academic Planning Units (Faculty Senate)
Administrative Affairs	Accounting (Appendix VIII)	Strategic Planning Committee (ad hoc)
Development	Finance (Appendix IX)	Community Relations (Appendix I)
Professional Development	Management (Appendix X)	GEPC (Appendix II)
Student Services	Marketing (Appendix XI)	Research (Appendix III)
	CIBS (Appendix XII)	Resources (Appendix IV)
	Executive MBA (Ad hoc - Appendix XIII)	Teaching (Appendix V)
		UEPC (Appendix VI)
		Internationalization (ad hoc - Appendix VII)

III.A.4. Research Committee. The Research Committee is responsible increasing the overall quality of research within the School. Appendix III contains the Committee's strategic plan.

III.A.5. Resource Committee. The Resource Committee is responsible for identifying the kinds of resources the School needs to carry out it various missions. Appendix IV contains the Committee's strategic plan.

III.A.6. Teaching Committee. The Teaching Committee is responsible for administering the annual faculty teaching portfolio evaluations and for developing programs to increase the quality of teaching within the School. Appendix V contains the Committee's strategic plan.

III.A.7. Undergraduate Educational Policy Committee. The Undergraduate Educational Policy Committee is responsible for developing programs and curriculum for the School's various undergraduate programs. Appendix VI contains the Committee's strategic plan.

III.A.2. The ad hoc Committee on Internationalization of the Curriculum. The Internationalization Committee will develop an "audit" form and action plans to guide its on-going planning cycle as well. At the same time, it will be dissolved once the need for

intensive planning has passed. Any residual planning items will be transferred to the relevant committees. The Internationalization Plan is contained in Appendix VII.

Appendix I:
Community Relations Committee
Strategic Plan

Appendix I:
Community Relations Committee Strategic Plan

I. Mission and objectives (Exhibit I-1). The Committee's mission is to discover those areas of potential interface between students, alumni, employers, and other key stakeholders and to develop mechanisms for exploitation of such interfaces, consistent with the mission of the school. Exhibit A1-1 represents the basic role of community relations in the missions of the School. It suggests that School-Community relationships might create a synergistic interaction in support of any of the Schools basic missions. Clearly, the burden of facilitating development of these areas is not exclusively, or even primarily assigned to the Committee. Furthermore, the items are not of equal importance. Nevertheless, they are all target areas for meaningful community relationships. They provide a set of guiding principles, or criteria, by which the Committee evaluates the propriety of its activities.

Exhibit I-1:

Mission-Driven Guiding Principles for Community Relations Activities

Guiding Principles:

- Metropolitan issues
- Urban mission
- High-impact teaching
- Cutting edge analyses
- Contribution of expertise
- Real-world applicability
- Stakeholder partnerships
- International alliances
- Executive development

SBA Activities

Business Activities
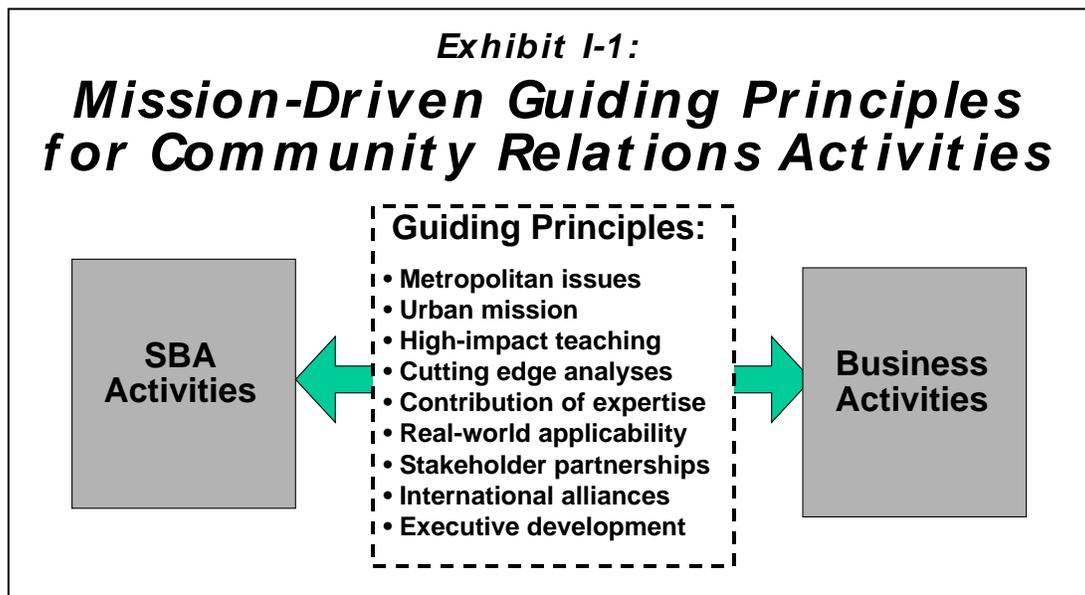
I.A. High-impact education. We believe that the educational establishment at all levels must dramatically improve its effectiveness. Certainly, this is true of Wayne State, where we see ourselves as serving a broad, but typically upwardly mobile population with high-impact education. We believe that strong community relations will be essential to our ability to increase the impact of our educational activities.

I.B. Metropolitan organizational issues. As a state-sponsored urban university, much of what Wayne State does necessarily addresses the specific problems of the Southeastern Michigan metropolitan area. We see this as an important opportunity for our community relations. The kinds of issues facing the organizations headquartered in the Southeastern Michigan are characteristic of organizations headquartered in metropolitan areas throughout the world. We seek to structure our community relations

not only to jointly address these issues, but to develop knowledge and solutions that will have global implications.

I.C. Urban mission. Beyond its role in the Southeastern Michigan area, Wayne State has traditionally sought to pursue an urban mission, addressing the particular problems facing its inner-city population. Again, we see this as an opportunity for community relations, working with business and governmental organizations to develop solutions for these problems. These solutions also have global implications.

I.D. Cutting edge analyses. We aspire not only to address the problems of metropolitan and urban organizations, but to do it through cutting edge analyses. We believe that community relations will be essential to this effort, providing not only a pooling of knowledge, resources, and so forth, but a practical laboratory in which to apply the theories from which our analyses are developed.

I.E. Contribution of Expertise. We see the development and contribution of our expertise to professional organizations, the community, and the university as an essential part of our mission. Among other things, this requires strong community relations in order to develop the credibility and knowledge of problems necessary to make meaningful contributions.

I.F. Real-world applicability. We aspire to infuse our research and teaching with real-world applicability. Effective community relations provide access to organizations in which our knowledge can find real-world applicability.

I.G. Partnership with stakeholders. We seek to activity foster a spirit of partnership with students, alumni, employers, and other key stakeholders. Much of the burden of this partnership will come in the area of community relations.

I.H. International alliances. We seek to develop international alliances that add value to our research and teaching. The Detroit business community is among the most cosmopolitan in the world, thus providing a tremendous opportunity to facilitate these alliances through effective community relations.

I.I. Executive development. The School seeks to develop high quality executive development programs that are relevant to business needs. Effective community relations will not only help us identify business needs, but to develop and promote our programs.

II. Community Relations Strategy (Exhibit A1-2). Exhibit A1-2 outlines the basic strategy of the Community Relations Committee. The Committee has relatively few resources, and so any actions it takes must be carried out through other organizations. This is reflected in Exhibit A1-2 by the fact that the Committee takes an information-gathering, facilitating, and advisory role (boxes A and B). The major thrust of community relations will be carried out through the following activities (box C):

II.A. Survey of business leaders. In order to gather information regarding the needs of the business community relative to SBA-related activities, the Committee plans to use surveys of business leaders. For instance, after consultation with faculty, School

and University administrators, and other stakeholders, and after exploring several forms of a survey, the Committee is preparing to draft and implement a telephone interview survey. The survey is targeted to determine business leaders' perceptions of the School, expectations and opportunities for the School, and reactions to some specific proposed initiatives.

Exhibit I-2:
Community Relations Strategy
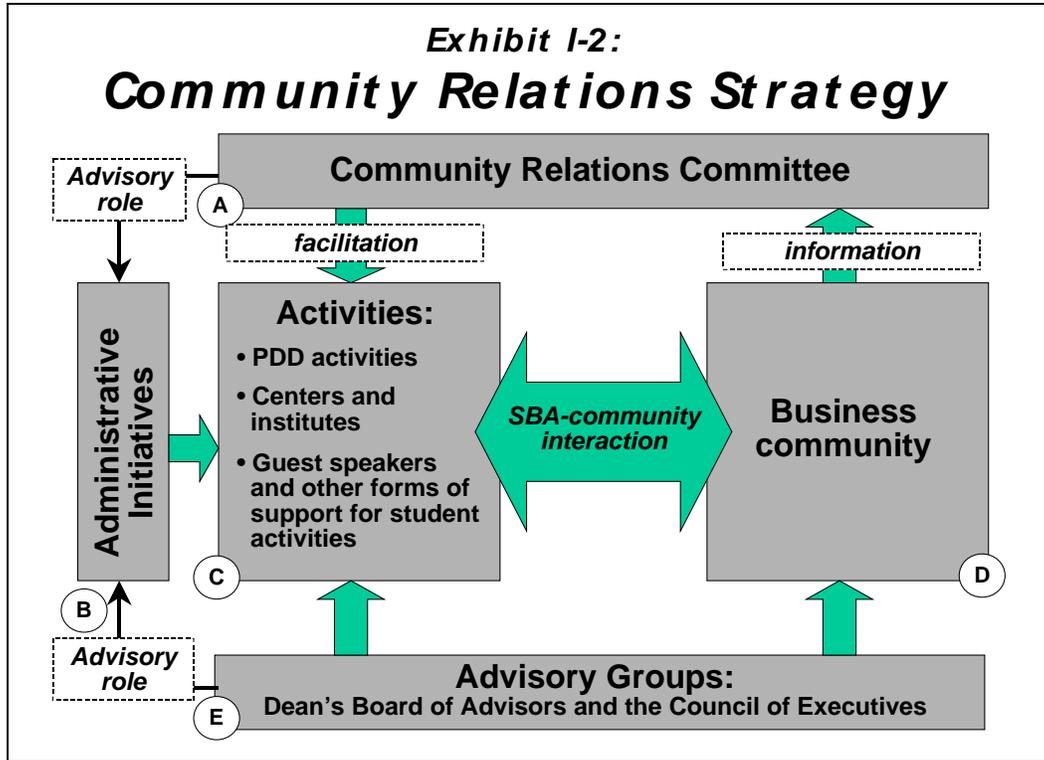
II.B. PDD activities. The Professional Development Division of the School (PDD) has specific responsibility for establishing non-credit programs in conjunction with the business community. The Committee plans to lever on PDD activities. For example, the committee has met with the PDD, to explore the possibilities for linkages between PDD and the faculty. Some faculty members are participating in programs offered by PDD and there is interest in increasing this interaction. The Faculty Senate recently approved a process for participants in the PDD Ford/UAW quality program to obtain elective undergraduate credit. The Committee sees the PDD as an important means for increasing SBA participation in the development of executive education programs that are relevant to business needs.

II.C. Centers and institutes. Under the leadership of a new dean, there is support and encouragement for the development of centers and institutes to advance our mission and strategic intent. The Committee plans to explore mechanisms to advance and interface with the proposed Centers such as the Center for Entrepreneurship and Small Business. Among other things, centers and institutes would provide mechanisms for faculty to "observe business practices in action" so that they may learn the applicability and relevance of the ideas and concepts developed through their intellectual activities. When the School has mechanisms of this sort, then the interaction of faculty with organizations does not rely just on ad hoc or haphazard interactions that arise through consulting or other connections.

II.D. Guest speakers and other forms of support for student activities. The Committee is studying mechanisms to improve and increase the incidence of speakers for classroom and student activities. Some of the support processes being considered include certificates for speakers, creation of a Speakers' Bureau to facilitate the interface between business experts, the faculty, and the classes.

II.E. Advisory groups (Exhibit A1-2, box E). The Committee believes that, in order to foster development of the activities described above, the School needs to hold formal, periodic meetings with alumni, business leaders and other members of the business community. The existing Dean's Board of Advisors and the Council of Executives should be utilized in furtherance of the School's Mission.

III. Process of Continuous Improvement (Exhibit 3). The process of continuous improvement for the activities of the Community Relations Committee will rely on the 'Plan-Do-Check-Act' cycle (reference Exhibit A1-3). In essence, we will study and survey our stakeholders. The results of our surveys will be used along with other information including benchmark comparisons with peer institutions. *Plans* will include measures for outcomes and identification of milestones. The Committee will monitor the progress of activities and initiatives and *check* for gaps as well as assessment against needs or trends in expectations of stakeholders. The Committee will then *act* to address any performance problems. We recognize that we may periodically modify or adjust the plans and activities in order to improve or expand the scope of the mission, as suggested by the fact that the process begins again with the *plan* stage to form a cycle of continuous improvement.

Exhibit I-3:
Continuous Improvement through Application of the Plan-do-check-act Cycle

Plan
Develop action plans to implement Committee strategy, including outcome measures, goals and milestones.

Do
Implement the plans in conjunction with relevant SBA units and stakeholder groups.

Act
Take corrective action where necessary, based on the results of the "check" stage of the cycle.

Check
Check progress against established goals and milestones.

IV. Action Plans. Given the scarcity of resources available, the Committee has prioritized its activities to incorporate a number of specific action plans. These are summarized in Exhibit I-4.

Exhibit I-4:
Community Relations Action Plans

Program Initiative	Trigger Issue	Outcome Measure	Goals	Milestones
Survey of Business Leaders	Need for Clarification and Verification of Stakeholders' Needs	Survey Results	Use the information to guide subsequent activities and plans	1. Determination of Sample Frame (list of who to call) by February, 1999. 2. Survey interview protocol established by February, 1999. 3. Interviews conducted and completed by April, 1999 4. Results reported by May, 1999
Development of plan for a bridge between faculty and PDD	There has been limited involvement of faculty with PDD previously; it is not clear to all faculty what the opportunities might be.	Track over time the involvement of faculty in design, development and delivery of professional development programs, workshops, etc.	Improvements in: Number of faculty involved (yearly), % of faculty involved (yearly), contact hours of faculty with PDD (yearly), Number of new programs developed (by year)	1. Meet with PDD staff February, 1999 for discussion and exploration of alternatives 2. Tentative plan of opportunities drafted March, 1999.
Support for Center and Institutes	The School has one center (CIBS), but several are in the design stage	Develop some questions for our survey that will target factors that will support, sustain the center and institutes	1. Survey results 2. Benchmark comparisons with peer schools (i.e., Temple)	1. Report on initiatives by May, 1999
Support for bringing business leaders to address classes and student activities	This program has been identified by the Committee as central to fostering partnership with the business community	Measure and track the number of course sections having external speakers (by semester), number of speakers brought	Broaden and expand the scope of participation of speakers across the disciplines.	1. Survey faculty as to current speaker involvement with classes. Complete survey by March, 1999. 2. Develop recognition

		to classes or activities during the semester		mechanisms to support broadened scope of involvement from external business leaders. Plan proposed by April, 1999.

APPENDIX I-A:
SBA COMMUNITY RELATIONS PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key philosophies, programs and issues relating to the mission, objectives, and activities of the Community Relations Committee. Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress. However, it is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

I. **Mission and guiding principles (Exhibit IV-1)**. To what extent do current programs, activities, and initiatives contribute positively to the following aspects of our Community Relations mission?

	Very Little				Very Much
Delivering high-impact education (I.A.)	1	2	3	4	5
Emphasizing metropolitan organizational issues (I.B.)	1	2	3	4	5
Carrying out of our urban mission (I.C.)	1	2	3	4	5
Conducting cutting-edge analyses (I.D.)	1	2	3	4	5
Development and contribution of expertise (I.E.)	1	2	3	4	5
Teaching and research with real-world applicability (I.F.)	1	2	3	4	5
Developing partnerships with stakeholders (I.G.)	1	2	3	4	5
Developing international alliances (I.H.)	1	2	3	4	5
Becoming involved in executive development (I.I.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II. **Activities in Support of the Mission**. To what extent has the School been successful in developing community relations activities that address the following strategies?

	Very Little				Very Much
Contribute to knowledge of stakeholder needs, perceptions, and expectations through surveys of business leaders	1	2	3	4	5
Develop links with the Professional Development Division	1	2	3	4	5
Identify activities to support the design, development and sustaining of centers and institutes	1	2	3	4	5

Identify opportunities to encourage business leaders to address classes and engage in other student support activities	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III. Continuous improvement. To what extent has the committee been successful in implementing an effective continuous improvement program through the following activities?

	Very Little				Very Much
Apply the plan-do-check-act cycle as described in Exhibit I-3	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV. Progress of Action Plans. To what extent have we adhered to the following principles and met milestones for our activity plans

	Very Little				Very Much
Design of Interview Protocol for survey of business leaders	1	2	3	4	5
Identification of business leaders to be interviewed	1	2	3	4	5
Collected and reported results of interviews	1	2	3	4	5
Constructed plans and recommendations based on interviews	1	2	3	4	5
Developed plans for a bridge between faculty and PDD	1	2	3	4	5
Identified factors or opportunities for support of centers and institutes	1	2	3	4	5
Identified and implemented mechanisms to encourage business leaders being invited as speakers in classes	1	2	3	4	5
Identified and implemented mechanisms to encourage business leaders being invited as speakers at student activities	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

Appendix II
Graduate Educational Policy Committee Strategic Plan

Appendix II:
Graduate Educational Policy Committee Strategic Plan

I. Curriculum Mission (Exhibit II-1). The mission of the School of Business Administration (SBA) curriculum is derived from the SBA and university mission statements. We recognize that our graduate educational initiatives are targeted to full-time employed students from the urban/metropolitan area. Our goal is to provide a high impact education that meets the needs of many different students. The core program in the SBA is the MBA program, but our mission calls for greater specialization (MS in Tax program, Executive MBA program targeted for health care providers, and a Ph.D. program targeted for matured professional managers). Consequently, the mission involves four key components:

Exhibit II-1:
Components of the GEPC Mission

GEPC Mission
Develop graduate educational initiatives are targeted to full-time employed students from the urban/metropolitan area.

Graduate curriculum development

Design Principles
- Curriculum content is derived from research
- Programs must be anchored in real-world applicability
- Courses need to be accessible to students
- The curriculum must have a high impact on student learning

Program Initiatives
- MBA
- MS in Tax
- Executive MBA
- Industry-oriented Ph.D.

   I.A. Curriculum content is derived from research. The university has achieved the designation of Research I by the Carnegie Commission on Higher Education. Faculty in the Business School are frequent contributors to the leading academic journals in the business disciplines. Curriculum content, therefore, is derived from an intellectual environment that includes cutting edge theory and practice and dedication to the scientific method.

   I.B. Programs must be anchored in real-world applicability. A special challenge for the curriculum is to infuse courses with materials that have a direct application to modern business situations. Understanding of concepts is accomplished through their applications to problems; the curriculum therefore, focuses not only on the "about" but also on the "how."

I.C. Courses need to be accessible to students. While administrators are responsible for scheduling of courses at convenient times and locations, accessibility can be achieved in the curriculum through its overall design. Thoughtful attention to foundation requirements and individualization of concentration and credit hour requirements, for example, can make the curriculum more accessible to students.

I.D. The curriculum must have a high impact on student learning. Individual courses as well as the structure of the curriculum need to be designed to have as high an impact on student learning outcomes as possible. The graduate curriculum should include a mix of breadth and depth in course work, and that students should be exposed to contemporary business topics which require complex problem-solving skills.

II. Programs. Currently, the SBA offers the Master of Business Administration (MBA) and the Master of Science in Taxation (MST) degrees. Additional specialized programs such as an MBA for physicians, and an executive MBA degree are being developed during the 1998-1999 academic year. A Ph.D. program awaits implementation during the 2000-2001 academic year. Each of these programs has been designed to be consistent with the overall mission of the graduate curriculum as stated above as well as the university and school missions. The following describes the mission of each of the three major graduate programs.

II.A. MBA. The mission of the MBA program is to provide a comprehensive set of course offerings, consistent with the mission of the university. The foundation of the program is basic knowledge about business functions and teaches real-world applicability of theoretical concepts, including both actual uses of the concepts and the cross-functional nature of business problems. The wide diversity of students is served with ample latitude for them to have programs that meet their individual objectives.

II.B. MST. The primary mission of the MST program at Wayne State University is the training of future leaders in tax policy. The emphasis on tax policy allows students to develop an understanding of the functions and limitations of revenue laws, to communicate their knowledge to the government as well as to the public, and to advance or contribute to the efficiency and fairness of the tax system. Tax policy includes the development of strategies for individual and corporate compliance with revenue laws, participation in the process of tax legislation and administration, business, financial, and estate planning, and delineating ethical and professional standards for decision making.

II.C. Executive MBA. The executive MBA incorporates the same requirements as the regular MBA. However, it draws on the flexibility of the MBA requirements to offer a program that is more responsive to the needs of a particular target populations, such as executives or health care professionals.

II.D. Ph.D. The mission of the doctoral program is to offer students a program of interdisciplinary education in the areas of strategy, international business, and management of technology. The curriculum is designed to provide students an understanding of advanced principles for global business analysis, competitive strategy, leadership, linkages between business systems and technology, innovation, alliances, effects of technology policy, human resources management of technical professionals, project management, theories of trade and investment, and modern business research

methods. The program is targeted for matured managers who work in complex technical and/or international environments who wish further career advancement in industry or academia.

III. The five year plan (Exhibit II-2). The changes in the graduate curriculum of the SBA have placed many new opportunities for the GEPC to develop and grow as a faculty committee. In the past, many changes were of a "fine-tuning" nature characterized by slow incremental change. With new programs and major revisions to existing programs occurring during the last five years, the GEPC has become actively involved in "revolutionary" change in the school's curriculum. This change in involvement necessitates a strong leadership role that includes considerable input and feedback from stakeholders both internal and external to the SBA. Curriculum planning and monitoring entail a continuous improvement philosophy where major weaknesses are identified and plans are made to improve the specific problem area in the curriculum. The following describes in more detail plans for the graduate curriculum and more specific plans for the individual degree programs. Exhibit II-2 summarizes the plans.

Exhibit II-2
Five-Year Graduate Curriculum Plans

Program	Specific Plan	Time Frame
MBA Curriculum Plans	**BA 7080 Cross-functional Business Analysis**. This is a new core course in the MBA curriculum. Its original design included students working in teams on business problems in industry. As a capstone course it nicely ties together the major objectives of the MBA program. Our plan to revise this course to meet administrative concerns is under discussion with the dean's office.	1999-2003
	Development of Basic Skills Modules. We plan to study the feasibility of offering one-credit hour courses on topics of current interest to students.	1998-1999 academic year
	Modern Topics Electives. For next academic year we plan to study and implement possible MBA electives that could be clustered to meet student needs for concentration. The TQM, entrepreneurship, and international offerings are examples of past efforts.	1999-2000 academic year
	AACSB-related Improvement Plans. As part of the AACSB report now in progress, the GEPC has identified, based on student satisfaction scores, several areas targeted for improvement These concern a need to adjust our curriculum to increase computer usage, skills to function in teams, and written and oral communication skills. The GEPC will begin a planning process to address these concerns.	1999-2000 academic year
MST Curriculum	**Program Review**. Although the MST is a	1999-2003

Plans	relatively new program, its enrollment goals, especially in comparison to competitive programs, have yet to be realized. The GEPC will study the program and consider the need to recommend a formal review of the program by a select school-wide committee or the GEPC.	
Ph.D. Curriculum Plans	**Program implementation**. The GEPC will evaluate all new course proposals for the doctoral program.	1999-2003
School-wide Curriculum Plans	**Use of technology in the curriculum**. There are curriculum-related issues that arise from the use of technology in coursework. A key issue concerns comparability (or even improvement) with traditionally delivered courses. As new program initiatives include the use of web-based learning and/or distance learning the GEPC will play an important role in evaluating and monitoring courses that rely heavily on technology. It is recognized that there are faculty development and teaching effectiveness concerns that overlap with GEPC's curriculum mandate.	1999-2003

APPENDIX II-A:
SBA GRADUATE EDUCATIONAL POLICY PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key philosophies, programs and issues relating to the mission, objectives, and activities of the Graduate Educational Policy Committee. Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress. However, it is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

Make all evaluations using a five-point scale, where 1="very little" and 5="very much."

I. Curriculum mission. To what extent do current graduate programs address the following criteria?

Audit criterion	Possible evidence	Score
Is curriculum content is derived from research?	❑ Publication records of faculty teaching in graduate programs ❑ Reported use of research materials by faculty in courses	
Are courses anchored in real-work applicability?	❑ Student satisfaction scores on surveys ❑ Alumni satisfaction scores on surveys ❑ Qualitative reports from students (i.e., focus groups) ❑ Reported use by faculty of course materials	

	□ External stakeholders reports such as newspaper articles	
Are course accessible to students?	□ Demand for our programs by students □ Student satisfaction scores on surveys □ Reports from student services and other boundary spanners	
Does the curriculum have a high impact on student learning?	□ SET scores on course excellence □ Student satisfaction scores on surveys	

III. Five-year plans. To what extent do current graduate programs address the following criteria?

MBA. Does the new BA 7080 course meet the cross-functional requirement of the revised MBA program approved by the faculty?	□ GEPC report	
MBA. Were the Basic Skills Modules implemented?	□ GEPC report	
MBA. Were modern topics electives implemented?	□ GEPC report	
MBA. AACSB improvement plans successfully implemented?	□ GEPC report □ Change in student satisfaction survey results	
MST. Is there a need for an MST review?	□ GEPC report	
Ph.D. If the Ph.D. program was implemented, did the departments develop courses in time for implementation?	□ GEPC report	
School-wide plans. Do new course proposals that include significant use of technology meet the content requirements of the curriculum?	□ GEPC report □ Student reports	

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

Appendix III
Research Committee Strategic Plan

Appendix III
Research Committee Strategic Plan

I. Research Mission (Exhibit III-1, box A). SBA research objectives are derived from the SBA strategic plan, which specifies that the School aspires to have its faculty "***publish in leading academic and professional journals***" and to "***infuse research with real world applicability***." These objectives grow out of the deeper mission of research in the context of the School's activities, as suggested in Exhibit III-1:

Exhibit III-1:
Research Mission and Activities

Mission:
- **Contribute to societal knowledge**
- **Create an intellectual environment for teaching**
- **Develop credibility and funding for the school**
- **Stimulate individual knowledge development** (A)

Basic Research (B)   **Applied Research** (C)

Research Support Roles:
- **Leadership**
- **Funding**
- **Literature review**
- **Conceptualization**
- **Research design**
- **Data acquisition**
- **Data analysis**
- **Writing**
- **Dissemination** (D)

Research and Scholarly Activity

I.A. Contribute to societal knowledge. While any number of institutions are working to develop and organize societal knowledge, our society has entrusted the primary responsibility for this function to institutions of higher education. As a business school at a major research university, we believe that we have a responsibility for contributing to societal knowledge in the areas of our expertise.

I.B. Create an intellectual environment for teaching. The SBA mission also includes a major responsibility to pass a knowledge of business to our students. We see our research as an important tool for creating an intellectual environment for this teaching. This environment includes not only a knowledge of cutting edge theory and practice, but also an enthusiasm for learning, a precision of logical thinking, and a dedication to the scientific method of inquiry.

I.C. Develop credibility and funding for the school. Given the central role society has given to research in our institutions of higher education, the credibility and prestige of the School depends, in large part, on the visibility and prestige of the research we do,

as seen in the eyes of our key stakeholders. Our credibility, in turn, affects our ability to raise money, and money determines the degree to which we will be able to carry out our missions.

I.D. Stimulate individual knowledge development. Finally, we believe that the ultimate strength of the university rests in the knowledge and intellectual strength of the faculty and students. Research and scholarly activity plays a central role in the development of this knowledge. Implicitly, students should also be involved in similar research and scholarly activity whenever possible.

II. Defining research and Scholarly Activity. For purposes of this plan, we will not distinguish between research and scholarly activity. As Exhibit III-1 suggests, they include a host of different activities, each following from the objectives they are designed to achieve. These are the activities we seek to foster in the School.

II.A. Basic research (Exhibit III-1, box B). While we do not see a need to promote a rigorous definition of *basic research*, we see it as involving the discovery of the underlying principles by which business and related phenomena operate. As guardians of business-related knowledge development in society, one of our important activities is to identify and disseminate these principles.

II.B. Applied research (Exhibit III-1, box C). We have established the infusion of real-world applicability of our research as one of our SBA research objectives. As with *basic research*, we do not seek to promote any rigorous definition of *applied research.* However, the School encourages research and other intellectual contributions that create tools and information, transfer, apply or interpret knowledge, or otherwise assist real-world decision-makers/practitioners to make better decisions. The School also values research that describes the current state of important characteristics of business activity. We also see pedagogical research as an important area of applied research.

II.C. Research support roles (Exhibit III-1, box D). Exhibit III-1 makes specific mention of some of the roles involved in the research process. While these may be obvious, they represent areas in which faculty members might develop particular competence. While all faculty should be broadly knowledgeable and current in their scholarship, we encourage them to participate in research teams that utilize their particular expertise.

III. Guiding Principles (Exhibit III-2). Exhibit III-2 summarizes a number of guiding principles, or outcomes, we hope to achieve as a result of our strategic efforts. These may be seen as supporting objectives to the broader set articulated in Exhibit III-1. They provide specific criteria for evaluating the alternative policies being considered by our Committee.

III.A. Stimulate the pursuit and dissemination of knowledge, particularly through publication in leading academic and professional journals. As noted earlier, publication in leading academic and professional journals should be a central feature of our research activities. However, this is merely a practical expression of a larger purpose, which is to pursue and disseminate knowledge. We seek to encourage any activities that address this end. We are particularly anxious to encourage a spirit of

scholarly entrepreneurship, whereby our faculty might develop new, more efficient ways of pursuing and disseminating business knowledge.

Exhibit III-2:

Guiding Principles:

The overall effect of our actions should be to ...

- **Stimulate the pursuit and dissemination of knowledge, particularly through publication in leading academic and professional journals**
- **Create linkages between our research and teaching**
- **Create an environment of continuous improvement in the quality of our research activities**
- **Infuse our research with real world and theoretical applicability**
- **Enhance the School's visibility, general image, and strategic position among key stakeholders**
- **Promote individual intellectual development of our faculty and students**

III.B. Create linkages between our research and teaching. Consistent with our broader objective of creating an intellectual environment for teaching, we would like our research activities to contribute as directly as possible to this environment. Indeed, this provides much of the rationale behind the importance we place on *applied research* (including pedagogical research). At the same time, we recognize that quality research is often very specialized in nature. This puts a natural limit on the extent to which it can or should be incorporated into our teaching. Furthermore, the varied nature of teaching demands often requires that our faculty members teach outside of their areas of research. To address these limitations, we would also like our faculty to link the more general knowledge base and thinking process that grows out of their research to their teaching activities.

III.C. Create an environment of continuous improvement in the quality of our research activities. We believe that the importance of research is ultimately tied to our desire for continuous improvement – the continual advancement of knowledge in society. Similarly, we believe that we should continually seek to improve our knowledge of the scholarly process. On an on-going basis, our faculty should impact and visibility of our research, to do more efficient research, and to find new more effective and efficient ways to disseminate it throughout society.

III. D. Infuse our research with real world and theoretical applicability. Experience suggests that many people have great difficulty drawing practical conclusions from abstract business research. As a result, we encourage our faculty to conduct research that establishes clear implications for business practice. At the same time, we believe that most research should be tied to generalizable principles, or theory. It should build our total body of knowledge and help our students transport their

understanding from one situation to another. The need for real world and theoretical applicability applies to our pedagogical as well as our conventional business research.

III.E. Enhance the School's visibility, general image, and strategic position among key stakeholders. As noted earlier, one of the broadest research objectives of the school is to develop credibility and funding for the school. These are closely tied to our School's visibility, image, and strategy positioning among key stakeholders. In fact, the rationale for these "promotional" aspects of our research is more subtle than it might first appear. In a world filled with charlatans and misguided solutions, people are understandably reluctant to trust purveyors of knowledge. Just as a brand becomes an important adjunct to the quality of a product, our name becomes an important adjunct to the quality of our research. We cannot maximize the impact of our research without carefully nurturing the visibility, image and position of the name that represents it.

III. F. Promote individual intellectual development of our faculty and students. We have already mentioned the importance we assign to intellectual development in our discussion of research objectives. We repeat it in this section as a *guiding principle* in order to ensure that it is incorporated in each element of our research strategy.

IV. The Process of Continuous Improvement in Research (Exhibit III-3). Exhibit III-3 portrays our process for ensuring that the quality of our research continually improves in service of our objectives. It addresses overlapping processes aimed at both individual faculty members and the faculty as a whole.

Exhibit III-3:
The SBA Process for Continuous Improvement

- A Faculty Research Portfolios
- B Performance evaluation
- C Rewards/incentives
- D Process development
- E Skills/procedures
- F Research productivity
- G SBA Research Audit
- H *Action plans and revisions of strategy*
- I *Action plans and revisions of strategy*
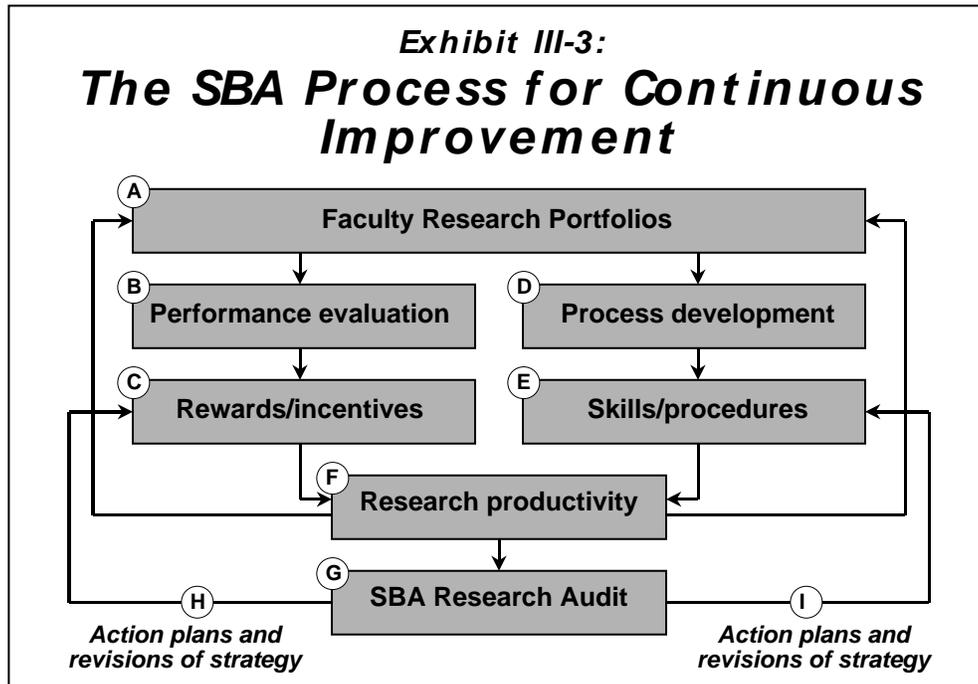
IV.A. Faculty Research Portfolios (Exhibit III-3, Box A) and Research Productivity (Exhibit III-3, Box F). Faculty Research Portfolios represent the most direct documentation of faculty productivity. As a rule, the portfolios may take one of two forms. First, they consist of extensive compilations of publications, letters of recommendation, and other documentation, tied together with a personal narrative to provide a rationale for the research. These are used when the faculty prepare to present

a case for promotion and/or tenure. Second, the portfolios consist of one- and three-year activity reports, combined with a cumulative curriculum vita. Faculty prepare these as a basis for merit salary increases. The activity reports are flexible enough to provide an opportunity for faculty to explain the strategic nature and significance of the work they have done.

IV.B. Performance Evaluation (Exhibit III-3, Box B) and Rewards/Incentives (Exhibit III-3, Box C). **Also see Exhibit III-4**. Our processes of performance evaluation are established in our union contract. These are portrayed in Exhibit III-4. In every case, the process begins with a departmental committee recommendation. In the case of promotion and/or tenure evaluations, the evaluative process is left in the hands of faculty committees at both the School and University level. By contrast, merit/salary evaluations are made by the Dean and President, based on School faculty committee recommendations. The contrast between these two processes highlights the important tension between faculty and administrative prerogatives. The faculty is in the best position to evaluate faculty research competence. The administration is in the best position to evaluate the role faculty members play relative to strategic initiatives.

Exhibit III-4:
The Established Processes for Research Performance Evaluation and Reward

Departmental P&T Committees	Departmental Merit/Salary Committees
SBA P&T Committee	SBA Merit/Salary Committee
University P&T Committee	Dean and Presidential Salary Review
Promotion and Tenure Evaluations	Salary Allocations
Faculty Rewards	
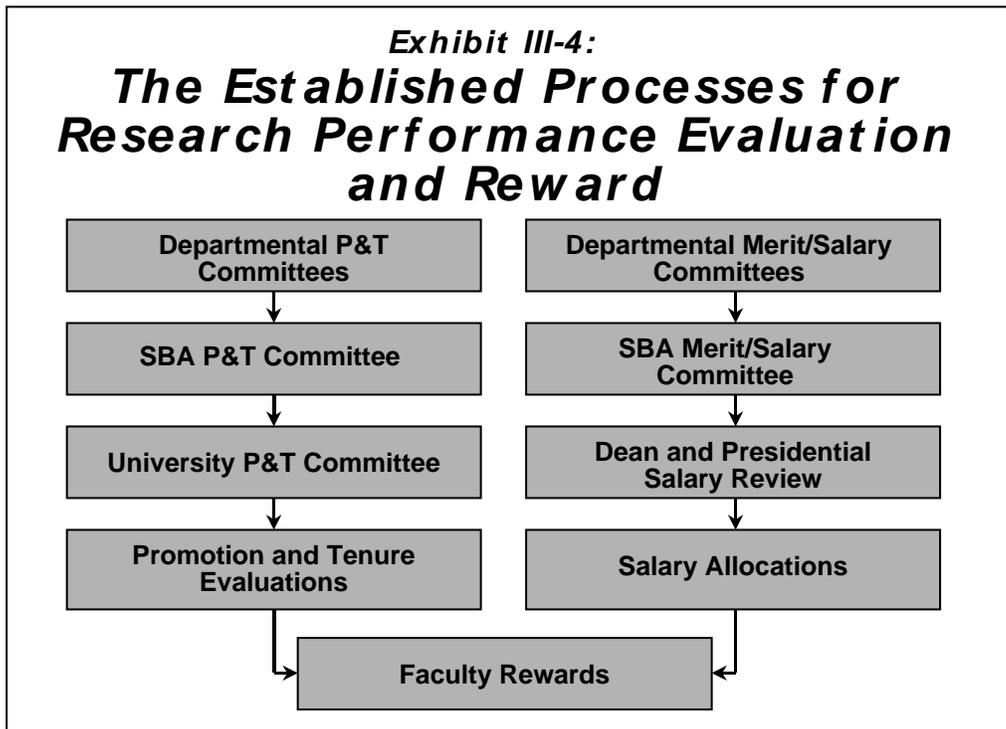
IV.B.1. Stimulating faculty involvement in research strategy. One of the purposes of developing this strategic plan is to get faculty more involved in the process of developing and administering research strategy. While the distinction between faculty and administrative prerogatives will continue to exist, we believe that the School will benefit from a spirit of cooperation and involvement. If faculty can be incentivized to carry out strategic research initiatives, the initiatives will be even more efficient and effective if the faculty understands and is committed to them. An internalized sense of faculty commitment will tend to mobilize creativity as well as compliance, bringing with it an increased level of intrinsic as well as extrinsic faculty rewards.

IV.B.2. Evaluating research contributions (Exhibit III-5. Also, see Appendix B). Exhibit III-5 addresses the general process by which we propose to evaluate faculty research contributions. Appendix B provides a detailed set of procedures. Note that the model distinguishes between tenured (Box A) and untenured (Box B) faculty. The broader lower base of Box B suggests that, as a rule, we expect untenured faculty to focus on traditional journal publication, perfecting their traditional research skills prior to extending their activities to more creative and non-traditional scholarship. However, this expectation represents only a general tendency. Writing a book that revolutionized the way managers think is the kind of scholarly contribution we expect from a tenured faculty member. But we would certainly look favorably on such a contribution from an untenured faculty member as well. Similarly, tenured faculty members are more likely to play central leadership roles in scholarly activities. These might include such activities as editing scholarly journals, reviewing grant applications for major funding agencies, publishing key industry reports, or giving advice to important government or industry policy-making bodies. Such activities would be no less attractive indicators of an untenured faculty-member's scholarly contributions, just less common. Exhibit III-5 outlines the factors and criteria considered in evaluating research according to our research strategy:

Exhibit III-5:
A Model for Evaluating the Quality of Individual Research

Factors	Broader scholarly contributions	Criteria
C Established SBA factors	Tenured faculty A / Untenured faculty B	F Peer-school standards
D SBA strategy		G Studies of publication quality
E Individual strategy		H Individual justification

Traditional journal publication
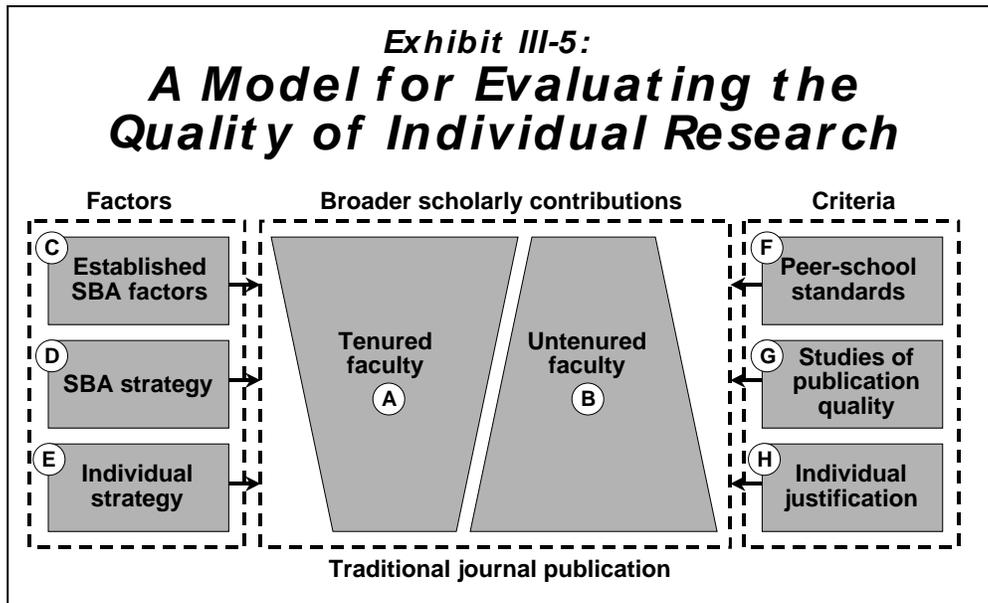
IV.B.2.a. Established SBA Factors (Exhibit III-5, Box C). The School has an established set of tenure and promotion factors, modeled on those of the University. These reflect the same general notion illustrated in Exhibit III-5. The expectations of junior faculty tend to be in the quality of their research, while senior faculty are expected to have acquired a national reputation for their research.

IV.B.2.b. SBA Strategy (Exhibit III-5, Box D). SBA strategy involves more specific, content-focused guidelines. For instance, we have noted our emphasis on applied research, highlighting the importance of scholarly activities that have a significant impact on the way executives and policy makers make their decisions. We have also alluded to a strategic focus on collaborative research, suggesting the relative importance co-authorships and team-based programs of research. To ensure continuous

improvement in research, the School's Promotion and Tenure Factor Statement will be periodically revised to reflect the School's Research Strategy.

IV.B.2.c. Individual Strategy (Exhibit III-5, Box E). Individual strategy constitutes one of the most critical elements of our overall research strategy. It suggests that we are prepared to reward attractive individual initiatives, even if they go against established tradition. Such a policy is critical to the notion of continuous improvement.

IV.B.2.d. Peer-School Standards (Exhibit III-5, Box F). Moving from general evaluative factors to specific criteria, we still face the question of how much is enough. How many of what kind of journal articles does it take for promotion and tenure? To achieve a "class I" rating in research? Our strategy calls for anchoring our decisions in data regarding similar evaluations made at "peer" institutions. These would include "Urban 13" universities, particularly those that are also classified as "Carnegie I" research institutions.

IV.B.2.e. Studies of Publication Quality (Exhibit III-5, Box G). The literature in each business discipline contains studies of journal quality. Citation indices also provide indications of journal quality. These provide further guidance for interpreting the data we hope to get from "peer" institutions (Exhibit III-5, Box F). Neither of these measures is perfect. But, bearing in mind the biases they have against new publications and publications in specialized fields, they can be useful. The school will draw on studies conducted by the various Department and the related evaluative policies.

IV.B.2.f. Individual Justification (Exhibit III-5, Box H). Consistent with the acceptance of individual research strategies, we encourage faculty members to provide special justification where appropriate to document the outcomes of their strategies

IV.B.3. Annual review of untenured faculty. In addition to the regular evaluation processes described above, department Promotion and Tenure Committees, in consultation with the department Chairs, will prepare a yearly written review of untenured faculty members' performance to give them an indication of how they are progressing relative to the criteria addressed in Exhibit III-5. The School will initiate a comprehensive review of tenure-track faculty during the fourth year of service. The School Promotion and Tenure Committee will conduct the review and make recommendations to the Dean regarding the continuing status of each tenure-track faculty member

IV.C. Process Development (Exhibit III-3, Box D) and Skills/Procedures (Exhibit III-3, Box E). Implicit in the structure of Exhibit III-3 is the premise that research effectiveness depends on two major factors: First is the motivation to do good research. The research rewards/incentives discussed in conjunction with Exhibit III-3, box C address this factor. Second is the ability to do the research. In part, this depends on the development of an effective process.

IV.C.1. Research processes (Exhibit III-6). Exhibit III-6 addresses the research process. The process features several objectives that support the overall research objectives and guiding principles discussed in Sections I and III, respectively. These are:

Exhibit III-6:

A Model for Developing Effective Research Processes

Process objectives:
- Faculty interaction
- Programmatic research
- Industry involvement
- Professional activity

Faculty Development Initiatives:
- Individualized faculty development plans
- Focused tenure-track faculty mentorship program
- Coordination of plans for research synergy among faculty
- Strategic resource allocation (GRA's etc.)
- Industry internships and collaboration
- Conferences and other travel support

IV.C.1.a. Faculty Interaction. While faculty members can certainly conduct research individually, or in conjunction with faculty at other universities, the diversity, expertise, and collegiality of our faculty provide one of the most valuable resources for stimulating research productivity. In order to harness our faculty, we need to stimulate quality faculty interaction.

IV.C.1.b. Programmatic Research. We believe that good research draws on a thorough understanding of the research problem and the prior work addressing it. It follows that there would be economies of scale in programmatic research, where one study builds on the knowledge acquired in prior research. Furthermore, programmatic research concentrates research recognition, establishing our reputation for a particular kind of research. In this sense, programmatic research supports our desire to develop visibility, image and positioning for the School.

IV.C.1.c. Industry Involvement. In order to achieve our objective of bringing real world applicability into our research, we believe that our faculty should be involved with the actual companies that are using the research our faculty produce.

IV.C.1.d. Professional Activity. Each of the disciplines within the School is associated with at least one major professional organization (e.g. Academy of Management in Management or the American Marketing Association in Marketing). These associations hold conferences and other professional activities that serve to stimulate the intellectual development of their members and create professional networks. We believe that our faculty should be active in these organizations and attend their conferences regularly in order to increase their research effectiveness and increase the professional visibility of the School.

IV.C.2. Faculty development Initiatives (Exhibit III-6). Exhibit III-6 suggests a number of general types of program initiatives that we believe will help us achieve the process objectives listed above. While they form an important part of our research strategy, the Research Committee can only recommend them. Their actual funding and implementation would be done through the Dean's office. These include:

IV.C.2.a. Individualized faculty development plans. The School is planning to institute a program whereby faculty members will each prepare a development plan, in conjunction with their departments. These is will be used to encourage faculty to get involved in strategic School initiatives.

IV.C.2.b. Focused tenure-track faculty mentorship program. The School will institute a focused tenure-track faculty mentorship program wherein it will assign each tenure-track faculty member a senior-faculty mentor from outside his or her discipline and/or from within his or her Department. The mentors will provide developmental support, but they will not evaluative the faculty members with whom they work. The mentors will work with the tenure-track faculty to help them develop and execute an effective faculty development plan, as discussed in the previous bullet. Their work will include advice and collaboration in conducting research, focusing their research efforts in conjunction with the SBA strategic plan, finding journal outlets, and so forth.

IV.C.2.c. Coordination of plans for research synergy among faculty. The individualized faculty development plans provide a useful vehicle for coordinating faculty efforts within the school in service of strategic research initiatives.

IV.C.2.d. Strategic resource allocation (GRA's etc.). The School is in a position to allocate GRA's, faculty development grants, and other incentives to encourage faculty to become involved in desired strategic activities.

IV.C.2.e. Industry internships and collaboration. The School can help stimulate the kind of applied orientation it seeks by involving the faculty more directly with industry. One of the most direct ways to do this is to facilitate industry internships. Other initiatives include involvement in consulting projects, executive training, and so forth.

IV.C.2.f. Conferences and other travel support. Given the crucial role of professional association activity and conferences attendance plays in our strategy, travel funding will also be very important.

IV.C.2.g. Achievement recognition. Perhaps the most cost-effective way to encourage research productivity is to provide immediate public and personal recognition for achievement. While this recognition might come from any number of sources, we believe that it will have the greatest effect when provided by the Dean of the School. It might take the form of everything from listing recent publications in a public display area to providing individual notes of congratulation.

IV.D. SBA Research Audit (Exhibit III-3, box G). In order to ensure that the strategies and programs presented in this plan are properly implemented, the SBA

Research Committee will perform an annual audit of research activities. Appendix I presents a Research Effectiveness Audit framework for the Committee to use for this purpose. It summarizes the key objectives, strategies, and programs, along with suggested evaluative criteria.

IV.E. Action planning cycles for continuous improvement (Exhibit III-3, lines H and I). The *research audit* represents a structured system for identifying areas in which the School needs to improve its research efforts. We anticipate it will provide a stimulus for both adjustments in strategy and for action programs to improve our implementation of strategy.

APPENDIX III-A:
SBA RESEARCH PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key philosophies, programs and issues relating to SBA research activities. Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on subjective judgments, review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and help us develop yearly action plans. It is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives. As a practical matter, the degree of rigor with which the audit is conducted might vary dramatically from year to year. Furthermore, the Dean and/or the Research Committee might decide to focus on some areas of the audit at the expense of others, in accordance with strategic priorities.

I. Research Mission. To what extent do current programs and initiatives address the following aspects of our research mission?

	Very Little				Very Much
Contribute to societal knowledge	1	2	3	4	5
Create an intellectual environment for teaching	1	2	3	4	5
Develop credibility and funding for the School	1	2	3	4	5
Stimulate individual knowledge development	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II. Research and Scholarly Activity. To what extent has the faculty developed expertise in and engaged effectively in the following scholarly activities in its pursuit of both basic and applied research?

	Very Little				Very Much
Generate a balance of basic and applied research	1	2	3	4	5
Effective dissemination of result to appropriate publics	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III. Desired guiding principles/research outcomes. To what extent have our research activities been successful in producing the following outcomes?

	Very Little				Very Much
Stimulating the pursuit and dissemination of knowledge, particularly through publication in leading academic and professional journals	1	2	3	4	5
Creating linkages between our research and teaching	1	2	3	4	5
Enhancing the quality of our pedagogical research	1	2	3	4	5
Creating an environment of continuous improvement in the quality of our research activities	1	2	3	4	5
Infusing our research with real world and theoretical applicability	1	2	3	4	5
Enhancing the School's visibility, general image, and strategic position among key stakeholders	1	2	3	4	5
Promote individual intellectual development of our faculty and students	1	2	3	4	5

XA.III.A. What was the basis for your evaluations?

XA.III.B. Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV. Faculty Performance Evaluation and Rewards. To what extent have we adhered to the following principles of faculty performance and rewards?

	Very Little				Very Much
Utilize established SBA factors	1	2	3	4	5
Reward behaviors that support SBA research strategy	1	2	3	4	5
Consider individual strategy where appropriate when establishing a faculty member's research performance criteria	1	2	3	4	5
Benchmark performance expectations against peer-school standards	1	2	3	4	5
Refine performance expectations with weightings developed from studies of publication quality	1	2	3	4	5
Interim evaluations of untenured faculty adequately address strategic SBA performance criteria	1	2	3	4	5
Consider individual justifications where appropriate when evaluating the quality of faculty research performance	1	2	3	4	5
On the whole, untenured faculty should be more involved in traditional journal publication, while tenured faculty are relatively more involved in broader scholarly contributions	1	2	3	4	5

XA.IV.A. What was the basis for your evaluations?

XA.IV.B. Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV.C.1. Research Process. To what extent have SBA research policies been successful in achieving the following objectives?

	Very Little				Very Much
Faculty interaction in support of research agendas	1	2	3	4	5
Programmatic research	1	2	3	4	5
Faculty involvement with industry practitioners	1	2	3	4	5
Faculty involvement with professional organizations (conference presentations, leadership positions, etc.)	1	2	3	4	5

IV.C.1.a. What was the basis for your evaluations?

IV.C.1.b. Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV.C.2. Faculty Development Initiatives. To what extent has the SBA been successful in implementing the following program initiatives?

	Very Little				Very Much
Individual development plans	1	2	3	4	5
Coordination of plans for research synergy among faculty	1	2	3	4	5
Strategic allocation of resources in support of process objectives	1	2	3	4	5
Industry internships and collaboration	1	2	3	4	5
Conference funding and other travel support	1	2	3	4	5
Public and private recognition for articles published and other research accomplishments	1	2	3	4	5

IV.C.2.a. What was the basis for your evaluations?

IV.C.2.b. Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

APPENDIX III-B:
A SYSTEM FOR EVALUATING FACULTY SCHOLARSHIP

I. The purpose of this appendix. The quality of individual faculty members' scholarly contributions are evaluated annually by the departmental Merit and Salary Committee, subject to revision by the corresponding SBA Committee. The Committees evaluate faculty members' research portfolios, as suggested by Exhibit III-3, box A of this Plan. The purpose of this Appendix is to provide a standard procedure for evaluating the research outcomes contained in these portfolios.

II. A system for evaluating scholarly contributions (Exhibit III-B1). Exhibit III-B1 represents the process by the School evaluates the scholarly contributions of its faculty. In our discussion, we will not distinguish between scholarly contributions and research output. Both terms refer to the result of significant scholarship. In our discussion, we will use the term *scholarly outcomes* to represent measurable evidence of scholarly/research achievement.

II.A. Outcome value (Exhibit III-B1, boxes A and B). Boxes A and B of Exhibit III-

B1 suggest several different types of research outcome.

Exhibit III-B1:
A System for Evaluating Scholarly Contribution

Outcome value (A)	Strategic adjustments (C)	→	Evaluation of scholarly contribution (E)
• Journal quality • Ascribed journal quality • Non-journal contributions • Non-research contributions (B)	• SBA, Department and/or individual strategy • Quality of individual contribution (D)		General evaluative standards: • Category I • Category II • Category III • Category IV (F)

II.A.1. Journal quality (Exhibit III-B1, box B; Exhibit III-B2). The most accepted way of evaluating the quality of faculty scholarship is by evaluating the quality of the journals in which they appear. Exhibit III-B2 provides a sample classification scheme for assessing these values. Each of the academic departments of the School is working on an actual classification, based on published journal evaluations.

Exhibit III-B2:
An Illustrative Scheme for Valuing Scholarly Outcomes

Research Outcome
Authored/co-authored books. These are scholarly publications that contain leading-edge theory, establishing the author(s) as intellectual leaders in their field. However, we also value textbooks and trade books in similar fashion, recognizing the scholarly effort they take to write and the intellectual impact they can have in their respective domains.
Top-tier journal articles. These are the universally recognized leading journals in a given discipline. They generally include refereed journals, but they could include non-refereed trade journals, key industry research monographs, etc. This classification would include journals such as ❑ Journal of Marketing Research ❑ Journal of Marketing ❑ Journal of Consumer Research ❑ Journal of Marketing Science ❑ Harvard Business Review
Top-tier specialty journal articles. These are the leading journals in various specialized sub-disciplines. They would include journals such as ❑ Journal of Advertising Research ❑ Journal of Advertising

❑   Journal of Retailing ❑   Journal of International Business
Second-tier journal articles. These are high-quality general disciplinary journals, espousing much the same editorial policy as top-tier journals. However, they have not achieved tier-one status. Examples would include journals such as ❑   Journal of the Academy of Marketing Science ❑   Journal of Business Research ❑   Columbia Journal of World Business ❑   California Management Review ❑   Journal of Consumer Marketing ❑   Journal of Psychology and Marketing
Edited books and book chapters. Edited books involve interpretive organization of scholarly material that commonly characterizes key scholars in a given field. Similarly, book chapters tend to reflect the stature of a scholar's contributions within the discipline being represented by the book.
Second-tier specialty journals. ❑   Journal of International Marketing ❑   Journal of Business Communication ❑   Journal of Business Logistics ❑   Journal of Direct Marketing ❑   Simulation and Gaming ❑   Journal of Services Marketing ❑   Journal of Health Care Marketing ❑   Journal of Sales Management
National and international conference papers. These represent papers presented to national and international conferences of the key organizations representing the sub-disciplines of our faculty. They are generally, but not necessarily, published in conference proceedings. This category would include conferences such as ❑   American Marketing Association ❑   American Academy of Advertising ❑   Academy of International Business ❑   Association for Business Simulations and Experiential Learning ❑   [include the others our Department members attend]
Regional and special conference papers. These represent papers presented to regional conferences and national/international specialty conferences of the key organizations representing the sub-disciplines of our faculty. They are generally, but not necessarily, published in conference proceedings. This category would include conferences such as regional Marketing associations, regional International associations, special conferences (conferences not held on a regular basis).

II.A.2. Ascribed journal quality (Exhibit III-B1, box B). Often, faculty will publish in journals that do not fit into their department's scheme. In this cases, the faculty member is responsible for presenting a case as to where in the scheme the journal should be classified.

II.A.3. Non-journal contributions (Exhibit III-B1, box B). Some of the most significant scholarly contributions often come outside the regular channel of journal publications. In cases involving these non-journal contributions, the relevant faculty committees bear the primary responsibility for determining the significance of the contribution.

II.A.4. Non-traditional contributions (Exhibit III-B1, box B). Scholarship includes a much greater range of activities than published research. It might include anything from journal editorships to providing testimony before congressional committees. They contribute to the discovery and application knowledge for the

betterment of our business establishment.

II.B. Strategic adjustments (Exhibit 1, box C). Box C in the exhibit provides a basis for making *strategic adjustments* to the value of *scholarly outcomes*, based on larger considerations. For instance, value might be adjusted for publishing in strategically desirable journals, for producing seminal articles, and so forth.

II.B.1. Adjustments to reflect SBA, department, or individual strategy (Exhibit III-B1, box D). The nature of strategy is to adjust priorities. This Research Plan recognizes that the School, each department, and each individual faculty might have different, albeit synergistic, research strategies. These would logically result in potential adjustments in the value of *scholarly outcomes.* For instance, the model described in Exhibit III-B1 is essentially compensatory. That is, it assumes that faculty can compensate for a lack of one kind of research by doing more of another. Taken to an extreme, this might violate Department or SBA strategy, giving undue rewards for publishing frequently in low-quality outlets. This call for a negative strategic adjustment. More often, strategic adjustments would be positive. For instance, we might adjust the value of publications upward to reflect the strategic significance of achieving a dominant position in the leading specialty journal for a particular sub-discipline.

II.B.2. Adjustments to reflect specific outcome quality (Exhibit III-B1, box D). Sometimes a particular scholarly outcome is particularly noteworthy. For instance, a conference paper that wins the "best paper" award would receive a positive strategic adjustment, as would an article that comes to be known for its seminal role in a particular school of thought.

II.C. The total value of scholarly outcomes (Exhibit III-B1, box E). The final value of scholarly outcomes is represented by a total evaluation of scholarly productivity. This might be established qualitatively or quantitatively, depending on individual departmental policy.

II.D. Mapping total value onto evaluative standards (Exhibit III-B1, box F). The University procedures for merit and salary evaluation call for classifying faculty members into one of four categories, based on their level of scholarly contribution. University guidelines provide qualitative descriptions of what these categories mean for faculty members of different academic ranks. However the actual classification depends on the evaluation of the individual department, subject to review by the appropriate SBA committee.

Appendix IV:
Resource Committee Strategic Plan

Appendix IV:
Resource Committee Strategic Plan

I. Background. Given the increased level of technology available for instruction, the availability of higher capability software and hardware that can be applied to research, and the increased emphasis on distance learning, it is appropriate that the Resources Committee plan for meeting the needs for research and teaching for the future.

In the past, resources available for instruction and research were limited, both by the technology available and by the cost of providing that technology. With the development of faster, better, higher capacity, and less expensive computer technology at an accelerating pace over the last several years, it is now possible to provide this computer technology at levels that would not have been feasible before, and at relatively reasonable costs.

While the use of overhead projectors and transparencies can still be considered a standard form of visual media in the classroom, and can still provide a very useful means of making presentations, the introduction of notebook (laptop) computers has made the use of presentation software a new standard. Programs such as Microsoft PowerPoint can provide the ability to show a true multimedia presentation with simply a notebook computer and a suitable video projector, to audiences as large as a few hundred people. Even portable video projectors are now capable of displaying high quality images to very large audiences. Most presentations using transparencies on an overhead projector are limited to relatively static displays which are primarily black and white. Making color transparencies is usually a process requiring specialized equipment, and it is very expensive. Furthermore, such equipment is usually very limited in its availability. In contrast, computer programs such as PowerPoint can be used to provide everything available from a transparency, as well as color. The drawing capabilities of PowerPoint enable even complex diagrams or slides to be constructed without help. PowerPoint can also import material from other computer formats if an image capture program is used, and these are readily available. In addition, PowerPoint can provide building of slides to show points revealed one at a time in a sequence order on a specific slide. PowerPoint can also include animation effects for parts of a slide; audio or video clips (such as television commercials); clip art; and scanned images such as photos, all in the same presentation. In addition, the presentation can be easily and very quickly modified or adapted to suit different audiences, at little to no additional expense. While the ability to accomplish this requires some learning and preparation on the part of the person organizing and delivering such a presentation, the learning is not difficult, and the preparation time is very much dependent on the level of complexity chosen for the presentation.

As it stands at this moment, the Oakland Center for Wayne State University refuses to make transparencies for faculty members to use in classes taught in their facilities on their overhead projectors. Two reasons are given. The reason given most frequently is that they do not want transparencies made on their copiers because of prior experience with the wrong transparency blanks being used (by faculty members who brought their own), which melted onto the drum of their copier and put the copier out of action until expensive repairs could be made. If pressed, the reason given that the Oakland Center

will not provide transparency blanks that would be suitable for their specific copiers is that the transparency blanks are too expensive at 35-40 cents each, and they will not pay for it out of their budget. Therefore, faculty members are not allowed to bring their own blanks, and the Oakland Center will provide none. Essentially, faculty members cannot make transparencies for overhead projectors at that facility.

It should be apparent that a computer-generated presentation can be much more effective than a typical presentation using black and white transparencies on an overhead projector, because of the ability to show color, movement, and even sound and video clips. All of this requires no more equipment than the notebook (laptop) computer and a portable video projector. If images are used from sources such as printed material or photos, the occasional use of a computer scanner or digital camera may be needed, but this is done in preparing the presentation beforehand.

II. Objectives and strategy (Exhibit IV-1). In order to facilitate the use of such technology in classroom instruction and in presentations to academic and professional meetings, the faculty in the School of Business Administration should have an appropriate level of technology made available to them. Exhibit IV-1 summarizes the key elements of the Resource Committee strategy to provide this technology.

Exhibit IV-1:
Key Elements of the SBA Resource Committee Strategy

- **Portable computers for faculty members**
- **Video projectors in classrooms**
- **Software for faculty research, presentation, and instruction**
- **Training for faculty members on presentation and Internet use for classes**
- **Conversion assistance for faculty to develop PowerPoint presentations**
- **Internet access for class use to allow student access to class materials**
- **Classroom design and retrofit, according to survey of faculty use of rooms**
- **Provision of student information and pictures to faculty members**

II.A. Portable computers for faculty members. Faculty members should have notebook (laptop) computers available to them that can be taken to their offices, homes, or other locations where they choose to work. Development of instructional materials and research activities should not be limited to the availability of desktop computers that are located in faculty offices on campus. Neither is temporary checkout of a limited number of notebook computers on a lending basis for faculty members, since those machines are typically not available at the times they are needed, especially on short notice. For most faculty, notebook computers that are capable of dealing with

instructional needs will be available for less than $1,500 to $2,000 each. Note that while Apple Macintosh computers can definitely match the following specifications, their format is not compatible with the typical standard for presentation devices at many fixed locations, which tend to be IBM-standard compatible. The notebook computers should have at least the following specifications:

- ❑ Pentium 233 Mhz CPU
- ❑ MMX capability
- ❑ 4.1 Gigabyte hard drive
- ❑ 12.1 inch active matrix display with minimum resolution of 800x600 (16 million colors)
- ❑ Support for 640x480, 800x600, 1024x768, 1280x1024 external displays
- ❑ Ability to display on internal and external displays simultaneously
- ❑ 20X CD-ROM drive
- ❑ Internal floppy disk drive
- ❑ 56K internal modem

II.B. Video projectors in classrooms. Faculty should be able to have suitable video projectors available in the classrooms they will use, without needing to make burdensome arrangements to obtain the use of these projectors. As it currently stands, the use of a video cart is extremely cumbersome and is difficult to deal with on an ongoing basis. These carts are very large and heavy, each being nearly the size and shape of a typical kitchen countertop with accompanying cabinets. While the equipment it contains is made more secure by being contained in such a large and heavy cart, it is also significantly difficult to transport, particularly between buildings. In addition, the number of these carts available is severely limited, and reservations are required in order to use them, sometimes long in advance. Often, they are simply not available if several faculty members need them at the same times. If suitable video projectors were installed permanently in the classrooms, or secured in cabinets in the classroom, the faculty member needing to use this equipment would be able to do so with a minimum of advance arrangement. Currently, the use of Media Services to provide video projection equipment requires prior arrangement long in advance, is expensive, and is not always reliable. Faculty member experience this semester includes an episode where Media Services personnel failed to deliver equipment that had been properly arranged for in advance, and they could not be contacted at the time of the evening class to remedy the situation, when the equipment was not delivered. A possible alternative is to have a sufficient number of lightweight portable video projectors available for faculty members to carry to their classes. These should weigh no more than ten to fifteen pounds if they are to be considered portable. They would also need to be provided in sufficient number that there would not be conflict over their use by faculty members with simultaneous need for the equipment.

II.C. Software for faculty research, presentation, and instruction. Faculty members need to be provided with access to software for research, presentation and instructional use. This software should be installed on the faculty members' individual computers, rather than simply being available on a network, because this would enable them to use the software without being tied to a modem or other network connection. The software should be up-to-date versions of the various programs, in order to foster

the ability to share data and files between users. Where feasible, the university should obtain site licenses for the software if enough demand for the software warrants it.

II.D. Training for faculty members on presentation and Internet use for classes. Faculty members should be provided with training on presentation software and on presentation techniques that can be used with the software.

II.E. Conversion assistance for faculty to develop PowerPoint presentations. Some faculty members may need the help of assistants in order to convert their previous instructional materials to a PowerPoint form for their classes. While the process of conversion is not always difficult, depending on the upgrading of material that might be done at the same time, it is always time-consuming, and does not require that the person performing the conversion have a vast skill set beyond that needed for the conversion process. In other words, it could be a more effective use of the faculty member's available time to have someone else perform much of the routine conversion work.

II.F. Internet access for class use to allow student access to class materials. Faculty members should be able to have access to the Internet for class use, in order to allow students to have access to class materials directly from an Internet connection. This could include course syllabus, assignments, lecture notes, assigned readings, and other such materials. In most cases, Internet access would not need to be provided in the classroom during class sessions, with off-line Internet access being sufficient. Faculty members may also need assistance in establishing such Internet-ready materials and in converting existing materials for use over the Internet.

II.G. Classroom design and retrofit, according to survey of faculty use of rooms. Classrooms should be available that facilitate the faculty's use of the room for its instructional purposes. For case-discussion classes, a very useful classroom layout includes the use of raised platform (auditorium-style, but with tables) seating in a semicircle form, with each seat at the semicircular table being able to swivel, so that students can easily see other class members during discussion periods. This can be retrofit into existing classrooms by using a V-form of table with swivel seats, where each row further toward the rear of the room is higher than the row in front of it. The instructor's position is at the front of the room at the center of the V-shape, along one side of the longest dimension of the room.

II.H. Provision of student information and pictures to faculty members. Faculty members should be provided with a means to obtain individual photos and biographical information on each student in their classes. This facilitates interaction and an improved relationship between students and the faculty that teach their classes, since it makes it much easier for the faculty members to learn the students' names and to recognize them as individuals. At the least, faculty members should be provided with digital cameras to take pictures of the individual students in their classes each semester, and with software which can assemble a photo seating chart for the students in their classes. Ideally, this information should be provided by the student services office on a routine basis to faculty members each semester, as it is at a number of other universities, and as it is provided for faculty who teach in the Ford Motor Company Engineering Management Masters Program (EMMP).

APPENDIX IV-A:
SBA RESOURCE COMMITTEE PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key strategic recommendations of the Resource Committee. Indicate your best judgment regarding the School's performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress. However, it is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

II. Objectives and strategy. To what extent has the School been successful in delivering access to each of the following types of resources.

	Very Little				Very Much
Portable computers for faculty members	1	2	3	4	5
Video projectors in classrooms	1	2	3	4	5
Software for faculty research, presentation, and instruction	1	2	3	4	5
Training for faculty members on presentation and Internet use for classes	1	2	3	4	5
Conversion assistance for faculty to develop PowerPoint presentations	1	2	3	4	5
Internet access for class use to allow student access to class materials	1	2	3	4	5
Classroom design and retrofit, according to survey of faculty use of rooms	1	2	3	4	5
Provision of student information and pictures to faculty members	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

Appendix V
Teaching Committee Strategic Plan

Appendix V
Teaching Committee Strategic Plan

I. Mission. The SBA Teaching Committee mission is to facilitate those parts of the School's mission statement that involve teaching activities: "*Prepare students for useful professional and societal lives by providing a high impact educational experience, and infuse our teaching with real world applicability.*"

I.A. The mission to the MBA program. The MBA program is comprehensive in its course offerings, consistent with the mission of Wayne State University as a comprehensive university with an urban mission. The foundation of the program is basic knowledge about business functions and teaching of real world applicability of the theoretical concepts, including both actual uses of that the concepts and the cross-functional nature of business problems. The wide diversity of students is served with ample latitude for them to have programs that meet their individual educational objectives.

I.B. The mission statement of the undergraduate program. The undergraduate mission is to provide comprehensive, high-impact business education that addresses the needs of the Southeastern Michigan community. Goals to achieve this mission include:

I.B.1. Preparation for useful professional and societal lives

I.B.2. Continuous improvement

I.B.3. Accessibility through academic preparedness initiatives

I.B.4. Partnership with key stakeholders

I.B.5. International alliances

II. Objectives. Exhibit V-1, box A suggests that our key objective is to promote high-impact learning, which is the outcome of high-impact teaching. Specifically, this is reflected in graduates who are

II.A. Critical thinkers

II.B. Skilled analysts in their disciplines

II.C. Problem solvers

II.D. Practical managers

II.E. Masters of basic business tools and skills

II.F. Effective communicators

II.G. Leaders and team players

II.H. Competent users of technology

II.I. Ethical, committed citizens

II.J. Self-aware, life-long learners

III. Strategies. Exhibit V-1 suggests that our teaching strategy involves two levels:

Exhibit V-1:
An Overview of Teaching Objectives and Strategy

High-Impact Learning
A

Instructional Program

Stakeholder analysis
B

Curriculum
C

Supportive instructional behaviors
D

H

Teaching Portfolio Process

University contract requirements
E

Faculty evaluation
F

Faculty development
G

Feedback of process and outcome data to stimulate continuous improvement
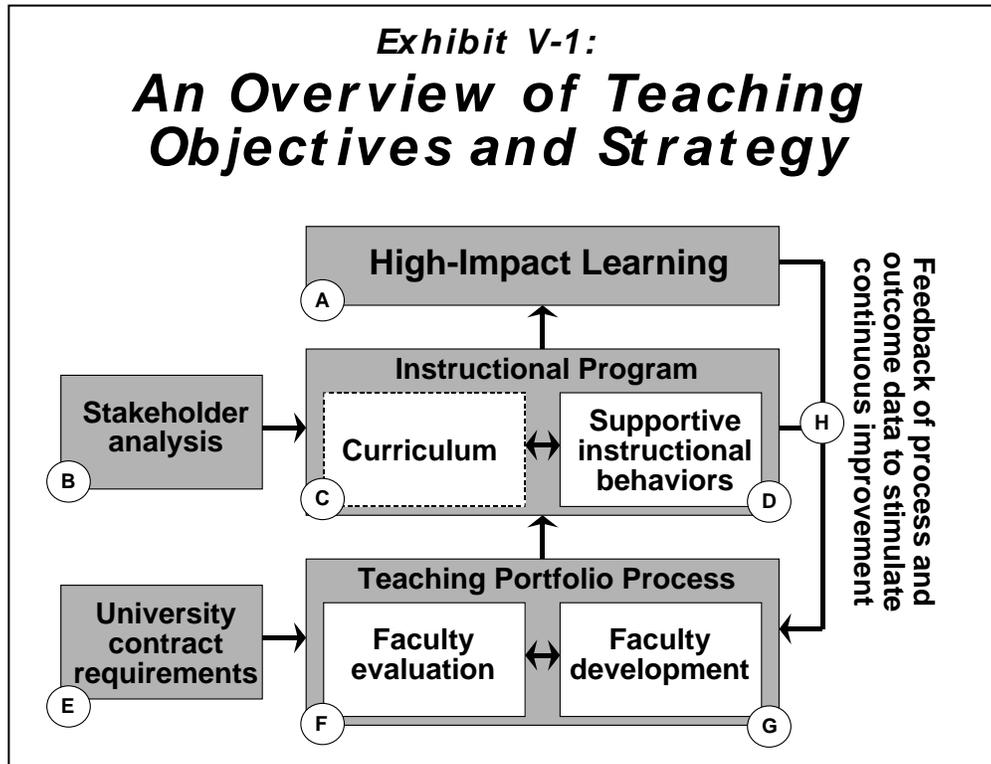
III.A. Instructional program. *Instructional programs* address the actual delivery of instructional activities – the *high-impact* teaching that is the instructional hallmark of our mission. High Impact teaching is a long-term, continuous process involving all of the stakeholders in our educational enterprise. The Teaching Committee is developing a recursive method for defining *high-Impact teaching* that will involve interaction among faculty, students, alumni and members of the business community – what we refer to as *stakeholder analysis* in Exhibit V-1, box B.

III.A.1. Curriculum (Exhibit V-1, box C). While the development of the curriculum is primarily the responsibility of the Undergraduate and Graduate Educational Policy Committees, many important curriculum innovations result from the individual initiatives of teachers. Furthermore, the actual implementation of curriculum innovations depends on the effective support of the teaching faculty. The fact that curriculum issues are closely tied, but not identical, to teaching issues is represented by the dashed line surrounding box C.

III.A.2. Supportive instructional behaviors (Exhibit V-1, box D). The actual delivery of *high-impact teaching* will be done through the day-to-day teaching activities of the faculty. We believe that these activities should incorporate instructional behaviors that are built around the following principles:

III.A.2.a. Student-Centered Learning. Teaching that involves students actively in their own learning, encouraging them to accept responsibility for their development and expecting them to participate centrally in the learning process, will more likely be *high-impact* than instruction that treats students as passive recipients.

III.A.2.b. Individualized Learning. Teaching that recognizes students as individuals, facilitates moving from their familiar and "known" to the unknown, and allows for various learning styles will more likely be *high-impact* than instruction that assumes students are essentially alike.

III.A.2.c. Real-World Learning. Teaching that facilitates students' application of academic knowledge to the real-world of business will more likely be *high-impact* than instruction that focuses on disciplinary theories, principles, and models for their own sake.

III.A.2.d. Higher Level Cognitive Abilities. Teaching that focuses on developing higher level cognitive abilities--application, analysis, synthesis, and evaluation--is more likely to be *high-Impact* than instruction that focuses on simple cognitive recall.

III.A.2.e. Abilities Beyond the Cognitive. Teaching that fosters creative, emotional, and practical abilities and that provides opportunities for performance is more likely to be *high-impact* than instruction that focuses solely on cognitive learning.

III.A.2.f. Learning Environment. Teaching that involves creating a learning environment by building relationships both with and among students, fostering peer interaction, and personalizing the instructor's role through individual contacts and through modeling valued behaviors (e.g., respect for diversity, appreciation for global applications) is more likely to be *high*-Impact than instruction that focuses on transmitting knowledge.

III.A.2.g. Program Goals. Teaching that addresses specific program objectives and mandated skills of relevant curricula (for example, the "Perspectives" of the Undergraduate Program, the "Contemporary Business Topics" of the MBA Program, the library skills of both programs, as well as the goals of specific areas such as the Logistics Program) is more likely to be *high-impact* than instruction that considers only disciplinary or course goals.

III.A.2.h. Research Based. Teaching that derives from thorough familiarity with research in the course content areas can readily conceptualize issues in the discipline, anticipate future trends, and cultivate both understanding and critical evaluation is more likely to be *high-impact* than instruction that focuses primarily on current practice.

III.B. Teaching portfolio process. The teaching portfolio process was mandated for the School by union contract, as suggested by Exhibit 1, box E. It has proved to be a powerful strategic tool for stimulating *high-impact teaching*. It provides a practical vehicle for focusing faculty attention on the teaching process and outcomes, translating it a process of continuous improvement (Exhibit V-1, box E).

III.B.1. Faculty evaluation (Exhibit V-1, box F). The first function of the portfolio process is to bring the teaching evaluation process in line with the broader range of instructional behaviors we believe constitute quality teaching. The process addresses the five evaluative dimensions listed below. These, in turn, provide an opportunity to consider the degree to which the teaching process addresses the targeted *instructional program* discussed in Section 3.1 above. The portfolio also invites faculty to submit evidence regarding the degree to which their teaching addresses the outcomes discussed in Section 2. The effect is to create an evaluative system that focuses faculty teaching creativity on the Schools teaching objectives and strategy.

III.B.1.a. Evidence of student learning. Faculty members are invited to provide evidence that students have learned appropriate lower- and higher-level cognitive skills, and that they apply principles learned in the course to their assigned academic work. Other evidence includes demonstrations that students have gained knowledge and understanding of the course content and that they perform effectively in subsequent courses and/or exit exams.

III.B.1.b. Instructional design. Faculty members are invited to describe and provide evidence regarding the quality of the pedagogy they have incorporated into their instructional design. They may show that their materials, methods and content are kept current, and that the course is organized logically, with thorough and challenging material.

III.B.1.c. Expertise in content. Faculty members are invited to provide evidence of the content expertise they are bringing to the subject they are teaching. This involves not only their personal knowledge and expertise, but also evidence of the degree to which they bring this to the teaching environment. Evidence includes faculty participation in scholarship and growth of the discipline and improvement of the discipline's pedagogy.

III.B.1.d. Course management skills. Faculty members are invited to provide evidence regarding the quality of the learning environment they have created in their classes. For example, faculty may demonstrate that course syllabi are thorough and clear, that they are organized and efficient and that there is effective and prompt communication and feedback.

III.B.1.e. Instructional delivery. Faculty members are invited to provide evidence of the actual quality of their instructional delivery. This section of the portfolio draws heavily on student feedback, as provided through the University's Student Evaluation of Teaching (S.E.T.) survey. It also gives the opportunity to document that the instructor stays current and adaptable, and that he or she generates enthusiasm for learning in an open and encouraging environment.

III.B.2. Faculty development (Exhibit V-1, box G). While faculty evaluation seeks to bring the School's merit and salary reward process in line with our teaching objectives and strategies, the area of faculty development provides enormous potential for both motivating and helping faculty develop the skills needed to support the provisions of this plan. Our general strategy is to link our objectives and strategies to each element of the portfolio evaluation system. This includes several key initiatives:

III.B.2.a. Continue to discuss and disseminate the concept of high impact teaching. Commitment to "high impact teaching" is included in our mission statement, and the Teaching Committee has formulated a statement of that concept. The document contains a description of the concept and methods of incorporating "active learning" and "real world applicability" through activities and pedagogical tools, as suggested in Sections 2 and 3.1 above.

III.B.2.b. Encourage intellectual development and renewal of faculty members, especially to encourage development of high impact teaching. This should include providing information on sources for materials, funding, and seminars.

III.B.2.c. Identify uses of and needs for technology (both software and hardware) to increase classroom effectiveness, in conjunction with the resources committee.

III.B.2.d. Continue to evaluate and revise the portfolio process. This includes the establishment of a standardized procedure for conducting and reporting classroom visits for teaching development.

III.B.2.e. Develop procedures for helping faculty adapt their instructional activities to state-of-the-art technology. The School anticipates using technology as part of its current educational initiatives. Moving in this direction involves development of a standardized policy on teaching loads that addresses faculty concerns about the number of students, sections taught, and number of classroom hours.

APPENDIX V-A:
TEACHING PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key elements of this plan (indexed using the same section and exhibit numbers as the plan). Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and guide us in developing yearly action plans. It is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

Note that some of the elements of the audit -- the student outcomes listed in Section 2, for instance – are difficult to measure. The Audit procedure, like the Plan itself will be subject to a process of continuous improvement. The Audit specifies the questions we need to ask. As we develop instruments for gathering the relevant data, these should be incorporated into procedures that can be used on an on-going basis.

I.A. Graduate Mission. To what extent does our instructional process do each of the following?

	Very Little				Very Much
Provide basic knowledge about business functions and teaching of real world applicability of the theoretical concepts, including both actual uses of that the concepts and the cross-functional nature of business problems	1	2	3	4	5
Provide ample latitude in teaching applications for the wide diversity of students to see how their courses meet their individual educational objectives	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

I.B. Undergraduate Mission. To what extent does our instructional process do each of the following?

	Very Little				Very Much
Provide preparation for useful professional and societal lives	1	2	3	4	5
Provide continuous improvement	1	2	3	4	5
Provide accessibility through academic preparedness initiatives	1	2	3	4	5
Provide partnership with key stakeholders	1	2	3	4	5
Provide international alliances	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II. Objectives (Exhibit 1, box A). To what extent does our instructional process enable us to graduate students who are …

	Very Little				Very Much
Critical thinkers	1	2	3	4	5
Skilled analysts in their disciplines	1	2	3	4	5
Problem solvers	1	2	3	4	5
Practical managers	1	2	3	4	5
Masters of basic business tools and skills	1	2	3	4	5
Effective communicators	1	2	3	4	5
Leaders and team players	1	2	3	4	5
Competent users of technology	1	2	3	4	5
Ethical, committed citizens	1	2	3	4	5
Self-aware, life-long learners	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III.A. Instructional program (Exhibit V-1, boxes B, C and D). To what extent does our instructional program address each of the following?

	Very Little				Very Much
Reflect the results of on-going interaction among faculty, students, alumni and members of the business community	1	2	3	4	5
Effectively implement the curriculum initiatives developed by the UEPC and GEPC	1	2	3	4	5
Incorporate the principle of student-centered learning (see paragraph 3.1.2.1)	1	2	3	4	5
Incorporate the principle of individualized learning (see paragraph 3.1.2.2)	1	2	3	4	5
Incorporate the principle of real-world learning (see paragraph 3.1.2.3)	1	2	3	4	5
Address higher level cognitive abilities (see paragraph 3.1.2.5)	1	2	3	4	5
Foster creative, emotional, and practical abilities (see paragraph 3.1.2.5)	1	2	3	4	5
Create a learning environment by building relationships both with and among students, fostering peer interaction, and personalizing the instructor's role through individual contacts and through modeling valued behaviors (e.g., respect for diversity, appreciation for global applications) (see paragraph 3.1.2.6)	1	2	3	4	5
Address specific program objectives and mandated skills of relevant curricula (see paragraph 3.1.2.7)	1	2	3	4	5
Incorporate a thorough familiarity with research in the course content areas (see paragraph 3.1.2.8)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III.B. Teaching portfolio process (Exhibit V-1, boxes E, F, G and H). To what extent does our teaching portfolio process do each of the following?

	Very Little				Very Much
Reflect the spirit and letter of the union contract	1	2	3	4	5
Focus faculty teaching creativity on the School's teaching objectives and strategy	1	2	3	4	5
Encourage faculty to evaluate the kinds of student learning that are supportive of the School's teaching objectives and strategy	1	2	3	4	5
Encourage faculty to develop pedagogy that promote the kinds of student learning that are supportive of the School's teaching objectives and strategy	1	2	3	4	5
Encourage faculty to incorporate current expertise in content	1	2	3	4	5

into the teaching environment					
Encourage faculty to create a learning environment that fosters the kinds of student learning that are supportive of the School's teaching objectives and strategy	1	2	3	4	5
Encourage faculty to adapt their instructional delivery to the needs of their students	1	2	3	4	5
Encourage faculty to make a conscious link between School teaching objectives/strategy, and the portfolio evaluation system	1	2	3	4	5
Help faculty understand and appreciate the concept of high-impact teaching	1	2	3	4	5
Encourage the intellectual development and renewal of faculty members	1	2	3	4	5
Identify uses and needs for technology to increase classroom effectiveness	1	2	3	4	5
Continue to evaluate and revise the portfolio process itself	1	2	3	4	5
Help faculty adapt their instructional activities to distance-learning environments	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

APPENDIX V-B:
THE TEACHING PORTFOLIO EVALUATION PROCESS

Contents of the Teaching Portfolio

The portfolio contains a statement by the faculty member, not to exceed five pages, that allows for a reflection on his/her teaching and educational activities in a scholarly way. The statement should contain his/her individual teaching philosophy and describe how his/her objectives have been accomplished. It should contain a self-appraisal of the items included in the Portfolio (e.g., instructional materials) and set goals for improvement. The portfolio also contains the following evidence:

❑ criteria for evaluation along five dimensions of teaching

❑ representative syllabi

❑ a portfolio evaluation summary

❑ a student evaluation summary, and

❑ a peer evaluation of teaching

Each of these pieces of evidence is described below.

Criteria for Evaluation

The evidence for evaluation of teaching (as well as for evaluating the instructor's contribution to the overall educational effectiveness of the institution and of his/her discipline) include criteria that that fall within one of five dimensions required by the AAUP Contract. These dimensions are:

1. Evidence of Student Learning

2. Instructional Design

3. Expertise in Content

4. Course Management Skills, and

5. Instructional Delivery

The dimensions are explained more fully in appendix A, the School of Business Administration Policy for Teaching Portfolios.

In addition to the suggested evidence, the faculty member includes representative course syllabi for the past three years.

The Portfolio Evaluation Summary.

The portfolio evaluation summary is based on the School's Criteria for Evaluation of Teaching Portfolios. It is prepared by the School Teaching Committee and is developed by applying as many of the criteria under each dimension of teaching as are pertinent to the individual instructor's Portfolio materials. The Committee provides an assessment of each of the five dimensions of the instructor's teaching performance using the mandated seven point scale (1 - low to 7 - high), and a written rationale and justification for the quantitative evaluations.

The Student Evaluation Summary

This is a summary of the SET ratings for the latest three years. The Department Selective Salary Committee prepares the Summary in whatever manner it prefers, including a brief analysis of the SET ratings in the context of the department and School ratings and relating them to the instructor's teaching assignments.

The Peer Evaluation of Teaching -("Mentorship Statement"),

The mentorship statement is an evaluation of the instructor's teaching by a fellow faculty member. The Peer Evaluation is intended as a mentorship between equals, a developmental experience to help improve teaching and learning in the School of Business. The individual faculty member chooses a colleague as a peer evaluator to review his/her teaching and to prepare the Mentorship Statement. The peer reviews the teaching materials and evidence in the context of the departmental/school/university, the

discipline and its pedagogies. The peer might also call upon personal knowledge of the instructor's teaching, including such matters as the performance of students in courses taught by the instructor that are prerequisite to those of the peer faculty.

Summary of faculty teaching evaluations

The Teaching Portfolio Policy is in its third year at the School of Business Administration. During the first year, the faculty discussed and debated teaching performance and its evaluation in various committees, department meetings, the Faculty Senate, Faculty Forums and the full Faculty Assembly. In so doing, the faculty identified many issues affecting the School's teaching mission and developed sufficient consensus to gain the approval of the Faculty Assembly for the first Teaching Portfolio Policy.

During the first year, three-quarters (37) of the eligible faculty members submitted portfolios. Most engaged in a rigorous process of self-assessment and dialogue with their colleagues to determine how to present their teaching philosophy and performance on paper. The first Teaching Portfolios were carefully evaluated over a two-week period by the newly-elected Teaching Committee. Instructors received a formal evaluation from the committee with scores on a 7-point scale for four dimensions of teaching, and a summary statement indicating the major strengths and opportunities for improvement in their teaching performance.

After the first year's evaluations, the faculty identified areas for change in the evaluation process. The Teaching Portfolio Policy was discussed during faculty forums, leading to revisions that were approved by the School of Business Administration Faculty Assembly before the second year of evaluations. The Teaching Committee has now finished its first year of evaluations using the revised policy.

Nearly all eligible faculty (93 percent) in the Business School submitted complete portfolios during the second year. The Committee was greatly impressed by the high quality of teaching evidenced in the portfolios of Business School faculty members. In contrast with the first year, there were several remarkable improvements in the portfolios.

The overall quality of the portfolios was better in the second year, with many individual faculty having improved their portfolios by preparing more effective statements examining their teaching and by providing more and better evidence of their performance as teachers.

Many more instructors showed they were incorporating key aspects of "High Impact Teaching" in their classrooms, especially assigning active learning in teams, featuring real-world applicability in cases and various fieldwork opportunities, and integrating higher-level learning such as analysis, synthesis, and evaluation in exams, papers, and presentations. The portfolios are developing into an excellent mechanism for encouraging faculty to innovate and to implement graduate and undergraduate curricular changes in their own classrooms and thus further the teaching mission of the School.

Appendix VI:
Undergraduate Educational Policy Committee Strategic Plan

Appendix VII:
Internationalization Committee Strategic Plan

Internationalization Committee Strategic Plan

I. Introduction

One of the key objectives of the School of Business is to develop international alliances, in support of both its research and teaching. This objective reflects a broader movement among business schools in general. Institutionalizing internationalization has become an exciting challenge for business schools during the last two decades. Inspired by the profound opportunities that globalization of knowledge and technology has placed before them and motivated by rising costs and market expansion pressures, business schools have started exploring methods with which they can achieve meaningful degrees of internationalization of their faculty, students, and programs. Often, this has meant introspection about available resources, incentive and reward structures, audits of current international initiatives and their meaning in the larger picture of the School's aspirations, and deeper thinking into what target outcomes the School might expect from its current and prospective international initiatives. While most schools have responded to the internationalization challenge with an opportunistic or reactive approach, wiser schools have realized that a carefully crafted strategy will deliver greater benefits, and do so in a more effective manner. These schools have realized, for instance, that conducting objective assessments of benefits to be gained from a prospective alliance with a foreign partner will yield higher returns in terms of student, faculty, and program

Exhibit VII-1:
The Process of Internationalization
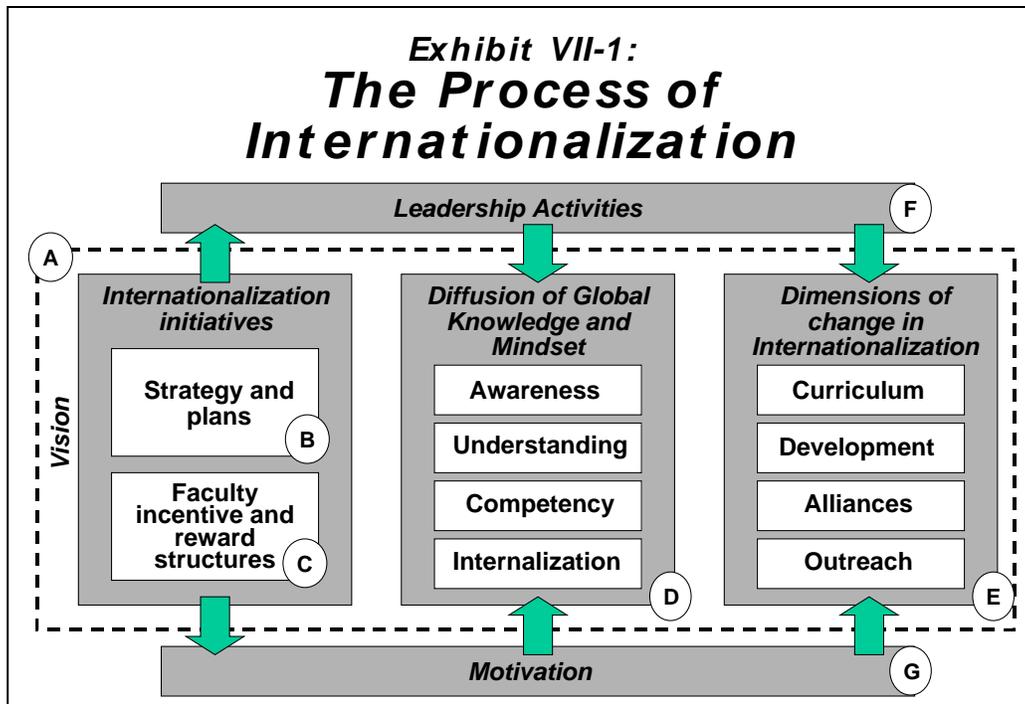
internationalization when such assessments are conducted before forging into such relationships. They have also realized that they can leverage their scarce resources more effectively if they choose to internationalize with a rationalized approach.

I.A. The process of internationalization (Exhibit VII-1). Internationalization of business schools has inspired a rich body of literature recently (Cavusgil1992; Cavusgil, Shecter, and Yaprak, 1993; Cavusgil 1994).While there are many things we are still learning, some generalizations have emerged.

I.A.1. Cultural change. We now know that, institutionalizing internationalization requires a shift in *mindset* from a parochial to a *global* and *cosmopolitan* orientation. It requires a change in organizational culture at the School to one that values global education and is committed to the enrichment of educational experiences of faculty, students, and business constituencies.

I.A.2. The process of internalization (Exhibit D). Internationalization requires an understanding that internationalization is an incremental, value-adding process, one that might begin with generating *awareness* of international programs in students and faculty, move through establishing *understanding*, and end with creating *competency* in internationalization in faculty and students. In this context, internationalization can be viewed as an *internalization* process, where acquisition of internationalized knowledge leads to internalization of that knowledge by students and faculty which then makes possible the appropriation of that knowledge in multiple contexts later. This *expertise diffusion* process can be made more effective through vision, planning, and leadership.

I.A.2.a. Vision (Exhibit VII-1, box A). *Vision* refers to an overall conceptualization of the internationalization purpose, objectives, and process.

1.A.2.b. Planning (Exhibit VII-1, box B). *Strategy and planning* represent the specific program through which the internationalization process is to be carried out.

1.A.2.c. Leadership (Exhibit VII-1, box F). *Leadership* refers to the specific managerial efforts through which the strategy and plans are implemented within the school.

I.A.3. Dimensions of change (Exhibit VII-1, box E). Internationalization is most effective when it is operationalized as a multiple-dimension agenda. It includes

1.A.3.a. Curriculum. Internationalization of the curriculum involves the incorporation of international theory and perspectives into both existing and new classes.

I.A.3.b. Development. Development refers to the development of faculty and student expertise in the area of international business.

I.A.3.c. Alliances. Alliances refer to the development of working agreements and other forms of relationship through which the School might service its global activities. These include such things as student and faculty exchange programs, collaborative research initiatives, and joint teaching arrangements.

I.A.3.d. Outreach. Outreach refers to work with the School's various stakeholders to interact relative to international issues. It might include such activities as academic and business training programs, workshops, symposia and joint projects with other colleges and universities.

I.A.4.Motivation (Exhibit VI, boxes C and G). Internationalization efforts are also most effective when it is accompanied by motivation. For instance the establishment of faculty incentive and reward systems that explicitly recognize international initiatives, development of an internationalized student life, and the sensitization of faculty and students to managerial relevance in international activities appear to motivate faculty and students to elevate their levels of international competencies.

II. Mission and objectives

II.A. Mission. The mission of this Committee is to develop a program that will address the processes described in Exhibit VII-1. That is, it will provide vision, specify the necessary type of leadership, and present a plan for infusing an international perspective into the School's research and teaching activities.

II.B. Objectives. The objective of Committee is ultimately to creating globally oriented, cosmopolitan culture within the School. This will be reflected in the way we address our various activities, as suggested by the following objectives:

II.B.1. Research (Exhibit VII-2, box F). Our research activities will become more globally oriented in the following ways.

Exhibit VII-2:
A Framework for Stimulating Internationalization
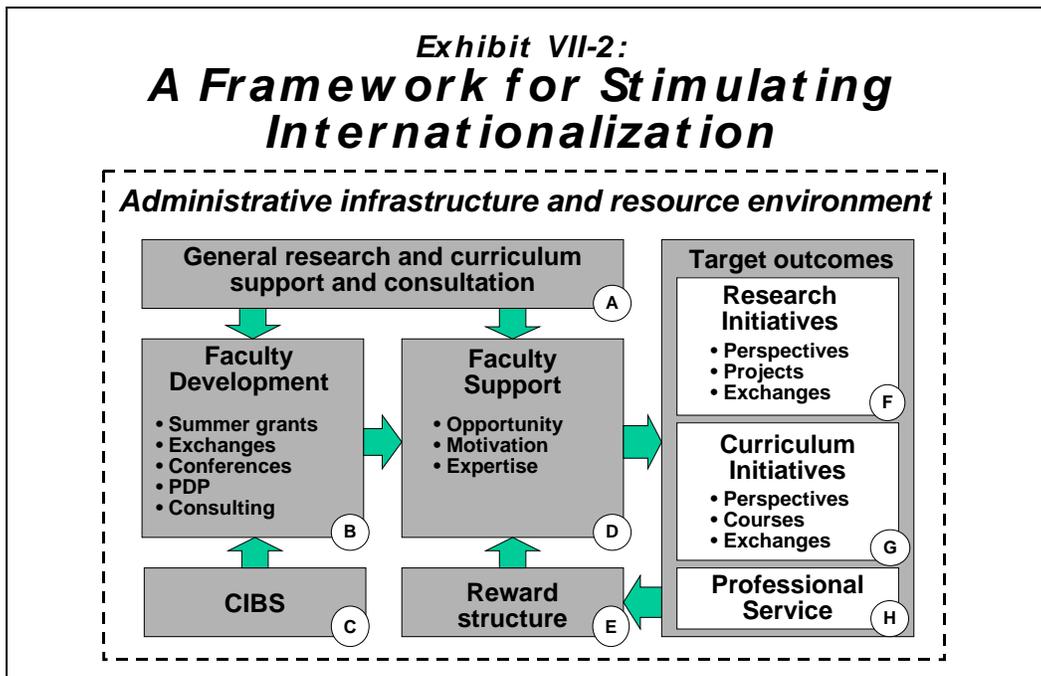
II.B.1.a. Perspectives. Our research activities will begin to reflect a global perspective, casting them in light of corresponding issues arising in other parts of the world as well.

II.B.1.b. Projects. Faculty will begin engaging in an increasing number of projects involving international research.

II.B.1.c. Exchanges. The School will involve faculty, students, and foreign scholars/students in an increasing number of international projects.

II.B.2. Teaching (Exhibit VII-2, box G). Our teaching activities will become more globally oriented in the following ways.

II.B.2.a. Perspectives. We will begin infusing more global and cosmopolitan perspective into all our teaching efforts, using examples, comparing and contrasting applications, and so forth.

II.B.2.b. Projects. We will seek to develop and continually update internationally oriented courses, integrating them into the various aspects of our curriculum.

II.B.2.c. Exchanges. The school will involve faculty, students, and foreign faculty/students in an increasing number of international educational exchanges.

II.B.3. Service (Exhibit VII-2, box H). Faculty will become increasingly involved in leadership, manuscript reviewing, conference management and other service activities involving international professional organizations within the various disciplines represented in the School. It also includes the kinds of outreach of programs discussed in paragraph I.A.3.d above -- academic and business training programs, workshops, symposia and joint projects with other colleges and universities.

III. Strategy (Exhibit VII-2)

Exhibit VI-2 suggests the various elements of our internationalization strategy. They involve an attack from two different directions. The first involves direct support for international activities. The second involves incentives for faculty who engage in international activities.

III.A. General research and curriculum support and consultation (Exhibit VII-2, box A). While the Internationalization Committee has no authority to commit administrative resources to support of internationalization initiatives, the Committee nevertheless recommends a continuation and expansion of its support.

III.B. Faculty development programs (Exhibit VII-2, box B). Our strategy calls for a focus on faculty as the major thrust of our internationalization process. An important element of such a strategy is faculty development. As Exhibit VII, box B suggests, some of the most promising types of support programs include the following type of programs.

III.B.1. Summer grants. Summer grants provide a useful way to support specific projects by compensating faculty for the time they spend on targeted projects.

III.B.2. Exchanges. Exchanges provide an opportunity to stimulate direct interaction between our faculty and those of foreign universities. They also enable us to immerse faculty in a foreign teaching environment. The same model can be used to

expose students, or to bring foreign students to WSU, where faculty will become exposed to them.

III.B.3. Conferences. Conferences provide the most immediate vehicle for stimulating interaction among academic and business professionals who are interested in international business.

III.B.4. Professional Development Programs (PDP). A number of different professional development programs have been created by various academic and professional organizations that can be used to help update faculty knowledge in the area of international business.

III.B.5. Consulting. Consulting opportunities provide a particularly attractive method of internationalizing the faculty, since it pays them to learn.

III.C. CIBS: Center for International Business Studies (Exhibit VII-2, box C). CIBS plays a crucial role in our internationalization strategy. It provides a conduit for bringing international research, teaching and service opportunities into the school.

III.D. Faculty support (Exhibit VII-2, box D). We have noted that faculty are the central focus of our internationalization strategy. We assume that if faculty have the opportunity, motivation, and expertise necessary, they will support the internationalization effort, and that this, in turn, will make the effort successful.

III.E. Reward structure (Exhibit VII-2, box E). While many of our faculty members are intrinsically motivated to engage in international activities, we will seek to influence the reward structure of the School to place more emphasis on the process of internationalization.

III.F. Target outcomes (Exhibit VII-2, boxes F-H). The expected outcomes of our internationalization efforts are explained in Section II-B.

APPENDIX VII-A:
INTERNATIONALIZATION COMMITTEE PERFORMANCE AUDIT FRAMEWORK

The following summarizes the key elements of the Internationalization Committee strategy. Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on subjective judgments, review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and help us develop yearly action plans. It will also provide guidance regarding the phasing out of Committee responsibilities, transferring them to other permanent committees.

I. Objectives. To what extent have current programs and initiatives been successful in achieving the following objectives?

	Very Little				Very Much
Incorporate a global perspective into research activities (II.B.1.a.)	1	2	3	4	5

Involve faculty in an increasing number of projects involving international research (II.B.1.b.)	1	2	3	4	5
Involve faculty, students, and foreign scholars/students in an increasing number of international projects (II.B.1.c.)	1	2	3	4	5
Infuse global and cosmopolitan perspective into our teaching efforts (II.B.2.a.)	1	2	3	4	5
Develop and continually update internationally oriented courses, integrating them into the various aspects of our curriculum (II.B.2.b.)	1	2	3	4	5
Involve faculty, students, and foreign faculty/students in an increasing number of international educational exchanges (II.B.2.c.)	1	2	3	4	5
Involve faculty in leadership, manuscript reviewing, conference management and other service activities involving international professional organizations (II.B.3.)	1	2	3	4	5
Create internationally oriented academic and business training programs, workshops, symposia and joint projects with other colleges and universities (II.B.3.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II. Strategy. To what extent has the School developed programs to implement the following elements of our internationalization strategy?

	Very Little				Very Much
Provide faculty members with general administrative and consulting support for international projects (III.A.)	1	2	3	4	5
Use summer grants to promote targeted aspects of the internationalization process (III.B.1.)	1	2	3	4	5
Encourage international exchanges of faculty and students (III.B.2.)	1	2	3	4	5
Encourage faculty to participate in international professional conferences (III.B.3.)	1	2	3	4	5
Provide support and encouragement for faculty to attend strategically targeted international professional development programs (III.B.4.)	1	2	3	4	5
Help faculty identify consulting opportunities that will develop their international expertise (III.B.5.)	1	2	3	4	5
Utilize the Center for International Business Studies (CIBS) to promote faculty development and participation in international business activities (III.C.)	1	2	3	4	5
Create a reward structure that encourages international activities (III.E.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

Appendix VIII:
Accounting Department Strategic Plan

Appendix VIII:
Accounting Department Strategic Plan

I. School's Mission. The mission of the School of Business Administration is excellence in management education, research, and service with an emphasis on metropolitan organizations and issues in a global environment.

I.A. The mission to the Master of Business Administration (MBA) program. The MBA program is comprehensive in its course offerings, consistent with the mission of Wayne State University as a comprehensive university with an urban mission. The foundation of the program is basic knowledge about business functions and teaching of real world applicability of the theoretical concepts, including both actual uses of the concepts and the cross-functional nature of business problems. The wide diversity of students is served with ample latitude for them to have programs that meet their individual educational objectives.

I.B. The mission to the Master of Science in Taxation (MST) program. The primary mission of graduate study of taxation is the training of future leaders in tax policy. The emphasis on tax policy allows students to develop an understanding of the functions and limitations of revenue laws, to communicate their knowledge to the government as well as to the public, and to advance or contribute to the efficiency and fairness of the tax system. "Tax policy" includes the development of strategies for: Individual and corporate compliance with revenue laws; Participation in the process of tax legislation and administration; Business, financial, and estate planning, and: Delineating ethical and professional standards for decision making.

I.C. The mission statement of the undergraduate program. The mission of the School of Business Administration's undergraduate program is to provide comprehensive, high-impact business education that addresses the needs of the Southeastern Michigan community, including: Preparation for useful professional and societal lives; Continuous improvement; Accessibility through academic preparedness initiatives; Partnership with key stakeholders; International alliances.

I.D. The mission of the Department of Accounting. The Department of Accounting will serve students, the accounting, taxation and information systems professions and the public through high quality teaching, research and service. The moral and ethical questions faced by accounting, taxation and information systems professionals will be integrated throughout the curriculum.

II. Objectives (Exhibit VIII-1, box A). The Department of Accounting will offer comprehensive, high quality programs that will:

II.A. Deliver professional values and skills. Provide a diverse student body with the values and skills necessary for success in professional careers in accounting, information systems and taxation;

Exhibit VIII-1:
Objectives, Priorities, Key Issues

Objectives
- Deliver professional values and skills
- Service SBA educational needs
- Perform theoretical and applied research
- Perform valued service
- Engage in continuous improvement

A

Priorities
- National accedition for Accounting program
- Aggressive student recruiting for MST Program

B

Key Issues
- Faculty recruiting
- Development of junior faculty
- Curriculum improvement

C

II.B. Service SBA educational needs. Introduce the principles of accounting, information systems and taxation to students focusing on other business disciplines as well as those pursuing programs outside of the Business School;

II.C. Perform significant theoretical and applied research. Create significant applied and theoretical research for the professions, the business community, the public sector and the faculty's academic disciplines; and

II.D. Perform valued service. Provide valued service to the community through high quality continuing education, grant and contract work.

II.E. Continuous improvement. Through a program of continuous improvement, the Department of Accounting is dedicated to the teaching, research and service programs necessary to sustain professional excellence in the Twenty-first Century.

III. Departmental priorities (Exhibit VIII-1, box B)

III.A. National accreditation for our Accounting Program. National accounting accreditation with the American Assembly of Collegiate Schools of Business (AACSB) is necessary for the competitive positioning of the Business School.

III.B. Aggressive student recruiting in the Master of Science in Taxation Program. By working closely with the Office of Student Services, we must develop and execute a marketing plan to alert a broader cross-section of the professional community interested in graduate education in taxation about our high quality, convenient program.

IV. Key issues (Exhibit VIII-1, box C)

   IV.A. Faculty recruiting. The Department has a critical need for high-quality faculty in Management Accounting and Management Information Systems with a special focus on manufacturing and expert systems.

   IV.B. Development of our junior faculty. The Department must focus on the development of these critical people. Their teaching responsibilities and research programs must be closely monitored. External resources must be gathered to allow expanded research support.

   IV.C. Curriculum improvement through intensive contact with business. The Department's advisory boards must be tapped for opportunities for our faculty and our students to experience first-hand the state of the art of business practices in the metropolitan Detroit community. Lectures by senior executives, internships (for both faculty and students) and research grants and contracts must be actively sought.

V. Opportunities (Exhibit VIII-2)

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Exhibit VIII-2:
Opportunities

- **Rethinking the undergraduate Accounting major**
- **Rethinking the undergraduate Information Systems Major**
- **Developing programming to complement the 150-hour CPA requirement**
- **Developing new elective coursework for the MBA Program**
- **Establishing an Institute for Tax Policy and Planning**
- **Establishing a Center for Manufacturing Information System**
- **Establishing a Center for Managerial and Cost Accounting Strategies**

</div>

   V.A. Rethinking the undergraduate Accounting major. The revised undergraduate accounting major with fewer required courses provides an opportunity to develop new and more advanced coursework in managerial accounting, taxation and accounting information systems. Both the required courses in the accounting major and the elective coursework must reflect a comprehensive rethinking of the dynamic professional environment that will be faced by our graduates. The growing importance of the consulting services in public accounting firms, especially in management information and accounting information systems, should be reflected in the curriculum. New course development must also incorporate a philosophy of attracting undergraduates who are not majoring in accounting and information decisions.

   V.B. Rethinking the undergraduate Information Systems Major. The required and elective coursework of the undergraduate major in information systems management must be reviewed in the context of technology's rapid evolution. The major

must continue to incorporate both a foundation of basic knowledge and a flexibility to allow undergraduates to pursue specialized interests.

V.C. Developing programming to complement the 150-hour CPA requirement.. Explore the viability of an 'A Grade' (Accelerated Graduate Enrollment) plan and other graduate-level course alternatives to foster accounting majors continuing their study at Wayne State University.

V.D. Developing new elective coursework for the MBA Program. With the revised MBA Program having fewer required courses there is an expanded opportunity for the department faculty to develop to develop new elective coursework to enrich the graduate experience of our students. Advanced survey courses in managerial accounting, information systems, taxation and legal studies should attract significant audiences of interested students.

V.E. Establishing an Institute for Tax Policy and Planning. An institute would be established that assists organizations in identifying opportunities and developing strategies for their individual and corporate tax planning, including in their international, multi-jurisdictional, trans-border, state and local and federal tax environments. Organizations working with the Institute would provide financial support for the faculty contributing their expertise to the Institute through, for example, summer compensation and support for travel or research assistance.

V.F. Establishing a Center for Manufacturing Information System. A center would be established that assists organizations with solutions that improve the performance of their manufacturing systems. Organizations working with the Center would provide financial support for the faculty contributing their expertise to the Center.

V.G. Establishing a Center for Managerial and Cost Accounting Strategies. A center would be established that assists organizations with evaluating current corporate or non-business production and costing systems to assist in implementing new strategies. Organizations working with the Center would provide financial support for the faculty contributing their expertise to the Center.

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APPENDIX VIII-A:
ACCOUNTING DEPARTMENT PERFORMANCE AUDIT FRAMEWORK

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The following represents a summary of key elements of this plan (indexed using the same section and exhibit numbers as the plan). Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and guide us in the development of yearly action plans. It is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

II. Objectives (Exhibit VIII-1, box A). To what extent do Department activities address each of the following objectives?

	Very Little				Very Much
Provide a diverse student body with the values and skills necessary for success in professional careers in accounting, information systems and taxation (II.A.)	1	2	3	4	5
Introduce the principles of accounting, information systems and taxation to students focusing on other business disciplines as well as those pursuing programs outside of the Business School (II.B.)	1	2	3	4	5
Create significant applied and theoretical research for the professions, the business community, the public sector and the faculty's academic disciplines (II.C.)	1	2	3	4	5
Provide valued service to the community through high quality continuing education, grant and contract work (II.D.).	1	2	3	4	5
Develop a program of continuous improvement to foster the teaching, research and service programs necessary to sustain professional excellence in the Twenty-first Century (II.E.).	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III. Priorities (Exhibit VIII-1, box B). To what extent do Department activities address each of the following priorities?

	Very Little				Very Much
National accounting accreditation with the American Assembly of Collegiate Schools of Business (AACSB) (III.A.)	1	2	3	4	5
Develop and execute a marketing plan to alert a broader cross-section of the professional community interested in graduate education in taxation about our high quality, convenient program (III.B.)	1	2	3	4	5

IV. Key Issues (Exhibit VIII-1, box C). To what extent do Department activities address each of the following issues?

Recruit high-quality faculty in Management Accounting and Management Information Systems with a special focus on manufacturing and expert systems (IV.A.)	1	2	3	4	5
Provide developmental support for junior faculty (IV.B.).	1	2	3	4	5
Tap the Department advisory boards for lectures by senior executives, internships (for both faculty and students) and research grants and contracts (IV.C.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

V. Opportunities (Exhibit VIII-2). To what extent do Department activities address each of the following opportunities?

Rethinking the undergraduate Accounting major (V.A.)	1	2	3	4	5
Rethinking the undergraduate Information Systems Major (V.B.)	1	2	3	4	5
Developing programming to complement the 150-hour CPA requirement (V.C.)	1	2	3	4	5
Developing new elective coursework for the MBA Program (V.D.)	1	2	3	4	5
Establishing an Institute for Tax Policy and Planning (V.E.)	1	2	3	4	5
Establishing a Center for Manufacturing Information System (V.F.)	1	2	3	4	5
Establishing a Center for Managerial and Cost Accounting Strategies (V.G.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

Appendix IX:
Finance and Business Economics Department Strategic Plan

Appendix IX:
Finance and Business Economics Department Strategic Plan

I. School's Mission. The mission of the School of Business Administration is excellence in management education, research, and service with an emphasis on metropolitan organizations and issues in a global environment.

I.A. The mission to the MBA program. The MBA program is comprehensive in its course offerings, consistent with the mission of Wayne State University as a comprehensive university with an urban mission. The foundation of the program is basic knowledge about business functions and teaching of real world applicability of the theoretical concepts, including both actual uses of the concepts and the cross-functional nature of business problems. The wide diversity of students is served with ample latitude for them to have programs that meet their individual educational objectives.

I.B. The mission statement of the undergraduate program. The undergraduate mission is to provide comprehensive, high-impact business education that addresses the needs of the Southeastern Michigan community.

II.B.1. Preparation for useful professional and societal lives

II.B.2. Continuous improvement

II.B.3. Accessibility through academic preparedness initiatives

II.B.4. Partnership with key stakeholders

II.B.5. International alliances

I.C. The mission statement of the finance and business economics department. The Department of Finance and Business Economics contributes to the School of Business Administration mission for graduate and undergraduate education and research by educating students through high quality programs and innovative teaching. Faculty contribute to the intellectual development of the community and our students by conducting relevant research, communicating the results through publications and presentations, and incorporating current knowledge in their teaching. We prepare students for professional careers related to the fields of finance in a competitive, global environment.

II. Objectives. The department upholds the ideal of the teacher-scholar, demanding excellence in research and excellence in teaching. The department recognizes its duty to pursue these goals in fulfillment of the School's mission, to take new directions and implement a unified vision.

II.A. Teaching. The department seeks to continually improve curriculum and its manner of presentation. The Department's strategic objectives and tactics are summarized in Exhibit IX-1, box A.

Exhibit IX-1:
Department Teaching:
Strategic Objectives and Tactics

Strategic Objectives

- Innovation
- Content mastery
- Student responsiveness
- Program electives

(A)

Teaching Tactics

- Effective teaching process
- Internal communication
- Comprehensive use of case studies
- Uniformity in curriculum
- Internship course
- Supplementary instruction
- Stakeholder feedback
- Exit student interviews
- Curriculum revisions

(B)

II.A.1. Innovation. To anticipate and implement changes in the way finance is taught and learned.

II.A.2. Content mastery. To use teaching techniques that promote content mastery.

II.A.3. Student response. To increase student satisfaction, retention and enrollment.

II.A.4. Program electives. To develop new elective graduate and undergraduate

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Exhibit IX-2:
Department Research:
Strategic Objectives and Tactics

Strategic Objectives

- Cutting-edge research
- Real-world applicability

(A)

Research Tactics

- Research support
- Computer support

(B)
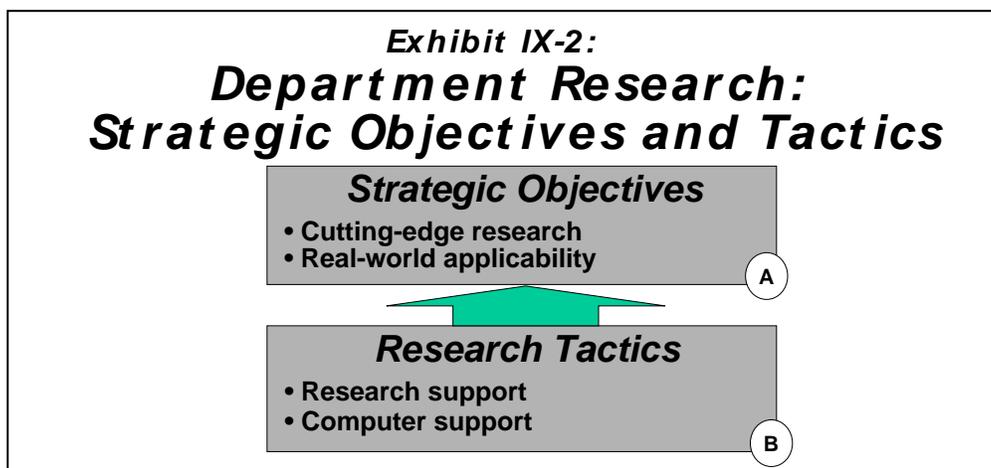
courses as conditions dictate.

II.B. Research (Exhibit IX-2, box A)

II.B.1. Cutting-edge research. To engage in cutting-edge research that can be published in leading academic and professional journals.

II.B.2. Real-world applicability. To infuse our research with real-world applicability.

II.C. Service. To contribute our expertise to professional organizations, the community and the University (Exhibit IX-3, box A).

Exhibit IX-3:
Department Service:
Strategic Objectives and Tactics

Strategic Objectives
- Professional service
- Community service
- University service

(A)

Service Tactics

Develop a departmental business advisory board

(B)

III. Tactics. Efforts to accomplish these goals may include:

III.A. Teaching (Exhibit IX-1, box B)

III.A.1. Effective teaching process. Development of teaching techniques that would promote content mastery, for example, critical and creative thinking tasks that are accomplished in small groups and reported back to the full class; multi media teaching aids; simulation using computers and other media; cooperative learning strategies and peer teaching; role-playing techniques that stimulate problem solving, and classes that integrate field experience with classroom work.

III.A.2. Ancillary tools. Development of print-based and computer-based products as complementary tools for learning and applying finance.

III.A.3. Internal communications. To ensure ongoing communications so that all faculty are aware of instructional development programs and services.

III.A.4. Comprehensive use of case studies. Engage faculty in using case studies that reflect a wide variety of financial applications.

       III.A.5. Uniformity in curriculum. Establish faculty committees to develop uniformity in syllabi, text, and topic coverage in the following pre-business, foundation, and core classes (e.g. FBE 3300, 4230, 4290, 4400, 6000, 6010, 7020).

       III.A.6. Internship course. Development of the finance internship course by increasing both the number of sponsor companies and the number of paid internships.

       III.A.7. Supplementary instruction. Provide Supplemental Instruction in FBE4230 and FBE4290.

       III.A.8. Stakeholder feedback. Ensure that our finance courses (programs) reflect the needs and interests of our students', employers of our students, and other constituencies through systematically eliciting input and feedback.

       III.A.9. Exit student interviews. Institute a system for surveying graduate majors. An exit interview could measure students' satisfaction with the teaching, which classes were most (least) helpful and why.

       III.A.10. Curriculum revision. To undertake a major revision of the undergraduate finance curriculum.

  III.B. Research (Exhibit IX-B)

       III.B.1. Research support. Support faculty research by honoring all reasonable requests for purchase of databases, student assistants, texts, and travel support for conferences and seminars.

       III.B.2. Computer support. Upgrade faculty computers where necessary and purchase miscellaneous software that supports research endeavors. For example, renew licenses for SAS and SPSS, and purchase Microsoft FORTRAN and C++.

  III.C. Service (Exhibit IX-1, box B). Establish an Advisory Board consisting of senior executives from major organizations in the area.

APPENDIX IX-A:
FINANCE AND BUSINESS ECONOMICS DEPARTMENT PERFORMANCE AUDIT

    The following represents a summary of key elements of this plan (indexed using the same section and exhibit numbers as the plan). Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and guide us in developing yearly action plans. It is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

II.A. Indicate the extent to which the teaching objectives have been achieved?

Audit Items	Not Achieve		Somewhat		Achieved
To anticipate and implement changes in the way finance is taught and learned.	1	2	3	4	5
To use teaching techniques that promote content mastery.	1	2	3	4	5
To increase student satisfaction, retention and enrollment.	1	2	3	4	5
To develop new elective graduate and undergraduate courses as conditions dictate.	1	2	3	4	5

II.B. Indicate the extent to which the research objectives have been achieved?

To engage in cutting-edge research that can be published in leading academic and professional journals.	1	2	3	4	5
To infuse our research with real-world applicability.	1	2	3	4	5

II.C. Indicate the extent to which the service objectives have been achieved?

To contribute our expertise to professional organizations, the community and the University.	1	2	3	4	5

III.A. Indicate the extent to which the teaching tactics have been effectively implemented?

Development of teaching techniques that would promote content mastery, for example, critical and creative thinking tasks that are accomplished in small groups and reported back to the full class; multi media teaching aids; simulation using computers and other media; cooperative learning strategies and peer teaching; role-playing techniques that stimulate problem solving, and classes that integrate field experience with classroom work.	1	2	3	4	5
Development of print-based and computer-based products as complementary tools for learning and applying finance.	1	2	3	4	5
To ensure ongoing communications so that all faculty are aware of instructional development programs and services.	1	2	3	4	5
Engage faculty in using case studies that reflect a wide variety of financial applications.	1	2	3	4	5
Establish faculty committees to develop uniformity in syllabi, text, and topic coverage in the following pre-business, foundation, and core classes (e.g. FBE 3300, 4230, 4290, 4400, 6000, 6010, 7020).	1	2	3	4	5
Development of the finance internship course by increasing both the number of sponsor companies and the number of paid internships.	1	2	3	4	5
Provide Supplemental Instruction in FBE4230 and FBE4290.	1	2	3	4	5
Ensure that our finance courses (programs) reflect the needs and interests of our students', employers of our students, and other constituencies through systematically eliciting input and feedback.	1	2	3	4	5

	1	2	3	4	5
Institute a system for surveying graduate majors. An exit interview could measure students' satisfaction with the teaching, which classes were most (least) helpful and why.	1	2	3	4	5
To undertake a major revision of the undergraduate finance curriculum.	1	2	3	4	5

III.B. Indicate the extent to which the research tactics have been effectively implemented?

	1	2	3	4	5
Support faculty research by honoring all reasonable requests for purchase of databases, student assistants, texts, and travel support for conferences and seminars.	1	2	3	4	5
. Upgrade faculty computers where necessary and purchase miscellaneous software that supports research endeavors. For example, renew licenses for SAS and SPSS, and purchase Microsoft FORTRAN and C++.	1	2	3	4	5

III.B. Indicate the extent to which the service tactics have been effectively implemented?

	1	2	3	4	5
Establish an Advisory Board consisting of senior executives from major organizations in the area.	1	2	3	4	5

Appendix X:
Management Department Strategic Plan

Appendix X:
Management Department Strategic Plan

I. Mission (Exhibit X-1, box A). The Department of Management and Organization Sciences strives for excellence in research, teaching and service to the community and profession through the achievement of departmental goals.

Exhibit X-1:
Management Mission and Goals

Mission
Provide excellence in research, teaching and service.

Ⓐ

Goals
To increase the quality and relevance of the curriculum, improving student knowledge and skills and their applicability to the successful operation of today's work organizations, and enhancing the Department's and School's reputation for high quality academic research.

Ⓑ

Quality research published in ...
• **Journals and books**
• **Conferences and symposia**
• **Popular media**

Ⓒ

Quality teaching, featuring ...
• **Up-to-date knowledge**
• **Educational technology**
• **New Programs**

Ⓓ

Quality service addressing ...
• **Business partnerships**
• **Professional service**

Ⓔ

II. Goals (Exhibit X-1, box B). Achieving the following goals will support the overall mission of the School of Business Administration by increasing the quality and relevance of the curriculum, improving student knowledge and skills and their applicability to the successful operation of today's work organizations, and enhancing the Department's and School's reputation for high quality academic research.

II.A. Research (Exhibit X-1, box C).

II.A.1. Journals and books. Publishing in leading academic journals and scholarly books

II.A.2. Conferences and symposia. Participating in national and global conferences and symposia;

II.A.3. Popular media. Disseminating research findings and conclusions in the popular media and practitioner-oriented journals.

II.B. Teaching (Exhibit X-1, box D). Enhancing student knowledge and skills required for competitive success within complex global settings by:

II.B.1. Up-to-date knowledge. Conveying up-to-date knowledge on the fundamental areas of management, including emerging issues, practices, and challenges within management, based on: (a) the research of the faculty in this and other institutions; and (b) consulting and collaborative endeavors with work organizations (businesses, non-profit, and labor organizations) and national and international academic institutions.

II.B.2. Real-world applicability. Integrating management theories, concepts, and applications to infuse course material with real world applicability.

II.B.3. Educational technology. Adopting the latest technology and instructional techniques to enhance the effectiveness of teaching.

II.B.4. New programs. Innovate with new programs to serve groups interested in advanced management practices.

II.C. Service (Exhibit X-1, box E).

II.C.1. Business partnerships. Systematically develop a partnership with work organizations (businesses, non-profit organizations, and labor organizations) for these purposes: (a) applying faculty scientific knowledge to improve practices and outcomes of work organizations in the region; (b) keeping the faculty's knowledge current with contemporary organizational practices and developments; and (c) gaining access to research sites and potential support for faculty research and Departmental activities.

II.C.2. Professional service. Providing service to the management discipline by serving as Editors, and as reviewers on review boards of leading academic and practitioner-oriented journals, and by serving on professional organizations.

III. Specific strategic priorities (Exhibit X-2). The Department of Management seeks to play a leading role in the future development of the School of Business Administration. This strong commitment by the Department is reflected in the following proposed initiatives. The Department will strive to improve the attractiveness and value of both undergraduate and graduate programs for students.

III.A. Undergraduate Program (Exhibit X-2, box B). The Department seeks to reduce the number of specialized areas and courses to sharpen the focus of the program. One possibility is that the program will offer a degree in general management with potential foci on human resource management and entrepreneurship. This would reduce the number of specialized areas from four to two.

III.A.1. Student support programs. The Department seeks to establish an honors program, internship programs, and student organizations associated with the Department, and to increase student involvement in research projects.

III.A.2. Cooperative relationships with work organizations. The Department will intensively explore ways to expand cooperative relationships with work organizations as a means of improving the relevance of the curriculum, as well as helping students find jobs in their fields of interest.

Exhibit X-2:
Strategic Priorities

Priorities
The Department will focus its strategic attention on the following areas:
(A)

Undergraduate program ...
• Student support programs
• Cooperative relationship with work organizations
(B)

Graduate program ...
• Cooperative relationship with work organizations
• MS programs
(C)

Involvement in new Programs ...
• Focused electives
• Interface with new programs
• Mentoring PhD students
• Distance learning
(D)

Collaborative programs ...
• Internal to the university
• External to the university
(E)

Centers ...
Proposed centers:
• OB/HRM
• Strategy
• Entrepreneurship
Role of centers:
• Organization diagnosis
• Strategic assistance
• Entrepreneurship
(F)

III.B. Graduate Program (Exhibit X-2, box C). The Department is committed to the development of elective courses in the new MBA program.   As explained in the following item, developing these MBA electives will help facilitate the Department's involvement in other programs.

III.B.1. Cooperative relationships with work organizations. As with the undergraduate program, the Department will explore ways to extend cooperation with work organizations as a means of increasing the relevance and applicability of the curriculum for today's work organizations.

III.B.2. MS programs. The Department will explore the possibility of designing and delivering an MS program that reflects the interests and backgrounds of its faculty members. Potential examples include: "Mastering organizational change", or "Developing employee skills in time of change."

III.C. Involvement in New School programs (Exhibit X-2, box D). The Department strives to play a significant role in various planned School initiatives and activities, including the Ph.D., Executive MBA, and Health care MBA programs.

III.C.1. Focused electives. To maximize the utility of faculty resources, the Department's involvement will be based on the development and constant reviewing and updating of elective MBA courses in the different areas of management, with a focus on strategic, technological, international, and cross-cultural issues. The fact that faculty members in the Department specialize in the areas of strategy and organizational behavior/human resource management, suggests the potential for development of a wide range of courses focused on the above issues.

III.C.2. Interface with new programs. These courses will satisfy the need for new electives in the new MBA program. They can also become a part of the Ph.D., Healthcare MBA, and Executive MBA programs. The level of involvement in these School programs will increase as more faculty join the Department, and as current faculty participate in professional development activities.

III.C.3. Mentoring Ph.D. students. In addition, faculty will be highly involved in the development and mentoring of Ph.D. students and in the supervision of Ph.D. theses.

III.C.4. Distance learning. Finally, there will be a gradual increase in faculty participation in distance learning courses to help improve dissemination of knowledge in the School and prepare for the planned distance learning Executive program.

III.D. Collaborative or Joint Programs with other academic units (Exhibit X-2, box E).

III.D.1. Internal. The Department seeks to strengthen and develop collaborative or joint programs with other units in the University, such as Psychology, Anthropology, and Industrial Relations (e.g., Joint Ph.D. with Psychology, Joint M.A. program with Psychology, working with Ph.D. students from Anthropology, Education, Engineering, Nursing, and Psychology).   The value of such programs will be determined by their ability to extend the Management program for additional students, and by their ability to enhance faculty opportunity to be involved in research and in professional development.

III.D.2. External. The Department seeks to be actively involved in School exchange programs with other Schools around the world.   The Department seeks to be involved in all facets of the exchange programs, including both student exchange and faculty exchange. The strong scholarly reputation of the Department makes such international exchange programs especially attractive.

III.E. Collaborative Relations with Work Organizations: The Role of Centers (Exhibit X-2, box F). There is great scope for joint efforts and cooperation between the work world and scholars in academia specializing in the fields of management and organization science.

III.E.1. Proposed centers. The Department proposes the creation of three centers. Because management paradigms are not easily compartmentalized, faculty will be able to participate in any or all of the centers.

III.E.1.a. Organizational Behavior/Human Resources Management. The Center for Organizational Behavior and Human Resources Management would draw on the Management Department strategic co-focus. It is recommended that the first Center will be the one with the OB/HRM focus because currently there are more faculty members in these this area than in the areas of strategy and technology.

III.E.1.b. Strategy. The Center for Management Strategy would draw on the Management Department's strategic co-focus on management strategy.

III.E.1.c. Entrepreneurship. The Center for Entrepreneurship draws on the growing interest in entrepreneurship, both on the part of the faculty and the business community. Note that entrepreneurship has not only been an area of American national priority, but also an emphasis in the State of Michigan, as it seeks to become less dependent on the automobile industry.

III.E.2. Role of centers. The goal of the proposed centers is to offer an outlet that will strengthen the cooperative relationship between work organizations and the University-based Centers. Overall, the Centers will help to establish professional identity among faculty of the Management Department, as well as consolidate the Department of Management as the center of knowledge and expertise in the University on organization-related issues. The Center will have three related objectives, as follows:

III.E.2.a. Organizational diagnosis. Assisting organizations in identifying sources of performance-related problems, in the areas of surveys, interviews and archival data as major sources of information. Problems may include, for example, stress and strain, work and non-work relations, cross cultural conflicts, high turnover, low morale and motivation, distrust between management and employees, ineffective leadership, insufficient career or growth opportunities, poor selection and training, inadequate compensation systems, etc.

III.E.2.b. Strategic assistance. Assisting these organizations in identifying and implementing strategic solutions to the identified problems.

III.E.2.c. Scholarly activity. Enhancing opportunities for scholarly activities. Access to work organizations should help the faculty involved in the Institute in two related ways. First, it would enable faculty members to gain access to valuable data for the purpose of conducting basic research and producing scholarly articles and papers. Second, the work organizations involved with the Institute are expected to provide financial support for the contributing faculty. Such support may include, for example, money for travel, summer support, or for hiring graduate research assistants.

IV. Key Issues (Exhibit X-3). The ability of the Department of Management to successfully pursue the above goals and objectives will be significantly expedited if the following conditions are materialized:

Exhibit X-3:
Management Department:
Key Issues

- Faculty recruitment
- New Faculty Development
- Faculty renewal
- Reward system
- Technical support
- Administrative support

IV.A. Faculty recruitment. The Department is able to recruit a sufficient number of both junior and senior faculty, primarily in the areas of strategy and technology.

IV.B. New faculty development. Opportunities and support are available for new non-tenure faculty to pursue academic and scholarly development, and to meet the complex teaching and service mission as new programs unfold.

IV.C. Faculty renewal. Support system is available for faculty to develop new skills and expertise which would enable them to be involved in new School programs and activities.

IV.D. Reward system. Appropriate School reward system is developed that would fairly and reliably tie faculty rewards and benefits with their involvement in and contribution to the School's activities and initiatives.

IV.E. Technical support. The availability of staff and expert support in helping the Department and its faculty pursue new programs and activities.

IV.F. Administrative support. The restructuring of the Departmental administrative support system to fit the new challenges facing the Department and the School.

APPENDIX X-A:
MANAGEMENT DEPARTMENT PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key elements of this plan (indexed using the same section and exhibit numbers as the plan). Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and guide us in developing yearly action plans. It is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives.

II.A. Research (Exhibit X-1, box C). To what extent does departmental research address each of the following goals?

	Very Little				Very Much
Publishing in leading academic journals and scholarly books (II.A.1.)	1	2	3	4	5
Participating in national and global conferences and symposia (II.A.2.)	1	2	3	4	5
Disseminating research findings and conclusions in the popular media and practitioner-oriented journals (II.A.3.)					

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II.B. Teaching (Exhibit X-1, box D). To what extent does departmental teaching address each of the following goals?

	Very Little				Very Much
Conveying up-to-date knowledge on the fundamental areas of management (II.B.1.)	1	2	3	4	5
Integrating management theories, concepts, and applications to infuse course material with real world applicability (II.B.2.)	1	2	3	4	5
Adopting the latest technology and instructional techniques to enhance the effectiveness of teaching (II.B.3.)	1	2	3	4	5
Innovate with new programs to serve groups interested in advanced management practices (II.B.4.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II.C. Service (Exhibit X-1, box E).. To what extent does departmental service address each of the following goals?

	Very Little				Very Much
Systematically develop a partnership with work organizations for these purposes: (a) applying faculty scientific knowledge to improve practices and outcomes of work organizations in the region; (b) keeping the faculty's knowledge current with contemporary organizational practices and developments; and (c) gaining access to research sites and potential support for faculty research and Departmental activities (II.C.1.)	1	2	3	4	5
Providing service to the management discipline by serving as Editors, and as reviewers on review boards of leading academic and practitioner-oriented journals, and by serving on professional organizations (II.C.2.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III. Strategic priorities (Exhibit X-2). To what extent do departmental activities reflect the following strategic priorities?

	Very Little				Very Much
Reduce the number of specialized areas and courses to sharpen the focus of the program (III.A.)	1	2	3	4	5
Establish an honors program, internship programs, and student organizations associated with the Department, and to increase student involvement in research projects (III.A.1.)	1	2	3	4	5
Development of elective courses in the new MBA program (III.B.)	1	2	3	4	5

Cooperation with work organizations as a means of increasing the relevance and applicability of the curriculum for today's work organizations (III.B.1.)	1	2	3	4	5
Designing and delivering an MS program that reflects the interests and backgrounds of its faculty members (III.B.2.)	1	2	3	4	5
Play a significant role in various planned School initiatives and activities, including the Ph.D., Executive MBA, and Health care MBA programs (III.C.)	1	2	3	4	5
Development and constant reviewing and updating of elective MBA courses in the different areas of management, with a focus on strategic, technological, international, and cross-cultural issues (III.C.1)	1	2	3	4	5
Development of a Center for Organizational Behavior and Human Resources Management (III.E.1.a.)	1	2	3	4	5
Development of a Center for Management Strategy (III.E.1.b.)	1	2	3	4	5
Development of a Center for Entrepreneurship (III.E.1.b.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV. Key issues (Exhibit X-3). To what extent has the Department taken appropriate actions to address the following issues?

|	Very Little				Very Much
Recruit a sufficient number of both junior and senior faculty, primarily in the areas of strategy and technology (IV.A.)	1	2	3	4	5
Opportunities and support are available for new non-tenure faculty to pursue academic and scholarly development, and to meet the complex teaching and service mission as new programs unfold (IV.B.)	1	2	3	4	5
Support system is available for faculty to develop new skills and expertise which would enable them to be involved in new School programs and activities (IV.C.)	1	2	3	4	5
Appropriate School reward system is developed that would fairly and reliably tie faculty rewards and benefits with their involvement in and contribution to the School's activities and initiatives (IV.D.)	1	2	3	4	5
The availability of staff and expert support in helping the Department and its faculty pursue new programs and activities (IV.E.)	1	2	3	4	5
The restructuring of the Departmental administrative support system to fit the new challenges facing the Department and the School (IV.F.)	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

Appendix XI:
Marketing Department Strategic Plan

Appendix XI:
# Marketing Department Strategic Plan

I. Preamble: "Telescoping" the planning sequence (Exhibit XI-1). Note that this is a draft plan. As suggested in Exhibit XI-1, it was created to "telescope" the planning process by providing an actual working document to which the Department can add, delete and/change as it engages in on-going planning activities. The initial Draft Plan (Exhibit XI-1, box A) represents "emergent strategy" that the Department has discussed, and in many cases, implemented, over a period of years. Our process includes the following steps:

Exhibit XI-1:
"Telescoping" The Planning Sequence

Yearly "action plan" and proposed revisions of plan — E

Initial Draft Plan with "emergent strategy" — A

Plan modification through on-going "electronic meeting" — B

Continuous improvement through "audit" review process — D

Interactive planning process — C
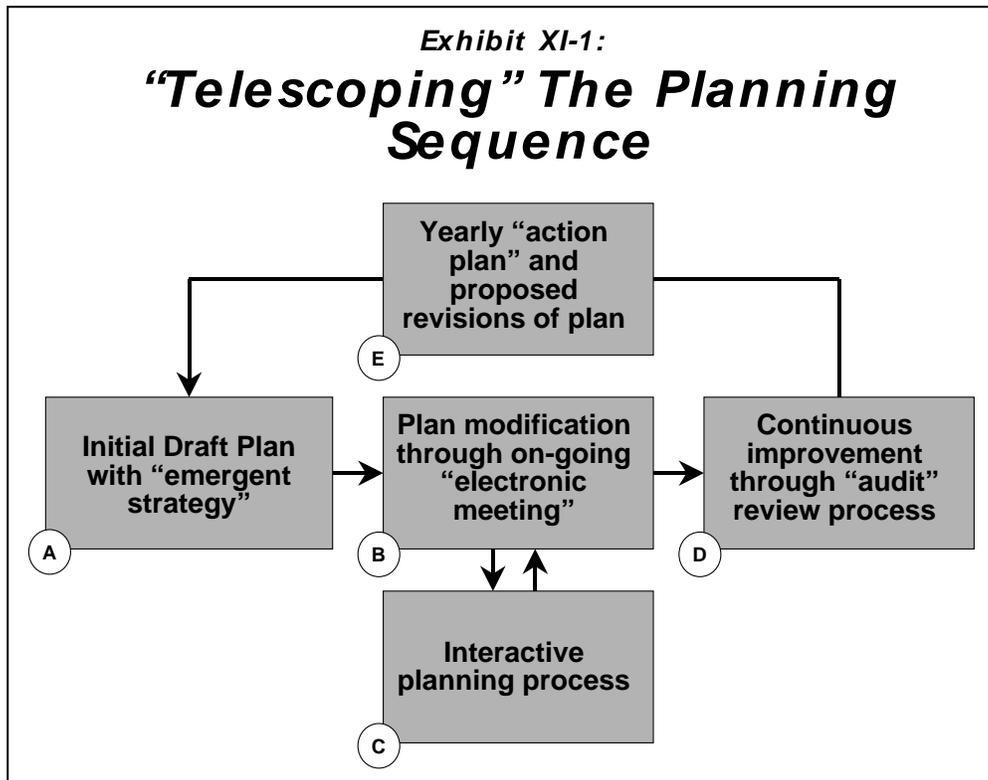
    I.A. Plan revision in "electronic meeting" format (Exhibit XI-1, box B). The Plan will remain in draft form until all proposed changes are processed and the Department votes to formalize acceptance. The process of revision will be managed through an on-going "electronic meeting." This will be managed through a "make-me-an-offer" approach to writing an revision. If a member of the Department has a suggestion regarding a particular part of the Plan, it is his or her responsibility to make specific suggestions on how the Plan should be changed. The planning process manager polls participants to get a consensus, and then modifies the Draft Plan.

    I.B. Interactive planning process (Exhibit XI-1, box C). Running in parallel with the "electronic meeting" regarding the plan, the Department will engage in a series of structured planning exercises to stimulate our thinking about problems, solutions, and priorities. While any Department member may be stimulated to make suggested changes through the "electronic meeting" as a result of the exercises, the Department

will designate someone to ensure that the items agreed upon during the planning exercises are addressed by drafting recommended changes to the Plan.

Exhibit XI-2:
Elements of the Mission

SBA Mission and Strategies:
• Administrative
• Faculty

A

Departmental Focus:
• Global marketing
• Marketing and logistics management

B

Research
• "Adaptive"
• "Targeted"

Teaching
• Basic
• Specializations

Service
• Disciplinary
• Industry

Student Characteristics:
Local working students
• "Value" oriented

C

Faculty Characteristics
• Mature/tenured
• "Team" oriented

D

I.C. Continuous improvement and Plan modification through annual "Audit" reviews (Exhibit XI-1, box D). All the key objectives and strategies will be addressed in an "Audit" form (Appendix I of this Plan). This "Audit" will provide the vehicle for driving our process of continuous improvement. Each year, the Department will create a three-person Management Committee (including the Department Chair, ex-officio) to review Department performance along the relevant dimensions, proposing corrective actions for Department action where appropriate (Exhibit XI-1, box E). The corrective actions may be tactical, but they may also involve major changes in the Strategic Plan, and with them, changes in the Audit that will be conducted in the following year.

I.D. Baseline evaluation. Because the Department has been operating without a written plan prior to this year, we have no formal Audit framework to use. However, we have been operating according to implicit, or "emergent," strategies. Many of which are incorporated in this Plan. The Department will conduct a baseline evaluation of our current position, using the Audit form contained in this Plan, but noting for each item those areas where data are not available, or where the strategy is new.

II. Departmental mission (Exhibit XI-2). As an operating unit specializing in Marketing and Logistics within the School of Business (SBA), we see our mission as supporting SBA initiatives and addressing its need for specialized teaching, research and service in the areas of our expertise. Exhibit XI-2 expresses our mission in terms of research, teaching and service, driven not only by the mission and strategies of the School of Business (box A), but also by our departmental focus (box B), the characteristics of our students (box C) and the characteristics of departmental faculty (box D).

II.A. Research. Our research is driven in large part by the fact that we have a mature faculty, all but one of whom is tenured, with little likelihood of new hires in the foreseeable future (Exhibit XI-2, box D), except for a new Chair. While one of our strengths is our "team orientation" – our ability and willingness to cooperate and bend our agendas to address SBA and its stakeholders' needs -- we do not anticipate major new research directions. We characterize our research mission as "adaptive," contributing our expertise to new applications, particularly in the areas of International Marketing and Strategic Marketing and Logistics Management (Exhibit XI-2, box B). We will strive to increase our research impact in our targeted areas of expertise, including contributions to applied practitioner journals and industry/government reports and analyses, as well as to traditional academic journals.

II.B. Teaching. While the nature of our student body might change over time as a result of SBA and University strategic initiatives, we see our current student body as serious, career-oriented graduate and undergraduate students who tend to be working full- or part-time. They come to Wayne State for its "value." Wayne State provides a convenient, affordable, high quality education that will help them meet their objectives in life (Exhibit XI-2, box C). In response to this need, we see our mission as providing them with basic Marketing and Logistics courses, a major in each area, a program that helps socialize them for professional success, and such specializations as our faculty expertise, interest and resources will allow us to provide. Cutting across all our teaching activities, we see a thematic focus on the importance of global issues and practical marketing and logistics management, representing our signature expertise and departmental philosophy (Exhibit XI-2, box B).

II.C. Service. As a Department of senior faculty (Exhibit, box D), we believe that we should play an important local, national and international role in the activities of our disciplines and subdisciplines. As a result, we value highly contributions such as holding offices in academic and professional organizations, reviewing for professional publications, and providing consultation and training for industrial and government organizations, particularly (although not exclusively) in areas related to Global Marketing and Marketing Management (Exhibit XI-2, ,box D). We also see ourselves playing a critical leadership role through our service to the Department, School and University, helping the department and School be responsive to the needs of working, value-oriented students (Exhibit XI-2, box B.

III. An underlying planning framework and philosophy (Exhibit XI-3). Exhibit XI-3 captures our basic Departmental philosophy and links it to an on-going planning framework. It casts Departmental planning in a mediating role between our faculty's talents and interests and the needs of the School, as reflected in the Dean's administrative efforts (box A), the SBA Strategic Plan (box B), and our underlying Department mission of research, teaching and service (box F). It seeks to carry out this mediation through the coordination of individual faculty plans (box E) in a way that will create synergy across projects, people and activities (box D). Critical to the process are our efforts to develop faculty roles that are not only synergistic, but also compatible with faculty talent and interests.

Exhibit XI-3:
A Framework for Departmental Planning
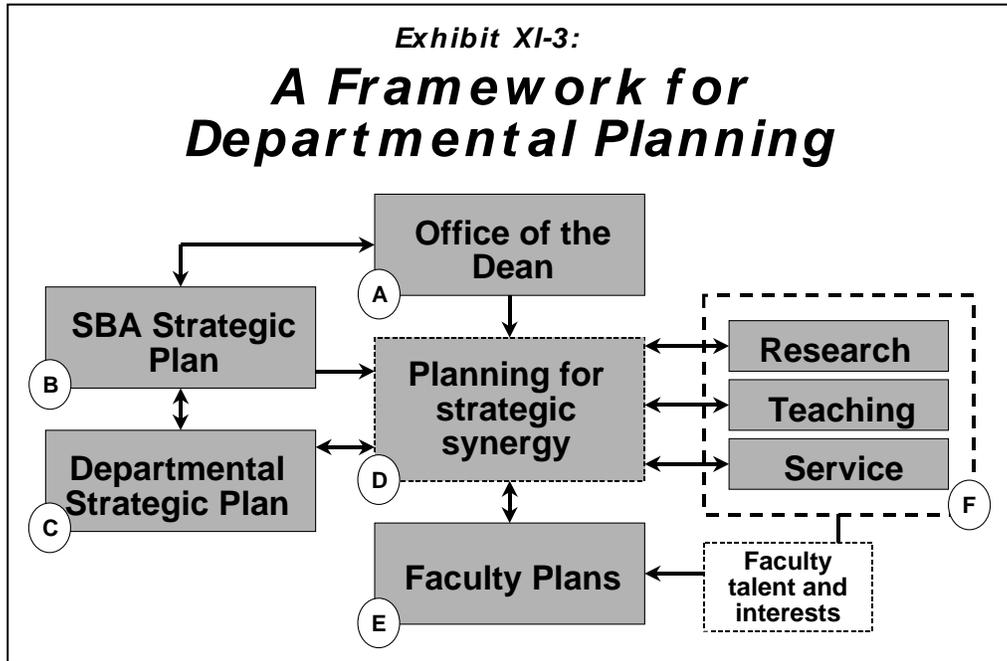
III.A. The concept of strategic synergy (Exhibit XI-3, box D). In our planning process, we see "synergy" in terms of three basic dimensions. We seek to coordinate our personal plans to achieve synergy along these dimensions relative to our basic research, teaching and service missions, relative to the plans of other members of the Department, and relative to the plans of the School in general.

III.A.1. Complementarity. Complementarity refers to the degree to which we can increase the overall efficiency and effectiveness of both our personal plans and those of the Department as a whole by working together, drawing on the uniquely different interests and expertise of various faculty members. For instance, suppose one faculty member were interested and good at negotiating and managing contracts with industry, another at conducting the research needed to fulfill them, and another at writing up the results for both internal and journal publication. The combination of these three faculty members would cause all of them to be more productive than they would be individually.

III.A.2. Multiple applicability. Multiple applicability refers to the application of our activities in more than one domain. For instance, an industry sponsored research project would have multiple applicability if it led not only to consulting income, but trade publications, academic publications, examples for use in the classroom, and made an overall contribution to the image of the School as an institution that partners well with industry.

III.A.3. Strategic investment. Strategic investment refers to the longitudinal effects of synergistic activities. For instance, the examples cited in III.A.1 and III.A.2 would represent a strategic investment if they also contributed to our knowledge and reputation in areas in which we aspire to pursue related projects in the future – for instance, those involving global considerations and marketing strategy (Exhibit XI-2, box B).

III.B. Faculty Plans (Exhibit XI-3, box E). The process of developing Faculty Plans is evolving as an SBA-wide activity. Therefore, we anticipate that the specific procedures by which they are developed, the content of the plans, and so forth will change over time. However, in the interim, we are encouraging each faculty member to preface their annual Activity Reports with a statement regarding their strategic direction and how this relates to departmental strategy. These statements, along with the supporting activities discussed in the report, will provide an important part of the Departmental Merit and Salary Committee's annual evaluation.

IV. Research (Exhibit XI-4). Exhibit XI-4 summarizes our key objectives and strategies.

Exhibit XI-4:
Objectives and Strategy for Departmental Research

Objectives:
- Publish in top journals and research outlets
- Place faculty in top-ten contributors to specialty journals
- Faculty become known for streams of research
- Achieve practitioner recognition
- Achieve faculty recognition among academic peers

Strategy:
- Reward co-authorships
- Conduct targeted collaborative research workshops
- Select strategically synergistic projects
- Target projects with academic and practitioner versions
- Encourage research teams with specialized faculty roles
- Plan strategic conference/ association participation
- Provide recognition for research successes
- Encourage participation in executive development

IV.A. Objectives. The objectives shown in Exhibit XI-4 summarize the key drivers of our Departmental research efforts.

IV.A.1. Publish in the top journals and research outlets. This objective is derived from the corresponding objectives for the School as a whole. We seek to publish in the top journals. However, we also seek to publish quality research in other journals and outlets as well, consistent with our belief that lower "quality" ratings (as determined by citation indices, peer ratings, etc.) does not necessarily imply that the articles published are of a lower quality. Our evaluations reflect the following rationale: Many of our peer schools seek to increase their status without a recognition of these principles, thus demoralizing their faculty and lowering long-run enthusiasm and productivity. Others indiscriminately reward lower-quality publications, thus increasing enthusiasm and productivity, but doing so at the cost of quality research contributions. We believe that our recognition of these principles will give us a unique advantage vis a vis these other schools.

IV.A.1.a. The significance of "less significant" studies. The major journals are very "space constrained." As a result, they seek to publish only "highly significant" work. But there are a lot of lesser studies needed to fill in the theoretical holes. This can be good research, but it is generally too specialized for publication in the most prestigious general journals. Indeed, they are too specialized for the second-level general journals as well. We value this type of research.

IV.A.1.b. The lack of general journals' coverage of some areas of research. In some cases, there are no general journals covering an area in which a faculty member publishes. For instance, one of the areas in which our faculty members publish is business simulation. There are a number of prestigious journals that will cover various aspects of simulation-related studies. But business simulation is not a subdiscipline of any of them. Thus, a journal such as *Simulation & Gaming*, while not widely known or cited, plays a very important role in disseminating simulation research. Therefore, we tend to value it highly.

IV.A.1.c. Valuing journals that build a discipline. Related to both points IV.A.1 and IV.A.2 above, virtually all subdisciplines have specialty journals that are dedicated to building the subdiscipline. They provide appropriate outlets for the good, but less glamorous research needed to develop a coherent body of theory. Specialty journals, such as the *Journal of Advertising*, the *Journal of Advertising Research*, the the *Journal of Business Communication*, the *Journal of Business Logistics*, the *Journal of Direct Marketing*, the *Journal of Retailing*, *Simulation & Gaming* represent important publication outlets for our faculty, based on this principle. Indeed, one of our objectives is to place as many of our faculty as possible among the top ten contributors to the leading specialty journals in their areas of specialization. Given our global focus, leading foreign journals, such as the *International Journal of Retailing and Physical Distribution*, are also desirable venues for publication.

IV.A.1.d. The role of "second-level" journals. We see an important role for second-level general journals as well as specialty journals. The more prestigious general journals tend to look for the "whole egg" -- everything from conceptualization to empirical testing of the theory. This excludes a lot of important intermediate work -- conceptual pieces, literature reviews, exploratory studies that are "seminal" in their theoretical contribution, but which only provide weak empirical support. We value these articles, although not to the exclusion of more important top-level journal publication.

IV.A.1.e. The role of professional conference papers and proceedings. Consistent with the logic of III.A.4, we believe that conference papers and proceedings also play an important role in the development and dissemination of research knowledge. They provide scholars with the most immediate exposure to state-of-the-art research, thus accelerating the research process. As a result, we strongly encourage our faculty to be involved in regular conference participation at both the national and international level.

IV.A.1.f. The importance of publishing in top-level journals. None of this is to detract from the importance of the very top journals, only to make the case that specialty, and even second-level, journals play an important AND UNIQUE role in the dissemination of knowledge as well. This needs to be reflected in our Departmental evaluative scheme.

IV.A.1.g. A rating system for journal quality. A scheme for rating the value of publication in specific journals is contained in Appendix II. These ratings provide a "default" system for evaluating the quality of research. However, we also consider the specific nature of the article, its prominence in the literature and/or any other considerations that may make sense in a particular faculty member's case.

IV.A.1.h. The importance of books, invited papers, book chapters, and commissioned monographs. We place special value on invited papers, book chapters, commissioned monographs, and government policy reports. While these are not generally peer reviewed, they represent a recognition of our faculty members as key scholars in a particular area, at least in the eyes of the people or groups commissioning them. This perception tends to reinforce our status in the fields in which we publish. Similarly, writing books and/or editing compilations, editing proceedings, and so forth establish us as central figures in our fields.

IV.A.1.i. Press interviews and quotations as an index of research stature. One of the more popular indices of research stature in the eyes of the broader business community is the degree to which our faculty members are interviewed and quoted by the press relative to their areas of expertise. We value press coverage.

IV.A.1.j. An evaluation of past departmental research. Appendix III contains an evaluation of past research against the criteria outlined in this discussion. It suggests specific areas where change is needed in order to achieve our objectives

IV.A.2. Place faculty among top contributors to specialty journals. Consistent with the general philosophy described in IV.A.1 above, we seek to place as many of our faculty members as possible among the top contributors to the specialty journals in the areas in which they publish. By so doing, we not only make a substantial contribution to the development of dissemination and knowledge in our individual fields, but we also have a practical statistic to cite in support of the national prominence of our faculty.

IV.A.3. Faculty become known for streams of research. Again, this is consistent with IV.A.1. It is an application of the principle of "strategic investment," as discussed in paragraph III.A.3. It suggests that each faculty member is responsible for using his or her judgment in applying the principles discussed in this plan to establish his or her reputation. In practice, it will also be up to him or her to make the case for having achieved this when writing the annual Activity Report.

IV.A.4. Achieve practitioner recognition. Consistent with our movement toward applied research, we encourage and reward faculty members who achieve recognition among those who are practitioners in their area of specialization. Again, it will be up to faculty members to make the case for having achieved this when writing their annual Activity Reports.

IV.A.5. Achieve faculty recognition among academic peers. This objective was alluded to in Section IV.A.1. While publication is a concrete manifestation of ones contribution to the scholarly discipline, there are other indices as well. Ultimately, these are reflected in one's overall scholarly reputation among his or her peers. We encourage

faculty members to present and explain any evidence that might support their peer reputation in their Annual Activity reports.

IV.B. Research strategies. In order to help the overall Department achieve the objectives listed in the previous section, we plan to use the following strategies. To carry them out, we will look to the leadership of our Department chair. Individual faculty members will also be rewarded for contributions, as reflected in their yearly Activity Reports.

IV.B.1. Reward co-authorships. Many people evaluate research productivity by discounting research output by the number of co-authors. Given our philosophy of "synergistic complementarity" (paragraph I.A.1), we believe that co-authorships should be encouraged and valued as highly as single authorships.

IV.B.2. Conduct targeted collaborative research workshops. In order to encourage synergistic collaboration, we plan to hold periodic workshops in which Department and other interested faculty will discuss research projects in which one or more faculty members would like to become involved. This provides an opportunity to stimulate each others' thinking about projects/approaches and to build research synergistic research alliances.

IV.B.3. Select strategically synergistic projects. In the course of formal or informal departmental activities, strategic opportunities are likely to be very synergistic. For instance, through the Kmart Chair, the company has asked for a number of research projects and training programs that have provided an important source of funding for various faculty members, funded research assistants, and provided impetus for research projects involving a number of different faculty members. This type of activity should be given formal departmental support.

IV.B.4. Target projects with academic and practitioner versions. Truly breakthrough research should have both academic merit and practical implications. MediaMark Research (MRI) made a grant-in-kind of its Memri research system to encourage new ways to use syndicated product-media research. This has resulted in several academic publications in addition to the value it returned to MRI. Consistent with the principle of "multiple application synergy" (paragraph III.A.2), we should encourage this kind of project.

IV.B.5. Encourage research teams with specialized faculty roles. Over the years, Department members have engaged in a number of successful research projects that combined the content knowledge and/or technical expertise with one Department member with the disciplinary knowledge or writing expertise of another. Consistent with the principle of "synergistic complementarity" (paragraph III.A.1), we should encourage this kind of project.

**IV.B.6. Plan strategic conference/association participation**. We believe that conference and professional association participation play a particularly important role in the establishment of research visibility and reputation, as well as research stimulation and networking. This includes not only presenting papers, but also serving as track and program chairs, national officers, and other positions of influence. While faculty

participation in these activities is ultimately an individual decision, we will seek to coordinate our activities and expenditure of departmental funds in order to maximize our strategic impact.

IV.B.7. Provide recognition for research success. Perhaps the single most cost-beneficial thing that can be done to encourage research productivity is to recognize faculty accomplishments. We will seek ways to maximize the recognition given to the behaviors that lead to the accomplishment of departmental research objectives.

IV.B.8. Encourage participation in executive development activities. We believe that working with executive development will not only enable us to achieve greater practitioner recognition, but it will also stimulate faculty members to become more active in practitioner-oriented research.

IV.C. Implementing departmental research strategy (Exhibit XI-5). Exhibit XI-5 summarizes the basic process by which we propose to implement our research strategy.

Exhibit XI-5:
Mechanisms for Implementing Research Strategy
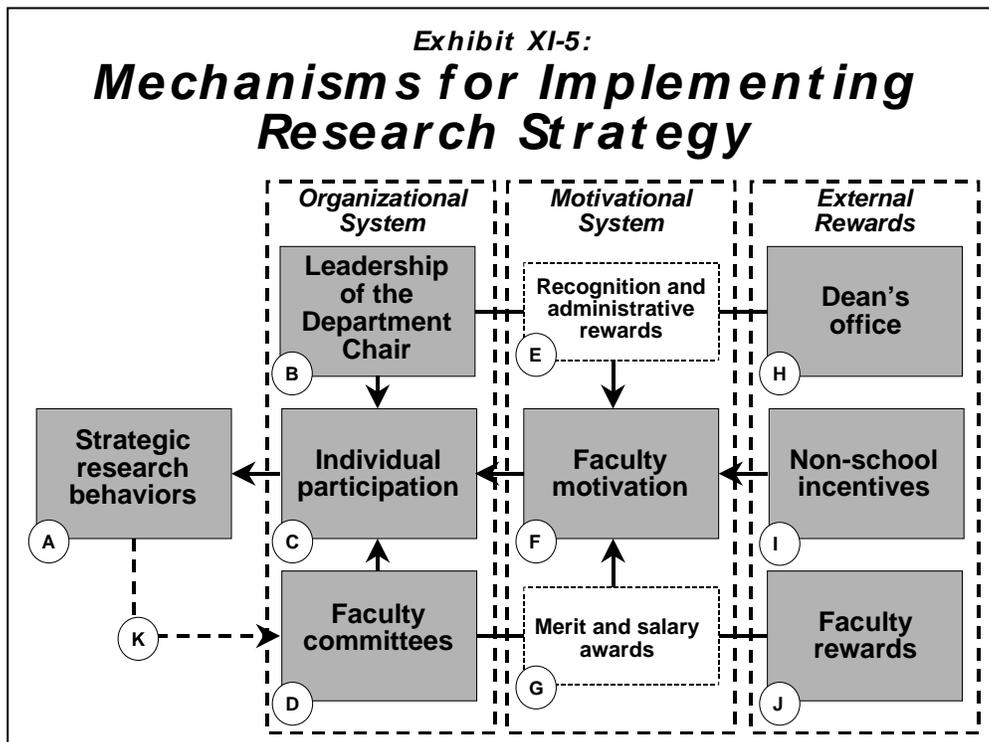
IV.C.1. The role of the Department Chair (Exhibit XI-5, box B). Virtually all of the research strategies discussed in Section IV.2 depend on some kind of positive leadership activity. For instance, targeting specific types of projects requires that someone gather information, initiative a decision process, and establish, if not provide, the organizational mechanism to carry out the project (boxes B and C). Providing recognition requires someone to monitor (or oversee the monitoring of) faculty accomplishments and initiative recognition-producing activities (box E). We see the Department Chair as having primary responsibility for these leadership activities. The Department strategy should be the primary driver of the Chair's leadership activities. The evaluation of his or her performance should depend on the degree to which his or her

activities support the provisions of the Departmental Plan.

IV.C.2. The role of Department committees (Exhibit XI-5, box D). Faculty committees traditionally establish policy and make judgments regarding faculty performance (line K). For instance, the Department Research Committee might review faculty interests and abilities and select target projects. The Department Merit and Salary Committee would make evaluations of faculty performance and make recommendations regarding merit and salary awards. The Department Management Committee (see paragraph I.3 above) would review Department performance and establish programs and proposed strategic adjustments to address any deficiencies (Exhibit XI-1, box E).

IV.C.3. The role of the faculty (Exhibit XI-5, box C). In the end, research productivity depends on faculty behavior (box A). The entire system for implementation is designed to provide guidance and motivation to faculty members to behave in ways that are supportive of our research strategy. The relationship between boxes B and D with box C represent the guidance system. Boxes E through J represent elements of the system to provide faculty members with motivation to act in accordance with this guidance. The effectiveness of the overall system for the Department (box A) will be determined by the yearly Audit procedure (Exhibit XI-1, box D, as discussed in paragraph I.3). The effectiveness of individual faculty contributions will be determined by the Merit and Salary Committee's assessment of the faculty member's yearly Activity Report.

V. Undergraduate teaching and curriculum strategy (Exhibit XI-6). Exhibit XI-6 represents the Department's teaching and curriculum objectives and strategy.

V.A. Objectives. The Department's primary objectives for the undergraduate program reflect the need for efficiency, a pedagogically sound teaching process, and the practical need to deliver a sound "product" that contributes to student success in the marketplace.

V.A.1. Increase Student Quality (Exhibit XI-6, box A). We believe that the success of our students in partly a function of what the students bring to the Department. Student quality would be reflected in such indices as grade-point average, ACT scores, and the desire to participate fully in Departmental programs (such as the Student Success Program).

V.A.2. AYES Efficiency (Exhibit XI-6, box B). The ultimate measure of teaching productivity, excluding quality considerations, is the number of average yearly equivalent students (AYES) delivered per faculty member. Because the University, School, and Departmental funding are based on this productivity, increasing AYES production is necessarily a major objective of our strategic activities.

Exhibit XI-6:
Teaching and Curriculum Strategy (Undergraduate)

Key Objectives

Increase student quality — A
AYES Efficiency — B
Student-Centered Education — C
Increase student competence — D

Student recruitment — E
Multi-year calendar — F
Specialized courses — G

Policy and administration
Chair — M
Curriculum committee — N
Department assistants — O
Management committee — P

Cross-course integration — J
Performance accountability — K
Curriculum specialization — L

Student Success Program — H
Internships/ Placement — I

V.A.3. Student-centered education (Exhibit XI-6, box C). Student-centered education is education in which students play an active role, where teachers become more like learning consultants than teachers. In the traditional system of education, students are encouraged to become passive vessels of knowledge, being filled by a teacher with superior knowledge. Class discussion (versus lecture), student essays, term reports, group projects, and the like are all common means of moving from the traditional teacher-centered to the new student-centered approach. While we do not aspire to dramatic changes in the near future, we believe that it is important to develop even more powerful means of getting students to actively take responsibility for their own learning, doing more thinking and initiating on their own. Student-centered learning considers "intellectual performance" broadly. In addition to cognitive learning, it also encourages affective and psychomotor learning.

V.A.3.a. Cognitive learning. By cognitive learning, we mean a hierarchical set of activities, ranging from the learning of facts and conventions, to concepts, to application, to analysis, and ultimately, to the ability to synthesize new ideas and evaluate the value of ideas against established standards.

V.A.3.b. Affective learning. Affective learning involves a valuing of things learned. Thus, affective objectives range from deciding what things to pay attention to, to establishing priorities, to evaluating systems of behavior in terms of a set of ethical and professional values.

V.A.3.c. Psychomotor learning. Psychomotor learning represents the ability to perform activities instinctively and effectively in an actual managerial situation. For instance, students could learn the principles of effective human relations (cognitive

learning) and the values that drive them (affective learning), but the students' education would not be complete until they learn to instinctively say and do the things that are necessary to manage human relationships across a variety of situations (psychomotor learning).

V.A.4. Increase student competence (Exhibit XI-6, box D). In the end, the real proof of our educational success will be to place students in attractive positions where they are recognized for their competence. This becomes a crucial objective in our program.

V.B. Strategy. Our strategy consists of a series of strategic initiatives, each of which we anticipate will have an effect on one or more of our objectives.

V.B.1. Student recruitment (Exhibit XI-6, box E). Much of our success will depend on our having a critical mass of high quality students. This, of course, has the most direct impact on AYES production. While we do not want to assume responsibility for bringing students into the University, we do believe that we can be effective in recruiting University and Business students to Marketing and Logistics majors by developing and promoting a demonstrably superior educational product that will help them meet their objectives. Again, we assume that most of the target students will be working (Exhibit XI-2, box C), so we will seek to develop programs that capitalize on their employment rather than place it in conflict with their school work. Second, we see them as primarily "value" oriented (Exhibit XI-2, box C), so we will focus on demonstrating that Marketing and Logistics offer them a high-quality education and good job placement in return for their effort and tuition investment.

V.B.2. Multi-year calendar (Exhibit XI-6, box F). Insofar and possible, we will seek to develop and publish a multi-year calendar of course offerings so that students can plan their program ahead for the sequence of courses they want. This should help generate larger class sizes for courses that are offered only once a year.

V.B.3. Specialized courses (Exhibit XI-6, box G). A critical element of the Department strategy is to involve students in specialized, career-related experiences. These will include specialized courses. Of course, this could potentially conflict with our objective of increasing AYES efficiency. However, we hope to develop action plans for working around this problem. For instance, we are beginning to adapt some of our more specialized courses to an Internet format that can be delivered to students individually or in small groups. The Department also has a tradition of using one-on-one independent study courses to address specialized student needs.

V.B.4. Student success program (Exhibit XI-6, box H). The Marketing Department has pioneered the Student Success Program, described in the SBA Undergraduate Educational Plan. It links traditional educational programs with student participation in extra-curricular school and industry-related activities, such as internships, professional meetings, industry-sponsored projects, and so forth. Students who complete the program will be given special industry recognition in the newsletters of key professional organizations, such as the Council of Logistics Management, the American Marketing Association, and so forth. The effect of the program is to not only incentivize students to become more involved in their education (student-centered learning – Exhibit XI-6, box C), but to become socialized to the kinds of business attitudes, norms,

activities, networks, and so forth that will help them become successful after graduation (Exhibit XI-6, box D).

V.B.5. Internships/placement (Exhibit XI-6, box I). Student internships and placement play a crucial role in both the Student Success Program and the Department's curriculum specializations. Exhibit XI-6 shows internships/placement separately to emphasize their importance. In practice, one of the disadvantages we face is the fact that many of our students are already working. Where appropriate, we will seek to convert their existing jobs into educational internship experiences. However, even in these cases, we will seek to help them lever on their educational experience to help them gain better employment or otherwise increase their stature within their companies.

V.B.6. Cross-course integration (Exhibit XI-6, box J). Cross-course integration involves encouraging students to apply the concepts they learn in one course to other courses as well. We will do this by developing lists of key concepts and skills, matching them in a matrix against the various courses in which they are taught and can be used. The Department Undergraduate Curriculum Committee will then work with the individual professors to weave both the concepts and skills into their courses and to help students link them (by referencing them in their discussion and assignments) to the other courses where the concepts and skills will be encountered. This will help students learn to recognize and use the concepts and skills they learn in a range of settings, thus making it more likely that they will draw on them in their actual jobs. This, in turn, should make them more successful.

V.B.7. Performance accountability (Exhibit XI-6, box K). One of the corollaries of cross-course integration is that students will be held accountable for their ability to use things they learned in other courses. Now, prerequisites are a formality, because violating them does not really create problems for the students. If students are held accountable from class to class, they will become accustomed to it, learn the material, and eventually have access to it when they need it after they graduate. This should increase their ability to succeed (Exhibit XI-6, box D).

V.B.8. Curricular specializations (Exhibit XI-6, box L; Exhibit XI-7). In order to increase the attractiveness of our majors (in service of AYES requirements, Exhibit XI-6, box B), and to increase the quality of the education (in service of student success potential, Exhibit XI-6, box D), we propose to create specialized curricula ("specializations"). Experience also suggests that students who participate actively in specializations become more involved and proactive in their educational process (in service of student-centered education, Exhibit XI-6, box B). The number and specific specializations will depend on faculty expertise and interest. Exhibit XI-7 describes the process by which we propose to administer these specializations. Each of them will be closely linked with the Student Success Program (Exhibit XI-6, box G). The Department curriculum committee will determine the minimum requirements for a specialization, such as the minimum number of courses and the specific requirements for a "champion," and the role the "champion" will play.

V.B.8.a. Common curriculum modules (Exhibit XI-7, box A). In practice, the Department offers a number of basic courses, representing the common knowledge of discipline. These provide course modules upon which we will build the foundation of

our specializations, adding extra courses and other requirements/activities to complete the student experience.

Exhibit XI-7:
A Mechanism for Delivering Student Specializations

Curriculum delivery

Common curriculum modules
Ⓐ

Course adaptation projects
Ⓑ

Specialized courses
Ⓒ

Departmental support
Ⓔ

Faculty Champion
Ⓓ

Industry support
Ⓕ

Extra-curricular activities

Internships

Meetings
Ⓖ
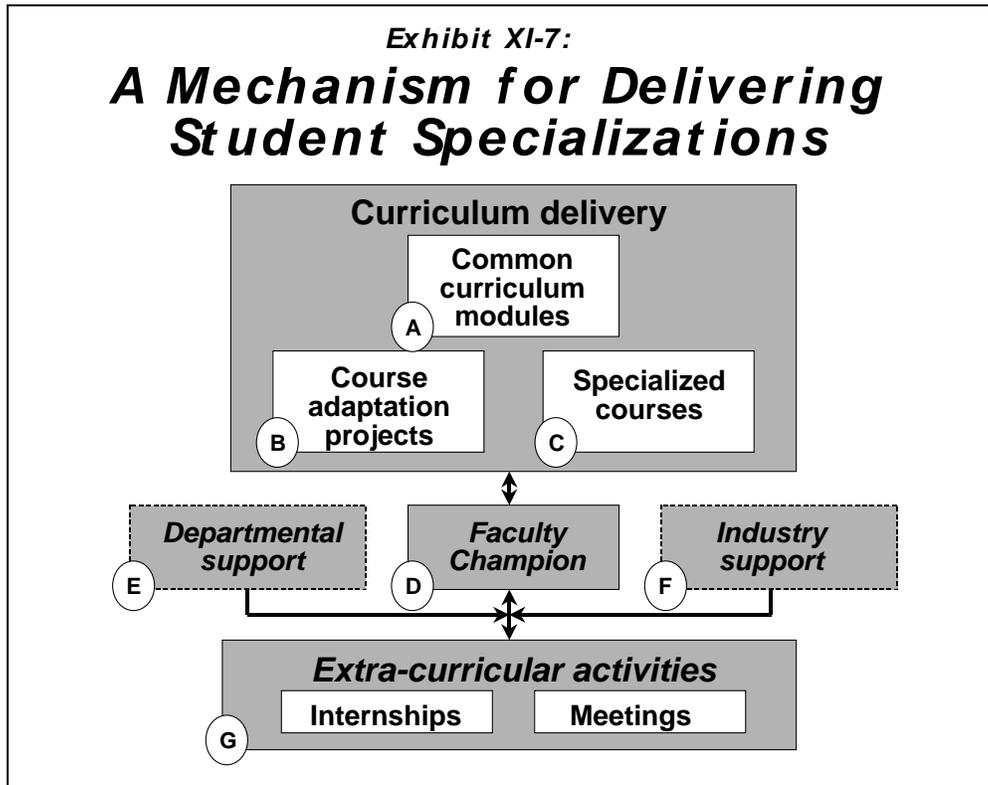
V.B.8.b. Course adaptation projects (Exhibit XI-7, box B). In order to ensure that students really get involved in their specialized focus (Advertising, Automotive Marketing, International, Marketing Research, etc.), we will develop a common course element, where the core courses in the Department include a customizable student project. That is, the same core courses could be tailored on a student by student basis to address the needs of the students' specializations. The customizing project could be a paper, a case study, a research project, or whatever each professor decides. The only requirement is that the content focus of the project be in the area of the student's specialization.

V.B.8.c. Specialized courses (Exhibit XI-7, box C). Every specialization would include at least one specialized course, and in many cases more, in the area of specialization. In order to deliver these to students when enrollments do not justify regular sessions, we will begin packaging our specialized courses to be offered to individuals or small groups of students over the Internet. For instance, in support of our Eastern European Studies program (not a formalized Marketing "specialization," but an analogous program), we have developed and offered two such courses to four and one student, respectively.

V.B.8.d. Faculty champion (Exhibit XI-7, box D). In the long run, the major factor limiting the development of specializations will be the availability of faculty champions to oversee the content quality of the specialized program. Generally, the faculty champion would be the one teaching the specialized courses. However, as the

Internet courses evolve, adjuncts or other faculty members might teach them under the champion's supervision. The faculty champion would also play a central role in working with administrators of the Student Success Program to ensure that it serves students' specialized needs.

V.B.8.e. Departmental support (Exhibit XI-7, box E). Departmental support includes the activities of the Chair, the departmental Curriculum Committee, the departmental assistants, and the departmental Management Committee (Exhibit XI-6, boxes M, N, O and P, respectively). The department will actually administer the program, and the staff will handle the actual administration of the specialized programs and assist the faculty champion in planning activities. The staff will help with processing class enrollments, planning and publicizing relevant events, and so forth.

V.B.8.f. Industry support (Exhibit XI-7, box F). Industry support includes such things as free or subsidized professional luncheons, career days, scholarships, internships, and so forth. While a sponsoring industry group is not necessary to an effective specialization, it can greatly improve the quality of the program. For instance, the Adcraft Club of Detroit has provided on-going support for our Advertising specialization by endowing the Adcraft/Simons-Michelson professorship, coordinating industry sponsors to offer free tickets to students for the weekly Adcraft luncheons, providing a yearly "back-to-school" day, a "career" day, an industry mentor program, and so forth. Industry support, and the associated extra-curricular activities (Exhibit XI-7, box G) are a common factor linking effective specializations with the Student Success Program (Exhibit XI-6, box G).

V.B.8.g. Extra-curricular activities (Exhibit XI-7, box G). Extra-curricular activities include a broad range of possibilities, the two most significant of which are internships and professional meetings. As we noted in paragraph V.B.8.6, these do not require, but are facilitated by, industry support. Again, extra-curricular activities are one of the major factors linking effective specializations with the Student Success Program (Exhibit XI-6, box K).

V.C.9. On-going undergraduate policy and administration. As Exhibit XI-6 suggests, the actual development of and administration of the undergraduate program is divided among several entities:

V.B.9.a. Chair (Exhibit XI-6, box K). The Department Chair is responsible for the actual administration of the programs, once they are established. This includes responsibility for programs of student recruitment (Exhibit XI-6, box D), developing the multi-year calendar (Exhibit XI-6, box E), assignment and incentivization of the development of Internet courses (Exhibit XI-6, box F), managing the Student Success Program (Exhibit XI-6, box G), coordinating student internships, and making committee assignments to ensure that the other strategic programs are addressed. We anticipate additional support and attendant changes in the chair's responsibilities as the Department program interfaces with the SBA's version of the Student Success Program.

V.B.9.b. Curriculum Committee (Exhibit XI-6, box L). The Curriculum Committee is responsible for developing policy regarding the curriculum, subject to review and approval of the Department as a whole. The Committee will oversee the process of cross-course integration (Exhibit XI-6, box H), developing systems of student

accountability (Exhibit XI-6, box I), and the development of curriculum specializations (Exhibit XI-6, box J).

V.B.9.c. Department assistants (Exhibit XI-6, box K). The actual nature of Department assistants will change with the administrative arrangements of the School. However, their role will be to assist the Chair in his or her administrative responsibilities, to support the Department Curriculum Committee and Department Management Committee in their work, and to support the faculty in actually carrying out the work assignments growing out of the action plans developed from the strategic plan.

V.B.9.d. Management Committee (Exhibit XI-6, box L). The role of the Department Management Committee is a specific application of the general role described in paragraph I.3 above. That is, the Committee will use the Audit procedure described in Appendix I of this plan to perform a yearly audit. It will then develop an action plan to address any problems it encounters.

V.B.9.e. The role of faculty members. While Exhibit XI-6 does not make any specific mention of the role played by individual faculty members, implicit is the notion that the real work of developing and administering the strategic initiatives suggested in the exhibit will fall on individual faculty members. This, of course, is part of what they are paid to do. Their roles should be specified in their personal plans (Exhibit XI-3, box E) and their accomplishments relative to these roles should be documented in both their yearly Activity Reports and their yearly Teaching Portfolios. This ensures that their contributions will be noted in the merit and salary process, in a manner analogous to the one shown for the research function in Exhibit XI-5.

VI. Graduate/Executive teaching and curriculum strategy (Exhibit XI-8). Exhibit XI-8 represents the Department's graduate and executive development curriculum objectives and strategy.

VI.A. Objectives. Our objectives for graduate and executive programs involve a shift toward executive development and more professional and effective graduate teaching. These are reflective of our maturing Department, and the demands of an increasingly demanding competitive educational environment.

VI.A.1. More executive development (Exhibit XI-8, box A). Overall, the Department would like to become more involved in executive development. This is both supportive SBA goals, and it is a reflection of the natural evolution of talents and interests characterizing our maturing faculty. Insofar as the mechanisms are available through the University, we would prefer to do this through the School rather than as independent consulting assignments.

VI.A.2. New MBA Initiatives (Exhibit XI-8, box B). Our interest in supporting new MBA initiatives is derived primarily from our desire to support larger SBA initiatives.

VI.A.3. Increasing student competence (Exhibit XI-8, box C). This objective is analogous to the corresponding objective in the undergraduate program objectives (see paragraph V.A.3. While our MBA program is not experiencing the same level of competitive pressure as the undergraduate program, we believe that incorporating

principles is essential to our marketing strategy. Furthermore, our graduate students tend to be less concerned with convenience and price and more concerned with the actual quality of the educational program.

Exhibit XI-8:
Teaching and Curriculum Strategy (Graduate/Executive)

Key Objectives

More executive development (A)

New MBA Initiatives (B)

Increase student competence (C)

Executive skill modules (D)

Policy and administration

Chair | Curriculum committee

(K)

Department assistants | Management committee

Cross-course integration (H)

Performance accountability (I)

Corporate partners (E)

SBA graduate committees (F)

Distance learning (J)

Strategic research initiatives (G)

VI.B. Strategy. As with our undergraduate plan, our strategy consists of a series of strategic initiatives, each of which we anticipate will have an effect on one or more of our objectives.

VI.B.1. Executive skill modules (Exhibit XI-8, box D). As a means of increasing our flexibility in responding to the needs of both our executive and graduate student clienteles, we will begin breaking down our larger courses into small "executive skill modules." For instance, we might develop a module on "optimizing service quality" or "tracking customer satisfaction." While these can be offered as part of a regular course, they can also be offered as part of smaller custom-developed modules, either for credit or non-credit programs.

VI.B.2. Corporate partners (Exhibit XI-8, box E). We will begin looking for corporate partners who would be willing to provide financial support for our programs in return for consulting services that can be provided through faculty supervision of graduate students. For instance, Dr. Yaprak has begin negotiations with an electronics firm in Turkey who is interested in providing support for our international program, in return for support in their marketing research and planning efforts. Note the synergy (Exhibit XI-3, box D) between this effort, and our Department specialization in the areas of international and marketing management (Exhibit XI-2, box B).

VI.B.3. SBA graduate committees (Exhibit XI-8, box F). The graduate program tends to be much less specialized than undergraduate majors, and hence, depends more heavily on central administration. Therefore, much of our support of the program

will be expressed through our participation on SBA committees. We will provide this support, consistent with faculty talents and interests, as reflected in our faculty plans (Exhibit XI-3, box E).

VI.C.4. Strategic research initiatives (Exhibit XI-8, box G). Research reputation and expertise plays a particularly important role in paving the way for effective graduate and executive training. For instance, Dr. Kelly's strategic investments in retailing research paved the way to a number of consulting assignments, and ultimately, to several executive development programs, including one sponsored by Kmart, involving several different members of the Department.

VI.C.5. Cross-course integration (Exhibit XI-8, box H). Unlike the undergraduate program, the graduate program has relatively few prerequisites. Therefore, cross-course integration takes two forms. First, it involves the strategic allocation of key marketing and logistics concepts across courses where they fit and will potentially reinforce each other if students take the courses. Second, it involves the graduate "perspectives" adopted by the SBA Graduate Educational Policy Committee, spreading concepts relating to such topics as ethics and social responsibility and global issues across the entire curriculum.

VI.C.6.Performance accountability (Exhibit XI-8, box I). The MBA foundation and core courses are designed to ensure competence in basic business skills and knowledge. As with undergraduate performance accountability, we will hold students accountable for this knowledge in our Marketing and Logistics courses. In practice, this means reviewing our courses to see where key skills and knowledge should be expected, creating a mechanism at these places for ensuring that the students have and can use the relevant skills and knowledge.

VI.C.7. Distance learning (Exhibit XI-8, box J). The SBA is making strategic investments in distance learning technology. Our initiatives will complement theirs. In addition, we plan to gradually develop distance learning capabilities – particularly asynchronous delivery of course materials by the Internet – to address the needs of our students who are often called out of town by their employers. For instance, Dr. Cannon has created an Internet version of his Advertising Management class. Students can take the class in conventional fashion, at a satellite location via two-way television, or they can miss class altogether and participate in the course via Internet-based study materials and a course bulletin board, together with email correspondence for delivering class assignments.

VI.C.8. Policy and administration (Exhibit XI-8, box K). The roles and responsibilities for policy and administration are essentially the same as for the undergraduate program (Exhibit XI-6, boxes K-N).

VII. Service objectives and strategy (Exhibit XI-9). As noted in paragraph II.C, we see service as an important part of our faculty responsibilities, especially given the fact that we are a Department of senior faculty (Exhibit XI-2, box D).

VII.A. Objectives. While our ability to provide leadership and service support is limited by the amount of faculty time available, given the other activities to which they

are also committed, we nevertheless believe hat we should make contributions in the following areas:

Exhibit XI-9:
Service Objectives and Strategy

Services Objectives

SBA strategic leadership	Local professional leadership	National professional leadership
A	B	C

Service Strategy

Department synergy planning	Faculty Plans	Faculty reward structure
E	D	F

Underlying Drivers and Constraints

Situational needs	Faculty talents and interests	Department and SBA strategy
G	H	I

VII.A.1. SBA strategic leadership (Exhibit XI-9, box A). We seek to provide leadership to the School of Business, both as a Department through our own innovation and programs, but also through the service provided by Department members in SBA activities. For instance, we seek to place at least two of our faculty members on the Faculty Senate each year, where they also will chair Senate committees.

VII.A.2. Local professional leadership (Exhibit XI-9, box B). We believe that our should play an active role in the relevant local professional associations, such as the American Marketing Association or the Council of Logistics Management, providing leadership insofar as we are able. In the past, our faculty members have played a prominent role in this type of organization. By so doing, they have not only strengthened the organization, but also brought positive recognition to Wayne State University.

VII.A.3. National professional leadership (Exhibit XI-9, box C). We believe that we should play leadership roles in the important national and international professional associations in which our faculty participate. We also believe in providing support through activities such as conference organization and reviewing.

VII.B. Strategy. We have found that actually motivating faculty to become actively engaged in service is very difficult to do, given the relative lack of rewards for service activities. As a result, we have sought to develop social norms for service within the Department.

VII.B.1. Faculty plans (Exhibit XI-9, box D). The central feature of our strategy is to incorporate service activities into the faculty plans of the Department members. Once service activities are incorporated in the plans, the natural processing of planning and control will reinforce faculty participation.

VII.B.2. Department synergy planning (Exhibit XI-9, box E). As suggested in Exhibit XI-3, faculty plans represent a synergistic planning effort, that considers faculty talents and interests, Departmental and School strategy and the trade-offs among our research, teaching, and service missions. From a practical perspective, the Department Chair will be responsible for coordinating Department members' planning efforts to ensure that service commitments are met, considering the drivers and constraints represented by Exhibit XI-9, boxes G, H. and I.

VII.B.3. Faculty reward structure (Exhibit XI-9, box F). While we rely strongly on the dedication of our faculty members to do what needs to be done, the faculty reward structure also plays a key role in motivating faculty participation. The reward system for service is virtually identical to the one described in Exhibit XI-5 addressing research.

APPENDIX XI-A:
MARKETING DEPARTMENT PERFORMANCE AUDIT FRAMEWORK

The following represents a summary of key philosophies, programs and issues relating to Marketing Department Strategic Plan (indexed using the same section and exhibit numbers as the plan). Indicate your best judgment regarding our performance along each of the specified dimensions, including comments regarding how the judgments were made (based on review of documents, interviews, surveys, and so forth). This evaluation is important to monitor our progress and guide us in developing yearly action plans. It is not intended as a grading mechanism, but as a tool for helping us achieve our strategic objectives. It is intended to evaluate programs and strategies, not individual faculty members.

I. **Preamble: "Telescoping" the Planning Sequence (Exhibit XI-1)**. To what extent does our departmental planning process do each of the following?

	Very Little				Very Much
Reflect the "emergent strategy" actually being pursued by the Department	1	2	3	4	5
Involve all members of the Department in an interactive planning process	1	2	3	4	5
Demonstrate a spirit of continuous improvement	1	2	3	4	5
Result in a yearly "action plan"	1	2	3	4	5
Actually guides departmental activities and priorities	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II.A. Research mission (Exhibit XI-2). To what extent does our departmental research address the following requirements?

	Very Little				Very Much
Support SBA administrative initiatives	1	2	3	4	5
Support SBA faculty initiatives	1	2	3	4	5
Reflect our departmental focus on global marketing	1	2	3	4	5
Reflect our departmental focus on marketing and logistics management	1	2	3	4	5
Capitalize on the mature/experienced nature of our faculty	1	2	3	4	5
Capitalize on our Department's "team" orientation	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II.B. Teaching mission (Exhibit XI-2). To what extent does our departmental teaching address the following requirements?

	Very Little				Very Much
Support SBA administrative initiatives	1	2	3	4	5
Support SBA faculty initiatives	1	2	3	4	5
Reflect our departmental focus on global marketing	1	2	3	4	5
Reflect our departmental focus on marketing and logistics management	1	2	3	4	5
Address the needs of working students	1	2	3	4	5
Deliver high value to our students	1	2	3	4	5
Capitalize on the mature/experienced nature of our faculty	1	2	3	4	5
Capitalize on our Department's "team" orientation	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

II.C. Service mission (Exhibit XI-2). To what extent does our departmental service address the following requirements?

	Very Little				Very Much
Support SBA administrative initiatives	1	2	3	4	5
Support SBA faculty initiatives	1	2	3	4	5
Reflect our departmental focus on global marketing	1	2	3	4	5
Reflect our departmental focus on marketing and logistics management	1	2	3	4	5
Address the needs of working students	1	2	3	4	5
Deliver high value to our students	1	2	3	4	5
Capitalize on the mature/experienced nature of our faculty	1	2	3	4	5
Capitalize on our Department's "team" orientation	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

III. **An Underlying Planning Framework and Philosophy (Exhibit XI-3)**. To what do faculty members develop yearly plans that include the following?

	Very Little				Very Much
Activities are coordinated in such a way as to create synergy by complementing each other	1	2	3	4	5
Activities are coordinated in such a way as to create synergy by using the same expertise across many different projects, research, teaching, and service activities	1	2	3	4	5
Activities are coordinated in such a way as to create synergy by creating investments that will pay off in future activities	1	2	3	4	5
Activities address the needs of the SBA strategic plan	1	2	3	4	5
Activities address the needs of the departmental strategic plan	1	2	3	4	5
Activities capitalize on faculty talent and interests	1	2	3	4	5
Activities provide a significant total contribution in the area of research, teaching and/or service	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV. **Research (Exhibit XI-4)**. To what extent have our departmental faculty been successful in achieving the following objectives and engaging in the following strategic research activities?

	Very Little				Very Much
Publish in the top journals and research outlets	1	2	3	4	5
Place among top contributors to specialty journals	1	2	3	4	5
Become know for streams of research	1	2	3	4	5
Achieve practitioner recognition	1	2	3	4	5
Achieve faculty recognition among academic peers	1	2	3	4	5
Engage in co-authorships with other departmental faculty	1	2	3	4	5
Engage in strategically synergistic research projects	1	2	3	4	5
Target projects with academic and practitioner versions	1	2	3	4	5
Form research teams with specialized faculty roles	1	2	3	4	5
Plan strategic conference/association participation	1	2	3	4	5
Provide and receive recognition for research successes	1	2	3	4	5
Participating in executive development programs	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

IV.C. Implementing departmental research strategy (Exhibit XI-5). To what extent have we adhered to the following principles of faculty performance and rewards?

	Very Little				Very Much
Individual faculty members participate in some kind of research activities	1	2	3	4	5
Department chair provides positive and effective leadership	1	2	3	4	5
Departmental Research Committee helps facilitate the development of synergistic, targeted research projects	1	2	3	4	5
The Department Merit and Salary Committee makes evaluations that encourage targeted research efforts	1	2	3	4	5
The Department Management Committee establishes programs and strategic adjustments that promote targeted research efforts	1	2	3	4	5
Faculty receive recognition and administrative rewards for targeted research efforts	1	2	3	4	5
Faculty members receive merit and salary increases for targeted research activities	1	2	3	4	5
Faculty members are motivated to engage in targeted research projects	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

V. Undergraduate teaching and curriculum strategy (Exhibit XI-6). To what extent has the Department been effective in delivering undergraduate programs which address the following objectives and strategic initiatives?

	Very Little				Very Much
Recruit high-quality students	1	2	3	4	5
Achieve AYES efficiency	1	2	3	4	5
Students take an active role in the learning process	1	2	3	4	5
Increase the competence of our graduates	1	2	3	4	5
Stimulate low-level cognitive learning (facts and concepts)	1	2	3	4	5
Stimulate high-level cognitive learning (application, analysis, synthesis and evaluation)	1	2	3	4	5
Stimulate affective learning (priorities, values, etc.)	1	2	3	4	5
Stimulate psychomotor learning (ability to instinctively carry out effective marketing activities)	1	2	3	4	5
Recruit a critical mass of marketing and logistics students	1	2	3	4	5
Maintain an accurate and effective multi-year course calendar	1	2	3	4	5
Discover ways to efficiently deliver small, specialized courses	1	2	3	4	5
Implement the students success program	1	2	3	4	5
Help students find internships and/or better jobs	1	2	3	4	5
Develop initiatives that reinforce critical student knowledge and skills by incorporating them into a variety of courses	1	2	3	4	5
Hold students accountable for knowledge acquired in prerequisite courses	1	2	3	4	5
Utilize Department Chair to administer the multi-year calendar, incentivize the development of Internet courses, and manage the Student Success Program	1	2	3	4	5

Utilize Curriculum Committee to oversee the process of cross-course integration, student accountability, and curriculum specializations	1	2	3	4	5
Utilize student assistants to support the Department Curriculum Committee and Management Committees	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

V.B.7. Curricular specializations (Exhibit XI-7). To what extent has the Department been successful in developing the following initiatives in support of curriculum specializations?

	Very Little				Very Much
Utilize common curriculum modules	1	2	3	4	5
Utilize course adaptation projects	1	2	3	4	5
Utilize specialized Internet courses	1	2	3	4	5
Utilize faculty champions to anchor specializations	1	2	3	4	5
Effectively utilize departmental support	1	2	3	4	5
Utilize industry support	1	2	3	4	5
Utilize internships to complement curricular initiatives	1	2	3	4	5
Utilize professional meetings to complement curricular activities	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

VI. Graduate/Executive teaching and curriculum strategy (Exhibit XI-8). To what extent has the Departmental been effective in delivering graduate and executive programs which address the following objectives and strategic initiatives?

	Very Little				Very Much
Become more involved in executive development programs	1	2	3	4	5
Become more involved in new MBA initiatives	1	2	3	4	5
Increase student competence	1	2	3	4	5
Develop executive skill modules	1	2	3	4	5
Recruit corporate partners	1	2	3	4	5
Support SBA graduate committees	1	2	3	4	5
Develop initiatives that reinforce critical student knowledge and skills by incorporating them into a variety of courses	1	2	3	4	5
Hold students accountable for knowledge acquired in prerequisite courses	1	2	3	4	5
Develop/converts courses in distance learning formats	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

VII. Service objectives and strategy (Exhibit XI-9). To what extent has the Department been effective in implementing the following service objectives and strategies?

|	Very Little				Very Much
Provide strategic leadership in SBA initiatives	1	2	3	4	5
Provide local professional leadership	1	2	3	4	5
Provide national professional leadership	1	2	3	4	5
Incorporate service activities into yearly faculty plans	1	2	3	4	5
Make synergistic use of faculty talents and interests in support of service activities	1	2	3	4	5
Support SBA graduate committees	1	2	3	4	5
Department Merit and Salary Committee makes evaluations that encourage targeted service contributions	1	2	3	4	5
Departmental Management Committee helps facilitate the development of synergistic, targeted service contributions	1	2	3	4	5
Faculty receive recognition and administrative rewards for targeted service efforts	1	2	3	4	5
Faculty members receive merit and salary increases for targeted service activities	1	2	3	4	5
Faculty members are motivated to engage in targeted service projects	1	2	3	4	5

What was the basis for your evaluations?

Please elaborate on those areas that scored poorly. What specific problems did you encounter? What needs to be done to address them?

APPENDIX XI-B: A SYSTEM FOR EVALUATING PUBLICATION QUALITY

Exhibit XI-B1 represents the process by which the Department evaluates research productivity. The actual evaluations are made annually by the departmental Merit and Salary Committee. The Committee evaluates the faculty members' resume and one-year and three-year activity reports. The fact that we now have a specific form (Exhibit XI-B3) for evaluating research should make the job of the Committee easier and their judgments more reliable. The fact that faculty members know how their Activity Reports will be evaluated will provide an incentive for them to use a common format, thus making the process even more reliable and efficient.

Note that the model is essentially compensatory. That is, it assumes that faculty can compensate for a lack of one kind of research by doing more of another. Taken to an extreme, this might violate Department or SBA strategy. Box C in the exhibit provides a basis for making *strategic adjustments* to the value of research outcomes, based on larger considerations. Conversely, box C might be used to increase the value of publications in a strategically desirable outlet. For instance, it might adjust the value of publications upward to reflect the strategic significance of achieving a dominant position

in the leading specialty journal for a particular sub-discipline.

Exhibit XI-B1:
A System for Evaluating Scholarly Contribution

$$\sum \left[\begin{array}{c} \text{Outcome value} \\ \text{A} \end{array} \quad X \quad \begin{array}{c} \text{Strategic adjustment} \\ \text{C} \end{array} \right] = \begin{array}{c} \text{Total outcome value} \\ \text{E} \end{array}$$

Value estimates for scholarly outcomes: Assign points based on outcomes classification
B

Adjustments based on:
• SBA, Department and/or individual strategy
• Quality adjustments
D

Apply general evaluative standards:
• Cat I: 10+ pts
• Cat II: 4+ pts
• Cat III: 1+ pts
• Cat IV: 0 pts
F
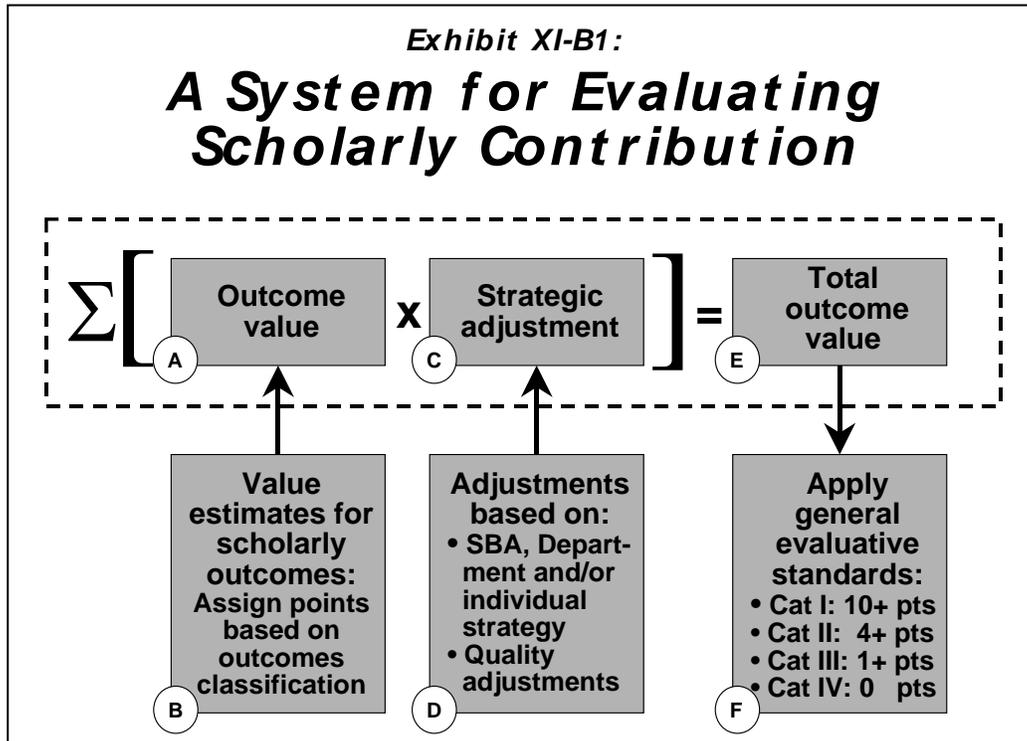
We use the term *research outcome* to represent the product of a faculty member's scholarly effort. Generally, these are journal publications or books. However, they might be industry monographs, technical reports, even media interviews, providing they represent the outcome of scholarly activity.

Exhibit XI-B1, Box A represents the evaluation of a specific research outcome. Generally, this would be some kind of publication. Exhibit XI-B2 classifies various kinds of outcomes and assigns them point values, based on Department judgment and published studies of research quality. It also includes classification principles, so faculty members and members of the Merit and Salary Committee can place unrated research outcomes into a point category (as suggested in Exhibit XI-B1, box B). Thus, while a particular research outcome might not be mentioned specifically in Exhibit XI-B2, we can look for the category that best represents the kind of contribution it is.

Exhibit XI-B2:
A Weighting Scheme for Research Outcomes

Research Outcome	Weight
Authored/coauthored books. These are scholarly publications that contain leading-edge theory, establishing the author(s) as intellectual leaders in their field. However, we also value textbooks and trade books in similar fashion, recognizing the scholarly effort they take to write and the intellectual impact they can have in their respective domains.	20
Top-tier journal articles. These are the universally recognized leading journals in a given discipline. They generally include refereed journals, but they could include non-refereed trade journals, key industry research monographs, etc. This classification would include journals such as ❑ Journal of Marketing Research	10

❑ Journal of Marketing ❑ Journal of Consumer Research ❑ Journal of Marketing Science ❑ Harvard Business Review	
Top-tier specialty journal articles. These are the leading journals in various specialized sub-disciplines. They would include journals such as ❑ Journal of Advertising Research ❑ Journal of Advertising ❑ Journal of Retailing ❑ Journal of International Business	6
Second-tier journal articles. These are high-quality general disciplinary journals, espousing much the same editorial policy as top-tier journals. However, they have not achieved tier-one status. Examples would include journals such as ❑ Journal of the Academy of Marketing Science ❑ Journal of Business Research ❑ Columbia Journal of World Business ❑ California Management Review ❑ Journal of Consumer Marketing ❑ Journal of Psychology and Marketing	5
Edited books and book chapters. Edited books involve interpretive organization of scholarly material that commonly characterizes key scholars in a given field. Similarly, book chapters tend to reflect the stature of a scholar's contributions within the discipline being represented by the book.	5
Second-tier specialty journals. ❑ Journal of International Marketing ❑ Journal of Business Communication ❑ Journal of Business Logistics ❑ Journal of Direct Marketing ❑ Simulation and Gaming ❑ Journal of Services Marketing ❑ Journal of Health Care Marketing ❑ Journal of Sales Management	4
National and international conference papers. These represent papers presented to national and international conferences of the key organizations representing the sub-disciplines of our faculty. They are generally, but not necessarily, published in conference proceedings. This category would include conferences such as ❑ American Marketing Association ❑ American Academy of Advertising ❑ Academy of International Business ❑ Association for Business Simulations and Experiential Learning ❑ [include the others our Department members attend]	2
Regional and special conference papers. These represent papers presented to regional conferences and national/international specialty conferences of the key organizations representing the sub-disciplines of our faculty. They are generally, but not necessarily, published in conference proceedings. This category would include conferences such as regional Marketing associations, regional International associations, special conferences (conferences not held on a regular basis).	1

Exhibit XI-B3 represents the actual worksheet that faculty might use to summarize their research contribution in the yearly activity report. The Merit and Salary Committee will use the same form, making any adjustments it feels is necessary, to establish the actual merit evaluation.

Exhibit XI-B3:

A Research Evaluation Worksheet

Research Outcome	Research Value	Strategic Adjustment	Adjusted Value
Total Research Value:			

The final assessment is an assessment of *Total Research Value* for each Department faculty member (Exhibit XI-B1, box E). According to University guidelines, the Department Merit and Salary Committee must convert these to a categorization of research output into one of four groups, with a rating of "I" representing research excellence. These standards may change over time. Currently, Exhibit XI-B1, box F suggests the standards currently used within the Marketing Department. These call for a point total of 10 or more to receive a rating of "I," a point total of 4-9 to receive a "II," a point total of 1-3 to receive a "III," and no points to receive a "IV."

Appendix XII:
Center for International Business Studies Strategic Plan

Appendix XII:
Center for International Business Studies Strategic Plan