BOARD OF HIGHER EDUCATION

REQUEST FOR BOARD ACTION

NO.: BHE 08-14

BOARD DATE: April 25, 2008

REVIEW OF STATE COLLEGE BUSINESS PROGRAMS

MOVED: The Board of Higher Education receives the summary report of the Review of State College Business Programs from the State College Council of Presidents. The Board calls upon each campus reviewed to report to the Board in April 2009 its progress in addressing the recommendations of the reviewer's report and in implementing the action plans and next steps outlined in the institution's response.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Aundrea Kelley, Associate Vice Chancellor for Academic Policy

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Background

In February, 2006, and on the recommendation of Board member Peter Alcock, the Board of Higher Education voted to conduct a review of state college undergraduate and graduate programs. The purpose was to determine the quality of business programs and the ability of those programs to meet state workforce needs and standards in the globally competitive 21st century environment. The review was to be in two phases:

- During phase I, the Board would convene a task force to develop standards, and campuses would complete self-study assessments using the new standards, and submit to the Board findings and action steps the institution would take to meet the standard. The Chancellor would report to the Board by June 2007.

- During phase II, the Chancellor would conduct an external review of business programs followed by the submission of the report of the external evaluators and staff recommendations to the Board.

In June 2006, the State College Council of Presidents proposed a plan to hire a consultant who, on behalf of the state colleges, would structure a review of a number of nationally recognized business accreditation standards and help the colleges develop business standards. The Presidents intended that the results would provide data for state colleges to map their program to the standards developed and to make informed decisions.

Presidents discussed their proposal with Board member Alcock, who agreed that this was a reasonable approach for the state colleges.

As the Presidents' approach established a parallel approach to the review of business programs to that approved by the Board, the Chancellor looked forward to receiving from the Presidents a report on the outcome of their initiative. Attached is the President's Report, which comprises an aggregate summary by the reviewer of the individual review reports, a template of standards used to guide the reviews, and summaries of next steps crafted by each institution in response to the reviewer's recommendations.

At a future date the Board may undertake an external quality review of undergraduate and graduate business programs in accordance with its authority (15A, Section 9 (b)(c)(f) and (s).

REVIEW OF UNDERGRADUATE BUSINESS PROGRAMS
COUNCIL OF PRESIDENTS, MASSACHUSETTS STATE COLLEGES

OVERVIEW

R. G. Brandenburg
1/22/08

PURPOSES of the REVIEW

This review of the undergraduate programs in business at seven Massachusetts State Colleges is sponsored by the State College's Council of Presidents. The participating institutions are:

Bridgewater State College;
Fitchburg State College;
Framingham State College;
Massachusetts College of Liberal Arts;
Massachusetts Maritime Academy;
Westfield State College;
Worcester State College.

The review process is based on extensive documentation and responses to the reviewer's requests for information that have been submitted to the reviewer by each State College and by the Council of Presidents office. In addition, the reviewer participated in several conference calls with Presidents, Academic Vice Presidents, Department Chairpersons, and the Executive Officer of the Council of Presidents, attended a meeting with Academic Vice Presidents, and had phone conversations and   E mail exchanges with persons at the individual Colleges involved in preparing requested documentation and data.

The primary purpose of the review   is to examine and evaluate the current position of each of the seven participating undergraduate business programs, identify priority needs for improvement, and recommend near term actions to strengthen and advance overall program quality.

In the course of the individual reviews, issues and opportunities have been identified which have general implications for all of the participating State Colleges. A second result of the review is a set of comments and recommendations for addressing these generally applicable areas.

A third result of the review is the preparation of a Design and Evaluation Template that maps out key attributes contributing to and characterizing high quality in undergraduate business degree programs. The template is derived from experiences and judgments gained by the reviewer during   more than 40 years of involvement in management education and development. It provides guidance to   faculty members, department chairs, deans and academic vice presidents in implementing the   recommendations to improve quality and build for each program's future.

WORKING PRINCIPLES
Reports on each of the seven participating programs are framed in terms of recommendations that taken together can assist in making step wise, multi year improvements in overall program quality. This contrasts with an "audit" approach that focuses mainly on a list of program weaknesses, and with a "compliance" approach that focuses mainly on gaps and shortfalls in relation to a set of accreditation standards.

Improvement versus Accreditation Emphasis
The recommendations-based approach of this review recognizes that each of the seven undergraduate programs is in a different current position and faces different issues and opportunities with respect to near term prospects and problems for achieving accreditation in general, and AACSB accreditation standards in particular. For example, one program participating in this review is planning to apply for AACSB pre-accreditation status. This reviewer recommends that the program be encouraged and supported in making continued progress toward this goal. Another program currently is accredited by IACBE and, for the near term, should look for ways to capitalize on this status in the program's improvement plans and actions. A third program is a relatively new specialized industry major that recently has been reviewed by an outside evaluator with in depth industry-specific experience. At this stage of development, the program should concentrate on the findings and conclusions of the industry evaluator as well as the recommendations emerging from this review.

The most useful strategic choice for the other programs at this time is to use the recommendations in this review to define and implement near term (1-5 year) action plans that start with a realistic appraisal of the current situation of each program and move into stepwise improvements that advance overall program quality. As a result, each program should be in a better position to make a considered decision on when and if to seek accreditation, presumably by the AACSB, at an appropriate time in the future specific to each program. Regardless of accreditation status, improvement plans and actions resulting from this review should achieve better overall outcomes for undergraduate students and communities of business and management practice that are served by each program.

Accountability for Results
A key recommendation for all seven programs participating in this review is that each of the seven participating programs should develop a 1-5 year action plan that is agreed to by the academic vice president, dean and department chair, and that spells out time-phased specific objectives, progress milestones and responsibility assignments. Doing so establishes a framework for implementation accountability: tracking how well actual performance results are aligned with plan; identifying and working through any obstacles to implementation, assigning responsibility for taking any corrective actions, and determining when and if plans and objectives themselves should be revised. The premise is that accountability for effective execution of plans is of equal if not greater strategic importance than creation of plans.

Limits on Capacities for Change

This recommendations-based review recognizes that faculty members, department chairpersons, deans and academic vice presidents at each of the State Colleges continuously are confronted with competing claims on their time, effort and resources. They must set priorities and make choices. They face concurrent challenges to deliver high quality learning experiences for today's students and to improve learning experiences for future students. The recommendations framework assists administrators and faculty members in setting priorities, deciding which needs for improvement are the most important to work on and concentrating time and effort accordingly.

STRUCTURE OF INDIVIDUAL PROGRAM REPORTS

The organization of the seven program reports is consistent with main categories of the accreditation standards of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges.(NEASC). It should be noted in this regard that the program review criteria employed by the Massachusetts Board of Higher Education closely parallel the NEASC standards framework.

While there are some variations reflecting the information provided by each College, the program evaluation reports generally address:
- Mission
- Planning
- Program Evaluation/Assessment
- General Education and Linkages with the Liberal Arts and Sciences
- Business Core Curriculum
- Majors and Concentrations- scope and content
- Capacities to Offer Majors and Concentrations
- Practice Learning/ Internships
- Impact of Graduate Programs on the Operation of Undergraduate Programs
- Faculty Adequacy
- Faculty Profiles (reported teaching, scholarly, service and professional development activities of full time and part time faculty members)
- Faculty Professional Development
- Student Admission/Retention/Quality Indicators
- Operating Budget

In some cases, data on information technology resources and services also were submitted and included in the scope of the review.

GENERAL RECOMMENDATIONS

Some general recommendations with implications for all seven of the participating State Colleges result from evaluation and interpretation of information submitted for this review. These general recommendations include:

Use Planning to Establish Accountability

Recommendation

Annual objectives for business departments and individual chairpersons should be put in place at each State College. These objectives should be worked out with and agreed to by the Academic Vice Presidents. Progress and problems toward accomplishing the planned objectives should be reviewed at periodic meetings of individual chairs with their respective Vice Presidents. An annual report produced by the department chairperson should focus on results accomplished compared to objectives for the past year, any implementation obstacles encountered and proposed changes in objectives and priorities for the coming year.

Emphasize Total Program versus Separate Department Perspectives

The challenges facing managers of the future and the responsibilities of informed citizenship   will require breadth of understanding and values, and abilities to confront and resolve unfamiliar problems. Meaningful future improvements in learning experiences for students and in the knowledge and skills graduates should possess will result mainly from connections and coordination among   subject matter and disciplines, linkages between classroom learning and learning in the field of practice and integration of liberal education with professionally-oriented education. As a result, there will be an increasing need to work on how the separate components of undergraduate business education should fit together and complement one another.

Recommendation

Strengths in business disciplines traditionally resulting from a departmental perspective should be balanced with the   strengths of innovative connections across disciplines and their applications to practice   resulting from a total business degree program perspective. Separate departmental capabilities increasingly should be recognized as important means to the important ends of overall program quality and overall learning outcomes for students.

Recognize the Importance of Doing Fewer Things Better

To improve and sustain overall high quality in undergraduate business programs, there is a general need among the programs participating in this review to evaluate objectively the advantages of doing a more limited, selective number of things better.

Recommendation

Systematic needs vs. capacities reassessments for most of the existing majors and concentrations should be carried out by the undergraduate business programs participating in this review.

 Two points of view should be brought together in such reassessments:

- "outside-in" considerations of employer needs , jobs and career opportunities in geographical regions served by particular programs,   trends and developments in

the practice of management; distinctive opportunities in accessible and close proximity to the program for field based learning projects and internships for students and applied research and professional development activities for faculty;

- "inside-out" considerations of teaching and scholarly strengths of the current faculty, alignment of faculty size and skill set with the scope and scale of program delivery in particular fields, distinctive linkages among departments and disciplines within the institution that add value for students and institutional reputation and relationships with key community constituencies.

Curriculum
Recommendations

- Systematic cross curricular communication and coordination should be facilitated among full time and part time faculty members, and among liberal arts and business faculty.
- Full time and part time business faculty should be brought together in doing the continuous work of undergraduate curriculum assessment and improvement.

Faculty Scholarly Activities
With some exceptions, scholarly contributions of many full time faculty members are limited in numbers and quality.
Recommendations

- Ensure that, in addition to scholarly contributions to disciplinary knowledge, applied scholarship contributions to the advancement of management practice and learning research contributions to the quality and effectiveness of teaching and education "count" as evidence of faculty members' continuing scholarly activities. Such contributions should be publicly accessible. Publications and presentations that have been reviewed or refereed by appropriate practitioners or academicians should have greatest merit.
- Faculty members should be expected to explain the work products of their scholarly activities in terms of purpose to be accomplished, form such as textbook or journal article or conference proceeding, target audience and relevant external indicator of quality of the work.

Faculty Service Activities
Recommendations

- Recognize significant course improvement and pedagogical innovation as important factors in evaluating and rewarding faculty members' institutional service activities.
- Encourage and facilitate substantive professional service activities that connect and challenge faculty with significant issues and new developments in business and management practice.
- The quality and significance of professional and institutional service should be what counts, and not the numbers of associations and committee memberships. Evaluate outcomes/results achieved in the performance of professional and

institutional service. Consider committee or task force chair, association officer, program organizer, conference session leader, etc. roles.

Faculty Professional Development
Recommendations
- All full time and part time faculty members should demonstrate steps they are taking to maintain currency with developments in the disciplines and areas of management practice that constitute faculty members' assigned areas of teaching. An explanation of steps taken to maintain currency particularly should be provided in cases where a faculty member's highest degree and scholarly activities are in fields that differ significantly from their fields of teaching.
- Hold faculty members accountable to report formally to department chairs on results accomplished by means of professional development activities, especially when the faculty member receives institutional funds to support the activity.
- Look for ways in which professional and scholarly development activities can benefit the department and program as well as the individual faculty member.
- Assign meaningful faculty development support funds to department chairs and deans, recognizing that, because they are close to the "scene of the action," department chairs and deans are well positioned to make optimal use of limited available resources.

Faculty Evaluation
Recommendation
- Ensure that department chairs regularly and systematically evaluate the performance of part time, adjunct faculty members as well as full time faculty members.
- Implement Academic Vice Presidents' plans to organize training sessions for faculty members who will serve on promotion and tenure committees.

Faculty Recruiting
Competitive disadvantages in recruiting new full time doctorate qualified or highly professionally qualified faculty members apply to most if not all of the State Colleges participating in this review. Reported contributing factors include: starting salaries, costs of living, support for scholarly and professional development activities, small sizes of applicant pools.
Recommendation
- Academic Vice Presidential group level steps should be taken to share lessons learned about why recent offers have be turned down and to identify and implement strategies for faculty recruiting and hiring that increase probabilities of success.

Program Leadership
An important contributor to the quality of an undergraduate business program is the quality of program leadership. At the seven State Colleges participating in this review, department chairpersons are in key positions with respect to administration of program

operations and advancement. In one of the Colleges, there is a Dean of the School of Business. This School has a departmental structure and chairpersons.

The chair persons' functions and responsibilities, workload arrangements and performance evaluation are circumscribed by the Agreement with the faculty bargaining organization. However, comments received from the participating State Colleges suggest that that are three areas in which there are opportunities for improvement in department chairs' performance and working relationships with Academic Vice Presidents: orientation and training, performance evaluation and workload.

Recommendation
- Orientation and training workshops for department chair persons should be offered. Matters addressed in workshops may include initial orientation of new chairpersons, leadership training, experience sharing on difficult management issues, and institutional operating policies, procedures and offices that impact department chair's jobs. Some workshop topics could be selected by the department chairs themselves. At some of the State Colleges, workshops for department chairpersons already are in operation, and apparently are producing constructive results.

The bargaining Agreement stipulates that department chairs' performance shall be evaluated formally by their peers two times during the chairs' first three year term and one time during each subsequent three year term. A thought provoking question about the current exclusively peer based system was raised in one response to information requested during this program review. That is, to what extent does the election and evaluation of department chairs solely by faculty peers result in disincentives for chairs to work on making significant   changes in academic policies and programs?
Recommendation
- There should be a policy that calls for more frequent informal feedback from Academic Vice Presidents and   for formal annual reviews of department chairs' performance conducted by the Vice Presidents. In cases where there is a dean position in the academic organization structure, the dean also should have a serious input to department chair performance evaluation.

Teaching load reductions for persons elected to department chair positions are determined, as spelled out in the bargaining Agreement, on the basis of the size of the full time faculty in the department.
Recommendation
- Program based drivers of   workload also should be considered along with faculty size: new program planning and startup, major   curriculum revisions, introduction and pilot testing of a learning outcomes assessment process, engaging the faculty in comprehensive program planning and review, etc.
- Current policies relating to teaching load reductions and dollar stipends for department chairpersons should be reviewed, reconfirmed or revised, including the rationale for any differences among different State Colleges.

NEXT STEPS

- The reports on each of the seven individual undergraduate business programs are being reviewed by the Presidents and Academic Vice Presidents of each of the State Colleges. The President and Academic Vice President at each College are defining the process for taking actions on specific recommendations that is appropriate to each local situation. The program Design and Development Template has been sent to each participating program for use in addressing the program-specific recommendations.
- The General Recommendations and the Program Design and Evaluation Template are being reviewed by the Council of Presidents, the Academic Vice Presidents group, and the "Committee" on undergraduate   business program review. Further actions will be determined by the outcomes of these deliberations.
- The Council of Presidents has requested that a one year status report on plans and actions   resulting from the undergraduate business program review be submitted to the Council in January 2009.

Massachusetts State Colleges-Undergraduate Business Program Review

UNDERGRADUATE PROGRAM DESIGN and EVALUATION TEMPLATE-
KEY QUALITY ATTRIBUTES

R.G. Brandenburg
11/07
rev 04/08

MISSION AND GUIDING PRINCIPLES
Focus first on purposes for mission and principles statement:
- Place most emphasis on creating a mission statement that is useful in guiding strategic direction setting and planning, defining resource allocation priorities, establishing improvement objectives and priorities, evaluating proposals for major program changes, and communicating the core character of the program to external constituencies.
- Avoid spending excessive time only on mission rhetoric.

Alignment
- Align program mission and purposes with overall College mission and purposes

Content
- Indicate student populations and fields of business practice to be served
- Indicate broad learning outcomes objectives and related competencies of graduates
- A statement of guiding principles and values to complement the mission may indicate relative emphases among teaching, scholarship/research and public/professional service; diversity; global perspectives; and distinctive differentiating features of the program

Process
- In framing and reviewing mission and guiding principles, consider viewpoints of external business/ professional practice constituencies
- Publish, make mission statement accessible to constituencies
- Periodically reexamine the mission and principles statement to confirm its continuing usefulness in planning, priority setting, assessment, communication with key constituencies
- Record evidence, examples of how the mission and guiding principles statement are used.

AACSB Concepts
- AACSB places significant emphasis on the scope and substance of mission statements as the beginning and organizing framework for setting priorities and establishing objectives. As specified by the AACSB, the statement of mission should be consonant with the overall institutional mission, state the production of intellectual contributions that advance knowledge and practice of management, and state the student populations that are intended to be served. With respect to faculty intellectual contributions, the emphases among basic, applied and pedagogical research categories should be indicated in the mission statement. Further, the mission statement should indicate how the "program encourages learning experiences appropriate for collegiate management students and positively affect students' development as managers and professionals."

- It may make more sense to construct a statement of mission <u>and</u> guiding principles or purposes, or mission <u>and</u> strategic objectives than to try covering all of the above in a mission statement alone.
- AACSB requires that the mission statement be reviewed periodically, and that the review process includes systematic involvement of "stakeholders." Use an ad-hoc or standing business advisory committee for reviewing mission and guiding principles.

PLANNING
Action–Implementation Focus
- Define a limited number (3-6) of strategic directions, priorities and objectives for the program
- Spell out key implementation, action-oriented goals and priorities for next 1- 3 years that are required to pursue strategic objectives: define:
    1. implementation progress milestones that can be used to monitor actual results compared to plan,
    2. resource requirements,
    3. time schedule
    4. responsibility assignments

The purpose is to set priorities for how limited available resources, and particularly faculty and administrators time and effort should be allocated among short term, stepwise actions that address needs for addressing programmatic weaknesses, building or programmatic strengths, and to put in place a ongoing process of setting goals for continuous improvement.

An important result of this annual resource allocation priority setting activity is to establish accountability for taking action and producing results- agreement on goals, responsibility assignments and progress milestones- among academic vice presidents, deans, department chairpersons, faculty, advisory board members, students.

Improvement Goals
- In strategic objectives and implementation action plans, include 1-3-year program change and improvement objectives, along with financial and human resource requirements for implementing the changes either as increments to or re-allocations of resources for continuing current operations.

External Perspective
- As an important perspective in program planning, include an "outward orientation" to what managers actually do, what trends and developments are taking place, and what real problems and challenges do managers actually face in the world of practice.
Standing or ad hoc advisory committees may be useful approaches.

Identify Distinctive, Differentiating Strengths
- Capitalize on connections between opportunities (needs/demand) and strengths (competencies) that are distinctive, differentiating features of each particular undergraduate business degree program.

Concentrate on building quality and visibility in a limited number of areas where strengths are aligned with opportunities. Avoid trying to be all things to all people by default.

Process

- Assign responsibility and accountability for maintaining the planning process and reviewing periodically actual vs. planned performance (usually Department Chairs, Deans, or faculty program committees).
- Assign responsibility and accountability for determining when actions to accomplish, when existing plans should be revised or when new plans should be developed at both strategic and operating levels.
- As an explicit part of the planning process, include means of communicating the results of planning to key user constituencies
- Use program plans to inform annual financial planning and budgeting (avoid disconnects)

Situational Planning Tools

- To formulate and reevaluate key objectives and priorities, periodically conduct a situation analysis for the program. A Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis is a useful organizing framework.
- Where relevant, do "what if?" contingency planning.

Definitions (that may help to start discussion)

Mission (Why the organization exists; the need to be met, condition to be changed or problem to be addressed)

Vision (If the organization succeeds in accomplishing its mission, then what would the future look like?)

Guiding Principles (Statement of underlying values, "code of conduct", durable guidelines for how the organization will seek to achieve its purpose)

Taken together, the statements of mission and guiding principles or values indicate what sets the organization apart from others; what makes the organization distinctive.

Critical Assumptions (Key underlying premises about the Center's current position and prospects that significantly affect the content and implementation of the strategic plan)

Strategic Objectives, Priority Guidelines, and Key Actions (Strategic objectives constitute a framework of overall "high level" commitments and desired outcomes. This framework may be expected to remain essentially stable for several years. Direction and priority setting guidelines indicate broadly how the strategic objectives for program and for faculty should be pursued. These guidelines may be revised more frequently than the strategic objectives framework to respond to changing opportunities and problems. Strategic decision and action steps are aligned with and follow from each of the direction setting guidelines and strategic objectives. Key action steps may be reaffirmed or revised more frequently than priority setting guidelines, typically during each annual planning cycle.)

Continuing Goals (Open ended, direction setting statements of on-going, desired outcomes)

Operating Objectives (Statements of specific performance targets)

Examples from Accreditation Agencies
Massachusetts Board of Higher Education- new program proposal includes requirements to state goals and demonstrable objectives for the first five years of the proposed program along with strategies for their achievement and   measures to determine accomplishment of the program goals.

AACSB- Annual Maintenance Report- "action items… define achievements for the next 1-3 years that move the school forward toward greater fulfillment of the mission statement". Mission statement- is the "framework within which the action items operate."

"Stakeholders can look to the mission statement to see the overall long term goals of the school. They look to the action items to see what the school is doing now to move toward the mission."

The AACSB Annual Maintenance Report usefully distinguishes between:
> "progress updates- progress over the past year on existing action items" and
> "priority updates"- updated action items for the future (new operating objectives)

PROGRAM EVALUATION
Uses and User Perspectives
- Maintain a "Uses and Users" point of view throughout evaluation/assessment activities, recognizing that assessments should contribute both to demonstrating accountability to external constituencies, and to identifying course content, course delivery and other program improvement initiatives.
- Continually ensure "closing the loop:"
  1. select and collect assessment information;
  2. interpret and distribute information in forms that are meaningful and accessible to faculty, department chairs, deans, program directors and student services staff;
  3. use assessment information   to confirm continuation of current program content and delivery practices or to make improvements in programs and services.

Focus First on Learning Outcomes
- First address evaluation of learning outcomes: what competencies should students possess; what students should know and be able to do when they graduate from their baccalaureate programs.
  1. Define and select a limited number of program level learning outcomes objectives that take into account the distinctive circumstances of the College

2. Establish learning outcome objectives for every course; specify those objectives in each course syllabus; ensure that faculty thinks through how course level learning outcomes can be "measured" in relation to objectives. Intent is to begin assessing student performance in courses compared to goals.
3. Match course objectives to program objectives – show how course objectives are aligned with and contribute to program level learning outcomes objectives.

- Build feedback from employers of graduates, alumni focus groups, program advisory boards and internship host organizations into assessment processes, particularly with respect to competencies that graduates should possess.
- Recognize that appropriate methods for gathering qualitative as well as quantitative information   can be useful parts of assessment activities.
- Begin making formal or informal uses of assessment of learning outcomes to review program/course/curriculum effectiveness.

Conduct Tests of Outcomes Assessment

- Begin making formal or informal uses of assessment of learning outcomes to review program/course/curriculum effectiveness.
- Do pilot tests that go beyond data collection to try out uses of assessment data.
- Include means of learning how well such pilot tests work to guide what to do next in assessment system planning and implementation.
- Provide time and assign responsibilities to ensure that there is periodic reflection and learning about what is working and what is not that can used to inform next steps in assessment development pathway.

View undergraduate Program Improvement as a Continuous Work in Progress.

- Recognize that all changes are not improvements. Limited faculty capacities must be allocated to do quality teaching and course delivery and to do quality course/curriculum improvement work. Demonstrating that there is a regular process in place for determining which improvement work is most important to do is a least as important as demonstrating the types and numbers of changes made in the curriculum.

Other Areas for Evaluation/Assessment

- Look for ways to monitor the effectiveness of   learning processes to complement monitoring of learning outcomes.
- For key student services such as career planning and placement, student counseling and library and information technology services, conduct periodic student satisfaction surveys and use the results to "close the loop" as outlined above.

Publication and Distribution of Assessment Information

- As a part of assessment policies and processes, ensure that information about learning outcomes objectives, placement of graduates, graduation rates and retention rates are accessible and periodically are communicated to external constituencies (accountability uses and users) as well as internal constituencies (improvement uses and users).

Evaluation Process Planning

- In most cases evaluation/ assessment processes are works in progress. Develop a multiyear (1-3 year) work in progress plan for stepwise design, testing, installing, maintaining, using and improving   an assessment system that fits the College's particular situation. This plan for building and using an assessment system should include progress milestones, responsibility assignments, time schedules and estimated resource requirements.

ACADEMIC PROGRAM

Breadth vs. Depth

Ensure that there is balanced emphasis on breadth as well as depth in the overall curriculum structure for undergraduate BS or BA degree programs in business administration. One useful starting point for   thinking through the balance is a statement in the AACSB   accreditation standards. That is, bachelor's level programs.. "*educate students in a broad range of knowledge and skills as a basis for careers in business. Learning expectations build on students' pre-collegiate educations to prepare students to enter and sustain careers in the business world and to contribute positively in the larger society. Students achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to organize work, make and communicate sound decisions and react successfully to unanticipated events. Students develop learning abilities suitable to continue higher level intellectual development.*"

General Education

Curriculum Philosophy

- Ensure that business faculty articulate and understand a working philosophy for general education that fits with the mission and guiding principles for the undergraduate business program and   reflect the overall mission of the College. What should the general education learning experiences accomplish for students in the business administration or accounting program?
- Give significant attention to liberal arts and sciences learning as well as professionally oriented learning consistent with fundamental purposes of undergraduate education.

Curriculum Content

- General/education courses across the four broad areas of humanities, arts, natural sciences and social sciences delineated by NEASC should advance undergraduate business students' knowledge and skills in:
  - Communications- spoken and written abilities to communicate complex concepts that are transferable among different contexts and responsive to different audiences.
  - Quantitative reasoning
  - Information literacy
  - Multicultural understanding
  - Understanding of global and domestic economic and public policy environments

Understanding of the nature, development and roles of social institutions
Ethical understanding and judgment
Independent learning to deal with unfamiliar situations, different disciplines and modes of inquiry

- Business management courses as well as liberal arts and sciences courses can contribute to the above learning objectives.
- If possible, sequence some liberal arts and sciences electives or required courses in junior or senior year programs of study.

General Education/Business Administration Curricular Connections

- Ensure that business courses and assignments draw on knowledge and skills outlined above that students have learned in general education courses.
- Look ways in which students can obtain individual assessment and guidance in improving their writing and presentation skills.
- Encourage communication and interaction among business faculty and faculty in the liberal arts and sciences that can lead to enriched, integrative learning opportunities for undergraduate business and accounting students.
- Look for ways to bridge and connect liberal learning with professional learning such as writing intensive courses, liberal arts "capstone" projects in 3rd or 4th years, involvement of business faculty in general education course/curriculum planning and improvement; involvement of liberal arts and sciences faculty in business course/curriculum planning and improvement.

General Education/Business Curricula Proportions

- Ensure that at least 40% of the total credit hours required for the bachelors' degree in business administration is devoted to general education courses taken outside of the business department or school, This percentage should reflect the mission, objectives and general education philosophy of the particular program and College. (ACBSP states that "a sufficient general education foundation should generally be the equivalent of 40% of the hours required for the degree."
- Consistent with the broad purposes of undergraduate education for students in business or accounting, a proportion of general education close to 50% merits serious consideration.

Business/ Curriculum
Overall Characteristics

- Work on building, delivering and maintaining a high quality, general business/management core curriculum and not just on offering a number of "adequate" majors or concentrations.
  Emphasize students' learning durable, transferable knowledge and skills and integration across specialties and separate functional areas that align with realities of business operations and management problems.
- Require students to connect theory with practice. Balance emphasis on knowledge of concepts, theories and tools with emphasis on skills in analyzing issues, finding and framing problems and solving problems and making decisions in the world of business and management practice. View knowledge of theories and concepts from the disciplines as the means, and

skills and judgment to translate and apply knowledge in business/management practice as the ends.

- Ensure sequential progression of the level and rigor of skills and knowledge that students should be expected to achieve over the time span of the undergraduate degree.

Core Curriculum Content

- **Functional area** content should address: financial theory and analysis, marketing, operations management (AACSB: creation of value through the integrated production and distribution of goods, services and information) and human resource management, management information systems, organization design and behavior.
- **Contextual environment** content should address: ethical behavior of individual managers, organizational ethics, and responsibilities of organizations in society; economic, political, legal and regulatory context of business; global business perspectives and managerial responsiveness to ethnic, cultural and gender diversity. Look for opportunities to draw on general education learning and faculty expertise in disciplines outside the business program in providing contextual environment learning experiences for business undergraduate students.
- **Technical-analytical skills** content should address: statistical analysis, decision support applications of quantitative methods and management science; methods for business research-both quantitative and behavioral- and their application to management problems.
- **Behavioral skills** content should address: interpersonal skills, teamwork (team leader and team member), time sensitivity to when analysis needs to stop, decisions need to be made, and actions need to be taken.
- **Integrative learning** content should address: strategy formulation and implementation, general management level problem finding and diagnosis, problem analysis and decision making in a total organizational context.

Information Technology

- Include coverage of trends and developments in applications of information technology in management practice where appropriate throughout business/management courses. (Note AACSB description: "…information technologies as they influence the structure and processes of organizations and economies and as they influence the roles and techniques of management.")
- Recognize that computer and software expertise is not the same as management information systems applications. The business core curriculum should emphasize the latter.
- Use information technology in teaching and learning where appropriate throughout business/management and accounting courses.

Ethical Issues

- Address managerial and organizational ethics and accountability issues in various courses where appropriate. For example, investor considerations in finance, customer considerations in marketing, employee considerations in human resources management, corporate governance in organization

behavior and business strategy, supplier considerations in operations management or logistics.

Organization of Content
- Recognize that each of the above subject matter and skills content areas do not need to be covered in a separate course. A number of different content areas typically can be covered in individual courses and other learning experiences.
- Consider possibilities for organizing some subject matter in "half" course modules where substance to be covered does not justify a full 3 or 4 credit course. Consequences and problems for faculty teaching loads may well limit the feasibility of this approach.

Business Majors or Concentrations
- Focus first on developing and delivering a high quality business/management core curriculum that responds to and anticipates needs and opportunities for all graduates' employment, career progression, life as citizens and members of communities.
- Critically reassess market place demand and expectations for graduates in each existing concentration or major area-needs assessment.
- Critically reassess extent to which faculty competencies and capacities are sufficient to offer on a regular basis adequate breadth of advanced courses in each designated concentration or major area.-capacity assessment
- In the light of the above demand to capacity analysis, evaluate the merits of eliminating certain concentrations or majors. Then concentrate on offering a limited number of concentrations or "emphasis areas" in carefully selected fields that draw of faculty strengths and   have lower requirements for faculty adequacy and depth of advanced course offerings than "majors."

Business/Management Practice Learning
- Cultivate and require student field based projects, internships with significant learning value added, or coop employment arrangements as integral parts of the undergraduate   curriculum. Recognize needs for systematic relationships management, quality control and supervision of students in the implementation of these activities. Design faculty teaching loads and responsibility assignments to provide for effective implementation in the above areas of need.
- Establish practice learning procedures that guide and structure student learning in field based projects and internships. Procedures should cover preparing and submitting a project proposal and work plan; producing "final" reports and presentations; observing; collecting data and reflecting on learning experiences during the conduct of the field based project. If students work in teams, then protocols and procedures should provide guidance on team organization, performance evaluation and work processes.
- Provide "introductory level" as well as advanced "capstone level" clinical practice learning experiences.
- Offer a "post project" learning experience, such as discussion and comparison of feedback on final reports, and/or some form of structured, shared reflection on students' experiences during their fieldwork.
- Invite and encourage managers and experienced specialists from the world of practice to participate in student learning experiences as guest session leaders,

resource persons, and members of faculty-manager teams to evaluate student performance in field based projects.

Curriculum Delivery

- Establish a process for periodic identification and evaluation of teaching/learning innovations at other schools, to determine applicability to the program.

Joint Majors and Degrees

- Consider the pros, cons and institutional feasibility of expanding learning opportunities for students and cross discipline working relationships among faculty by establishing joint undergraduate majors or degree programs. Such joint offerings may optimize student access to and utilization of academic resources from institutional perspective. Some examples of combinations include: Business and Economics, Business and International Studies, Business and Information Technology/Computer Science, Business and Environmental Policy, Management and Engineering Technology.

FACULTY
Qualifications

- Recognize curriculum delivery and student learning benefits of including both academically qualified and professionally qualified faculty members in overall program faculty skill set.

    Academic- doctoral degree in field of teaching; engagement in some research/scholarly activities. The greater the gap between doctoral degree field and field of teaching, greater the need for relevant additional professional development and preparation.

    Professional- masters degree in teaching area; experience in business or accounting practice that should be significant in duration, and level of responsibility and should be current at the time of hiring.

- AACSB: "Classification as academically or professionally qualified faculty resources may be lost if there is inadequate evidence of contributions in the last five years through learning and pedagogical research, contributions to practice, or discipline based scholarship…."

- Recognize value of academically qualified and as well as professionally qualified faculty having at least understanding and appreciation, if not having some work experience in business practice and management.

- Systematically plan and manage the deployment of professionally qualified faculty members. AACSB: Professionally qualified faculty members can be key to ensuring that students have learning experiences that reflect current business practice and understand the link to research and theory. The deployment of professionally qualified faculty….. "should be viewed as an appropriate strategic decision that is consistent with supporting high quality academic programs and the mission of the business school."

Adequacy
First Priority

- In an initial general evaluation, first considerations should be: quality of students' learning experiences, achievement of learning outcomes objectives, coverage of

total faculty duties and responsibilities, including capacities to pursue program improvement goals.

- Focus first on making progress toward ensuring that "all students in all locations have opportunities to receive instruction from appropriately qualified faculty". Academically and professionally qualified faculty resources should be "distributed across programs and disciplines consistent with the mission and students' needs." (AACSB) Move toward ensuring sufficient capacity to offer an adequate, student-accessible and stable set of courses in each concentration or major.

Second Priority

- In addition to faculty adequacy for effective scope and quality of course delivery, work on ensuring that there are sufficient faculty members to carry out tasks of: curriculum development (creation, monitoring, evaluation and revision of curricula- usually involves collaboration and coordination among faculty in different business-management fields) and course development (course level plans and decisions with respect to learning goals, students' learning experiences, instructional materials and assessment of learning outcomes).

Numerical Indicators (*Reference Points Only*)

- Select from and use the following indicators to set progress milestones and numerical target goals to be achieved over time:

  ACBSP: at least one full time doctoral or professionally qualified faculty member for each major or concentration.

  ACBSP: at least 80% of undergraduate credit hours should be taught by doctoral or professionally qualified faculty;

  ACBSP: at least 40% of undergraduate hours should be taught by doctoral faculty

  ACBSP: there should be at least one full time doctoral or professionally qualified faculty member for each major or concentration.

  AACSB: academically and professionally qualified faculty should be at least 90% of total faculty resources;

  AACSB: academically qualified faculty should be no less than 50% of total faculty resources for undergraduate program;

  AACSB: participating (full time) faculty should be at least 60% of total teaching in the program and each "discipline".

- Using the above indicators, track faculty adequacy trends over time by disciplines, fields of teaching, and major and concentration areas.

Workloads

- Faculty workloads should be consistent with and derived from mission and guiding principles-based expectations for effective teaching, student advising, intellectual contributions, service and participation in improvement initiatives.
- The process for making faculty responsibility assignments and determining workloads should demonstrate the above consistency, be clearly understood by faculty, and reexamined as necessary in response to changing programmatic needs.

Research and Scholarship

- Assign relative emphases among the 3 types of "intellectual contributions" (AACSB) that are consistent with program mission and guiding principles and that take into account degree program levels.(undergraduate degree only, or undergraduate and graduate degrees)
  Learning & Pedagogical Research-enhancement of the educational value of instructional efforts of the institution or discipline; **Contributions to Practice**-application, transfer and interpretation of knowledge to improve management practice and teaching; **Discipline-based Scholarship**-The creation of new knowledge.
- AACSB Concept-Depending on the mission orientation of the particular College and particular undergraduate degree program, appropriate priorities among the three types of intellectual contributions may be:
  Contributions to Practice 1st, Learning and Pedagogical Research 2nd, Discipline-Based Scholarship 3rd or
  Contributions to Practice and Learning and Pedagogical Research 1st, Discipline-Based Scholarship 2nd or
  Learning and Pedagogical Research 1st, Contributions to Practice 2nd, Discipline-Based Scholarship 3rd.
- Ensure that faculty clearly understand the meaning and relative emphases among the different types of intellectual contributions. Track and record individual faculty productivity with respect to intellectual contributions.
- Recognize that a small number of peer reviewed intellectual contributions are more significant than a large number of scholarly work products that are not peer reviewed.
- Require <u>publicly available</u> evidence- reprints, copies of proceedings, book chapters, etc. for an intellectual contribution to "count. Written cases should be accompanied by teaching notes.
- All full time participating doctoral and professionally qualified faculty members should be encouraged and expected to engage in some kind of scholarly activity. (Note AACSB expectation that "a substantial cross section of faculty in each discipline is producing intellectual contributions.")
- Maintain support infrastructure, policy environment and technical assistance to faculty that are consistent with the designated relative emphases among types of scholarly activities or "intellectual contributions.
- Encourage faculty to look for applied research projects that can contribute to development of improved teaching materials and student learning experiences as well as contribute to improvements in management practice.
- Encourage faculty to create opportunities for undergraduate student involvement in faculty research/scholarship activities.

Professional Service

- Emphasize quality and significance, not numbers of activities in such professional service as:
  Committee member, committee chair or officer in professional and scholarly organizations;
  Reviewer of papers and articles submitted to academic or practitioner journals;

Member of commissions, boards that draw on professional experience and expertise;

- Encourage professional service activities that cultivate working relationships with the community of business and management practice. Such service may lead to:
    1. Field practice, internship learning opportunities for students;
    2. Access to significant issues, problems, new techniques of management practice that provide development, applied research topic and course/teaching material benefits for faculty;
    3. Guest speakers, student project evaluators, resource persons for class participation;
    4. Access to advice from business and professional leaders to inform program planning and evaluation.

Institutional Service

- For institutional service such as department, school and college level committee work and administrative assignments, special projects assigned by college administration, election/selection to faculty governance and union roles, advisor to student organizations emphasize quality and significance of results accomplished, rather than numbers of committees and meetings attended.
- Ensure that significant contributions to curriculum development, course development and improvements in teaching and learning methods are encouraged, expected and recognized as very important institutional service activities for business administration faculty members.

Faculty Development

- Consistent with mission and guiding principles, assign first priority to strengthening and maintaining faculty capabilities for effective teaching and course development.
- Recognize that faculty development should be a continuous process, given that most management disciplines and methods and most business challenges and opportunities are characterized by substantial continuous change.(Note AACSB expectation that faculty development activities are essential to *maintaining* faculty members' qualifications
- Selectively encourage, organize and, arrange development activities that engage faculty with leading edge trends, issues and challenges in business/management practice. AACSB: "Business schools should support faculty development activities that link business practice to the educational experience. The intent is that all students, at all levels, in all programs and across all disciplines are exposed to faculty members who are well versed in the current practice of business as well as current research and theory."
- All faculty members, both full time and part time, should be expected to demonstrate how they are keeping current in the content areas of the courses that they teach.
- Expect faculty members to assume a substantial share of responsibility for their own professional development.
- Hold faculty members accountable for reporting results achieved by sabbaticals or any other development activities that are supported by department or college level funding.

- In the evaluation of sabbatical leave proposals, include consideration of how the activity would contribute to undergraduate program goals and priorities as well as to individual objectives.
- Consider possibilities for using an individual "development plan" concept as a positive means of improving faculty capabilities rather than as a means of correcting deficiencies.
- Provide for the systematic orientation and mentoring of new faculty members.

Faculty Performance Evaluation

- Align evaluation criteria and processes with the relative emphases among teaching, advising, scholarly activities, institutional and professional service reflected in the program mission and guiding principles.
- In faculty evaluation criteria and processes recognize clearly faculty members' contributions to improvements in the quality and effectiveness of curriculum design, course content and delivery and students' learning experiences.
- Define, communicate and consistently apply how achievements in the above areas of faculty responsibilities are monitored and measured.
- Ensure that the process for faculty performance evaluation includes feedback in the form of guidance to individual faculty members on what developmental action steps they can take and how to take them in response to any identified needs for change and improvement.
- Establish procedures for periodically reviewing how faculty performance evaluation criteria and processes are being implemented to ensure continuing alignment with program and college missions, and to reflect changing circumstances affecting program operation and progress.

"Management" of the Faculty

- Keep current a data base on individual faculty member's teaching assignments, number of student advisees, course development and teaching/learning improvement activities, scholarly activities, professional service and institutional service and professional development activities.
- Forecast, plan and monitor the overall faculty skill set or talent mix as a central part of overall program strategic and operating planning. (Note ACBSP emphasis on faculty "human resource" planning.)
- To address needs for effective coordination of content and sequencing of courses in undergraduate business curricula, provide systematic means for interaction and communication among program faculty that ensure involvement of part time as well as full time faculty members.

Faculty Role in Program Governance and Management

- Ensure that program faculty have significant roles in program level academic policy formation and implementation, quality control and improvement and academic personnel matters, and that these roles are clearly defined and communicated. Typically, faculty involvement takes the form of a standing program committee, complemented by ad-hoc task groups and meetings of the faculty as a whole.
- Particularly ensure that faculty members play a central role in establishing, maintaining and using the results of systematic processes for development, assessment and revision of curriculum/course content and delivery.

(Note NEASC reference to faculty having "clear and ongoing authority and oversight" for course content and program delivery, faculty selection and development, admission and retention of students, evaluation of student progress and awarding of academic credit. Note AACSB reference to faculty involvement in curriculum management that includes monitoring, evaluating, and revising content and delivery of the program.)

PROGRAM ADMINISTRATION
- Ensure that, among all of the performance expectations for department chairs and deans, particular emphasis is given to chairs' and deans' responsibilities and accountabilities for annual program planning, continuing improvement and use of assessment processes, and guidance and support for faculty professional development.
- Assign meaningful faculty development support funds to department chairs and deans, recognizing that, because they are close to the "scene of the action" department chairs and deans are well positioned to make optimal use of limited available resources.
- Provide systematic programs for the continuing development of the institutional perspectives and the academic administrative skills of chairs and deans.
- Selectively "standardize" key processes. Move from informal toward replicable.
- Identify the limited number of processes that are likely to make greatest contributions to program performance improvements. For example, learning outcomes assessment implementation planning, faculty professional development policies, annual program objectives and priority setting.
- For selected processes, make deliberate transitions from informal to more formal policy and procedural clarity. Specify the minimum description necessary to achieve consistency of process implementation over time and to communicate/explain the process clearly to all concerned constituencies.
- Watch out for incurring bureaucratic, paper work costs of documentation that exceed the benefits of standardization.

STUDENT SERVICES and ADMISSIONS
- Assign high priority to ensuring that students have access to effective and responsive career planning, job market readiness and employment placement services. Cultivate close and constant working relationships with college level career services offices.
- As a second high priority, ensure that adequate training and technical support services are available to students in the areas of computer software, networking and other IT learning uses and applications
- Provide student advising and counseling that is accessible to all students. Students should know when and where to go for help, and should have timely access to problem solving resources.
- Monitor trends in number of advisees per advisor. Recognize needs for infrastructure, especially IT, to support faculty and staff advisors. Ensure that there is a systematic process for assigning advisees to advisors.

- Provide for early identification and intervention on behalf of students having academic difficulties. Have clear and timely processes including relevant data for faculty to use in making student suspension/termination decisions.
- Establish and apply standards for admission, retention and student achievement that reflect the program's mission and principles and are accessible and widely communicated to all concerned constituencies.
- Establish and apply transfer credit policies that reflect program mission and principles, ensure that credit accepted   is based on appropriate levels of academic achievement and recognize considerations of sequential progression of learning and "leveling". Make sure that complete information about transfer credit policies and articulation agreements is widely communicated to all concerned constituencies.
- Consistent with program learning outcome objectives, students should have appropriate opportunities for involvement and   leadership student organizations.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES
- Link IT and library resources requirements planning to course/curriculum plans, learning outcomes objectives, and faculty development activities. Ensure that there are substantial opportunities for faculty participation and inputs.
- Provide sufficient funding, consistent with program mission and learning outcome objectives, for continuous   updating and maintenance of library and IT resources.
- Provide orientation and training services to assist faculty and students in making effective and efficient use of library and IT resources in teaching and learning processes.
- Implement a process for monitoring student and faculty utilization of library and information technology resources.

PHYSICAL RESOURCES
- Link facilities planning   with academic program planning and priorities.
- Establish a standing procedure for faculty members, department chairs and deans to participate and provide inputs to facilities planning.

FINANCIAL RESOURCES
- At Vice President of Academic Affairs level, recognize and act on the need for multi-year budget commitments that are essential to moving the undergraduate business administration program forward along a stepwise improvement path.
- Provide stable and adequate financial resources to address:
    1. Market based salary requirements for hiring replacement or new faculty
    2. Overall capacities to maintain quality of student learning experiences while accommodating current and anticipated near term undergraduate student enrollments (monitor trends over time in such indices as   budget dollars per full time faculty member.)
    3. Faculty professional development funding needs
    4. Program improvement initiatives(needs for funding beyond current operating levels)

- Ensure that department chairs and faculty members have significant input to the program budgeting process.

RICHARD G. BRANDENBURG

Richard G. Brandenburg was appointed Professor Emeritus in May 2002 at the University of Vermont, where he previously was Professor of Business Administration and Senior Advisor to the Provost. He taught undergraduate courses in business policy/strategy and graduate courses in health care management and policy. From 1992-1994 he served as the first chairman of the Vermont Health Care Authority.   Prior to his appointment to this position by Vermont Governor Howard Dean, Mr. Brandenburg was Dean of the School of Business Administration and of the Division of Engineering, Mathematics and Business Administration at the University of Vermont from 1987-92. He is Adjunct Professor at the Dartmouth Medical School and was Visiting Professor during 1994-95 at Dartmouth's Center for the Evaluative Clinical Sciences. He is a member of the Dartmouth Clinical Microsystems Resource and Development Group.

From 1980-1987, he was Dean and Professor, College of Business Administration and Graduate School of Business and Public Management, University of Denver. From 1976-1980, he was Vice President, Manufacturing and Engineering, of the Carborundum Company.   Previously, he was Dean and Professor, School of Management, State University of New York at Buffalo (1969-1976) and Associate Dean and Associate Professor, Graduate School of Industrial Administration, Carnegie Mellon University, where he also served as Acting Dean in 1967-1968.

Mr. Brandenburg has authored or co-authored over 30 publications on planning systems, business strategy, energy management, R&D management, management education and health care delivery. He has been a consultant to industry on research and development management, corporate planning and management training. He also consulted for universities, the United States Agency for International Development (USAID) in Jordan and the International Labour Office (ILO) in the Philippines and Singapore on organization of schools of management. In the U.S., Canada, Europe, Africa and the Far East, Mr. Brandenburg has taught executive development courses, and lectured on management of the future. While he was the Chairman of the Vermont Health Care Authority, he gave speeches and panel presentations on health care reform for national, regional and state professional and service organizations.

He has chaired and served on college and university accreditation committees in the United States, Israel, Bulgaria and Greece for the New England Association of Schools and Colleges and the Middle States Association and has chaired a wide variety of program reviews for the Massachusetts Board of Higher Education.

 Mr. Brandenburg is a member of the Board of the Lincoln Center for Applied Ethics, Arizona State University (ASU) and serves as Senior Advisor and Visiting Fellow at ASU's Consortium for Science, Policy and Outcomes. He is Immediate Past President of the Board of Directors of the Vermont Institutes (formerly Vermont Institute for Science, Math and Technology), and was past Chairman of the Board of Directors of the Vermont Ethics Network. He previously served on the Finance and Executive Committees and chaired the Academic Affairs Committee of the Champlain College Board of Trustees. He has been on the boards of directors of the Vermont Chamber of Commerce, the Lake Champlain Regional Chamber of Commerce and the Flynn Theater, Burlington Vermont and in 1988-89 served on the Governor's Commission on Vermont's Economic Future.

Mr. Brandenburg was 1984-1985 president of the Association to Advance Collegiate Schools of Business (AACSB). He was president of the Middle Atlantic Association of Colleges of Business Administration (1974-1975), trustee of Daemen College, Buffalo, New York; and regent of Canisius College, Buffalo, New York., and board member of the New York State Council for the Humanities. He also is a former member of the R&D, Manufacturing, and President's Councils of the American Management Association.

From 1986-1989, he was director of AIRCOA Hospitality Services, Inc. In Colorado Mr. Brandenburg was vice president of the Trustees, Denver Chamber Orchestra; treasurer and director, Denver Metro Convention and Visitors Bureau; and director of United Bank of Monaco, Denver; HMO Colorado, Inc.; Mentor Corporation Denver; the Denver Growth Center and the Colorado Endowment for the Humanities.

Mr. Brandenburg received his PhD (Operations Research), MBA, and Bachelor of Mechanical Engineering degrees, and Certificate in Advanced Engineering Study from Cornell University. **04/08**

STATE COLLEGE NEXT STEPS

Bridgewater State College
Response to Brandenburg Report Action Plan and Next Steps

Action Plan: Overall

The Dean has structured a project with timelines for the department chairs to address the recommendations in the Brandenburg report while simultaneously preparing for the School's 2011 reaffirmation visit by IACBE (International Assembly for Collegiate Business Education). The Provost has approved the hiring of an outside facilitator to work with the Dean and chairs to develop strategies for implementing the project.

Recommendation on Planning and Assessment

Based on recommendations by the facilitator, the School will continue work begun last semester on reviewing and revising its existing mission and vision. It will also consider a statement of core values.

The Dean and one faculty member will attend an AACSB conference on assessment in February 2008 and share knowledge and resources with faculty and department chairs.

Department chairs will work with faculty to develop direct and indirect measures to assess student learning outcomes for each concentration in the undergraduate and graduate program.

Department chairs will assess School's compliance with the IACBE principle for planning

Department chairs and faculty will begin cycle of assessment and feedback.

Recommendation on Curriculum

Department chairs and faculty will conduct a mid-point (5th year in a 10 year cycle) data collection and review of the IACBE principle on curriculum

Recommendation on Faculty

Department chairs and faculty will conduct a mid-point (5th year in a 10 year cycle) data collection and review of the IACBE principle on faculty qualifications.

Department chairs and faculty will conduct a mid-point (5th year in a 10 year cycle) data collection and review of the IACBE principle on faculty scholarly and professional activities.

Department chairs will begin collecting annual data on faculty scholarly and professional activities.

Fitchburg State College
Response to Brandenburg Report Action Plan and Next Steps

The following "Action Plan" represents the priority activities that will be completed to review and respond to the Review of Undergraduate Business Programs presented by the Council of Presidents to the Board of Higher Education.

<u>Action Plan</u>

1. Conduct a thorough administrative review of the report.

2. The Vice President for Academic Affairs will distribute and review report with the Business Department Chair and plan a series of meetings with the Business Department faculty.

3. The Vice President for Academic Affairs, through the Business Department Chair, will distribute and review report with the Business Department faculty.

4. A plan will be developed that identifies priority "action items" for staffing, professional development, curriculum, resource allocation and accreditation improvement and a specific timeline for each priority.

5. A "Consultant" will be hired to conduct further review of the Fitchburg State College Undergraduate Business program through on-campus meetings with faculty, administrators, students and alumni. The continued review will be based on the current report findings and present appropriate recommendations for the development of the "Action Plan."

6. The Vice President for Academic Affairs will present the "Action Plan" to President Antonucci for approval prior to implementation.

Framingham State College
Response to Brandenburg Report Action Plan and Next Steps

Framingham State College's focus in responding to, and implementing, the Brandenburg recommendations will be to develop a three-to-five-year plan that identifies strategic directions and major objectives for the college's undergraduate and graduate business programs including improvement goals in key areas. Action steps will be established for reaching each goal with identification of appropriate time line and resource requirements. Work on the plan will begin in Fall 2008 and continue into the next academic year with completion expected in Spring 2009. The plan will be developed by the Business Administration and Economics faculty in collaboration with the recently established advisory board and will be regularly reviewed on at least an annual basis by the department chair and vice president for academic affairs.

Major foci of the plan, responsive to Dr. Brandenburg's recommendations, will include:

- Curriculum: assessing specifically each concentration based upon enrollment, employer needs, and anticipated job opportunities alongside faculty capacity and qualification; examining the relationship of the major curriculum to the general education program.

- Assessment: building upon the progress that has been made in specifying outcomes for each of the programs by including course-level outcomes linked to program outcomes and using multiple data measures; creating a systematic plan for collecting data, reviewing it, and using it to inform curricular revision.

- Faculty Hiring and Balance Among Undergraduate and Graduate Programs, Day and DGCE Programs: focusing on maintaining the current balance of full vs. part-time faculty between the undergraduate and graduate programs while improving full-time, academically qualified faculty representation in the undergraduate DGCE program; successful completion of current (3) and future searches with doctorally qualified faculty.

- Faculty Development and Scholarship: increasing support for faculty professional development and scholarship as well as accountability in documenting outcomes; providing integration and orientation of visiting lecturers in the program.

Massachusetts Maritime Academy
Response to Brandenburg Report Action Plan and Next Steps

Massachusetts Maritime Academy has one undergraduate business program, International Maritime Business (IMB). This program is relatively new in a specialized maritime industry and has been recently reviewed by an external evaluator from Old Dominion University. Recommendations forwarded by the external reviewer have been forwarded to governance, approved and adopted.

The IMB department has been conducting a search for two years to find a properly qualified faculty member. Recently an offer has been made to an exceptional candidate at a starting salary which is the highest in the history of the institution.

 Goals and objectives for the IMB program include:

- building the enrollment where a graduating class of 50 occurs each year

- hire additional faculty who possess a terminal degree in the appropriate discipline

- build strong relationships with industry through the advisory board that provides curriculum guidance as well as find co-op opportunities for the undergraduates and jobs for the graduates

- increase the scholarly activities for the faculty

- encourage professional service activities that connect faculty in business and management practice

- strengthen and evaluate the outcome measures

- require comprehensive program planning

- apply for AACSB pre-accreditation status after the next regional accreditation visit scheduled in 2011

 The unique IMB program at Massachusetts Maritime Academy has proven to meet maritime industry demands with some of the highest starting salaries going to the IMB graduates. The solid co-op base to the educational process provides real life experience which cannot be duplicated in a classroom setting. The co-op experience allows the student to meet challenges outside of the classroom while preparing to make the transition from that of a professional student to that of a business professional. It is our intention to further provide undergraduate real life experience through co-ops where students venture to all corners of the globe assisting in solving the business issues of today's environment.

Westfield State College
Response to Brandenburg Report Action Plan and Next Steps

Westfield State College is pleased to have already enacted some of the recommendations outlined in the Brandenburg Business Report. Our search for a Ph.D./CPA to teach in the undergraduate accounting track and Masters in Accountancy was successful; the new faculty member will join the department fall 2008. The Economics and Management department and the Senior Vice President for Academic Affairs continue to plan for future faculty hires including new and replacement lines for retiring faculty. In the area of curriculum, Management Information System and Organizational Behavior will be required courses in the "business core" starting fall 2008.

Focus areas for spring 2008 and the 2008 – 2009 academic year include long term planning and assessment, technical writing skills of students, collection of alumni data, and professional development funding. The department and the Senior Vice President have reviewed the report and are committed to the development of a comprehensive long-term plan with established priorities that will lead to continuous improvement. We are in process of reviewing the Major Field Test for Bachelor's Degree in Business administered by ETS. Analysis is at an early stage but it is our intent to review learning objectives contained within the exam for alignment with our course objectives. Summer funding will be provided by Academic Affairs to support the timely completion of this curriculum mapping. Administration of this test will provide the department with feedback on student performance and form the basis for continuous program improvement. We are also working to improve our analysis/assessment of student learning in our capstone course. As data is collected we will use the information to determine academic areas that need improvement.

The department will designate a faculty member to become a department liaison to the Reading and Writing Center. This will enhance communication between the department and liberal arts faculty. The liaison will also work with department faculty to coordinate writing assignments within the business major and build on students' learning experiences in the Business and Technical writing course. The department will form a committee to work with Institutional Research to develop and bi-annually administer an alumni survey. The department chair will work with the administration to ensure that students' concentrations within the major are incorporated into our database for purposes of tracking graduates. Finally, the Senior Vice President will continue to seek additional funding to support faculty professional development. This fall a small Innovation Pedagogical Initiatives fund was established to support faculty learning new pedagogies and each year the Travel Fund for faculty has increased slightly.

Worcester State College
Response to Brandenburg Report Action Plan and Next Steps

While we are constantly assessing and working to improve our undergraduate and graduate Business programs at Worcester State College, collaboration with the other state colleges and with the BHE's consultant, Dr. Brandenburg, was a welcome opportunity to raise our programs to next level of quality, value and overall excellence. We have identified three Next Steps as priorities and look forward to meeting these challenges in the next one to five years:

- Review and improve full-time and adjunct faculty qualifications and scholarly productivity

- Refine student learning outcomes and program assessment with attention to using results for program improvement

- Evaluate the demand for and quality of existing and proposed new concentrations

Review and improve full-time and adjunct faculty qualifications and scholarly productivity. The new VPAA has placed new attention on scholarly productivity and through various activities (scholarly presentations by faculty, Post Tenure Review, promotion of the scholarship of teaching and learning, etc…) is developing a culture of scholarship and grant-seeking and an awareness that scholarly productivity will be rewarded. Full-time and adjunct faculty hiring decisions are now focused by scholarly productivity as well as teaching ability. While it may take time for hiring to have an impact, we expect to change the face of the department by improving overall qualifications and productivity within the next five years.

Refine student learning outcomes and program assessment with attention to using results for program improvement. With a new Director of Assessment in place as of January 2008, and a Business Administration faculty committee working on refining program assessments in AY 07-08, Worcester State College is well-poised to improve assessment and use the results for program improvement. Refined assessment instruments should be in place in fall 2008; systematic use of result for program improvement will begin in fall 2009.

Evaluate the demand for and quality of existing and proposed new concentrations. The College will build a foundation to work toward this goal in AY 09-10. This will include development of assessment measures to evaluate the quality and resource demands of existing concentrations and to survey regional employers regarding the workforce demand for International Business (the proposed new concentration). Results will be used to improve concentrations and make decisions about resource deployment for a new concentration in 2009.

Massachusetts College of Liberal Arts
Response to Brandenburg Report Action Plan and Next Steps

The Brandenburg Report for Massachusetts College of Liberal Arts has been reviewed by the
Academic Affairs staff (Vice President and Dean) and the President.

Discussion with R. Brandenburg and three MCLA administrators took place via
conference call in January 2008. This discussion allowed for clarification where needed.

The Vice President and Dean met with the Business Administration and Economics Department
Chair in February 2008 to discuss the Brandenburg Report.

The Vice President and Dean will meet with the entire Business Administration and Economics
Department faculty shortly. The report has been distributed to the faculty for their review in
the meantime.

The key goal to be set with the Department will be the creation of a three-five year action plan.
Goals for the program will include:

- evaluation of linkages with liberal arts programs at the College

- review of concentrations

- hiring of doctorate qualified faculty as positions open in the Department

- ensuring that enough professional development opportunities are available to support

- faculty involvement in scholarly activities, as well as activities geared toward remaining
  up to date with one's field

- continuing to build strong relationships with the regional business community (via Advisory
  Board, internship sites, etc)

Salem State College

Salem State College is on schedule in its pursuit of AACSB accreditation. The College has been accepted into Pre-Accreditation status and is submitting its official Accreditation Plan in Spring 2008.

Massachusetts College of Art and Design

Massachusetts College of Art and Design does not offer a Business Program.