



STRATEGIC PLAN FOR 2010-2011

December 2010

According to AACSB accreditation standards, strategic management helps a business school focus resources and efforts toward a defined mission. The mission statement expresses the school's goals and intentions so that decision makers can decide if proposals are central to the mission, prioritize activities, align resources with the most important goals, and bring coherence to activities. In whatever format practiced, strategic management should guide decisions and practice.

The College of Business Administration (CBA) subscribes to the importance of strategic management. The current strategic plan was approved by faculty vote in April 2008.¹ Recognizing that strategic management is a continuous process, the CBA held a faculty retreat in September 2008 to re-examine its vision, mission, values, and strategic initiatives. Next, discussion of strategic initiatives took place at the CBA Administrative Council during spring semester 2009. Specific action items in the approved strategic plan also have been reviewed and revised annually. This document is a draft of a new strategic plan that updates the April 2008 plan.

VISION

The CBA is a community where creative minds meet, collaborative spirits flourish, and educational and scholarly contributions thrive.

MISSION

Our mission is to graduate highly valued, ethical business professionals prepared to excel in a dynamic global business environment.

The CBA:

- Provides high-quality teaching and support programs for an exceptionally diverse student body from California, the nation and the world.
- Develops students' business function knowledge and their critical thinking, communication, interpersonal, and quantitative skills.
- Enhances and supports faculty commitment to ongoing research, professional development, and service.
- Seeks to strengthen our resource base to ensure continued excellence.

¹ The strategic plan was approved by CBA Faculty on December 15, 2010.

ENVISIONED FUTURE

The CBA aspires to become the best business school in the CSU and ultimately one of the nation's leading business schools among public universities.

Several themes emerged from the September 2008 CBA faculty retreat: change, collaboration, ethics, excellence, and globalization. These themes are the foundation of our vision, mission and value statements and will enable attainment of our envisioned future.

The CBA shares the university's commitment to access, affordability, excellence, community engagement, assurance of learning, diversity, globalization, ethical and social responsibility, knowledge creation and application, and student success. As we move toward our envisioned future, we will work to fulfill the broader vision, values, and purpose of the university.

CAPTURING THE VISION: CBA CORE VALUES

At the 2008 fall convocation, Dean Solt introduced the "CBA Pyramid" as a symbol to exemplify the values **engage, execute, and excel**. Through engaging with various constituencies and executing our plans and actions, the CBA will ascend to the top of the pyramid and attain excellence. These three values express our desire and urgency to strive for high achievements to constituencies inside and outside the university

The university lists excellence as a core value, CBA faculty emphasized excellence at the September 2008 retreat, and the AACSB's emphasis on quality education and continuous improvement is consistent with the CBA's quest for excellence. Current and prospective employers will favorably assess our excellence or look elsewhere for graduates, so students and alumni also benefit from CBA excellence.

Unless the CBA engages with its stakeholders and various communities, it will not achieve excellence. Similarly if it does not perform well—if the CBA does not execute plans and actions—the CBA will not achieve excellence. Thus, each faculty and staff member needs to engage with his or her relevant constituencies—students, colleagues in the CBA and across the university, their professions, industry professionals, or alumni—and then follow through to completion on projects, research papers, teaching, and other activities.

Many opportunities to engage and execute exist in the CBA. To be timely and relevant, curricula need to be reviewed, assessed, and updated. Similarly, faculty members need to be active in continuous professional development and scholarship to assure that they provide current and relevant educational value that contributes to student success in the classroom and careers.

Several CBA programs already exemplify the value of excellence. The Honors Program and the Student Managed Investment Fund help our best students excel through intensive hands-on faculty efforts. The Human Resources Management Advisory Board, the Ukleja Center for Ethical Leadership, and the Student Center for Professional Development bridge the classroom and the marketplace and boost our students' ethical and professional development. The activities

of our eleven student clubs provide our students opportunities to engage in many activities outside the classroom. Our Advising Center and Instructional Technology labs provide support for students as they move through the CBA toward graduation. Career and alumni services promote a strong “brand” for the CBA that improves the quality of applicants and enrolled students.

As our high-quality programs and experiences are communicated to our alumni, friends, and supporters, the CBA emphasizes the 3 E’s -- **engage, execute, and excel** -- to concisely express our approach to achieving our mission. These values express a mindset for action that is powerful if each faculty and staff member strives to engage, execute, and excel in his or her activities. The result of our collective efforts is synergy as the total CBA achievement exceeds the sum of individual outcomes.

CONNECTION TO THE UNIVERSITY’S CORE VALUES

The mission of California State University, Long Beach is to be a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.

The university’s core values are educational opportunity, excellence, diversity, integrity, and service. Excellence is a core value shared by the university and CBA. Educational opportunity expresses the core purpose of the university and the CBA: we strive to produce graduates with highly-valued degrees. Diversity reflects our local population as well as the global business environment CBA graduates will encounter. We want our students and alumni to engage and execute in their careers with integrity. Service is required of our faculty as citizens of the university, and we must also provide the support necessary for our students to be successful. The CBA strives to engage, execute and excel in ways that reflect the university’s core values.

STRATEGIC INITIATIVES

Following the September 2008 retreat, the dean, associate deans, department chairs, and faculty council chair reviewed participants’ feedback about the vision, mission, and strategic issues. After discussion over multiple sessions, the CBA leadership team produced a ranking of all the strategic issues identified by the faculty at the retreat. Not all issues identified at the retreat can be pursued simultaneously, so a smaller set of strategic issues was generated. The strategic initiatives that the CBA will pursue over the next three to five years are listed and described in Table 1.

Very consistently, AACSB accreditation is seen as a top CBA strategic initiative, and this is true whether the reference group is CBA faculty and students, or CBA and university leadership. The initiatives regarding faculty have AACSB accreditation implications: keeping senior faculty Academically Qualified (AQ), recruiting and retaining faculty, and reducing teaching loads will help the CBA meet AACSB faculty standards. The initiatives regarding students—restructuring the undergraduate and graduate curricula, improving teaching quality, and emphasizing critical

thinking skills—affect accreditation through assurance of learning accreditation standards. Fundraising is a priority in achieving the other initiatives, especially given the state budget challenges that the CBA faces.

Table 1. Strategic Initiatives Resulting from the 2008 CBA Faculty Retreat.

	Strategic Initiative	Explanation
1	Maintain AACSB accreditation	AACSB pursues educational quality and its standards focus on faculty qualifications and student learning. Faculty, staff, students, university leaders, alumni, and employers recognize this initiative’s importance and centrality to the CBA mission.
2	Restructure the undergraduate and graduate curricula	Our curricula have been virtually unaltered for decades, and to attain educational quality, our curricula need to be evaluated for timeliness, relevance, and usefulness.
3	Keep senior faculty AQ	Having an Academically Qualified (AQ) faculty is primary for AACSB accreditation. Faculty attain/maintain AQ status through peer-reviewed published research, and new faculty with recent Ph.Ds are well equipped to be AQ. Non-AQ senior faculty jeopardize our accreditation, and incentives and financial support to achieve this initiative must be developed.
4	Recruit/retain faculty	Relative to other business schools, our low pay, high teaching loads, and high cost of living make recruiting faculty challenging. We will continue to work hard to make the CBA an attractive place to be.
5	Continuously improve teaching quality	For the CBA to excel, we must enhance what we provide students, and this involves faculty performance, class size, pedagogical issues, curriculum, etc.
6	Raise funds	State funding is by far the CBA’s major source of funds, and we generate additional funds through non-state programs like our Day and Saturday MBA programs. Raising funds from alumni and other supporters is an important component that needs ramping up. This is a priority of the Dean, and funds raised will be used to invest in faculty.
7	Reduce teaching loads	This initiative aims at providing faculty with time to produce and publish quality peer-reviewed research in order to maintain AQ status.
8	Emphasize students’ critical thinking skills	A Student Learning Task Force’s critique of our programs indicates critical thinking is an important shortfall of our students. Education has many dimensions and we have several learning objectives that will also be pursued, but we will strive to improve students’ critical thinking skills.

CONTINUOUS IMPROVEMENT OBJECTIVES (CIOs)

The strategic plan currently in effect was implemented through several Continuous Improvement Objectives (CIOs) that were achieved through specific tactical action items. For sake of consistency across the plans, the strategic initiatives described above (Table 1) are consolidated into three CIOs, as shown in the following table (Table 2.) Some CIOs that were initiated but not completed in the approved strategic plan are included as CIOs 4 through 6 in Table 2.

Several of the action items in the approved strategic plan have been completed, so they do not appear in Table 2. The CIO for increasing student graduation rates is not included here since the university has made good progress on this goal. The CIO in the current plan for strengthening and supporting faculty scholarship is now part of CIO #1 in the new plan.

The CIOs link our mission and strategic initiatives to specific tactics and allow the CBA to move toward its envisioned future. The tactical actions in Table 3 connect the CIOs to specific action items. While progress has been made on some items in the table, more effort is needed to successfully complete all of the actions.

Table 2. CBA Continuous Improvement Objectives and Strategic Initiatives.

	Continuous Improvement Objectives	Strategic Initiatives
	A. Based on Strategic Initiatives in Table 1	
1	Maintain AACSB accreditation	1) Maintain AACSB accreditation to increase educational quality by focusing on faculty qualifications and student learning 3) Keep senior faculty AQ 4) Recruit /retain faculty 7) Reduce teaching loads
2	Maintain a relevant and current undergraduate business program	2) Restructure undergraduate curriculum 5) Improve teaching quality 8) Improve students' critical thinking and quantitative skills
3	Strengthen the CBA resource base	6) Raise funds
	B. Continued from the Approved Plan	
4	Maintain a relevant and current MBA program.	5) Improve teaching quality 8) Emphasize students' critical thinking skills
5	Expand student support services related to outreach, recruitment, advising and professional development.	
6	Build and strengthen relationships with the business community.	

Table 3. Tactical Actions to Support Continuous Improvement Objectives (CIOs)									
No.	CIO	Action Item	Key Performance Target/Metric	Action	Champion	Outcomes for 2009- 2010	Target Date	Source of Funding	
1	1	Hire new faculty	Number of positions filled	Hire 1 Accounting faculty member in 2009-2010. Evaluate needs in other departments for future years.	Dean Solt	Offer extended --Offer Accepted; hiring plan developed	Complete hiring by May 2010 --Accomplished --New hiring plan for 2010 developed May 2010	General Fund	
2	1	Develop orientation and mentoring plan for new faculty	Documentation of orientation and mentoring plans	Develop mentoring plan for all departments; Develop new faculty handbook	Department Chairs; AD Celsi and EEC Director Stephenie Canavan	New faculty handbook developed Summer 2009	Early fall 2010	None	
3	1, 3	Expand internal and external resources for faculty research support	# of assigned times, summer stipends and sabbatical leaves; # of GA's to assist faculty	Allocate additional resources beyond University support	Dean Solt; MBA Director Horne	Grant limited number of Assigned Times using MBA Professional Fee	Ongoing --ATs Implemented fall 2010	General Fund; CERF (Continuing Education Reserve Fund)	
4	2, 4	Assess student learning and adjust curriculum and teaching approach based on outcome assessment	Number of positive changes identified, implemented and tested; number of courses assessed; number of learning goals assessed	Re-write undergraduate and graduate assessment plans; update CSU-BAT; work to implement SLTF recommendations – Critical Thinking and Quantitative Skills	AD Celsi; Course Coordinators; MBA Director Horne; Graduate Program Comm.; AD Omer Benli; Undergraduate Program Comm.	Fall 2009: Assessment Plan completed; update Finance items on BAT; working on IS 310 --Analyze grades before and after tutoring (Celsi, Benli) Funding for 2010-2011 from "Deans' Student Success Program" was obtained as the result of the proposal submitted.	New plans by January 2010-- Working with CSU business school assessment coordinators at several CSU campuses, all sections are being updated; Revised CSU-BAT will be tested in 2010-2011; new initiatives for Highly Valued Degree Initiative proposed June 2010	General Funding	

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No.	CIO	Action Item	Key Performance Target/Metric	Action	Champion	Outcomes for 2009- 2010	Target Date	Source of Funding	
5	4	Review MBA curriculum	Adoption of new curriculum	MBA Task Force suggests new curriculum; GPC adopts new curriculum	MBA Dir. Horne; Graduate Program Committee	Faculty Retreat, 11/6/09; MBA "Conference" 2/5/10 --3 faculty workshops, Design4Integration course	New curriculum adoption by spring 2010 piloting in next FEMBA cohort --Saturday MBA pilot 2010; continue for Day and Evening MBA	General Funding	
6	1, 2	Ensure consistency in core curriculum	Number of core classes reviewed each year	Write policy for course coordinators that includes regular review of syllabi for conformance to SCO	Faculty Council; Course Coordinators; Undergrad. & Grad. Program Committees	Course coordinator policy approved by FC in April 2010	Policy written and passed in spring 2010; syllabi reviewed by UPC in spring 2010.	None	
7	4	Enhance marketing efforts to attract more high quality MBA students	Amount spent on marketing; average GMAT scores of incoming MBA students; number of students in MBA program	Review minimum requirements; more emphasis on work experience in recruiting; MBA fair	MBA Director Horne	Ongoing	Ongoing	New MBA fee; CERF	
8	4	Institute new data collection effort to measure MBA outcomes from earning degree	Report of findings and recommendations; changes made based on recommendations	Obtain list of names from alumni relations; Design survey; collect and analyze data	AD Celsi; MBA Director Horne; Graduate Program Committee	Delayed until 2010	Spring or fall 2010	Foundation	
9	5	Improve student satisfaction with student services	Improved satisfaction on EBI and internal student surveys	Collect and analyze data regarding student services; make changes based on survey findings	Dean Solt; ADs Benli & Celsi	EBI survey delayed until fall 2010.	Fall 2010	General Fund	
10	5	Increase student involvement with student organizations and events	Increased number of students in organizations; # of students who attend key events	Increase marketing effort; increase leadership opportunities; increase	Sheila Hill, Director, SCPD; Jeanne Caveness, AD, Student	Ongoing --Benli &Solt working with SCPD director & Board	Ongoing --Improved operations and new plans for fall 2010	General Fund Foundation	

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No.	CIO	Action Item	Key Performance Target/Metric	Action	Champion	Outcomes for 2009- 2010	Target Date	Source of Funding	
				collaborations between student organizations and university centers	Services; Jane Roeder, Managing Director, Ukleja Center for Ethical Leadership (UCEL)	--Continuous work to improve UCEL (Roeder & Solt)			
11	5	Expand opportunities for CBA students and employers to interact	Number of student internships; number of classroom and extra-curricular interactions with business leaders	Invite business leaders to provide internships to CBA students; invite business leaders to interact with students through CBA 493; improve and standardize CBA 493 course delivery	Dean Solt; AD Benli; CBA Internship Director; MBA Director David Horne and MBA faculty	--Benli & Solt worked on internship plans, but progress is slow	Ongoing	General Fund; Foundation Endowment	
12	3, 5	Offer more student scholarships	Number of meetings with employers; Number of student scholarships; total \$amount of student scholarships	Meet with potential donors	Director of Development McKinney		Ongoing	Scholarship Fund	
13	2, 4	Grow the number of ethics modules within CBA courses	Increase the number of faculty receiving Ukleja Center support for development of ethics teaching modules	Invite CBA faculty to submit proposals for <i>Ethics Across the Curriculum</i> stipends	K. Lacey, and Jane Roeder, Managing Director, UCCEL		Ongoing	Foundation Endowment	

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No.	CIO	Action Item	Key Performance Target/Metric	Action	Champion	Outcomes for 2009- 2010	Target Date	Source of Funding
14	2, 3, 4	Expand opportunities for students and faculty to be involved in short term study abroad activities	Number of study abroad opportunities; number of students and faculty involved in study abroad activities	Recruit students and faculty to participate in Study Abroad activities	Terrence Witkowski Director, International Business Program	--No expansion at undergrad level --Study abroad to be incorporated into MBA programs	Spring 2009	Lottery Foundation
15	3, 4, 5	Strengthen relationships with community business leaders	Number of new opportunities for business leaders to interact with CBA	Connect with local business	Dean Solt; Director of Development McKinney	--Notable Speaker Series initiated Spring 2010 --SMIF Advisory Bd successful	Ongoing --Continue Notable Speaker Series	Foundation Endowment
16		Develop CBA Young Alumni group	Extend CBA connections beyond graduation; alumni engagement, not fundraising	Form Young Alumni organization; elect officers and form committees	Dean Solt; Director of Development McKinney	Hold educational, networking, and professional development events --Many meetings with steering committee	Fall 2009 -- F2F networking is not working -- Will try Social Media approach in 2010-2011	Foundation Endowment

STRATEGIC DIRECTIONS OF DEPARTMENTS AND PROGRAM

The strategic plan to this point has taken a college-wide viewpoint. It is appropriate to understand the CBA's mission and vision and the initiatives that will help us achieve the mission and vision. But departments and programs represent major parts of the structure of the CBA, so developing strategies, plans, and changes that occur in these parts of the CBA are also important for the success of the college.

The following sections provide discussion of the strategic directions and significant changes being undertaken in the major units of the CBA. Notably, these changes support the mission, vision, and values of the college.

ACHIEVING EXCELLENCE BY REVITALIZING THE MBA PROGRAM

Much time has elapsed since the current MBA program was put into place, and the last review of the program was many years ago. The business world and local competitor programs have changed greatly over this period. The downward trend of GMAT scores and low application numbers for our Evening, Day, and Saturday MBA programs suggest that we are not currently offering programs of choice for the best students or employers. Revitalizing the MBA will involve engagement and execution, leading to excellence.

Revitalize (“To Renew and Impart New Life and Vigor”)

In summer 2008, Dean Solt formed a task force to examine the current state and future prospects of the MBA program. Concerns about the MBA program emerged from the faculty retreat in September 2008. In 2008-2009, the task force examined our MBA program, collected student feedback, benchmarked against other MBA programs, and researched and discussed ideas about graduate business education. The task force prepared a prospective Revitalized MBA curriculum in summer 2009, and the results of all the task force's efforts were presented to the Graduate Programs Committee in fall 2009.

The GPC then worked to develop a Revitalized MBA curriculum to pilot in the Saturday MBA cohort beginning in summer 2010; implementation in the Day and Evening MBA programs will occur in the following years.

Three faculty MBA revitalization events were held in 2009-2010. A faculty retreat in November 2009 kicked off the effort. An MBA Revitalization Conference in February 2010 demonstrated how the new curriculum might work, and many stakeholders attended: CBA faculty, top university administrators, MBA students and alumni, and local business professionals. A follow-up Revitalized MBA workshop was held in May 2010.

The Revitalized MBA reflects many key improvements: a) a substantive, content-driven week-long orientation to introduce students to life in the MBA program, b) an international experience, c) a reduced set of core courses with some “old core” content being shifted to later courses as well as alleviating redundancy, d) in the second phase of the program, an integrated approach to teaching that focuses on business problems rather than disciplinary silos, e) a practicum to

provide students with a culminating experience that puts into practice their MBA education, and f) portfolio assessment to assist in our assurance of learning efforts.

The Revitalized MBA will provide many benefits:

- Increase reputation in the business community
- Create a distinctive, recognized brand for the CBA
- Offer path-breaking innovation in the university and CSU
- Graduate professionals prepared to excel in a dynamic global business environment
- Teach what executives say is needed: “era of specialization over...leader of the future is an integrative thinker who can meet any challenge” and “analyze, decide, lead...”
- Provide faculty members an opportunity to engage in leading-edge teaching
- Develop new workload and reward structures for faculty
- Assist the Dean in fundraising activities

Attaining Mission, Vision, and Strategic Initiatives

A Revitalized MBA will help achieve the CBA mission by graduating highly-valued, ethical business professionals prepared to excel in a dynamic global business environment, and this will be accomplished through the values of engage, execute, and excel. The innovative, leading-edge approach the revitalization embodies will move the CBA toward the envisioned future of being the best business school in the CSU and help maintain AACSB accreditation.

The current financial and budgetary situation facing the CBA is dire, having seriously deteriorated over the previous three years. The State of California cut \$584 million, or 20%, from its allocation to the CSU in 2009-2010, leaving CSULB with \$42 million of cuts (half came from non-paid furlough days that cut faculty, staff, and administrators pay by about 10%). The state-funded portion of CSULB’s budget has fallen from about 50% in 2000-2001 to under 30% in 2009-2010.

Among AACSB-accredited business schools, the CBA ranks near the top in student/faculty ratios but near the middle in budget/faculty member ratios; we leverage our limited budget by employing large class sizes in our undergraduate program. Even compared to other large CSU business schools, our budget lags in total and on a per-faculty basis. Moreover, CSULB ranks 593 out of 791 universities in the size of its endowment.

In May 2009, the CSU Trustees voted to install an MBA professional fee of \$210/credit unit. The professional fee roughly doubles the cost of the Evening MBA from about \$10,000 to about \$20,000. The new MBA fee must be used to: a) maintain AACSB accreditation, b) expand career services for MBAs, and c) recruit a more diverse MBA student body. This fee helps offset some of the budget challenges facing the CBA.

The Revitalization can help achieve the vision and strategic initiatives of the CBA in many ways:

1. The Revitalized MBA Places the CBA Squarely in the Competitive Mix. The cost of UC Irvine, UCLA, and USC MBA degrees range from \$80,000 to \$125,000, yet these business

schools attract students who on average have higher GMAT scores than our MBAs. If we do not revitalize our MBA, it is likely that the quality of our students and size of our programs will continue to dwindle; we offer a general MBA, and the lowest-cost AACSB accredited degree, but we do not offer a distinctive alternative to the well-known competitors. By implementing the Revitalized MBA with the changes mentioned above, we can offer a competitive, high-value program that will attract better students. We can become the MBA program of choice because our increasing program cost will be matched with increasing value.

2. The Revitalized MBA Improves the CBA Budgetary Health. A strong Evening MBA program of 300 students will provide additional fees of roughly \$600,000 per year. If the program grows in size, so will the total amount of the MBA fee. As the CBA provides a better educational opportunity with meaningful orientation and study-abroad experiences and improved course offerings, the fees for the self-support Day and Saturday MBA programs can also be increased. If the Day and two Saturday cohorts average 35 students each, our three MBA programs can provide well over \$1 million annually to supplement the CBA budget.

3. The Revitalized MBA Achieves the Trustees Conditions for the MBA Fee. The CBA is already working to improve MBA recruiting and career services. Success in these efforts will boost the perceived quality of our MBA degree and will attract better students and more prospective employers. The value of our MBA brand will increase, and our MBA will be viewed in the marketplace as a highly valued degree.

4. The Revitalized MBA Indicates that the CBA is Worthy Investment. Even with additional funds generated by the MBA programs, the CBA will still primarily be a state-supported business school, and our high student/faculty and low budget/faculty member ratios will continue to be structural impediments. The CBA will never be as well funded or endowed as UCI, UCLA, or USC. To expand our faculty, bring faculty salaries closer to market averages, update and enhance our 20-year old facilities, and provide other resources for students and faculty, we will still need to generate gifts and donations from our alumni and friends. The relatively small size of our tenure/tenure-track faculty will continue to constrain how we expand programs. Our faculty salaries are \$20,000 to \$50,000 below market averages, depending on the discipline. Endowing faculty positions can help increase the size of our faculty and eliminate salary gaps. Successfully implementing the Revitalized MBA will be one way to engage, execute, and excel—and take control of our future.

5. The Revitalized MBA Catalyzes CBA Alumni Outreach Efforts. Strong alumni networks are hallmarks of top MBA programs around the country, and professional connections and professional development are benefits that accrue to these networks. As students perceive that they are receiving a high value for their education and degree, we can capture their energy and expand our own alumni network.

6. The Revitalized MBA Funds Change in Faculty Workloads. The mission of the CSU in the 1960s was primarily teaching. But as CSU institutions worked to increase the quality of their programs and to compete for faculty members from top Ph.D. programs, scholarship also increased in importance. Yet, CSU funding remains driven by student enrollment and faculty workload is set at 12 units (4 courses) per semester. Research-first institutions offer teaching

loads half as large, and well-funded teaching-oriented institutions typically have lower teaching loads. Changes in AACSB accreditation standards in 2003 have required business school faculty to: a) publish peer-reviewed journal articles to achieve/maintain their academic qualifications (i.e., AQ status) and b) assess programs to assure student learning. So, CBA faculty must work very hard: teach 12 units per semester, engage in scholarship to be AQ, and perform CBA and university service. The Revitalized MBA can be important in changing how our faculty uses its time and how we maintain AACSB accreditation:

- The Revitalized MBA will stress quality and interactions among teaching faculty, which will require greater efforts on the part of MBA faculty relative to the current program.
- Faculty will be able to accrue assigned time (AT) through MBA teaching, and increased MBA funds will finance this AT.
- Increased MBA funds will increase the amount of AT available so that AQ faculty members can teach less but increase the quality and quantity of their peer-reviewed scholarship. MBA funds will be used to hire lecturers for courses left open by the AT.
- Committee work is limited to the 32 weeks of the fall and spring semesters, leaving summer and winter sessions as down time when program and curriculum issues cannot move forward. Increased MBA funds can compensate faculty for working on task forces during summer and winter sessions.
- Increased MBA funds will increase AT available to enhance course coordination of core courses.
- The Revitalized MBA might require faculty members to generate their own teaching materials, particularly in integrated, cross-disciplinary teaching efforts. Faculty members might be able to write cases that can be published in peer-reviewed case journals and promote their AQ or Professionally Qualified (PQ) status.
- Interdisciplinary teaching is likely to result in interdisciplinary faculty scholarship.

In summary, quality and competitiveness are the main drivers of the value that the Revitalized MBA can create. The quality of teaching, curriculum and scholarship will continuously improve.

OTHER DEPARTMENTS

Other CBA departments and programs will add sections on their strategic directions over the 2010-2011 academic year.