

College of Business Compact Plan

“Opportunities Multiply As They Are Seized”

Sun-Tzu

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I. Introduction

The College of Business at Utah State University is a School of Opportunity. As one of the first universities in the Western United States to offer a degree in commerce, the College of Business has an illustrious history of fostering research and scholarship, advancing the practice of business and management and providing lifelong learning. The college is home to five academic departments: Business Administration, Business Information Systems, Economics, Accountancy and Management and Human Resources. Brief descriptions of each department are provided in Appendix A. The College provides a culture that supports innovation and continuous improvement at the department and program levels and fosters a spirit of partnership among students, faculty, and other constituents based on mutual respect, trust, and benefit.

Since business is the lifeblood for successful and prosperous communities, we envision our college as dedicated to bridging business theory with successful and ethical business practices. We expect our graduates to be entrepreneurial and prepared to compete in the global marketplace. Entrepreneurs create solutions that add value to society and the economy by reinterpreting the world rather than waiting for the world to define them.

The College of Business aspires to improve its national stature. Within the next ten years we aim to be ranked as a top 50 College of Business by national media outlets. We will achieve this goal by enhancing our reputation as a leader in academia through the addition of an interdepartmental Ph.D. program, by stabilizing the cohort size and improving the academic qualification of our students, and by focusing on two or three program areas where we can achieve national preeminence. Those program areas will be identified during the next year and our College of Business dashboard will track our progress according to national standards.

II. Initiatives Supporting University Goals

A-1. Creating a School of Opportunity

This first initiative addresses the following University goals: (1) enhance the University's reputation for learning, discovery, and engagement; (2) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (3) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infuse new energy into graduate education on campus, especially, particularly at the doctoral level and (5) foster new partnerships, both internally and externally.

The College of Business at Utah State University is creating a School of Opportunity. The quote from Sun-Tzu reflects our vision for our academic future "Opportunities Multiply as They are Seized." Students in the College of Business at Utah State University must do more than memorize and regurgitate facts. They must become critical thinkers able to create and implement a vision of the world as a better place. The School of Opportunity will contribute to these objectives through seven initial programmatic thrusts.

Technology to Market

The College is a natural partner for taking innovative concepts, new technologies and novel products from conception to the marketplace. As part of this focus our goal is to provide business expertise in support of the commercial applications of discoveries associated with genomics, biotechnology, and other technological thrusts developed by faculty in the Colleges of Engineering, Science, and Agriculture and by research firms associated with the Innovation Campus. Start up businesses, particularly those in the biotech and high technology sectors, often lack the business and economic acumen to identify marketable products, secure venture capital, or to manage the transition of production processes from demonstration scale to profitable full scaled operations. At the same time, business students and faculty who have such expertise are often unfamiliar with the basic science and engineering that form the foundations of these emerging technologies. Providing hands-on educational opportunities for students is the hallmark of a vibrant and current business education. Consequently we perceive an opportunity to provide business expertise and to contribute to lucrative technology transfer while enhancing the graduate and undergraduate educational experience for College of Business students. We have three specific initiatives currently in progress but expect that this will be expanded in the future.

a. Innovative Product Realization Center

A cooperative project between our Shingo Prize, Partners Program, Entrepreneurship Program, the College of Business, the Department of Electrical and Computer Engineering, the Utah State University Research Foundation, the Space Dynamics Lab, the Innovation Campus, state and local governments, and local business and community members is the creation of an Innovative Product Realization Program. We envision business and engineering students and faculty working together in an incubator-type environment to test the marketability, manufacturability, and profitability of a number of products and discoveries. Students and faculty will be engaged in obtaining seed money, exploring venture capital opportunities, creating

business plans, and conducting market analyses.

b. Joint Business/Engineering Student Collaboration Project

This past year has been spent in researching successful models and in developing partnerships. This year we will continue to develop and emphasize on our entrepreneurship program as well as direct support of efforts at the College level to encourage business and engineering students to work together in an incubator type environment testing market feasibility of various potential new products. We will develop a sequence of entrepreneurship courses at the undergraduate level that will integrate in-class instruction, build on recently formed linkages with the engineering school, and foster student engagement in real projects. A codicil among the participating faculty is attached. We will apply for a \$50,000 grant from the Kaufmann Foundation to aid in development of this course sequence.

c. Food Safety, Traceability, and Production Attribute Certification

Consumer surveys and an increasing number of public health and regulatory agencies support the belief that food safety is the most important food-related issue in the United States. Media attention to food safety issues has increased consumer awareness about potential health risks and has encouraged individuals to update their perceptions about the overall risks in eating fresh meat, poultry, and produce. Management of information and production systems to ensure verifiability of product attribute and food system security claims require the development of new business principles and practices and careful analyses of the demand for and cost of providing increased levels of food safety and various product attributes. One part of our effort will be to develop and implement a methodology that examines information effects associated with food borne pathogens on consumer subjective risk perceptions, mitigation activities, and impacts on meat and poultry demand for United States households. The USDA has identified ten important research questions as part of the Food Safety and Inspection Services (FSIS) new food safety initiatives. Our initiative seeks to provide answers for the two social science questions cited in the FSIS report: (1) Are there effective models of risk communication in relation to food borne illness? (2) What are the costs and benefits for risk reduction and what are consumers willing to pay for food safety? Economics faculty members have received NSF and USDA-NRI grants in support of this initiative and have cooperated in complementary initiatives underway in the Department of Nutrition and Food Science.

To support this initiative, Economics faculty members will develop proposals for ongoing support from federal and state agencies. In order to fully develop this initiative it is necessary to hire an additional faculty member who can work effectively with colleagues within the department and as a member of an interdisciplinary team with food safety faculty in related departments to establish a critical mass of expertise at USU. Recruiting for this position could begin as soon as funding is available. If new funding is unavailable, it will be necessary to wait for a retirement or resignation. Although there are no retirements planned in 2003 or 2004, it is anticipated that there will be 9 retirements within the next 10 years. In the interim, current faculty will continue to respond to RFPs related to food safety, traceability, product attribute certification, and agrosecurity.

Shingo Prize for Excellence in Manufacturing

The Shingo Prize is the most encompassing engagement program of the College of

Business to business and government in North America and around the world. A description of the Prize is found in Appendix B. The Shingo Prize currently receives 20,000-25,000 web page hits per week from approximately 1,500 worldwide visitors. Annual revenue is approximately \$1,500,000 per year and growing. Although the Shingo Prize criteria emphasize manufacturing, the entire business enterprise is incorporated in the examination process and covers most of the business functions in the College of Business curriculum. A new Shingo Prize committee has been charged with assessing and making recommendations regarding the role and relationship of the Prize to the College of Business for learning, discovery and engagement.. The opportunities for growth by the Shingo Prize are tremendous as outlined below. All efforts of the Shingo Prize are aimed at enhancing the learning, discovery and engagement programs and activities of the College of Business with the world of business.

a. Improving Faculty Research Productivity.

We seek to improve the research productivity of our faculty in a number of ways.

This past year three faculty members have received research support from the Shingo Prize. Because the Shingo Prize provides unique opportunities to provide access to major corporations in North American, we anticipate that those seeking research support will continue to grow.

b. Enhancing our National Reputation through a Shingo Prize Newsletter

The Shingo Prize quarterly newsletter will cover the most current news and events in Lean Manufacturing. It will capture the views and opinions of the most progressive Lean thinkers including the Executive Director, Ross Robson. The newsletter will serve as a promotional tool for training events in Lean and highlight applicable research. It will be used to expand the Shingo Prize database when individuals subscribe. The newsletter will be distributed in various formats including print and e-copy and will be available on the website.

c. Lean Certification Program

In partnership with Simpler Development LLC, the Shingo Prize has begun to implement a Lean Certification program. The program integrates many types of learning experiences including lectures, simulations, case studies, business applications, executive speakers, and plant tours. The program will provides businesses with the opportunity to see lean concepts at work. To earn the Lean Certification, a person must successfully complete four one-week sessions. We anticipate growing this program over the next several years.

d. Franchise State Level Shingo Prize

The Shingo Prize for Excellence in Manufacturing has authorized state-level awards beginning in 2004. The Virginia Manufacturers Association is the first organization authorized to offer a state-level Shingo Prize. Franchise agreements are anticipated with at least three more states in 2004. Agreements with a state-level organization provide for the use of the Shingo Prize Criteria and Brand, Examiner Training, and Shingo Prize oversight. The administrative responsibility will reside with the state-level franchisee. The agreements are designed to ensure program integrity and standards. The State level award can provide four levels of recognition. The levels are platinum, gold, silver and bronze. The intent is to foster continuous improvement

and global competitiveness in U.S. manufacturing.

e. Create Public Sector Shingo Prize

The Shingo Prize is currently in the process of developing a public sector category for the Prize. A first step in this process is to establish a category for U.S. Department of Defense Repair Depots and to organize and hold the first Shingo Prize Public Sector Manufacturing Conference.

f. Lean in the EPA

The Environment Protection Agency recently issued a report entitled "Lean and the Environment." This report examined "the relationship between lean manufacturing and the environment and [pointed] out opportunities for further enhancing organizations' environmental performance through their lean initiatives." The Shingo Prize is exploring with the EPA a study/project in support of sustainable business practices via lean thinking.

Partners in Business Program

The Partners in Business program is one of the colleges premier assets providing widespread opportunities for professionals, students and faculty. The program is clearly the most recognized business, non-profit, and government engagement activity in support of USU's land grant mission and the College of Business "school of opportunity" in terms of management education. The program draws well known speakers to the campus from across the nation and world on topics of Operational Excellence, Accounting, Banking, Customer Service & Marketing, Women in Business, Information Technology and Human Resources. Over 1500 professional attendees come to campus each year.

With the oversight of the Associate Dean for Business Relations and one full time program administrator, student staff serve as seminar coordinators, sales and customer service representatives, brochure design and publications, accounting, and web page design and management. In addition students are given the opportunity to host over 100 speakers that come to campus annually. Many entry level jobs, interviews and internships have been secured by students via the Partners program. The College of Business curriculum specifies that every graduating student must participate in the Partners seminars during one semester, generating approximately 325 credit hours per year. Among the goals of Partners in Business is the recruitment and leadership development of "top level" business students to USU. Program opportunities fully support the learning and engagement goals of the University. While the Partners Program has been very successful, it is time to relook at its format and its structure. This review will look at a "revisioning" of the Partners in Business Program to highlight our School of Opportunity. In addition, there are numerous opportunities to enhance the current asset of the Partners in Business program as outlined below.

a. Partner's Alumni Association

As part of this review, we will explore the creation of a Partner's Alumni Association to support and champion the organization. These alumni would include former student interns, who have hopefully found their niche in the "real world," and College of Business Alumni who return to campus to participate.

b. Dean's Breakfast

In an attempt to use the Partner's Program more effectively for development, we have implemented a "Dean's Breakfast" associated with each seminar. Speakers, faculty members and student hosts are invited to have breakfast with the Dean. This allows an opportunity to promote the College, the faculty and the program in a more intimate setting.

c. Department Involvement

Currently, the Departments of Management and Human Resources, Business Information Systems and Accountancy each participate actively in the organization and management of a focused seminar. These departments will become even more active in identifying speakers, providing presentations, and developing engaging formats which may include breakout panel sessions, workshops and hands-on learning for participants. We will also look at identifying on and off-campus workshops on selected timely topics.

d. Business Week

The ASUSU student run Business Week is now being more closely integrated with the Partner's Program. The Partner's Program gives Business Week an opportunity to use high powered speakers in classes and in additional student oriented forums. It is hoped that this will give an added academic component to Business Week.

e. High School Business Week

The College is exploring the possibility of having the Partner's Program co-sponsor Utah's High School Business Week. This program was co-sponsored by the Salt Lake City Chamber of Commerce but is now sponsored by Junior Achievement. Over 100 high school students attend the conference each summer. Currently, the College of Business pays for the services of a retired faculty member to help run the business simulation but is interested in exploring whether this conference could be a means of attracting high quality high school students from across the state.

Center for E-Commerce

This past year the Center for E-Commerce has undergone a thorough review. The College envisions that the Center for E-Commerce can be a premier source for e-business education, project coordination, certification training, and interdepartmental research. The Center's emphasis will increase learning opportunities for students, create long-term partnerships with businesses, encourage faculty research in the related areas, and advance business practices through technology.

The Center's functions will strengthen E-Commerce activities within Utah State University and the College of Business thus enhancing the "School of Opportunity." The Center will encourage, develop, and disseminate e-commerce related methods and research that benefit consumers, businesses, USU faculty, USU students, and other organizations. The mission of the Center for E-Commerce is to provide additional educational and training opportunities to better prepare and qualify students for meaningful employment. The Center places a strong emphasis on learning, engagement, and business partnerships as well as the advancement of extension services, faculty research, business practices, and relevant technology curriculum. This includes e-business

education, project coordination, certification training, and interdepartmental research. The Center will become one location for project identification, involvement, and implementation. It will provide students with hands on, real experiences as well as a place for project registration and display. It is anticipated that it will produce income necessary to support the Center.

Center for Quality and Productivity

A stream of research into the area of enterprise excellence has emerged at Utah State University. To date, the combined efforts of scholars across numerous disciplines, in a number of studies coordinated by a central team of scholars, have resulted in an extensive set of principles of enterprise excellence, with a number of practical techniques and applications. The Center for Quality and Productivity is now being used as an umbrella to support this work. An executive staff, as well as a board of advisors and several research associates have been appointed. It is the purpose of the Center to research and promote best practices, integrity, and responsibility in all enterprise operations. Center activities include basic and applied research, product dissemination, curriculum development, and instruction. Special attention is given to current issues. The College is seeking outside funding for the Center.

The Environmental University

We will partner with other colleges to promote USU as the Environmental University. We currently have two subgroups of faculty working on environmental related policy issues. These groups are already associated with the Natural Resource Environmental Policy Center, the Ecology Center as well as with other campus entities.

a. Economics

Environmental and Natural Resource Economics is the primary focus of research and graduate programs in the Department of Economics, a focus for which the department faculty enjoy a well-deserved international reputation. With 11 of 22 faculty members actively involved in research that addresses the economics and management of natural resources and environmental goods and services, this department leads the intermountain region as a center of excellence. The graduate program in economics is focused around the nexus of environmental and resource economics and international trade and development. This focus was founded on the department's current and historic strength in those fields and on the perception of abundant employment opportunities for students trained in that particular combination of specializations. Economics is partnered with individual faculty in the Colleges of Agriculture, Engineering, Natural Resources, and HASS in ongoing research projects in this area and anticipate continuing and expanding these fruitful collaborations. Over the next few years, we anticipate strong growth in grant support for the research in the assessment of the economic benefits of environmental amenities. That support will provide additional resources to expand the graduate program and contribute to the reputation for providing timely economic assessment and management advice to Federal, State, and International resource management agencies.

b. USU Water Initiative

The College currently has several members involved in the USU Water Initiative. We anticipate continued involvement in that initiative.

c. Green Alliance Research Project

Business Administration faculty are engaged in research in the interrelationships between environmental non-government organizations and industry for the diffusion of greener and cleaner technologies and practices (e.g., eco-refrigerants [Greenpeace/Coca-Cola/Sydney Olympics], home energy efficiency [Utah House] and recycling programs [City of Logan], renewable energy [Utah Wind Power Campaign], ecological farming practices [Ricelands Habitat Partnership/Sacramento Valley, CA], gas-electric hybrid cars). This project is referred to as the Green Alliance Research Project. Our initiative seeks to establish a formal research center and curriculum development initiative. The center would be designed to create a forum to disseminate research and practical information by bringing together interested students, faculty (e.g., from College of Natural Resources) and community stakeholders (e.g., local high schools, Utah Society for Environmental Educators) for seminars, course development, speaker series, and newsletter.

Student Leadership Development

a. Leadership Certificate

The Department of Management and Human Resources is partnering with Student Services to provide an academic home for a proposed new leadership initiative. The program helps students gain an understanding of leadership principles, leadership styles, communication methods, interpersonal skills, time management, team building, organizational management and a general understanding of the influence of leadership today and throughout history.

Participation in this program will enhance university enrollment of quality students by offering a program that is unique in the state of Utah. We are proposing that 80 students, competitively selected for the program, would be required to take a leadership minor in order to receive the certificate. The management minor is already on the books and very popular and the leadership minor was approved by the Board of Trustees, in Spring 2002. Because of the current size of several of our undergraduate courses, it is proposed that special leadership sections be created with low enrollment caps. This will require the addition of one more faculty line.

b. Alumni Leadership Council

In conjunction with our development efforts, we are creating a Leadership Council composed of College of Business alumni. We are seeking 50 alumni, from throughout the United States, who are mid career and willing to come to Logan one time a year. These individuals will be asked to mentor students, guest lecture in classes, provide internship and placement opportunities and participate in fund raising.

Creating a School of Opportunity

Strategies	Measurable Outcome	Completion Schedule/Cost
<i>Technology to Market</i>		
* Innovative Product Realization Center	Faculty Groups Meet Creation of Center	Fall 2003-\$100,000 seed money; USU \$1 million-naming opportunity for development
*Joint Business/Engineering Student Collaboration Project	Count number of students participating and number of projects analyzed; Apply for Kaufman Grant	Ongoing; Winter 2004; \$50,000 2006; \$110,000. Tier II or Dept. Reallocation
* Food Safety, Traceability, and Production Attribute Certification	New Faculty Member Obtain funding to support Grad. Students Develop major proposals to support research efforts in the area Measure number of proposals, increase in funding, increase in publications	2003-2007; seek continuance of extramural grants \$250,000 per year (USDA) Ongoing
<i>Shingo Prize for Excellence in Manufacturing</i>		

*Improving Faculty Research Productivity	Increasing the number of research project	Ongoing
*Shingo Prize Newsletter	Institute Quarterly Newsletter	2003-2004, sponsored programs
*Lean Certificate	Partner with Simpler Development, increase participants in certificate	2003-2006; sponsored programs
*State Level Franchises	Create at least four, state level Shingo Prize franchises	2003-2004; sponsored programs
*Public Sector	Create a Public Sector Category; hold annual conference	2003-2004; sponsored programs
*Lean in the EPA	Explore study/project	2003-2005; sponsored programs
<i>Partners in Business Program</i>	Review focus	2003-2004
*Partner's Alumni Association	Create Alumni Board	2004-2005, \$10,000 Funding-Partners, development opportunity
*Dean's Breakfast	Hold breakfast with each seminar	Ongoing
*Department Involvement	Increase department participation; explore on & off-campus seminars	Ongoing
*Business Week Integration	Use Program for Business Week support	Fall 2003
*High School Business Week	Explore co-sponsorship	2003-2004; \$25,000, development opportunity
<i>Center for E-Commerce</i>	Evaluate number of students serviced in the online training and testing; number of students completing projects; satisfaction surveys of students and clients; grant awards and other revenue	2003-2006 Self Support

<i>Center for Quality and Productivity</i>	Submit proposal for legislative earmark	\$1.3 million program support
<i>Environmental University</i>		
*Economics	Increase graduate student funding	Ongoing; submit extramural grant proposal in excess of \$250,000 to help fund \$12,000 per student
*Green Alliance Research Project	Establish Center	Ongoing, \$500,000 extramural grants development opportunity
	Curriculum Development	2004-2005 course sequence \$500,000 development opportunity
<i>Student Leadership Development</i>		
*Leadership Certificate	One faculty line	\$116,800; Second Tier
*Alumni Leadership Council	Set up Council	Ongoing; Members will contribute annual gift of \$1,000 for 5 years (\$50,000) and create three leadership scholarships (\$195,000) development opportunity

A-2 Development of a Comprehensive Enrollment Management Plan

This second initiative addresses four of the university's goals: (1) enhance the University's reputation for learning, discovery, and engagement; (2) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (3) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infuse new energy into graduate education on campus, especially, particularly at the doctoral level and (5) foster new partnerships, both internally and externally.

The College of Business is one of the most oversubscribed colleges at Utah State University. As of Fall 2003, the College of Business currently has 1414 pre majors and 991 undergraduate majors. This gives us an undergraduate advising ratio of 544:1 for pre College of Business majors and as high as 340: 1 for our most popular majors. According to the latest

Bluebook we have 54.76 FTE faculty (excluding Economics) giving the College of Business a 33.30 student faculty ratio with many departments over a 34:1 student faculty ratio. To exacerbate the problem, 30 percent of the courses in the College of Business have 50 or more students, double the overall USU average of 14 percent. Only 24 percent of the College of Business courses have 19 or fewer students. In addition, the College of Business is one of the largest generators of student credit hours. For example, according to the latest Blue Book, Fall 2002, the College of Business (including Economics) generated 31,695 undergraduate SCH and 2164 graduate SCH.

To date, the College of Business has attempted to constrain excess demand for upper-division courses by requiring that students earn at least a 2.67 GPA in the pre-business core courses and maintain an overall GPA of at least 2.67. Although these standards are somewhat higher than the university's requirements, they have not been sufficiently restrictive and upper-division enrollment has continued to outstrip the college's ability to staff key courses and programs at levels necessary to ensure high quality and satisfy students' reasonable expectations of access to courses.

In 2002-2003 the College adopted an enrollment management plan. A copy of the plan is attached to this plan. Under the plan, students with 24 or higher ACT and a 3.5 GPA are guaranteed a place in the College, assuming they maintain a 2.67 GPA. Other students will take a series of courses and write an essay. From the remaining available slots, these students will be admitted. Internally we will also immediately begin encouraging students to major in under subscribed majors like production, economics, and agribusiness. This plan will allow us the carefully manage enrollments to meet accreditation and quality standards.

We are cognizant of our role in providing service course work for nonbusiness majors. We are looking at alternative scenarios, like designating one section of several courses for nonmajors. This course could be taught in a large lecture hall and would accommodate students who want a business background but are willing to major in other areas. We will also work with Continuing Education on its proposal to create a new degree with some service courses provided by the College of Business. These are just two strategies that are used in other Colleges of Business across the country to handle large student demands.

Raising the Quality of our Students

In order to provided the best education for our students we need to have highly motivated students who have prepared themselves for the academic rigor of a high quality program. We want to attract students who want to have successful business careers, who want to be scholars in their discipline and leaders in their profession and community. Although it is often difficult to predict future career success from high school or even college academic performance, predicting those who are best prepared to take advantage of their educational opportunity is easier. High quality students, students who are prepared and motivated to maximize their learning experience, allow for an enhanced curriculum pedagogy and performance standards, hence a better education for our students.

a. Enrollment Caps

The high demand for the college's programs necessitates an enrollment management plan that assures the delivery of high quality instruction and other educational opportunities. In 2002/2003 academic year the College completed an enrollment management plan. This plan will

allow the College to accept the number of students it can accommodate. The restrictions will eliminate the weakest students from College of Business courses and thereby lower the number of students served. The goal is an immediate ceiling on the faculty student ratio of 25:1. This requires either hiring approximately ten new faculty or decreasing the number of students by approximately 1,000. We received generous support from the Central Administration last year. With this support we are currently hiring three faculty members, with the possibility of adding two/three more. Over the next five years we will decrease the faculty student ratio to 19:1. If we cap enrollment at the current level, we would still need to hire an additional 30 faculty members or reduce our majors by approximately 1500. By creating a more selective and competitive program, however, the university will benefit in a number of tangible ways. For example, many top high school students choose to attend Brigham Young University or the University of Utah because they want to graduate from a well known business school with good placement opportunities. We could become of school of choice for those students, thereby supporting the university's efforts to recruit and retain high quality students. Business leaders will be more likely to provide internships and permanent placement opportunities if they can be assured that the students received practical business experience in a top notch business curriculum. Further, alumni will be cognizant of the increase of equity in their degree which comes from an increase in the national standings. This will result in better alumni relations and a higher percentage of alumni who give back to the College.

b. Recruiting

The current average ACT score for the College of Business is 23.6, which is reflective of the overall university average of 23.5. We plan to increase the overall ACT over the next 5 years to 25 by restricting enrollments to better prepared students, increasing our recruiting effort at selected finder schools, and providing more scholarships to well prepared students. Our College Advisor, Ruth Harrison, is already in the process of working more closely with the Director of Recruitment & Enrollment Services. Students, however, will not be officially accepted to a College of Business major until they have satisfied the Prespecialization Core requirements.

c. Scholarships

As reflected in the attached codicil, the College of Business has entered into a formal agreement with the Director of Recruitment & Enrollment Services, to pursue the possibility of improving scholarship offerings to outstanding incoming freshman and transfer students. We are in the process of reviewing our procedures for allocating discretionary tuition waivers to assist in this effort.

The College of Business currently administers 58 scholarships which together represents a total scholarship endowment of \$1.8 million. In order to attract and retain high quality students, it is absolutely essential that we increase the quantity and magnitude of scholarships.

Over the next few years, we will embark on an ambitious campaign to raise scholarship dollars. In order to achieve this goal current scholarship endowment donors will be contacted and asked to increase their support so that each endowment will fully support one student for one or more years. Raising each endowment to \$65,000 will represent a substantial increase for most of our current donors.

We will create new endowments for scholarships using the Dean's Advancement Council, the Leadership Council, and individual alumni and friends of the College as resources. Former

student scholarship recipients, college award recipients such as Professional Achievement Award and Distinguished Alumnus, and staff and faculty will also be contacted. Raising scholarship dollars will be a major focus of our annual campaign.

d. Increasing Student Diversity

Intellectual and geographical diversity as well as ethnic and gender diversity are important to the college and fundamental to its mission. The college will work closely with other offices on campus with responsibility to assist in fostering a diverse student body with a particular focus on students from locally under served categories. The offices of Recruitment and Enrollment Services and International Student Services have primary responsibility for these efforts. We consider retention to be just as important as attracting diverse students. We are also looking at a joint partnership with the University of Utah and BYU which will focus on Utah's growing Hispanic population. During the next year, we will be bringing in a consultant from Fresno State who has implemented a successful program.

The college will make special efforts to track students from under served groups, provide them with exceptional advising, and otherwise attend to their needs. The college will work closely with the offices of Multi cultural Student Services and International Student Services who also have major responsibilities to these students. In particular, the Dean will attend Business Week and seek out eligible under represented student groups. Also, our individual student organizations will be asked to partner with Multi cultural Student Services and provide at least one activity each year that is aimed at under-represented populations.

e. Increasing Student Retention

The College of Business one-year retention rate is 72 percent and among the highest in the university where the average is 66 percent. With our new enrollment plan, it has become necessary to reorganize our student advising office. This past year, we combined undergraduate and graduate student advising along with COOP. A naming contest was held and the new name for the center will be the Career, Education and Opportunities Center, or the C.E.O. Center. Also, we are embarking on a program that will add more full time advisors to the College. We have already increased one advisor to full time and we have hired an additional staff person. We still need to hire one-two additional advisors but we are out of space. When our new space initiative is implemented this summer, we will be able to complete the plan. Better space and more advisors should help our student retention.

f. Time to Graduation

The College of Business six year graduation rate is 45.2 percent, above the university average of 42.5 percent. We seek to increase this rate to the university's goal of 64 percent. One way this can be achieved is by participating with the university in encouraging students to complete their degree programs in a timely manner. Typically a bachelor's degree should be completed in 4 years of study. Leaves of absence for church or government service, internship opportunities, or other self-development experiences are not included in the 4-year period. Greater emphasis and promotion will be given to summer school opportunities. Every effort will be made to have a wide selection of course work available from which students may choose. These courses will be published well in advance so that students and advisors may use that information in planning their

schedules. The college will participate in the university’s 4-year contract plan by developing advisement sheets for each major in the college outlining degree requirements with suggested course work for each of eight semesters. To stay on schedule, students will be encouraged to attend summer sessions to make up courses not taken during the fall and spring semesters.

g. Placement

National standards for ranking Colleges of Business rely heavily on placement rates. Currently most recent College of Business graduates have found employment in their chosen fields by graduation or shortly thereafter. The placement experience however is varied across our several majors. Moreover, a large number of our graduates have selected regional employment opportunities at starting salaries that are below national means. We need to capitalize on our relationships with influential alumni and Shingo Prize companies in elevating the quantity and quality of our placements at both the graduate and undergraduate levels.

We will work closely with successful alumni who are employed by major companies within and outside of the region. Our development director, our assigned placement officer, and the assistant director of the Shingo Prize will coordinate their efforts and every contact with influential alumni or corporate friends will have two aspects, assistance with placement and financial support for the college.

Key faculty will be more deeply involved than in the past in contacting and working with graduates whom they have mentored to develop placement opportunities. In particular, we will have key faculty members meet with each business recruiter who interviews students in Logan. These meetings may be casual or may include lunch and/or dinner. The aim will be to develop close personal ties with those recruiters.

An additional, focused strategy will be to work with graduates of our several Alliance MBA programs who have positions of influence within their companies to assist with the placement of our graduates, particularly at the undergraduate level and within the region. Another strategy will be to work directly with companies who have won the Shingo Prize for Manufacturing Excellence and formally request that each company interview at least one College of Business graduate annually.

Moreover, we anticipate that placement rates will increase in response to the enrollment management measures that we have recently implemented, because those measures will reduce the number of marginally qualified students enrolled in upper division courses.

Another way to increase placement is to offer specializations that are market driven. To that aim, we have added two new options in the College of Business this year: Personal Financial Planning and Accounting Information Systems.

Enrollment Management

Strategies	Measurable Outcome	Completion Schedule/Cost
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Enrollment Caps	Evaluate comprehensive plan	2003-2005
	Decrease total number of students	Ongoing
	Increase faculty	2005; Second Tier \$116,800 per faculty
	Achieve 25:1 ratio	2004
	Achieve 19:1 ratio	2008
Recruiting	Increase ACT scores develop new web site	Ongoing 2004, \$14,000, tuition fees
Scholarships	Raise existing endowments	Ongoing; \$2,514,082.67 development ongoing
	Create new scholarships endowments	\$650,000-development
Student Diversity	Bring in diversity consultant	2003-2004 \$1,000, sponsored programs
	Attend Business Week- identify students	Ongoing
	Encourage student clubs	Ongoing
Student Retention	New advising center	2003-2004 \$100,000 for renovation; facilities/E & G monies
Time To Graduation	Institute 4 year plan	2003-2004
	Increase to 64%	Ongoing
	Increase # advisors	2003-2006; Second Tier; E&G, \$40,000 per advisor

Placement	Shingo prize contacts Placement Partnerships Meet with Recruiters	Ongoing; \$2,000, Sponsored Programs
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A-3 Enhance Graduate Education

This third initiative addresses five of the university’s goals: (1) enhance the University’s reputation for learning, discovery, and engagement; (2) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (3) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infuse new energy into graduate education on campus, especially, particularly at the doctoral level and (5) foster new partnerships, both internally and externally.

The College of Business is a primary provider of graduate education at Utah State University. For example, in Fall 2003, the College of Business, including Economics, had 503 active Masters students and 56 active graduate students. We awarded 295 Masters degrees last spring which was almost one-third of the total graduate degrees awarded by USU. Even though we are doing our part, the College of Business intends to further improve the quality and quantity of our graduate offerings through the following new and ongoing initiatives:

Initiate Ph. D. Program

The College of Business is the only academic college on campus not independently offering a Ph. D. degree. For almost three decades, since the initial professional accreditation of the college, a goal has been the development and implementation of a Ph. D. program. Development of a Ph. D. program in the College of Business will contribute to the University’s goal of maintaining a Research-Extensive I category rating. The College of Business is not without experience in the support of doctoral programs, the jointly administered Department of Economics has offered a doctoral program since 1965 and the Business Information Systems, BIS, department has been an active participant in the interdepartmental Ph. D. in Education since 1969. Many of the graduates from the BIS Ph. D. program take positions in public schools, business schools and industry. Graduates of the Economics Ph. D. hold positions in domestic and international academic departments, government agencies and private industry. In concert with the historic goals of the faculty and related to our efforts to enhance the reputation of the College of Business, and as a natural complement to our two existing programs, the College of Business has sent forward for approval a proposal for a college-wide Ph. D. program, involving the School of Accountancy, the Department of Business Administration, the Department of Business Information Systems, and the Department of Management and Human Resources. Students in the interdepartmental Ph. D. who wish to gain advanced training in Economics will have an opportunity to enroll in graduate courses that support the Masters in Economics, the Masters in Applied Economics, and the Ph. D. in Economics.

Our graduate affairs committee worked on the Ph.D. program proposal for over a year. During the Fall Semester 2001 the proposal was approved by the faculty and sent to the Graduate Council for approval. The Graduate Council approved the proposal in a special meeting in May

2002 and the Faculty Senate approved it in the Fall 2002. Meanwhile, the Board of Regents instituted a moratorium on new programs and therefore, the program has been on hold since that time. We will continue to seek approval for the program with the hopes of beginning a phase in of the Ph.D. in Fall 2005.

The proposed program requires new course additions and additional faculty resources. Also, funding for graduate assistantships will be required. This can be accomplished in at least three ways.

1. The first option is to fund the program with new resources allocated by the regents to the College of Business. Under this option, new resource allocation of one additional faculty member per specialization is requested to cover new course development and implementation as well as to assist in the overall delivery of the program. Thus, a total of four faculty lines are requested to facilitate the implementation of the program. Additionally, funding for 24 graduate assistantships is also requested. It is possible to phase in the program beginning with those departments that have the experience and resources necessary to begin immediately.

2. The second option would require a reallocation of resources within the College of Business. This can be accomplished in a number of ways, but would primarily involve (1) utilizing selected doctoral students to teach undergraduate courses that are currently taught by adjunct faculty and (2) redirecting graduate assistantships toward doctoral students. This reallocation would help provide financial support for student assistantships and assist faculty with teaching. Selection of students to teach these courses would be based on the qualifications of the student and approval of the Dean of the School of Graduate Studies. Regrettably, this option may adversely affect the MBA program and reduce the adjunct teaching opportunities that contribute to the warm relationship between the College of Business and local business professionals.

3. The third option is to utilize a combination of new funding and reallocation of existing resources to fund the implementation of the program.

While the first option would greatly facilitate the effective implementation and delivery of the program, the College understands that in the present budget climate, new initiatives will need to utilize resources from all relevant and available sources. Consequently, the College anticipates that, in addition to new funding, reallocation of internal resources is necessary to ensure the overall efficiency and effectiveness of the program. Therefore, a combination of partial new funding and a reallocation of existing resources is considered the most tenable approach. The projected costs and budgeting implications of the three options are described below. Faculty benefits are calculated at 38.5% (their current level).

Option 1 is a request that the major funding source for this new program be new Education and General (E&G) funding for faculty lines. These positions will be paid from the E&G fund of the University with new money allocated by the Utah Legislature. Given the request of one new faculty member for each of the four specializations and assuming an average rate of \$110,800 in salary and benefits, the University would receive \$443,200 in new money to implement the program.

In addition to faculty lines, students assistantships would be funded with new money as well. Assuming a total of 12 students in the first year, 18 in the second year and 24 in the third (the stabilization year) and a mid-rate of \$12,000 per student (where \$6,000 is the minimum and \$18,000 is the maximum), a total of \$144,000 would be requested to fund doctoral graduate assistants in the first year with an additional \$72,000 the second year and another \$72,000 the third

year for an ongoing total of \$288,000 per year for student assistantships.

Master of Business Administration (MBA)

Seize the Opportunity characterizes the history and future vision of the MBA Program as it seeks outstanding students who have the ability to become effective leaders. The objective of the program is to provide students with a broad range of learning opportunities and assistance with placement in organizations consistent with their career objectives. The MBA Program also fosters relationships with its other stakeholders, especially the business community, to maintain a cooperative bridge between theory and ethical practice. Innovation, continuous improvement, and an entrepreneurial spirit characterize the MBA Program. The MBA Program supports the School of Opportunity initiative in the following ways.

- a. Enhance the quality of the MBA degree with focused recruiting and retention.

During the past year we have evaluated the recruitment and retention of students in the on-campus program and each of the Alliance MBA programs to optimize program size and student retention consistent with College objectives within the capacity of faculty and physical resources. This evaluation resulted in enrollment management measures that have brought our programs in line with faculty resources and slightly increased the quality of students. We also prepared our first professional recruiting brochures and redid our recruiting displays. This coming year work will continue on: (1) a master plan for MBA programs; (2) assessment of both on-campus and Alliance MBA programs to evaluate the quality of course content and delivery; and (3) undergo an intensive review of our existing curriculum and develop an updated curriculum for the MBA program. Part of this review will include assessment measures.

- b. Broaden the range of learning opportunities available to students

During the past year we have worked with representatives from the Innovation Campus, Small Business Development Center, Shingo Prize, Innovative Product Realization Program, E-Commerce Center, and the Office of Technology Transfer to develop a Center for Emerging Business/Entrepreneurship. There is general agreement that a Center would be very beneficial from both small business and educational perspectives. Qualified graduate students can contribute much to assist in many areas. Even without a formal Center, two MBA students have been placed in positions to assist with business related activities at the Innovation Campus. We look forward to continuing discussions and the development of funding sources to bring these organizations under a common umbrella. Regardless, we will increase the number of MBA students participating in projects in cooperation with organizations such as those listed in this initiative.

- c. Enhance the prestige and reputation of the MBA Program in the eyes of the business community, alumni, and students.

In order to enhance the prestige of the MBA program we will develop an “MBA Dashboard” consisting of assessment and benchmark measures such as those listed below. A database for MBA students has been developed that lays the groundwork for further work and development of a statistical profile including measures such as:

- a. GPA on admission

- b. GMAT/GRE scores on admission
 - c. Research and experiential learning projects/contributions to organizations
 - d. Placement upon graduation
 - e. Salaries/salary increase/promotion upon graduation
 - f. Future career paths of graduates
- d. Improve our national profile
- The MBA program will continue to improve its relationship with business publications such as Business Week and US News & World Report that rate business schools so that we can “tell our story” more effectively. The MBA Program will be profiled in the AACSB sponsored "Guide to Graduate Management Programs." We plan to continue improvement efforts by evaluating the MBA program relative to various business publication ranking measures. A set of goals for improving the measures necessary for the MBA program to be highly ranked will be established relative to the measures listed above.
- e. Create a College Graduate Office
- This past year the MBA program and the MS in Human Resources have been incorporated in a college Office of Graduate Programs. We will be incorporating the administration of other graduate degree programs into the Office of graduate Programs as appropriate. An information system is being developed to accommodate current students and anticipate future growth. In order to achieve the goal of servicing all graduate programs, we need to 1) continue the development of an information system and procedures to handle multiple degree programs in the Office of Graduate Programs and 2) provide services at a level that will make a transition of other programs into this office a reality.

Graduate Programs in Business Information Systems

The Department of Business Information Systems offers the MS, Ph.D., and MEd in Business Information Systems, with specializations in E-Commerce, Management Information Systems, Business & Marketing Education, and Training & Development. The Department currently has 100 active masters students and 20-25 active doctoral students.

The BIS graduate program routinely enrolls more students than any other business graduate program at USU except the MBA; also noteworthy is the great diversity of the BIS graduate student body: about 50% are international. Additionally, a large portion of BIS master's students complete their entire program via USU's electronic distance education centers. Post-graduate placements routinely run over 95%, with masters students obtaining employment with major corporations throughout the world; examples are Texaco, SAFECO, IBM, AT&T, Hewlett-Packard, SBC (Southwest Bell), Novell, Microsoft, Thiokol, and Williams Communication. Our Ph.D. graduates obtain faculty positions in colleges and universities throughout the world; examples are DongShin University in South Korea, Weber State University, San Diego State University, Arizona State University, Eastern Washington University, the Oregon Institute of Technology, and Morehead State University.

The BIS graduate program is healthy, but faces several challenges. First among them is enrollment management. The Department needs to decrease its class sizes while maintaining the high quality of its students. Enrollment goals is to cut each class down from 70-80 to 30-40 both

on campus and off campus by 2005. Another challenge is funding graduate assistantships; this will become even more crucial with the implementation of the new Ph.D. in Business. The program needs five new graduate teaching assistantships for 2004 at \$15,000 (\$12,000 each in support and \$3,000 each in equipment and resources) for each teaching assistant and one top doctoral fellowship-funded at \$20,000 per year.

Master of Accounting

Graduate study in the field of accounting is essential to the success of today's accounting professional. The ever-expanding complexity of public, industrial, and governmental accounting standards and practice environments requires not only a rigorous academic preparation, but also a commitment to a lifelong professional education. To meet these educational demands, the Utah State University School of Accountancy (School of Accountancy) offers a wide range of challenging options for the serious Master of Accounting (MAcc) student. The school is a member of the Federation of Schools of Accountancy (FSA) and is accredited by the International Association for Management Education. USU graduate accounting programs allow students to pursue one of the following emphases or specializations:

- Professional Accountancy
- Taxation
- Personal Financial Planning
- Information Systems
- Finance
- MBA-Accounting Specialization

The School of Accountancy seeks to enhance the stature and ranking of its graduate accounting programs by:

- Increasing the quality of student recruitment through "feeder alliances."
- Increasing the rigor of the admissions screening process.
- Improving the coordination of MAcc and MBA-Accounting advising.
- Enhancing program diversity across four dimensions: (a) ethnic diversity; (b) "within-U.S." geographical student diversity; (c) international student diversity; (d) interdisciplinary diversity (non-accounting / non-business students).
- Enhancing placement opportunities for graduate accounting students.

Feeder Alliances. Efforts are already underway to establish feeder alliances at the secondary school level with the appropriate Utah high schools and with colleges and universities with high geographical diversity. These efforts will involve alliances with Brigham Young University, both Provo and Idaho campuses. The School of Accountancy is working with BYU-Idaho to become a preferred provider of graduate education for their new four-year business programs.

Admission Rigor. Top graduate business programs report average GMAT scores above 600. The average GMAT score for the current 40 active MAcc students is 582. The School of Accountancy expects to boost its average incoming GMAT score to 610 over the next 4 years through aggressive recruitment and higher minimum requirements.

Advisement Coordination. Undergraduate accounting students planning to sit for the CPA exam have the option of pursuing either a MAcc or a MBA with an accounting specialization. Consequently, it is important that the Graduate Programs office and the MAcc develop the appropriate processes to integrate the advisement of CPA candidates. Current plans are for the development of an integrated advisement system to manage these processes. Funding: Advisement software, \$4,000

Diversity Enhancement. The School of Accountancy desires to increase both ethnic and international diversity through aggressive recruitment efforts at high schools with minority students and increased funding for graduate assistantships for international students. The School of Accountancy will continue to pursue talented students from majors outside of accounting and business. For the past four years the School of Accountancy has generally graduated 5 or 6 students with backgrounds outside of the traditional discipline of accounting. Funding: Graduate assistants \$48,000.

Placement Opportunities. School of Accountancy administrators and faculty will identify desirable placement partners from major national and international accounting firms; major corporations operating in Utah and the Rocky Mountain region; selected national and international corporations; relevant state government agencies in Utah; relevant national government agencies, especially those with operations in Utah and the surrounding region; and prominent local and regional municipalities, businesses, and accounting firms. This initiative may be measured (a) by the placement rate of graduates, (b) by how many graduates are placed with the School's partners, and ©) by the advancement of School of Accountancy graduates within the hiring organizations.

Masters in Human Resource Management

In addition to supporting the new Ph.D. program, the MHR Department plans to continue building its masters program in human resource management. We are in the process of converting from a MSS degree to a MS degree. The practical import of this change is that students will be required to possess knowledge equivalent to the core of the MBA program (basic understanding of accounting, finance, marketing, operations, law, statistics, information systems, etc.). The faculty is unanimous in its belief that human resource practitioners of the future must have this basic business knowledge to be successful.

In terms of program building, a competency model of graduate education was developed during the 2002-2003 academic year. The model was presented at several national meetings and implementation began during the 2003-2004 academic year.

We will then seek to enhance the quality and marketability of our graduate students through implementation of this model, tracking progress against competency development, and through careful selection of students. To get the best students, we need more scholarship and assistantship money. Some will be acquired internally in the College, but most will have to come from development efforts outside the university.

In addition to assistantship money, we will engage in more extensive and more creative student recruiting and selection. This year we will attend recruiting fairs, utilize direct mail campaigns (in conjunction with continuing education), interview applicants, and involve current graduate students in providing selection criteria for new graduate students. We will also update our department home page to make it first and foremost a recruiting tool for potential new students.

Once students are in the program we will try to treat them as peers in the pursuit of knowledge. We will provide them with a meeting place, a small HR library, and computer support in the offices of Management Institute, and will require that they engage in collaborative research and writing activities consistent with their status as graduate students.

Graduate Programs in Economics

The Department of Economics offers the MA, MS, and Ph.D. in Economics and the MS in Applied Economics, with specialization in International Trade and Development, Natural Resource and Environmental Economics, Community and Regional Economic Development, and Agricultural Economics. From 1996 through 2001, the Department averaged 3.6 Ph.D. and 7 Masters graduates per year. The fundamental limitation to the size of the Economics graduate programs is the lack of a funding base for teaching assistantships and the limited funding base for research assistantships. Support for expanding research assistantships will be gained through a combination of increased extramural grants and contracts and development. However, sponsored research support cannot be used to support teaching assistantships. Many of our graduate students are anxious to develop a track record of teaching experience because they rightly perceive that graduates with teaching experience have a better possibility of obtaining academic positions. The Department's compact plan includes a request for \$24,000 in ongoing E&G funds to support two teaching assistantships. Students could be cycled between research and teaching assistant support so that each could obtain some teaching experience. Those who do a good job could be recommended as instructors for continuing education and evening school classes.

Under legislative and regent's policy, a graduate tuition surcharge was introduced for most

of the College of Business graduate programs during FY 2000-2001 because of the high program demand and the high opportunity cost of allocating faculty time from undergraduate to graduate programs. Due to concerns about possible adverse effects on student demand courses offered by the Department of Economics were exempted from the graduate tuition surcharge. In the interim, the number of students enrolled in Economics graduate programs has grown and operating and instruction budgets have become increasingly constrained. The department is now prepared to participate in the graduate tuition surcharge program. Revenues generated from the graduate tuition surcharge will be used to offset a portion of the direct and opportunity costs of Economics graduate programs and to augment funds available for PhD research assistantship stipends.

Graduate Fellowships

As we move our program forward and our students are encouraged to achieve more, a greater number of exceptional students, both who received their undergraduate degrees here and those who did not, will apply to Utah State for a graduate degree in Business. Funding is crucial for these students. Building an endowment focused on supporting our graduate students will allow our brightest and best to fulfill their potential. It is our goal to offer 10 graduate fellowships to students.

Graduate Office Space

The College currently has little office space for graduate students. Much of what it does have is undesirable. Graduate office space will be part of the new space plan being initiated at the end of the year.

Enhancing Graduate Education

Strategies	Measurable Outcome	Completion Schedule/Cost
Initiate Ph.D. program	Approval of Program	2004-2007; \$443,200 new faculty lines; \$288,000 grad. asst, Second Tier, new E&G, university reallocation, external grants, development opportunity

Masters in Business Administration	Curriculum Review	2003-2004
	Assessment Measures implemented	2004-2005
	Increase number of students involved in “hands on” projects	Ongoing
	Improve position in national media outlets	2004-2005
	Create College Graduate Office	2005
Masters in Business Information System	Enrollment cap	2005
	New assistantships	2004, 5 @ \$15,000; 1 @ \$20,000 Total: \$95,000: E&G, development opportunity
Masters in Accountancy	Feeder Alliances	Ongoing
	Admission Rigor	2004-2006
	Advisement Coordination	Ongoing-software purchase, \$4,000, graduate tuition fees
	Diversity Enhancement	Graduate assistantships, 12 @ \$4,000 (\$48,000), E & G, development opportunity
	Placement Opportunities rate of placement school partners overall advance	Ongoing

Masters in Human Resource Management	Develop competency model New assistantships House students at MI	Ongoing 2008, 6 @ \$10,000 Total: \$60,000; E&G, development opportunity Ongoing
Graduate Programs in Economics	Increase assistantship TA money Increase Assistantship RA money	\$24,000, E & G, tuition fees 2-4 GRA's supported with extramural research grants annually. \$12,000 per student
Graduate Fellowships	Begin Development Campaign 10 Fellowships	Summer 2002, \$10,000 Sponsored Programs Fall 2004-Sponsored Programs 2008 10 @ \$100,000=\$1 million development opportunity
Graduate Office Space	Prepare plan	2003-2004

A-4 Investing in Our Human Capital

This fourth initiative addresses five of the university's goals (1) enhance the University's reputation for learning, discovery, and engagement; (2) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (3) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infuse new energy into graduate education on campus, especially, particularly at the doctoral level; (5) raise the base level of compensation for faculty and staff to be more competitive with peer institutions, and reward especially outstanding faculty and staff achievements.

For the budgeted year 2002-2003, the College of Business, with Economics, had 69.30 full time equivalent faculty. Of these, eleven of the tenure track faculty were female and six of our lecturers were female (10.2 percent). We have only one faculty member who qualifies under the EEOC/AA standards as an ethnic minority, although we have several who come from birthplaces other than the United States. This past year we added an additional female faculty member in

Accounting but we lost a female faculty member in Economics. With the generous help of the Provost's Office, we were able to replace a faculty member in Business Information Systems and added new lines in Business Information Systems and in Accountancy. During the upcoming year, we are attempting to replace three lines in Economics. We are also searching for a new department head in Business Information Systems, a professor in Organizational Behavior and Executives in Residence in Business Administration and Accountancy.

The College of Business relies heavily on professional faculty (full time lecturers) to teach a significant number of our classes. For example, Accountancy has the equivalent of three lecturers, Management and Human Resources has two lecturers, Business Information Systems has seven lecturers, and Business Administration has one lecturer. These numbers do not include our use of temporary and adjunct faculty. Five of these faculty members are classified under our accreditation standards as professionally qualified. Twelve lecturers, however, represent almost 17 % of our permanent faculty. This percentage threatens our accreditation and will need to be decreased during the next several years.

Increasing the Number of Faculty

As stated earlier, according to the latest Bluebook, as of Fall 2002, we had 54.76 FTE faculty (excluding Economics) giving the College of Business a faculty student ratio of over 34:1. In order to immediately reduce this ratio to 25:1 we anticipate sharp reductions in the number of students admitted to the College of Business. Our goal is to reduce the ratio to 19:1. This can be achieved by even steeper reductions in number of students admitted or by increasing the number of faculty.

This past year we were awarded two Tier II lines as well as an additional \$300,000. The Tier II searches are underway and some of the additional E & G monies have been spent on advising and retention. Further, we are involved in identifying an Executive in Residence who would be interested in a temporary position in Accountancy. We propose a continuation of Second Tier funding to add at least one new faculty line in the College, each year, over the next five years. We anticipate expanding our use of Executives in Residence and using the new E & G money to accomplish this initiative. This will support a reduction in the student faculty ratio and provide the College with additional faculty members to support the new Ph.D. program.

Establishing Chairs and Professorships

Professorships and Chairs will strengthen a key source of excellence in the College – our faculty. Recognizing the faculty role as the heart of our college will also help build lasting distinction at the University. We created one professorship this past year. It is our desire to establish one professorship this coming year with a long term goal of having at least one endowed professorship in each department in the college. Within a five year time frame, we hope to create our first Chair.

While professorships may be established in any specific area of business, it is our preference, that these professorships have broad academic classification in order to ensure the effectiveness of the professorship in the future. This approach will allow the Dean the latitude and flexibility to respond effectively to current opportunities and needs.

Naming gift for the College of Business

In recent years the number of U. S. business schools that are formally named for a major

donor has expanded dramatically. The College of Business has provided a potential donor with a formal proposal for a naming gift and the donor has indicated on two occasions, in writing, that the proposal will be funded. The Dean, Vice-President for Development, and President will meet and determine how and when this donor will be invited to fund the request as a major piece in the University's capital campaign.

Building Needs

Construction for the current Business Building was started in 1968, with building dedication in 1970. The building was designed to house 74 faculty members and 1000 students; it currently houses 84 instructional faculty and over 3000 students. There is no student open space, inadequate graduate student teaching and research assistant office space, no storage space and the open computer facilities are woefully inadequate. We intend to embark on an ambitious effort to either renovate the current structure or build a separate structure for additional office space and student facilities. In the meantime, we are engaged in a serious plan for space reallocation. This plan will be finished Spring Semester 2004. The plan will necessitate renovation and moving expenses, that should, at least partially, be supported with central campus funds.

Program Support

Ongoing program support for some of our programs is essential for retaining high quality faculty. This year we will be seeking support for the Economics Research Institute Seminar.

Investing in Our Human Capital

Strategies	Measurable Outcome	Completion Schedule/Cost
New Faculty lines	5 new faculty	2002-2007, \$584,000 Second Tier funds, University reassign lines
Chairs, Professorship	Creation of one Chair in COB Creation of one Professorship per department	2008, \$3 million Ongoing- 5 @ \$350,000—total \$1,750,000. development
Naming Gift	College of Business named	\$30 million-development

Building Needs	Create Building Board Space Plan	2003-2004 2004 \$100,000 in renovation and moving expenses, E&G
	Renovate Existing Building	2006 \$20 million development opportunity
Economics Research Institute Seminar	Identify donor	2005; \$300,000 endowment, generate \$15,000

A-5 Enhancement of College of Business Revenue

This fifth initiative addresses four of the university’s goals: (1) enhance the University’s reputation for learning, discovery, and engagement; (2) Adopt new business models that embrace accountability, responsiveness, and efficiency, and a budget process that is responsive to University goals; (3) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; and (4) infuse new energy into graduate education on campus, especially, particularly at the doctoral level.

The College of Business is underfunded. Faculty salaries hover at the bottom quartile for our comparative institutions. Operating funds, as defined in the budgets of the several departments and in the Dean’s office, are inadequate and represent a mere fraction of the funds spent on department, program, and College operations. Funds released by temporarily vacant faculty lines, provide the majority of actual operating funds. Given the current status of the State of Utah budget, it is unlikely that these problems will be remedied in the foreseeable future. While we will be aggressive in ensuring that the College is positioned to receive its share of the university budget, we also intend to enhance our revenue stream. The first area of enhancement will occur through our development efforts and is detailed in section A-8 of this plan. We will also be directing the revenue that is generated through self-sustaining College Programs, like the Alliance MBA, the Shingo Prize and the Partners Program, towards College goals. Student tuition fees will become our main source of revenue to operate the College and provide the students with the service they were guaranteed.

Increase Operating Funds

Additional operating funds can come from new allocations from the legislature, impact fees, tuition fees, tuition increases, and reallocation of funds at the university and college levels. We will be analyzing actual operating expenditures by department and program and develop targets for levels of operating funds which will be adequate for high quality programs.

Increase Undergraduate Tuition Fees

Beginning summer 2002, a \$2.00 per credit hour tuition fee was added to all College of Business courses. This fee was aimed at providing much need operating funds for the College of Business. This fee will generate approximately \$155,000 this coming academic year. This amount does little to offset the \$216,644 we took in last two years in budget cuts. We propose increasing this fee to \$8.00. Assuming no reduction in SCH due to enrollment caps, this fee would generate approximately \$620,408 in the 2004-2005 academic year.

Enhancing Revenue

Strategies	Measurable Outcome	Completion Schedule/Cost
Increase Operating Funds	\$8,000 per faculty	2003-2007 \$8000 @ 60 Total \$480,000 annually E & G, tuition fees
Tuition Fees	Make presentation to Provost on increase	2003-2004

A-6 Redefining Our Relationship with Continuing Education

The College of Business has a long relationship with Continuing Education. Our first off campus program began in the 1970s with the MBA in Ogden. Since that time we have provided high quality degree programs and course work for Continuing Education. Below is the current list of programs the College of Business supports.

Master of Business Administration
Live instruction course work provided by all departments

USU Continuing Education (Ogden/Weber State University Campus)

Institution Alliance MBA
Utah Valley State College- also has accounting specialization

Corporate Alliance MBA
Utah Association of Certified Public Accountants
Pacific Corp.

School of Accountancy
print based independent study (ACCT 2010, 2020, 3310)
semester based online course (ACCT 2010, 2020, 3410 & PFP 5060)
Evening School (Acct 2500)

Continuing Ed - Uintah Basin (Accounting 1050, 2010, 2020)
Concurrent Enrollment (Accounting 1050, 1500)

Business Administration

print based independent study (BA 1350, 3080, 3400, 3500, 3700, 4510, 4540, 4590)
Concurrent Enrollment BA 1350
Continuing Education (Uintah Basin)
Business administration undergraduate degree (satellite) (9th/10th cycles) (course work provided by all departments)

Business Information Systems

semester based online courses (BIS 2300, 3100, 3400,3550, 5950a, 5950b, 5950c,5950d, 5950e, 5950f, 5950g, 6730)
print-based independent study (BIS 3140, 3550, 5950c)
Business Information Systems undergraduate degree (satellite)
Master of Science Business Information Systems (satellite)

Economics

print-based independent study (Econ 1500, 2010, 3400, 4010, 4020, 5000, 5010)
web-based independent study (Econ 1500, 2010, 3400, 4010,4020) (includes China, Hong Kong & Singapore)
evening school (Econ 1500, 2010, 3400)
Concurrent Enrollment (Econ 1500, 2010)
UEN Satellite (Econ 1500, 2010, 3400, 4010, 4020, 4030, 5030, 5050, 5350, 5680)
Continuing Ed (Brigham City, Uintah Basin) (Econ 1500, 2010, 3400)
BS in Agribusiness/Business-satellite (no students currently enrolled)

Management and Human Resources

semester-based online courses (MHR 2990, 3110)
print-based independent study (MHR 2350, 3110)
Continuing Education (Uintah Basin)
UEN Satellite (MHR 3110, 3720, 4890)
Master of Science Human Resources (satellite)
Master of Science Human Resources (SLC)

The SIS database indicates that the total number of graduate student credit hours generated during the 2002-2003 academic year was 4,167 and the total number of undergraduate student credit hours generated was 21,926. This is a significant percentage of the entire Continuing Education student credit hours generated.

We intend to reevaluate our working relationship with Continuing Education. The land grand responsibility of USU makes it important for the College of Business to engage in outreach activities that encompass a broader community. Because of the complexity of our relationship with Continuing Education, however, many of these programs were developed without a strategic view as to how they fit into the overall vision of the College and University as a whole. As such, some of the programs have developed Memorandums of Understanding while others are a continuing source of controversy and renegotiation. Over the next year the College of Business will continue to work with the Vice-President for Extension and Continuing Education and the Provost's Office to develop an acceptable strategy for this complex relationship.

Redefining Our Relationship with Continuing Education

Strategies	Measurable Outcome	Completion Schedule/Cost
Develop Plan	Plan is Developed	2004-2005 academic year

A-7 Budget Allocation Plan

Historically, the College of Business has distributed funds to its units based on the past year's budget. Because the College of Business is chronically underfunded and understaffed, it has been difficult to reallocate monies based on College priorities. During the upcoming year (2003-2004), the College of Business is working under the following budget allocation plan. It already reflects this year's reallocation of monies generated through tuition fees and College Sponsored programs, something that was not done in the past.

Revenue

E&G Salary and Wages	\$5,926,998
E&G Operating (current expense)	\$ 92,315
Graduate Tuition Fees (anticipated)	\$ 150,000
Undergraduate Tuition Fees (anticipated)	\$ 96,000
Graduate Assistantships (above E&G)	\$ 238,604
College Sponsored Programs	\$ 1,558,800
Research F & A (restricted)	\$ 101,242+
Extension/Agricultural Experiment Station/COOP (restricted)	\$ 810,721
Development (unrestricted)	\$ 50,000
Total:	\$9,024,680

Expenses

Salary & Wages (E&G)	
Dean's Office (includes summer school)	\$ 855,092

Business Administration	\$1,246,343
Business Information Systems	\$1,102,601
Economics*	\$ 592,617
Management and Human Resources	\$ 974,177
School of Accountancy	\$ 1,030,448
Total:	\$5,801,278

Salary & Wages (Extension/Agricultural Experiment Station/COOP)	
Dean's Office	\$ 80,460
Business Administration	\$ 0
Business Information Systems	\$ 98,841
Economics	\$566,135
Management and Human Resources	\$ 65,285
School of Accountancy	\$ 0
Total:	\$ 810,721

Salary & Wages (VP Research/External Grants)+	
Business Administration	\$ 0
Business Information Systems	\$ 0
Economics	\$ 0
Management and Human Resources	\$ 0
School of Accountancy	\$ 0
Total:	\$ 0

Salary & Wages (College Sponsored Programs)	
Dean's Office	\$226,065
Total:	\$ 226,065

Operating	
Dean's Office (includes Main, Student Services, Graduate Studies)	\$ 25,000
College Coop Program	\$ 12,345
College Sponsored Programs	\$853,390
Development (transferred to Main Office)	\$ 18,000
Development (Dean's Office)	\$ 20,000
Business Administration	\$ 40,000
Business Information Systems	\$ 23,400
Economics	\$ 72,000
Management and Human Resources	\$144,000
School of Accountancy	\$ 50,000
Total:	\$1,258,135

Travel (updated Sept. 6, 2003)

Dean's Office	\$ 6,000
Sponsored Programs	\$158,900
Business Administration	\$ 16,000
Business Information Systems	\$ 28,000
Economics	\$ 0
Management and Human Resources	\$ 43,000
School of Accountancy	\$ 18,000
Total:	\$ 269,900

Graduate Assistantships	
Sponsored Programs	\$ 36,403
Business Administration	\$ 10,000
Business Information Systems	\$ 20,000
Economics	\$176,604
Management and Human Resources	\$ 10,000
School of Accountancy	\$ 22,000
Total:	\$ 275,007

Undergraduate Support	
Sponsored Programs	\$44,000
Total:	\$ 44,000

Grand Total:

Total Revenues:	\$9,024,680
Total Expenses:	\$8,685,106(updated Sept. 6, 2003)
Surplus:	\$300,000 (returned to Shingo Prize)(as of 9/6/03)

*The Department of Economics is jointly administered between the College of Business and the College of Agriculture. It also receives E&G salary support from the College of Agriculture.
 +Research overhead is not committed to the base salaries. Any adjustments occur during the year, with the corresponding E & E released to pay for adjuncts

As can be seen, the College of Business is "running" the business of the College of Business through our own College Sponsored programs and through the graduate and undergraduate tuition fees. There is no money left in the E&G supported travel accounts and there is very little money left in the E&G operating accounts. It is also clear that there are large discrepancies among departments in the amounts allocated to operating and to travel. As the specific sections of this Compact Plan make clear, while the total dollar amount of these revenue sources is small, it will be allocated to support the College initiatives and to match any university money that becomes available. We will also be engaging on an aggressive development campaign to bring additional dollars into the College. The following is a summary of our proposed initiatives and the proposed funding mechanisms.

Proposed Funding Mechanisms for College of Business Initiatives

	Approx. Cost
New Tier II Tuition Funds & Vacant Position Pool	
Faculty Lines	
PhD Proposal-4 faculty lines	\$443,200
Leadership Project-1 faculty line	\$116,800
Enrollment Management-5 faculty lines	\$584,000
Advisor	\$40,000
	Total
	\$1,184,000
New E&G	
Graduate assistantships (PhD)	\$288,000
Graduate Assistantships (MS)	\$206,000
	Total
	\$494,000
Student Tuition Fees	
Operating Funds	\$440,000
Web Site Update	\$ 14,000
	Total
	\$454,000
College Sponsored Program Revenues	
Operating Funds	\$40,000
Shingo Prize Initiatives	\$40,000
Partners In Business Initiatives	\$30,000
Placement	\$ 2,000
	Total
	\$112,000
External Grants	
Food Safety, Traceability and Product Attribute Certification	\$250,000
Graduate student support	\$298,000
	Total
	\$548,000

One item that should be noted, however, is that the College has never received E&G money associated with the amount of student credit hours (SCH) it produces. In fact the E&G money has remained somewhat static while the SCH generated by the College has skyrocketed. Attached to this Compact Plan, in Appendix C, is an estimate of the revenues and costs associated with E&G operations in the College of Business. All of the calculations are based on numbers found in the Blue Book. It also includes additional detail from the Budget Office and some

averages and assumptions.

For example, the Blue Book reports FTES/FTEF for voctech, lower division, upper division, Master, and PhD, but does not report either the numerator or denominator at that fine a level of disaggregation. The FTEF and FTES values included in the worksheet were provided by the budget office. The Cost/FTES data are from the Blue Book. Total Cost is the simple product of FTES and Cost/FTES. Total E&G Appropriation is the simple product of the USHE new student funding formula and the FTES. Because the new student funding formula actually applies to incremental student increases, it may not be an accurate reflection of the appropriation for existing students. Nevertheless, because the infra marginal revenue is not reported, the marginal appropriation was used as a reasonable proxy for marginal and infra marginal FTES. The Net Appropriation is the difference between the Total Appropriation and the Total Cost. To estimate the Tuition and Fee Receipts, information about the percent of residents nonresidents (US), and international students by department and resident/non-resident academic year tuition and fees were used. These data were not reported by course level and would need to be more carefully researched if we are to account for the cost-effectiveness of individual programs. These assumptions, therefore, prevent a meaningful estimation of tuition and fee revenues for the various course levels. Additional shortcomings are that PhD tuition waiver program or the various nonresident tuition waiver programs are not accounted for in this chart. Other explanations include, Net w/ Tuition and Fees is the sum of Net Appropriation and Tuition and Fee Receipts. Although the graduate and undergraduate surcharges were not in place for 2000-01, they are included to provide a sense of the magnitude of funds that would have been generated if they had been in place.

Even given these limitations, it can be seen that the College of Business generates very large revenues for the university but has not received an equivalent amount of E&G funding. This presents us with a problem when attempting to reallocate E&G resources in the College. The bottom line is that all units in the College are underfunded and are using a variety of other sources to meet demand. Our first request would be for the university to reallocate E&G dollars throughout the university. If that is not feasible, there will be marginal movements of E&G funds throughout the programs in the College but the major source of reallocation will come from revenue generated from non E&G sources.

A-8 Development

As stated in other sections of the Compact Plan, the development strategy in the College will focus on maximizing resources for our human capital. One of the first areas that needs immediate attention is to update our alumni and emeriti records. In the past we have not provided the support for this critical function. Hence, the effort has been add hoc and haphazard. Many, if not most, of our alumni have not heard from us in several years. In order to remedy this situation, we have already hired an assistant to help the development officer with this task. At the same time we are updating our records and making personal contact with our alumni we will be pursuing our priorities. Our major priorities will be to increase scholarship dollars for our undergraduate and graduate students, fund professorship and chair positions for our faculty and to create an endowment to support the teaching and learning that occurs in the George S. Eccles Business Building.

Current scholarship endowment owners will be contacted and asked to increase their support so that each endowment will fully support one student for one or more years. Raising each endowment to \$65,000 will represent a substantial increase for most of our current donors.

We will create new endowments for scholarships using the Dean's Advisory Council, the Leadership Council, and individual alumni and friends of the College as resources. Former student scholarship recipients, college award recipients such as Professional Achievement Award and Distinguished Alumnus, and staff and faculty will also be contacted. Raising scholarship dollars will be a major focus of our annual campaign.

As we move our program forward and our students are encouraged to achieve more, a greater number of exceptional students, both who received their undergraduate degrees here and those who did not, will apply to Utah State for a graduate degree in Business. Funding is crucial for these students. Building an endowment focused on supporting our graduate students will allow our brightest and best to fulfill their potential. It is our goal to offer 10 graduate fellowships to students. We will begin this campaign at the Graduate Student Reunion, to be held this fall during homecoming.

Professorships and Chairs will strengthen a key source of excellence in the College – our faculty. Recognizing the faculty role as the heart of our college will also help build a lasting distinction at the University. It is our desire to establish one professorship this year with a long term goal of having an endowed professorship in each department in the college. Within a five year time frame, we hope to create our first Chair.

While professorships may be established in any specific area of business, it is our preference that these professorships have broad academic classification in order to ensure the effectiveness of the professorship in the future. This approach will allow the Dean the latitude and flexibility to respond effectively to current opportunities and needs.

In order to create an endowment to support teaching and learning in the George S. Eccles Business Building, a Building Board will be established. The mission and goal of the Building Board will be to raise \$10 million in a 10-year period. The following is a list of the specific development opportunities that we will be pursuing.

As we move into a capital campaign and to ensure that our donors have the proper level of management, it is important that our current development officer be designated as a major gifts officer. This would mean that the central administration would need to provide an additional development officer whose primary responsibility would lie with donor cultivation and working with the individual departments on identification of potential donors.

Capital Campaign List

Project Title	Private Amount	Description
Naming of the College	\$30,000,000	Endowment, chair, professorships, scholarships, assistantships, course sequence
Chair	\$10,000,000	Support for two eminent faculty
General Endowment	\$4,000,000	upgrade existing scholarships; general college support, Wharton Data Base
Scholarships	\$1,000,000	support for 4, four year scholarships
Assistantships	\$4,000,000	support for 10 graduate students
Named Professorships Business Legacy	\$2,000,000	faculty support for each department
Naming Opportunity for College Centers	\$3,500,000	Innovative Products Realization Center, Accountancy, Green alliance program; Cooperative Education; E-Commerce
Program Support	\$5,250,000	Enhance programs in economics, global, Accountancy, technology transfer, hospitality, ethics, leadership
Building Addition	\$20,000,000	provide space for existing students and faculty; student placement center

Total \$79,750,000 with naming College

- Naming College of Business
\$30 million
- Addition on Business Building to Account for Increase in Faculty/Accommodate Student Needs
\$20 million

- Chair
\$3 million
- Increase Existing Scholarship Endowment
\$2,514,083
- Professorships
5 @ \$350,000=\$1,750,00
- Graduate Fellowships and Assistantships
\$1,440,000
- Entrepreneurial Product Development Center (Naming Opportunity)
\$1 million
- New Scholarship Endowment
\$650,000
- Economics Research Institute
\$300,000
- Green Alliance Project Center
\$500,000
- Green Alliance Project Course Sequence
\$300,000
- Leadership Scholarships
3 @ \$65,000=\$95,000
- Leadership Council
\$50,000 annually

Appendix A: Department Introductions

The Department of Business Administration

The Department of Business Administration has existed as an academic unit of Utah State University since almost the turn of the 20th century. It has sponsored one of the earliest programs of business training offered west of the Mississippi River. It originally consisted of all of the functional disciplines of business including finance, marketing, accounting, management, human resources, production, economics, and business law. As each discipline matured and more faculty were hired, the various departments of the present College of Business were formed from this early department. Most recently, in 1986, the Department of Management and Human Resources was created, leaving the present Department of Business Administration housing the finance, marketing, and production management disciplines.

The Department of Business Administration offers four separate mainline business majors: Finance, Marketing, Production Management, and General Business Administration. Currently, the department serves approximately 500 majors, with almost 250 graduating every year.

The Business Administration department also offers a complete undergraduate degree via distance education technology, and thus every other year we graduate approximately 60 students from various locations throughout the state of Utah. We are presently beginning the 9th cycle of our distance-education undergraduate degree. In 2001 the Business Administration group generated 2,958 undergraduate extension student credit hours.

A majority of the courses in the college's graduate flagship, The Masters of Business Administration (MBA) program, is provided by Business Administration faculty. In 2001 alone, the Business Administration faculty taught 36 masters classes generating 3,030 graduate student credit hours. Because the Business Administration group teaches the majority of the MBA classes, all but two of our tenured faculty have supported, on an overload basis, our traveling MBA program. These programs have been taught to clients based in Taiwan, Western Wyoming, Provo (UVSC MBA), Salt Lake City (UACPA, & PacificCorp), Portland (PacificCorp), Ogden (WSU MBA, Parker Hannifin), Brigham City (Autoliv) and St. George (Dixie College MBA). It is hoped that our clients' exposure to our department and college faculty will result in an increased stature where it really counts -- in the US business environment. Such exposure will, in the long run, provide, a rich development base.

The Department of Business Administration presently employs 12 full-time tenure-track faculty members, and one senior lecturer. In the past year the Business Administration Department filled positions in marketing and finance vacated by faculty who have taken employment elsewhere. These positions were filled with high quality faculty, that add to an already diverse department. The academic year 2002-2003 marks the first year in over five years that the department is fully staffed. Our office staff consists of one full-time office assistant and various student help using work-study and part-time employees.

The Business Administration faculty are well trained and prominently known in very diverse fields of expertise. Their expertise includes both academic and consulting experience that provides our students a firm foundation in real world business practices. Several of our alumni have noted that they are able to compete because they can actually solve problems rather than talk around the problem.

The production group offers the only production major in Utah and is committed to growing the program. These faculty members have established reputations in the areas of quality management and lean manufacturing, the theory of constraints, cellular manufacturing, mathematical modeling and simulation. One member of the group has consulted with Fortune 400 companies in quality management and lean manufacturing. Another faculty member has recently returned from Vietnam where he created the quality management curriculum for University of Vietnam.

Marketing faculty members are heavily involved in environmental marketing, leisure marketing, and marketing research. Since 1995, two faculty members have been studying collaborative partnerships and interrelationships between environmental non-government organizations and businesses in the pursuit of the diffusion of greener and cleaner technologies, products, and practices. Another member of the marketing group has focused on the area of travel service selling and developed a very successful workshop in social business skills.

The finance group features expertise in financial institutions, investments, utility regulation, and litigation economics. The finance group has one of the best academic researchers in the college, who publishes in prestigious journals with members of the FED. He has recently completed a paper with a colleague from the Bank Of England. The senior member of the group is a nationally recognized expert in utility regulation and the decommissioning of nuclear power plants.

In general, the faculty are highly quantitatively oriented and seek to impart practical business solutions to a variety of complex problems. Even given the huge student demand and load, it is not unusual for faculty to assign major term projects that challenge a student's problem solving, tool usage, and communication abilities

The heterogeneity of our department organization poses both advantages and challenges. The grouping of diverse academic disciplines within the department has benefits in the simple diversity of the faculty. This grouping of disciplines brings together diverse opinions about the orientation and goals of the business enterprise. In business, these disciplines must work together for operational success. Having finance, marketing, and production housed in the same department allows the cross-pollination of ideas that translates into the classroom and into the world of practical business management. Our greatest challenge, however, it is the small number of faculty in each discipline that forestalls the breadth and depth of course offerings that is characteristic of similar programs in our comparison institutions. With no more than four faculty members in each discipline, there are times when teaching and research efforts suffer from lack of a critical mass of similarly trained colleagues.

The Department of Business Information Systems

Business offerings have been a part of Utah State University since the second year of its existence. Utah State University was one of the first land-grant institutions in the U.S. to offer business courses (Ricks, Joel E. "The Utah State Agriculture College," Deseret News Press, 1938). The 1893 annual USU catalog advertised commercial courses including grammar, business correspondence, and typewriting. Indeed, the roots of the Business Information Systems Department go back to the early beginnings of Utah State University. Prior to 1981 the name of the department was Business Education and Office Administration. The primary programs were Business and Marketing Teacher Education and Office Administration. During those times a

considerable amount of effort was devoted to technical programs sponsored by the Utah State Office of Education because of extra funding available through the Utah State Office of Education and the U.S. Office of Education.

In 1981 the name of the department was changed from Business Education and Office Administration to Administrative Systems and Business Education because of the computer revolution in the office and the integration of people, procedures, and equipment into information systems, which we chose to call “administrative systems” for many reasons, including political reasons. In 1988, because of the fast-moving events in computer technology as well as the need for specialists in using computer technology in business, we requested and the USU Board of Trustees and the Utah State Board of Regents approved a name change to Business Information Systems and Education. The purpose of the change was to identify the dual role of preparing information systems experts to work in business and industry as well as preparing business teachers for the public schools. During the 1981-82 school year there were 182 majors enrolled in the department, with most of those majors being Business Education or Office Administration.

By 1988 there were 325 majors enrolled in the department with our primary emphasis shifting from Business Teacher Education to Business Information Systems. Finally, during the year 2000, the USU Board of Trustees approved an Electronic Commerce emphasis within the Business Information Systems undergraduate major and a request to change the name of the department to Business Information Systems, which reflects our major role at USU while maintaining our responsibility in other departmental programs. Fall 2001 enrollment in the department is 696 undergraduate majors, with 588 of those majors being Business Information Systems majors. This reflects the changing emphasis in our department.

The department offers associate degrees, bachelor’s degrees, master’s degrees, and a doctoral program through the interdepartmental program in the College of Education. During the 1950s through 1980s, the department was authorized to offer a two-year diploma program because of our close relationship with the Utah State Office of Education and federal and state funding available. In 1990 that diploma program was changed to an Associate of Applied Science in Office Systems Support, and the Utah Board of Regents provided us with one new full-time position to operate the program. Over 50% of the people in this program continue in the Business Information Systems program or another program within the department, college, or university. We also offer the bachelor’s degree in Business Information Systems with emphases in Management Information Systems or Electronic Commerce. As indicated, the bulk of our students are in that particular program. We continue to offer the Business Information Technology and Education (formerly Business Education) and Marketing Education programs. We work very closely with the College of Education. Students in these programs take content in the College of Business and methodology in the College of Education. Upon graduating, they certify to teach in the public schools of the state of Utah. This also gives us an excellent channel for recruiting high-quality students from the high schools since most of the high school business teachers are graduates of our department.

Departmental offerings provide a significant contribution to other departmental majors in the College of Business and Utah State University. Since the College of Business is a professional school, all departments in the college contribute to a common core of business subjects. The Business Information Systems Department provides service courses in business communication, international business communication, information systems, and e-commerce, including

microcomputer applications for the College of Business and the university. A significant number of students throughout the university take business information systems and e-commerce courses. In fact, each semester of the school year, over 800 students complete our BIS 1400, Microcomputer Applications in Business, course. If students take this course, they complete the Computer Information Literacy (CIL) exam in the course. Most of the students who have completed the Computer Information Literacy exam at Utah State University since the inception of the examination have completed the exam as part of the BIS 1400 class.

During the middle 1960s the department was authorized to offer a Master of Science degree. At that time most of our M.S. students were Teacher Education students. However, now over 90% of our M.S. students are Business Information Systems students. Thirty-seven students graduated in 2001 and 2002 with Master's degrees in BIS. In 1969 the department was authorized, in cooperation with the College of Education, to offer a doctorate with an emphasis in the department. Students in the doctoral program can opt to receive a Ph.D. or an Ed.D. Fall semester 2001 data indicate that there are 23 students in the interdepartmental doctoral degree in Education. Eleven, or almost half of those students, are students in our department. Therefore, we are making a huge contribution to that doctoral program.

All programs are accredited. The Associate of Applied Science in Office Systems Support is accredited by the Utah State Office of Education. The bachelor's and master's degrees in Business Information Systems are accredited by the Association to Advance Collegiate Schools of Business (AACSB), the primary accrediting agency for business schools in the United States. The Business Information Technology and Education and Marketing Education bachelor's programs, as well as the interdepartmental doctoral program, are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the primary accrediting agency for programs dealing with public school instruction.

BIS faculty members are committed to their roles in teaching, research, and service. Between 2000 and 2001 faculty in the BIS Department have averaged 2.3 publications and presentations. The faculty have received numerous national awards and honors including the John Robert Gregg Outstanding Business Education Award, University Outstanding Business Educator (Western Business Information Technology Educators), Best Research Paper (International Association for Computer Information Systems), Outstanding Article (NABTE Review), Outstanding Utah Teacher of the Year 2000 (Utah Association of Marketing Educators, National E-Commerce Institute Director (National Career Development Conference), President's Award for Outstanding Service (Western Business Information Technology Educator), and Post-Secondary Marketing Teacher of the Year (Utah Association of Marketing Educators). Additionally, BIS faculty are active members in state, regional, and national organizations. Some of the noteworthy positions of leadership include president of the National Business Education Association; the BIS Department has had three presidents of the National Association for Business Teacher Education; president of the International Association for Computer Information Systems; two minitrack coordinators for Association for Computers System; NBEA Yearbook Editor; Delta Pi Epsilon Editor; two presidents of the Western Business Information Technology Educators; four presidents of the Utah Business and Computer Education Association; Delta Pi Epsilon Research Foundation treasurer; and faculty have regularly served on numerous journals as reviewers.

The Business Information Systems Department supports three student organizations. Phi Beta Lambda is for all business majors. Last year there were 61 members and twelve qualified to

go to the national competition. Ten of those twelve placed in the top ten nationally. This organization conducts fund raising projects and community service projects. Delta Epsilon Xi is an organization for marketing and marketing education majors. There were 24 members last year and 18 placed at the state competition. Three finished in the top ten national competition. DEX has fund raising projects and for community service it participates the special Olympics and DOT highway cleaning. Delta Pi Epsilon is an organization or BIS graduate students. It has 25 members who have regular meetings. Meetings include speakers who address research studies, topics, design, measurements. Other topics include educational legislation, technology, and teaching strategies.

Members of the Business Information Systems Department support the State of Utah, Utah State Board of Regents, and the Utah State University Board of Trustees in the land-grant philosophy. Departmental faculty have kept this philosophy in mind as associate's programs, bachelor's programs, master's programs, and doctoral programs continue to be offered in the department. We also believe that the department exists to educate the citizens in a manner that enhances their socioeconomic status and facilitates their ability to make meaningful contributions to society.

Economics

The Department of Economics has four core missions: undergraduate training, graduate training, research, and extension and community service. We seek to maintain and increase our regional, national, and international reputation for excellence in each mission area. In keeping with our responsibility as the sole land grant institution in Utah, Economics faculty members are committed to selecting research and extension activities that are responsive to state and national needs and to actively pursue efforts to communicate research findings. These goals link research with educational programs and provide a public service. The department education, research, and outreach programs are structured to enhance the decision-and policy-making skills of society, from producers of agricultural commodities and managers (private and public) of natural and environmental resources to consumers of food and fiber products as well as environmental amenities, to the operation and management of businesses, households, and government and public organizations. The Department of Economics is jointly administered by the College of Agriculture and the College of Business.

The Department of Management and Human Resources

The faculty and students in the Department of Management and Human Resources are actively engaged in the study of questions critical to the success of all business organizations. How does one identify and formulate a competitive business strategy? How does one build a suitable organizational architecture to implement strategic intent? How does one develop skills in critical leadership arenas such as exercising influence, motivating and directing action, managing conflicts productively, listening and communicating? How does one manage the challenges of globalization, diversity and change in ways that enhance employee, customer, and shareholder satisfaction? How does one select, develop, compensate, and retain the best possible workforce in any given organization? And, of course, how can all these challenges be met in a legal and ethical manner?

Knowledge is evolving rapidly in these areas, and the faculty and students in MHR are aware that constant updating and lifelong learning are essential. Because of this, MHR holds

regular faculty meetings and continually seeks ways to improve the department and its programs.

Currently, the Department's programs consist of undergraduate degrees in management and human resources and graduate degrees in human resource management. We offer the Master of Science-Human Resource Management on the Logan campus, in an executive format on weekends in Salt Lake City, and over the satellite system through continuing education. We also offer the Master of Social Science in Human Resource Management with an emphasis in Student Services, on the Logan campus. This emphasis is also offered through continuing education. The Department also provides significant course work for all the undergraduate degrees given by the College of Business and the Master of Business Administration (MBA). The Human Resource and Entrepreneurship specializations in the MBA program are offered in our department.

The quality of our faculty in the Department of Management and Human Resources is superb. They are well trained and prominently known in their fields of expertise. Our current tenure and promotion criteria are demanding. Tenured and tenure track faculty members routinely publish one to two articles a year and many of these articles are in the top journals in their respective areas. Comparisons of research productivity of MHR faculty with the University of Utah, BYU, North Carolina State, Purdue, Washington State, Virginia Tech, and Iowa State consistently show our faculty to be comparable in research output and impact on the field. We are engaged teachers who seek to educate and develop students by providing them a broad liberal education with special knowledge of the leading edge management practices, a sense of social responsibility and ethical behavior, enhanced competencies in critical thinking and problem solving, oral and written communications, and self-directed learning. In so doing, we meet the needs of small to medium-sized organizations for management and leadership talent and human resources professionals for medium to large organizations, not only in the Intermountain Region, but nationally. Four of our current eleven faculty members are past recipients of the College of Business Teacher of the Year award.

Besides the regular teaching assignments, many faculty also teach, on an overload basis, in support of our various extended programs. Just since the fall of 1999, twelve different faculty taught 39 separate courses in the extended MBA program. The total number of students attending these classes was 877. These classes were taught at sites in Taiwan, Western Wyoming, UVSC, UACPA (Salt Lake City), Ogden, PacificCorp., Parker Hannifin, Autoliv and Dixie College. These programs bring with them increased graduate student tuition revenues and state access money which in turn has generated significant revenue for the university. It has also resulted in excellent exposure for Utah State University and access to mid level managers in several businesses.

As a further reflection of the quality of our faculty, it should be noted that we provide extensive service to the College of Business and to Utah State University. Just this past year, we have had a faculty member serving as the interim dean for the American-Arab University in Palestine, a member of the Faculty Senate (a tradition that goes back 15 years), a member of the Women and Gender Research Institute Steering Committee, a member of the University Benefits Committee, the University Budget and Faculty Welfare Committee, the chair of the search committee for the College of Business Dean, the chair of the search committee for the Associate Vice President for Administrative Services, and the chairs for the College of Business Curriculum, Marketing & Development, and Graduate Programs committees.

Beyond the university, we seek an active role in strengthening the management capability and performance of both for-profit and not-for-profit organizations within our region. We strive to

do this through involvement in distance education, extended campus degree programs, extension, consulting, and training activities. We encourage balanced faculty involvement in service activities which (1) enhance the relevance and richness of teaching and research activities, (2) foster the diffusion and exchange of information regarding current management and human resource theory and practice, (3) increase departmental visibility, and (4) expand our network of contacts which can assist us in generating outside revenues, identifying potential research sites and internship opportunities, and placing our graduates in high quality jobs.

The Department of Management and Human Resources also houses the Management Institute (MI). MI is the link between the talents of University faculty and the training needs of prospective clients. Since 1952, MI has provided high quality customized supervisory and management training programs to thousands of business, industry, and government leaders. MI is the home of one of the finest outdoor training facilities and programs in the country. Outdoor activities are used as a basis for developing skills in team building, problem solving, conflict management, and communication. Students in our graduate programs also benefit from the use of the outdoor training facility and approach. This past year 216 graduate students participated in course laboratories in the outdoors.

Management Institute currently operates all of the Human Resource Certification Institute (HRCI) programs in Salt Lake City. These courses prepare practicing HR Managers to take the Human Resource certification exams. Approximately 400 practicing human resource professionals have taken our certification course since 1995. Our presence has increased USU's visibility and goodwill in the Salt Lake City area, particularly among human resource practitioners working in major companies in the Greater Salt Lake City area. As evidence of the quality of this program, our students' pass rate on the national HRCI exam was 92%. The national average was 70%.

Currently, the MHR Department at Utah State University offers the only Master in Science degree in Human Resource Management in the western United States, excluding California. In the short run, the Department of Management and Human Resources aspires to be recognized as the premier Human Resource Management program in the Western United States similar to the prestige enjoyed by Cornell University and Purdue University in the East and Midwest, respectively. In the long term, it seeks to have a national reputation in Human Resource Management.

School of Accountancy

The Utah State University School of Accountancy enjoys a reputation as one of the very good accounting programs in the nation for several reasons. The School was admitted as a member of the Federation of Schools of Accountancy in 1983 (currently there are only 90 full members) and has special accounting accreditation by the AACSB International, the latest successful review having been conducted in 1997.

While the School of Accountancy awards a traditional bachelor's degree in accounting, it has recently been approved to award a degree in accounting information systems. The School's degree programs allow students to conveniently tailor their individual studies by selecting options that result in minors in other business subjects. It is one of only a very few schools offering a minor in personal financial planning. The School also offers a minor in accounting. The School awards a master's degree in accounting (MAcc) with several specializations, and offers an

accounting specialization in the College of Business MBA program (MBA-Accounting). At least partly due to these multiple and highly flexible offerings, the School has not suffered the drop in enrollment of student majors that many other accounting programs throughout the country have experienced in recent years. Indeed, the School of Accountancy has increased student enrollment.

The School of Accountancy is one of relatively few accounting schools receiving on-campus recruiters from all of the Big Five accounting firms as well as governmental, corporate, and professional organizations of local, regional, and national stature. The School has consistently placed more than 90 percent of its graduates in accounting-related professional positions or in graduate schools.

Members of the School of Accountancy faculty have for many years assumed locally, regionally, and nationally prominent leadership positions in academic, professional, and business organizations. For example, one faculty member was selected above individuals from other highly prominent programs for a two-year appointment as the faculty resident for the Institute of Management Accountants. Another member of the School of Accountancy faculty recently served as national president of Beta Alpha Psi, the national honors fraternity of financial professionals; and as a member of the AACSB Accounting Accreditation Committee, the chief accreditation body for programs of accountancy internationally. Another faculty member recently served as the President of the Western Region and National Program Chairman of the Decision Sciences Institute and currently serves as President of the local chapter of the Utah Association of Certified Public Accountants (UACPA). Another member of the faculty recently served as national chairman of the Certified Financial Planner Board of Examiners and as a member of the Certified Financial Planner board of Governors. Other faculty members serve on committees and in various other capacities in local, state, and national professional organizations.

USU's Beta Alpha Psi chapter, established in 1977, and the Institute of Management Accountants student chapter, established in 1984, have distinguished themselves among the premier student accounting organizations in the nation. USU students consistently compete successfully in regional and national student competitions sponsored by these and other organizations. In Fall 2001 both USU undergraduate and graduate student tax teams placed among the top ten teams in the nation in the Andersen Tax Challenge case competition sponsored by Andersen LLP.

The School of Accountancy also has appointed and meets semi-annually with an active Advisory Board comprising professional accounting and business executives to review and advise the School in its programs.

All tenure track faculty members are active in the conduct and dissemination of scholarly research and writing, some of which has received national and international honors. As confirmation of the School's stature in the state of Utah, the leadership of the Utah Association of Certified Public Accountants (UACPA) chose USU to deliver an MBA program, taught on site at the UACPA offices to practicing professional accountants and others seeking graduate education.

Appendix B: Shingo Prize Introduction

The College of Business co-sponsors the Shingo Prize for Excellence in Manufacturing, an award and recognition program for manufacturers in the U.S., Canada and Mexico. In 2000 Business Week magazine dubbed the award the “Nobel prize for manufacturing” and noted that the award recognizes “sites that have achieved dramatic performance improvements.” Three prestigious non-profit organizations serve as sponsors: Society for Manufacturing Engineers, APICS and Association for Manufacturing Excellence. The program is named after Shigeo Shingo, a Japanese industrial engineer who wrote over 25 books in Japan with six being translated to English and three translated to multiple languages. Dr. Shingo has been described as an “engineering genius” who helped create and write about many of the revolutionary manufacturing practices which comprise the renowned Toyota Production System, now commonly referred to as “lean manufacturing.”

In 1988, Utah State University recognized Dr. Shingo for his lifetime accomplishments with an Honorary Doctorate in Business. The Shingo Prize Model serves as a world-class manufacturing model for business improvement as well as the criteria for prize evaluation of companies seeking Shingo Prize recognition. The model promotes lean/world-class business practices that result in world-class performance and the ability to compete globally. A renowned Board of Governors representing Ford Motor, Lockheed Martin, Toyota Motor Manufacturing, Kentucky, Delphi Automotive, Boeing, Maytag, O. C. Tanner, among others, serves as an oversight board and ratifies prize recipients. A Board of Examiners consisting of over 160 North American practitioners and academicians conduct the evaluation of the business prize applicants.

The process involves two stages: 1) 6-8 examiners reading and scoring a 100 page achievement report submitted by the applying company, including a recommendation for a site visit; and 2) 4-8 examiners participating in a 2-3 day site evaluation visit to verify, clarify and amplify the achievement report if recommended in stage one. A total of 12 current College of Business faculty and 5 professional staff have participated on the Board of Examiners. Since 1989, a total of 83 plants or companies have been awarded a Shingo Prize for Excellence in Manufacturing from Utah State University. The Prize has received a record number of applications for each of the last two years, a 40 percent and 66 percent increase for 2002-03 and 2001-02 respectively. The total revenue for fiscal year 2001-02 exceeded \$1.25 million. In addition to the Business Prize, the Shingo Research Prize recognizes and promotes research regarding new knowledge and understanding of manufacturing consistent with the philosophy of the Business Prize model and guidelines. Awards are given in four categories: 1) unpublished papers; 2) published articles; 3) books; and 4) applied publications, programs and materials. Research recipients include professors at Harvard, MIT and Michigan; noted authors like Jim Womack, Paul Hawken, Masaaki Imai and Richard Schonberger; and organizations like the Society for Manufacturing Engineers, Productivity Inc. and Factory Logic Software.

