

University of Wisconsin-La Crosse College of Business Administration Strategic Plan

Background

AACSB International recognizes strategic management should guide decisions and practice and that there are multiple approaches to strategic management. “For some, setting strategic directions will involve precisely defined steps and detailed planning documents; for others, setting strategic directions will be an informal process resulting in more general, or overarching, statements of direction. Some schools will tie strategic management to specific directives and action items for individual activity; others will set more general goals and give great leeway to participants in the ways that they contribute toward the school’s mission.”¹ The AACSB standards further state “it is not the intent of these standards to generate a bureaucracy of planning and mission creation nor is it the intent to create strategic management activity solely for the sake of achieving AACSB accreditation.”²

The College of Business Administration is scheduled to undergo its AACSB International accreditation review in the 2012-2013 academic year. The 2012-2013 strategic plan is built around this major milestone. It is reviewed annually, primarily during the summer, and modifications and adjustments are made when necessary.

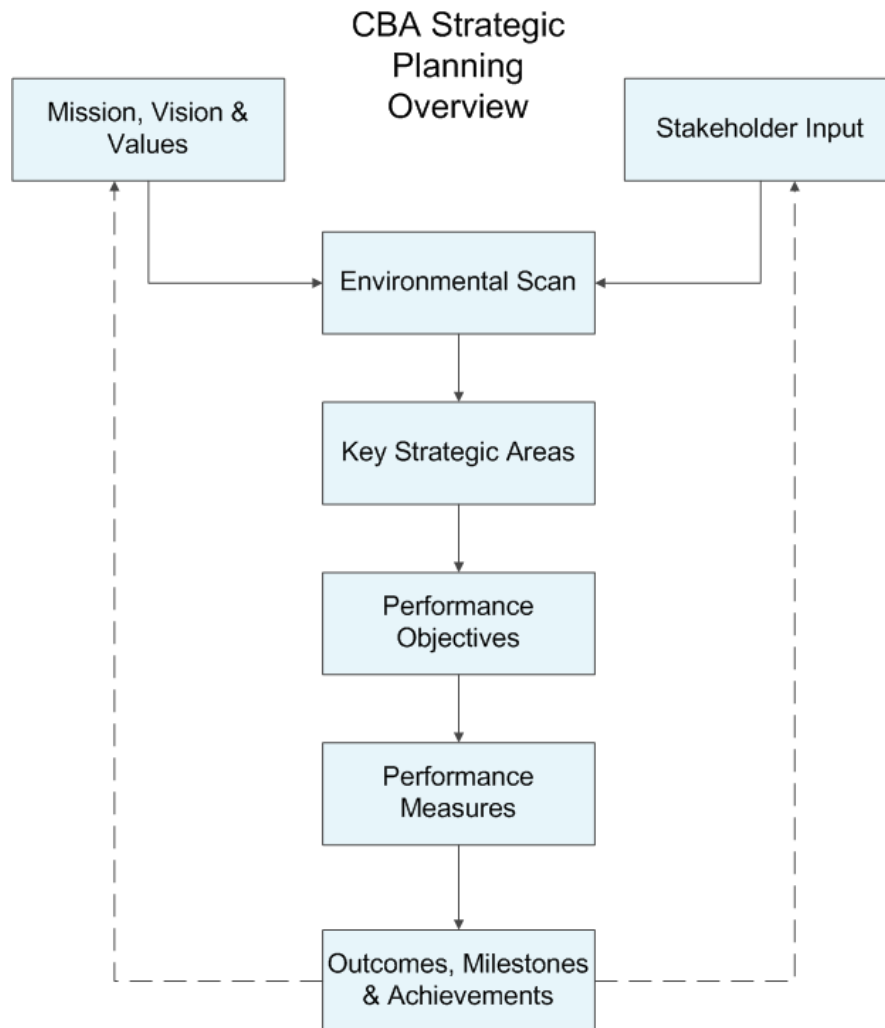
Strategic Planning Process

For strategic planning processes, the college’s values establish the college’s ideals, principles and philosophy that guide our actions and decisions. The CBA mission states our purpose and reason for existence and forms the frame of reference for our vision. Our vision describes what we want to be in the future and identifies the overall direction of the college. We establish goals, strategies, and objections to guide our actions to narrow the gap between our mission and our vision. We adjust our action plans to respond to environmental changes.

¹ AACSB Standards, Section 2

² AACSB Standards, Section 2

An overview of the strategic planning process is illustrated in the following diagram:



The mission statement, objectives and goals are periodically reviewed and modified by the CBA constituents. Input and advice is sought from a variety of stakeholders. Each semester the Dean meets with the CBA Board of Advisors (BOA) and Student Advisory Committee (SAC) to discuss a variety of CBA issues and receive input for strategic planning. Under the college's bylaws, the college Steering Committee consists of all CBA department chairs, all CBA directors, the dean, and associate dean. The steering committee provides recommendations and counsel to the dean. During the summer months, the steering committee periodically meets to review and address a number of college issues including the strategic plan and strategic initiatives. During the academic year the steering committee meets weekly. At the beginning of the fall semester, letters are drafted that charge the various CBA committees with activities that incorporate the strategic plan considerations. Results and updates on strategic planning measures and college initiatives are primarily disseminated to faculty and staff at twice yearly College of Business Administration meetings at the beginning of each semester and to the CBA

BOA at the semi-annual BOA meetings. Dissemination of key issues to alumni is accomplished by publication in the semi-annual “Building Bridges” alumni publication that is distributed to over 6,000 CBA alumni. Throughout the year, the dean and/or associate dean, meet with the SAC to present and discuss college initiatives to students.

Each year, and within the framework of the key strategic areas and performance objectives, annual goals are discussed, formulated and set. The establishment and setting of annual goals generally takes place during the summer meetings of the college’s steering committee.

Mission Vision and Values

The College’s mission, vision and value statements and objectives act as guides to its future, planned evolution, infrastructure, and use of resources. It assists internal stakeholders and other external constituents of the school to know the school’s goals. It provides guidance so that the CBA can prioritize activities, implement programs and align resources with the most important goals.

A Mission Review Task Force was appointed by the Dean in April 2011 and charged with reviewing the 2005 mission statement and making recommendations as to revisions, if any, to the mission statement and related materials. The task force included faculty, an administrator and the Director of the Small Business Development Center. Student, faculty, and business perspectives were provided by a variety of stakeholder input. After the task force began meeting it became apparent that to establish a coherent framework for strategic planning and for a clear and viable mission, a vision and value statement must also be developed and that the 2008 “CBA Objectives” should be absorbed into the mission, vision and value statements. The final product consisted of new and full revised mission statement, vision statement, and a comprehensive value statement. These were presented to the college at the beginning of the fall 2011 semesters and were approved by the college in faculty vote.

Stakeholder Collaboration and Input

Students. The CBA Student Advisory Committee (SAC) consists of student representatives from each of the CBA academic departments and student organizations. Periodically, SAC students meet separately and with the dean to provide written input to the strategic plan such as the revision of the CBA mission, objectives, and the undergraduate curriculum goals.

Business Community. The CBA’s Board of Advisors (BOA) consists of thirty-five members of the business community. Members represent a variety of businesses including businesses outside the region. The Board of Advisors provides advice and guidance in a variety of strategic planning matters including evaluation of our mission and learning objectives. The Dean meets

with the BOA twice yearly. When necessary, board members participate in focus groups or workshops to provide for CBA initiatives and planning.

Alumni. The Silver Eagle Alumni association consists of alumni of the CBA who have graduated for more than twenty-five years. There is also an associate membership for people who have graduated for less than twenty-five years. The CBA dean annually meets with board and discussed strategic initiatives and receives input on a variety of strategic plan issues including the mission, CBA objectives and curriculum goals. Another source of receiving alumni input is the twice yearly CBA alumni publication “Building Bridges.” Articles and announcements regarding current initiatives are publicized and input is sought from alumni readers. All input was reviewed by the dean’s office and then forwarded to the UCC or other appropriate committee for action. Lastly, the college uses Educational Benchmarking to survey alumni in order to compare the CBA with peers and national norms. Results were also disseminated to faculty at a regular CBA meeting.

Faculty and Staff. Input is sought from faculty and staff through twice yearly college meetings, separate academic and classified staff meetings, and where appropriated focus groups sessions. When suited to the task, such as revision of the CBA objectives, a committee or task force is formed to solicit input and make recommendations. Task force or committee consolidates input from all stakeholders and prepares a draft document that is submitted to the faculty for vote.

Senior Administration. Strategic goals and plans are shared with the Provost throughout the year during periodic meeting between the dean and the provost. Input and feedback is received regarding coordination of college and university activities. Goals and plans are periodically shared with the Chancellor and the Vice President of Finance and Administration. The dean coordinates planning with regards to college advance activities in regular weekly meetings the college’s foundation representative.

Environmental Scans

External forces impacting the planning process include the local and business community, the changing economy, technology, alumni, global situations, and competitive institutions. Alumni and the CBA Board of Advisors are essential in providing feedback regarding these external forces. The internal forces impacting planning include the university, the colleges and the various departments and organizations within these entities. CBA cross-campus representation, participation, and leadership provide essential feedback regarding the internal forces. CBA student organizations and student involvement in student governance provide additional information regarding internal forces. The Steering Committee meets weekly

throughout the academic year and periodically during the summer to synthesize and make adjustments in planning based on the changing environmental forces.

A SWOT analysis was conducted during the summer of 2011 and 2012. Strengths, weaknesses opportunities and threats were developed and summarized into specific areas. Each area was rated on three dimensions using a scale of 1-9 for reach dimension with 1 as the minimum and 9 as the maximum. The strengths and weaknesses were rated on their scale, importance or relevance, and strategic impact. The opportunities and threats were also rated on three dimensions. These dimensions were size, relative probability of occurring, and strategic impact.

SWOT Analysis

The following is the most recent SWOT analysis conducted in the summer 2012. It ranks the strengths, weaknesses, opportunities and threats.

	Positive	Negative
Internal	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • Quality teaching and learning environment • Quality of faculty and staff • Emphasis on Global Engagement • Student performance and quality of student body • Reputation • AACSB accreditation • Strong Curriculum • Assurance of learning processes and culture • Small Business Development Center (SBDC) 	<p><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Limited funding for salary increase and merit incentives • External and community relations beyond SBDC efforts • Amount of fundraising and related activities • First mover advantages in generating new programs • The role of graduate education is not well defined • Lack of unique program specialties • Lack of or uneven engagement from some CBA members • Executive education • Diversity of students and faculty

External	<p><u>Opportunities</u></p> <ul style="list-style-type: none"> • Develop new curriculum and program offerings • Increase business outreach efforts • Enhance aspects of SBDC business outreach for better integration with faculty, students & community • Increase number of international collaborations • Development of Wittich Hall as new CBA building • Increase fund raising and grant proposals • Grow number of business students with a major or minor in business • Challenge to "re-imagine business education" • Expand college research portfolio 	<p><u>Threats</u></p> <ul style="list-style-type: none"> • Dwindling state support • Ability to attract, retain and recruit faculty/staff because of resources • Competition from online education and/or for-profit universities • Decline in the number of high school graduates in the future • Shortage of PhDs in some disciplines • Competition from other public universities • The commoditization and diminishment of public education/business education • Lack of diversity in the student population in region
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University Mission Statement

“The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UW-L fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UW-L is a regional academic and cultural center that prepares students to take their place in a constantly changing world community.”

College Mission Statement

“To provide students an exceptional business education that empowers them to serve organizations and communities as socially responsible citizens in a global environment.”

College Vision

“To be recognized for quality as the leading business school among regional and state comprehensive universities.”

College Values

Our core values define our philosophy, principles and ideals.

- Teaching: highly effective and innovative teaching employing relevant curriculum.
- Scholarship: scholarship that advances knowledge of business theory, best practices, and teaching pedagogy, each equally enriching student learning.
- Faculty: quality faculty who are accessible, responsive, and dedicated to student learning.
- Students: quality students who are actively engaged in their professional and personal development.
- Learning: a highly interactive learning environment that fosters strong relationships and student success.
- Global Engagement: global engagement and collaboration to increase international awareness and opportunities.
- High Standards: high standards that reflect best practices and ethical behavior, stimulate intellectual growth, and promote continuous improvement.
- Diversity: acceptance and respect for human and ideological differences.
- Sustainability: promotion of sustainable practices in the use of economic, ecological, and social resources.
- Service: service to the university, discipline, and community that promotes strong partnerships and advances professional and economic development.

Key Strategic Areas

The College of Business Administration’s key strategic areas are based on the overall goals of maintaining its strengths, reducing weaknesses and taking advantage of opportunities.

1. Quality of faculty and staff
2. Student performance and quality of student body

3. Assurance of student learning and continuous improvement
4. Quality and currency of academic programs
5. Quality of facilities and equipment to support the learning and teaching environment
6. Financial resources to support mission
7. Quality of work and learning environment
8. Maintenance of AACSB accreditation
9. Economic Development and Community Outreach

Performance Objectives & Measures

Key Strategic Area	Performance Objective	Performance Measure
Quality of faculty and staff	Hire and retain a well-qualified instructional base	<p>Instructional academic staff (IAS) Percent academically or professionally qualified</p> <p>Faculty hires- Percent academically qualified</p> <p>Competitive compensation.</p> <p>Number of successful/failed searches</p> <p>Percentage of Faculty and IAS successfully promoted</p> <p>Number of vacant teaching positions</p> <p>Number of non-retention decisions.</p>
	Provide development opportunities for our faculty, IAS and staff	<p>Amount of funds provided for College and departmental travel to attend development activities</p> <p>Breakdown of international, national, regional, and local programs attended.</p> <p>Number of faculty and IAS applying for and being funded by university development funds.</p> <p>Degree of alignment of support for faculty, IAS, and staff professional development/research activities to meet individual, CBA and university professional development objectives.</p> <p>Actual number of attendances of faculty and staff at professional development programs.</p>

<p>Maintain quality levels of teaching, scholarship and service</p>	<p>AACSB SCH and/or course semi-annual AQ PQ ratios (AACSB Table 10)</p> <p>Percent of teaching by participating faculty</p> <p>Results of semiannual scholarly productivity report performed by Associate Dean</p> <p>Department merit review, retention, and PTR and IAS annual reviews</p> <p>SEI evaluations.</p> <p>Academic advising evaluations.</p> <p>Percent of faculty qualifying for research release time</p> <p>Number of Graduate Assistants support</p>
<p>Maintain proportionate representation of diverse groups</p>	<p>Annual UW-L Affirmative Action Program Report on underutilized groups by college and department</p> <p>Recruiting efforts aimed at inclusiveness, ideological diversity, and representation of diverse populations.</p> <p>Diversity mix of faculty.</p> <p>Diversity content of recruitment integrated into hiring procedures.</p>

Key Strategic Area	Performance Objective	Performance Measure
<p>Student performance and quality of student body</p>	<p>Promote and maintain a diverse student body</p>	<p>Diversity statistics</p>
	<p>Monitor the academic performance of students</p>	<p>Average GPA of business students</p> <p>Percent of students on probations</p> <p>Percent and number of students undergoing academic dismissals</p>

	Number of student grade appeals
	Number of academic misconduct instances
Strive to improve retention and graduation rates	Retention and graduation rate reports
	Number of students transferring to other colleges
Promote student engagement	NSSE report
	Number of undergraduate and graduate research publications and independent research studies
Strive to improve job placement	Number of students attending CBA professional development courses.
	Percent of students finding jobs
	Number of recruiters and students attending job fairs
	Number of students conducting internships
Provide Scholarships	Number and amount of scholarships
	Number of scholarships to study abroad
Enhance Diversity	Number of faculty and students involved in mentoring program for students of color
	Number of faculty and students involved in inclusive-excellence activities
	Percent of underrepresented groups including veterans.

Key Strategic Area	Performance Objective	Performance Measure
Assurance of student learning and continuous improvement	Maintain an oversight structure to direct AOL and Assessment efforts	Establishment of standing Assurance of Learning (AOL) committee

Ensure students are meeting learning objectives	Assess each undergraduate and graduate learning objective a minimum of once every two years
Maintain high quality when compared to similar institutions	Conduct ETS benchmarking surveys on a minimum of every other year Conduct periodic EBI surveys of undergraduates, graduates, and alumni
Maintain an active and viable culture of assessment and improvement	Number of faculty attending AOL workshops Percent of syllabi containing CBA learning outcomes Percent of courses mapped to learning outcomes Number of faculty participating in assessment exercises Number of articles related to student learning and assessment Number of students participating in assessment activities
Consistently engage in assurance of learning and continuous improvement	Assurance of learning reports Biennial assessment reports EBI reports and college surveys Assess at least two learning goals per year for undergraduate program Assess all MBA learning goals every two years.
Closely Coordinate with Undergraduate Curriculum Committee	Number of formal and informal coordination meetings. Formal review of undergraduate and graduate curriculum submissions at college and university level

Key Strategic Area	Performance Objective	Performance Measure
Quality and currency of academic	Keep undergraduate curriculum current	Number of core curriculum revisions
		Number of new courses

<p>programs</p>	<p>Number of revised course</p> <p>Academic program review results</p> <p>Educational Benchmarking Inc. (EBI) surveys</p> <p>Number of cores courses integrating diversity issues</p> <p>Number of core courses integrating ethics issues</p>
<p>Maintain global nature of curriculum and programs</p>	<p>Number of new globalization initiatives</p> <p>Number of students studying abroad</p> <p>Number of international business courses offered</p> <p>Number of students majoring in International Business</p> <p>Number of international collaborations</p> <p>Number of international students in CBA programs.</p> <p>Extent of integration of global topics into syllabi</p>
<p>Lower mean class sizes</p>	<p>Mean class size for core courses</p> <p>Mean class size for elective course</p>
<p>Maintain viable MBA program</p>	<p>Number of students in program</p> <p>Foreign/domestic student ratios</p> <p>Number of applicants and admissions</p> <p>Program review results</p>
<p>Enhance CBA reputation as the school of choice</p>	<p>UWL application and admission numbers</p> <p>Alumni surveys</p> <p>University rankings</p> <p>Increased promotion efforts</p>
<p>Evaluate and/or develop new programs</p>	<p>Evaluation and implementation of a Health Care Management or Administration program.</p> <p>Develop and offer minor in Health Information</p>

	Management Technology (HIMT)
	Evaluation and implementation of a minor in business Sustainability
	Evaluate and explore program or minor in Entrepreneurship
	Number of other programs evaluated
Expand on-line course offerings	Number of on-line and hybrid courses
Maintain high quality academic advising	Average number of advisees
	Number of faculty attending advising training
	Number of faculty engaging in freshmen orientation
	Results of Advising surveys and exit interviews of students
Increase use of executives as guest lecturers	Number of courses utilizing
	Number of guest lecturers presenting

Key Strategic Area	Performance Objective	Performance Measure
Quality of facilities and equipment to support the learning and teaching environment	Provide sufficient number of classrooms with proper capacity	Annual scheduling and classroom usage report Number of classes in Category "B" classrooms (classrooms that are not optimized for teaching).
	Provide sufficient faculty offices and administrative spaces	Number of private and shared offices
	Provide spaces for student organizations	Number of private spaces for student organizations
	Ensure faculty have sufficient equipment and technology to support teaching and scholarship	Amount of faculty purchases annually. Annual tracking of age and computers and printers

Support efforts for development of Wittich Hall as new CBA Building to house College and SBDC.	Plans developed-construction in 2015-17 Funding plans
Finalize construction of student investment center	Complete construction in 2012-13

Key Strategic Area	Performance Objective	Performance Measure
Financial resources to support mission	Maintain sufficient base budget allocations	Academic Year budget Personnel budget Winter Session budget Summer budget
	Increase net revenue generating programs	Number and net revenue Internet MBA
	Maintain and Increase Advancement activities	Dollar amount of funds raised Number of alumni events Number of alumni and corporate visits Number of alumni publications and circulation
	Strengthen alumni network	Increase in number of alumni Circulation of "Building Bridges" Number of people joining CBA social media sites and lists
	Generate non-academic program revenue	Number of programs and amount of revenue
	Increase Grant Revenue	Dollar amount of funding received

Key Strategic Area	Performance Objective	Performance Measure
Quality of work and learning environment	Promote a respectful and supportive work environment for faculty and staff	<p>Number and substance of faculty and staff grievances</p> <p>Number of allegations and instances of incivility</p> <p>Re-institute a college climate survey</p> <p>Non-performance related resignations related to workplace</p> <p>Quality and number of mentoring programs</p> <p>Instances of disrespect for workloads</p> <p>Number of recognitions of personal achievements.</p>
	Apply framework of “Inclusive Excellence” and Diversity	<p>Extent of integration of equity, diversity and inclusion in college policies and priorities</p> <p>Extent of integration of equity, diversity and inclusion in the curriculum.</p> <p>Number of faculty involved in mentoring program for students of color</p> <p>Number of faculty involved in inclusive-excellence activities</p> <p>Number and frequency of college diversity lunches</p> <p>Number and frequency of university inclusive excellence events and opportunities attended by faculty, staff, and students.</p>
	Promote routine interaction among faculty	<p>Extent of regular attendance at college and department meetings</p> <p>Extent of meaningful participation in department personnel matters such as promotion, reappointment, and tenure decisions</p> <p>Extent of active participation in governance matters</p> <p>Extent of meaningful participation in department and college collaborative initiatives</p>

	<p>Extent of active participation in committee work and other service</p> <p>Extent of routine presence on campus during academic year.</p> <p>Number of college social events, workshops, retreats.</p>
Promote work/life balance	College and department flexibility in accommodating campus absence for family related issues while maintaining overall compliance with personnel regulations.
Promote interdepartmental collaboration	<p>Number of joint research projects</p> <p>Number of joint teaching assignments</p> <p>Number of joint department service, social, and other activities</p>
Promote a respectful and supportive classroom environment	<p>Number of student grievances</p> <p>Frequency of opportunities for classroom interaction</p> <p>Demonstrated respect for students as individuals</p> <p>Demonstrated adherence to faculty as role model, intellectual guide and counselor</p>
Increase and maintain high level of faculty student interaction	<p>Number of joint research publications</p> <p>Faculty to student ratio.</p> <p>Number of faculty advising student organizations</p>
High level of faculty accessibility	<p>Number and extent of regular office hours</p> <p>Response time for answering emails.</p> <p>Quality as measured in student academic advising surveys.</p> <p>Number of student complaints of inaccessibility.</p>

Key Strategic Area	Performance Objective	Performance Measure
Maintenance of	Remain current on	AACSB Annual Membership meeting

AACSB accreditation	AACSB standards and Policies	AACSB annual Dean's Meeting Attendance at other related accreditation meetings. AACSB related presentations at college meetings.
	Maintain all teaching ratios within accreditation standards	Semester and annual AQ PQ ratios by SCH and courses
	Send faculty and instructional academic staff to AACSB assessment and teaching effectiveness conferences	Number of people attending
	Conduct a successful maintenance review	Draft maintenance report and engage in accreditation team review

Key Strategic Area	Performance Item	Performance Measure
Economic Development and Community Outreach	Provide business consulting and advice to regional business	Number of businesses and number of hours devoted to consulting
	Host economic events	Number events and number of participants
	Provide business training to local and regional businesses workshops standards	Number of training programs for business
		Number or courses offered Number of training programs developed
	Host public forums and distinguished lecture series	Number events and number of participants
Support the regional	Number of proposals submitted/funded	

angel network	
Enhance college and SBDC image	Number of public media hits
Increase use of social media	Number and extent that social media is integrated into outreach operations