

College of Business Compact Plan

“Opportunities Multiply As They Are Seized”

Sun-Tzu

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Contact Person:

Caryn L. Beck-Dudley, Dean

435-797-2376

caryn.beckdudley@usu.edu

Vision

The College of Business is a School of Opportunity. It strives to be a highly sought first-rate business school providing a springboard from which students can excel confidently and ethically in a global market.

Mission

The college is engaged in three primary activities: learning, discovery, and outreach. The learning or educational mission is to prepare future managers and leaders to positively contribute in a world community with a quest for life-long learning and self-improvement. The discovery mission is to aggressively support basic and applied research ensuring the continued enlargement of the base of understanding about business, government, and other complex institutions; about the processes of managing and leading; and about the economic foundations upon which they function. The outreach mission is to provide innovative opportunities for the extended community through its own initiatives and through partnering with others.

Introduction

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 the college seeks to be nationally recognized. 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.

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; (4) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (6) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (7) infuse new energy into graduate education on campus, particularly at the doctoral level; (8) foster new partnerships, both internally and externally; (10) launch and complete a successful comprehensive campaign in support of the other nine goals generally and establish the central proposition that, at Utah State, academics come first.

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 six initial programmatic thrusts.

Enhancing Economic Development

Business Incubator. A cooperative project between our Shingo Prize, Partners Program, Entrepreneurship Program, the College of Business, the College of Engineering, the College of Science, 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 a Business Incubator. 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.

Entrepreneurship Program. With the addition of two executives in residence we are in the process of developing a world-class undergraduate program in entrepreneurship. Our

undergraduate major in management has been changed to an entrepreneurship major. The major includes a four course sequence that provides hands-on experiences for our students through extensive coordination with the Technology Commercialization Office. Our course sequence integrates in-class instruction, builds on recently formed linkages with other colleges, and fosters student engagement in real projects. We have obtained external funding from a donor to sponsor our first annual “Entrepreneurship Day.” We will seek to leverage the resources we have acquired to obtain an increased level of external support for the program.

International Initiative. The College of Business is poised to begin a bold new international initiative. This initiative confronts the reality that we are operating in a borderless economy and that business students will need to embrace and interact with the global business environment in which they will live and work. It is clear that current and future employment includes working for international firms, working abroad, working in an industry that competes in a world market and/or managing an outsourced workforce. The College of Business and the Department of Business Administration are currently in the process of implementing a new degree program in international business. No other school in the state offers such a program but having business students conversant and comfortable in this new borderless economy is essential for Utah’s continued economic development. A component of this degree is a required international experience that may take the form of a study abroad, international internships or other similar experiences. With department and additional external funding the Department and College seek to offer unique opportunities to our stakeholders including, students, faculty, university and the state

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.

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.

Lean Certification Program. In partnership with the Society of Manufacturing Engineers and the Association for Manufacturing Excellence, the Shingo Prize has begun to implement a Lean Certification program. The program has been developed with involvement from over 200 lean practitioners throughout the U.S. over the last 2 years. The body of knowledge is the Shingo Prize model and criteria adopted for individual assessment. The certification is the first Lean Professional Certification in the world. This program will further enhance the recognition and prestige of the Shingo Prize.

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 in 2006 cover sixteen states in the United States and Mexico. 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.

Shingo Prize Public Sector Lean Deployment and Support. The Shingo Prize for Excellence in Manufacturing created a Public Sector category in 2005. The Shingo Prize (see shingoprize.org), with its current assessment model, has focused on advancing education and practice of lean management in North American business for 17 years. The Shingo Prize program is clearly at the forefront of Lean Transformation and Continuous Improvement in the United States. With the support of all three branches of the DoD, the Shingo Prize has held two Lean Conferences in conjunction with Ogden Air Logistics Center and held the 1st Annual Public Sector Conference in October 2005 to foster the awareness and initial accomplishments of Lean Management in DoD. From the five Public Sector Applications for the 2006 Shingo Prize, it is estimated that these modest efforts yielded annual cost avoidance of more than \$5 million. Other results include: achieving 100% on-time delivery, reducing flow-days from 15 to 90 percent, and increased output per square foot. The Shingo Prize will seek additional resources in order to capitalize on this opportunity and to create a world renown center.

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 supporting a Ph.D dissertation at the University of South Florida.

Partners in Business Program

The Partners in Business program is one of the college's 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 A School of Opportunity® in terms of management education. The program draws well known speakers to the campus from across the nation and

world who present on topics of Operational Excellence, Accounting, Banking, Customer Service & Marketing, Women in Business, Information Technology and Human Resources. Over 1,500 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, and engage in brochure design and publications, accounting, and web page design and management activities. 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 in Business 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 re-look at its format and its structure. This review will look at a revision 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.

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.

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.

Department Involvement. Currently, the Departments of Management and Human Resources, Business Information Systems and the School of 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.

Business Week. The ASUSU student run Business Week is now being more closely integrated with the Partner's Program. The Partners in Business 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.

Center for E-Commerce: Establish Center of Excellence in Information Assurance

To build on the progress of a developing Center for E-Commerce and to directly and

indirectly support many goals and initiatives in the College of Business and University compact plans, this initiative proposes to further develop a small Center for E-Commerce into a source for security and technology-related education, and certification training. If more funding becomes available, the Center's emphasis will increase learning opportunities for students, create long-term partnerships with business, government agencies, faculty research in the related areas, and advance business practices through technology.

The plans for the Center will strengthen security- and technology-related activities within Utah State University and the College of Business, thus enhancing the "School of Opportunity." The Center plans to encourage, develop, and disseminate curriculum and research that will 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.

Moreover, the Center is developing and administering online computer literacy and technical certification prep training. The Center also has become an official testing center for the IC3 and Microsoft Office Specialist certification exams. The Center supports online, distance, continuing education, concurrent enrollment, and on campus courses alike.

The Center is currently taking a role in the BIS initiative to have a Center of Excellence relating to information assurance. One of the many steps in the process is the mapping of BIS curriculum to the National Security Agency (NSA) standards.

The Environmental University

We will partner with other colleges to promote USU as the Environmental University. The main thrust of this initiative is to create a new center.

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 has partnered with individual faculty in the Colleges of Agriculture, Engineering, Natural Resources, and HASS in ongoing research projects in this area and anticipates 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.

Center for Market Diffusion of Cleaner Technologies. The College is working on establishing a new Center for Market Diffusion of Cleaner Technologies. The main thrust of the center will come from the Renewable Energy for Rural Economic Development Program

(RERED). This program has received two years of federal funding. It will be the foremost resource for the advancement of technical, marketing, and policy expertise for the diffusion of high-performance, cleaner technologies (commonly known as “cleantech”), such as wind power, biomass utilization technology, and other renewable energy sources. These will provide economic development for rural communities throughout the Western United States. This coming year RERED will (1) conduct further technical research on biomass utilization technology and other renewable energy sources to facilitate their diffusion in rural agricultural communities; (2) conduct further market and policy research on the economic development and diffusion of wind power, biomass utilization, and other cleantech innovations and practices; (3) establish a Center for the Market Diffusion of Cleaner Technologies that will provide technical research and marketing and policy resources for entrepreneurs, businesses, policy makers, and educators; (4) expand educational outreach programs for critical constituent groups, including rural communities, the media, public schools, and community economic development groups; and (5) engage in policy outreach to foster collaboration among rural landowners, industry, government agencies, environmental organizations, private citizens, and other relevant stakeholders to overcome identified market barriers for the diffusion of high-performance, cleantech innovations. Currently, a variety of knowledge, perceptual, public policy, and market barriers inhibit the diffusion of cleantech innovations. RERED’s initiatives will overcome these barriers to help revitalize rural community economies.

Student Leadership Development

Dean’s Convocation. Utah State University's College of Business has a long history of producing outstanding graduates who go on to very successful careers. Beginning Fall 2004 we brought back to the Logan campus graduates who are either past or current CEO's of major companies. Beginning Spring 2006 we will bring back successful graduates who are CFO’s of major companies. This will allow our students the opportunity to hear "lessons learned" from some of our most successful alumni.

Creating a School of Opportunity

Strategies	Measurable Outcome	Completion Schedule/Cost
<i>Technologies to Market</i>		
*Business Incubator	Faculty groups meet and work with "angel group"	2005-2006 USU \$1 million-naming opportunity for development
*Entrepreneurship Program	Entrepreneurship Day completion, seek additional external funding	Ongoing; Winter 2006; \$1 million funding opportunity

Strategies	Measurable Outcome	Completion Schedule/Cost
*International Initiative	Approved degree program First College sponsored study abroad-Chile Formalize international intern- ship process Ongoing funding for director and program expansion	Spring 2006 Summer 2006 2006-2008 Ongoing; \$5 million funding opportunity
<i>Shingo Prize for Excellence in Manufacturing</i>		
*Improving Faculty Research Productivity	Increasing the number of research projects	Ongoing
*Lean Certificate	Partner with SME & AME; increase number receiving certification	2006
*State Level Franchises	Continue to monitor the state programs and review expansion opportunities	Ongoing
*Public Sector	Refine Public Sector Category; hold 2nd annual conference	Ongoing; sponsored programs/earmark
*Lean in the EPA	Complete dissertation	2005-2006
<i>Partners in Business Program</i>		
*New Directory	Review focus/hire new director/space renovation	2006-2007
*Partner's Alumni Association	Create Alumni Board	2006-2007, \$10,000 funding-Partners development opportunity
*Dean's Breakfast	Hold breakfast with each seminar	Ongoing

Strategies	Measurable Outcome	Completion Schedule/Cost
*Department Involvement	Increase department participation; explore on- & off-campus seminars	Ongoing
*Business Week Integration	Use Program for Business Week support	Ongoing
<i>Center for E-Commerce</i>	Create Center of Excellence related to information assurance	2005-2006; map curriculum Self Support
<i>Environmental University</i>		
*Economics	Increase graduate student funding	Ongoing
*Center for Market Diffusions of Cleaner Technologies	Establish Center	Ongoing, \$5,000,000 extramural grants development opportunity
<i>Student Leadership Development</i>		
*Dean's Convocation	Identify and invite alumni	Ongoing, development opportunity, paid for by alumni and/or their companies

A-2 Comprehensive Enrollment Management Plan

This second initiative addresses six of the university's goals: (1) enhance the university's reputation for learning, discovery, and engagement; (4) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (6) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (7) infuse new energy into graduate education on campus, particularly at the doctoral level; (8) foster new partnerships, both internally and externally; (10) launch and complete a successful comprehensive campaign in support of the other nine goals generally and establish the central proposition that, at Utah State, academics come first.

The College of Business has moved from one of the most oversubscribed colleges at Utah State University to a College closer to the SCH generation of other colleges. Because of oversubscription, in the Fall of 2003 the College of Business implemented an enrollment management plan. Under the plan, students with a 24 or higher ACT score 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 to be admitted to the remaining available slots. Internally, we are encouraging student to major in under subscribed majors like operations, economics, and

agribusiness. This plan allows us to carefully manage enrollments to meet accreditation and quality standards. Oversubscribed majors such as marketing and finance have added minimum student performance requirements in core business classes.

According to the Blue Book, as of Fall 2005, the College of Business had 1644 undergraduate majors and 190 graduate students. Our student/faculty ratio dropped from 33:1 in 2001-02 to 27:1 in 2002-03. In 2003-04 it dropped again to 25.9. This is still the highest in the university but is much improved over previous years. Our new advising system has improved our undergraduate advising ratio from 544:1 for pre-College of Business majors and as high as 340:1 for our most popular majors, to 400:1. The College of Business also has reduced its SCH generation. For example, according to the latest Blue Book, the College of Business (including Economics) generated 26,858 SCH with a budgeted FTE of 73.69. With our new enrollment management plan, this is a reduction of 46 percent and on pace to meet our enrollment goals.

We are cognizant of our role to provide service course work for non-business majors. We are looking at alternative scenarios like designating one section of several courses for non-majors. This course could be taught in a large lecture hall and would accommodate students who want a business background but choose to major in other areas.

Serving the State of Utah through Distance Delivery of the Bachelors Degree in Business

We have taken the Continuing Education program back into the College of Business. We are in the process of eliminating the various majors that were offered in that program and replacing it with a general business degree, available only through distance education. This move ensures that the program retains a high quality academic experience for students and that the student faculty ratios comply with our accreditation standards.

The College of Business is committed to providing opportunities for students throughout the State of Utah through distance delivery of its undergraduate degree in Business. The Business degree provides a high quality business offering for students in underserved areas of the state, as well as providing an opportunity for older, non-traditional students to complete their degree in their local communities. Courses are offered weeknights each semester via interactive broadcast delivery. Many courses are also available online or through Independent Study.

Major initiatives over the past year have included (1) development of a high quality business curriculum, (2) development of a reliable schedule of course offerings, allowing students to project their individual degree plans several semesters in advance, (3) initiatives to ensure that faculty teaching distance delivered coursework are of comparable quality to those teaching on the Logan Campus, (4) initiatives to strengthen advising of distance business students.

Raising the Quality of our Students

In order to provide 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 wish 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.

Enrollment Caps. The high demand for the college's programs necessitated an enrollment management plan that assured the delivery of high quality instruction and other educational opportunities. In the 2002/2003 academic year the college enrollment management plan allows the college to accept only 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 10 new faculty members or decreasing the number of students by approximately 1,000. We received generous support from the Central Administration in 2003. This support allowed us to hire 3 faculty members. We also hired 2 new advisors which allowed 3 faculty members to reduce their advising load and begin teaching additional classes. Over the next five years, we will decrease the faculty-student ratio to 19:1. By creating a more selective and competitive program, 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 a 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.

Recruiting. The average ACT score for the College of Business was 23.6, which is reflective of the overall university average of 23.5. This year the current ACT score for new students in the College is 26, the highest on campus. We plan to continue to increase the overall ACT over the next five years by restricting enrollments to better prepared students, increasing our recruiting effort at selected feeder schools, and providing more scholarships to well prepared students. Ruth Harrison, director of Undergraduate Programs, is already in the process of working more closely with the director of Recruitment and Enrollment Services. Students, however, will not be officially accepted to a College of Business major until they have satisfied the pre-specialization core requirements.

The college is exploring the possibility of using High School Business Week as a recruiting mechanism. This program was previously co-sponsored by the Salt Lake City Chamber of Commerce but is now sponsored by Workers' Compensation Fund of Utah. Over 100 high school students attend the conference each summer. Currently, the College of Business pays a retired faculty member to help run the business simulation. In the coming year, a new faculty member will be responsible for both Business Week and alumni networking. This combination, hopefully, will help us identify and recruit high school students interested in USU.

Scholarships. The College of Business currently administers 116 scholarships which together represent a total scholarship endowment of \$2.7 million and another \$500,000 pledged. The number of scholarships has doubled over the past three years. In order to attract and retain

high quality students, however, it is absolutely essential that we continue to increase the quantity and magnitude of scholarships.

We will continue our 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 Board 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.

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 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.

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 Multicultural 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 Multicultural Student Services and provide at least one activity each year that is aimed at under-represented populations.

Increasing Student Retention. The college's 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. In 2004 we combined undergraduate and graduate student advising along with Co-op. A naming contest was held and the new center is now called the Career, Education and Opportunities Center, or the C.E.O. Center. Also, we added more full time advisors to the college and created a state-of-the-art advising center. These efforts should improve our student retention. The College also sponsors several active student clubs. It is our belief that active participation in these clubs enhances the long term prospect for student retention. In particular, Beta Alpha Psi (Accounting) and the Society for Human Resource Management (MHR) consistently receive national superior ratings. We have added a Marketing Club to augment the educational experience for students in our largest major.

Time to Graduation. The college's 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 four years of study. Leaves of absence for church or government service, internship opportunities, or other self-development experiences are not included in the four-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 to plan their schedules. The college will participate in the university's four-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.

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 standards. We need to capitalize on our relationships with influential alumni and Shingo Prize companies to elevate 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. Every contact with influential alumni or corporate friends will have two aspects, assistance with placement and financial support for the college. We have instituted a "Dine With Alumni" program and an alumni mentoring program. These programs are aimed at helping students connect with alumni in various areas and in promoting stronger placement opportunities.

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 and ask them 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 we have recently implemented, because those measures will reduce the number of marginally qualified students enrolled in upper division courses.

Enrollment Management

Strategies	Measurable Outcome	Completion Schedule/Cost
Enrollment Caps	Achieve Faculty/Student ratio 19:1	2005-2008
	Increase faculty	Ongoing
Recruiting	Increase ACT scores	Ongoing
	Develop new web site	2006, \$14,000, tuition fees
	Recruit during Business Week	
Scholarships	Raise Existing endowments	Ongoing; \$3,000,000 development Ongoing
	Create new scholarships endowments	\$650,000-development
Student Diversity	Develop recruitment plan	2006-2007
	Attend Business Week - identify students	\$1,000; sponsored programs
	Encourage student clubs	Ongoing
Student Retention	Improve advising access	Ongoing
	Increase student club participation	Ongoing
Time to Graduation	Promote four year plan	Ongoing
	Increase rate to 64 percent	2003-2006; Second Tier; E & G, \$40,000 per advisor
	Increase number of advisors	Completed

Strategies	Measurable Outcome	Completion Schedule/Cost
Placement	Shingo Prize contact Placement Partnerships Dine with Alumni Meet with Recruiters	Ongoing Advancement Board-ongoing Advancement Board-ongoing 2006-2007

A-3 Enhance Graduate Education

The third initiative addresses six of the university's goals: (1) enhance the university's reputation for learning, discovery, and engagement; (4) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (6) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (7) infuse new energy into graduate education on campus, particularly at the doctoral level; (8) foster new partnerships, both internally and externally; (10) launch and complete a successful comprehensive campaign in support of the other nine goals generally and establish the central proposition that, at Utah State, academics come first.

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 109 on campus graduate students. We awarded 255 master's degrees last spring and 3 PhDs. This is a little over one-fourth 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, one goal has been to develop and implement 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 Ph.D. program in Business Information Systems. The proposal is currently on track for approval by the Board of Regents.

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:

Enhance the Quality of the MBA Degree with Focused Recruiting and Retention.

Two years ago we 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, redid our recruiting displays and produced a recruiting CD. Last year we also completed an intensive review of our existing curriculum. 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; (3) institute an ethics component for the MBA program; and (4) continue working on course embedded assessment mechanisms.

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.

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 AMBA 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 the 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. Future career paths of graduates

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.

Graduate Programs in Business Information Systems

The Department of Business Information Systems offers the MS, Ph.D., and M.Ed in Business Information Systems, with specializations in E-Commerce, Management Information Systems, Business and Marketing Education, and Training and Development.

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 will cut each class down from 70-80 to 30-40 both on campus and off campus by 2005. The MS on the satellite will also be phased out, allowing faculty resources to be redeployed to other areas. Another challenge is funding graduate assistantships; this will become even more crucial with the implementation of the new Ph.D. in business. The program is looking at expanding teaching and research opportunities for its Ph.D. students.

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 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 Afeeder 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) Awithin-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 both Provo and Idaho Brigham Young Universities. 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 40 active MAcc students is 582. The School of Accountancy expects to boost its average incoming GMAT score to 610 over the next four 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 to develop an integrated advisement system to manage these processes.

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 five or six students with backgrounds outside of the accounting discipline.

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 (c) by the advancement of School of Accountancy graduates within the hiring organizations.

Masters in Human Resource Management

The MHR Department plans to continue building its masters program in human resource management. 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. There has been substantial progress made towards assessment in the MSHR area.

We will 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.

Graduate Programs in Economics

The Department of Economics offers the MA, MS, and Ph.D. in Economics and the MS in Applied Economics, with specializations in International Trade and Development, Natural Resource and Environmental Economics, Community and Regional Economic Development, and Agricultural Economics. From 2000 through 2005, the Department awarded 9 Ph.Ds and thirty master's degrees. 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 ongoing E&G funds to support teaching assistantships. Students could be cycled between research and teaching assistant support so that each could obtain some teaching experience.

Graduate Fellowships and Graduate Assistant Stipends

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.

Recruiting graduate students for our research programs has become increasingly more difficult as funds to support those students have decreased over the past several years. Further, as we anticipate a new Ph.D. program, graduate assistant’s stipends are an essential component. We are joining with the other colleges in requesting selective investment monies to support graduate assistant stipends.

Graduate Office Space

The college currently has little office space for graduate students. Much of what it does have is undesirable. With the new space plan and a thorough cleaning of existing space, better graduate office space has become available on the first floor. Space is still insufficient and any new plan needs to include additional graduate offices.

Enhancing Graduate Education		
Strategies	Measurable Outcome	Completion Schedule/Cost
Initiate Ph.D. program	Approval of Program	2006-2007
Masters in Business Administration	Curriculum Review	Completed
	Assessment measures implemented	Completed
	Institute new ethics component	2006-2007
	Continue working on course embedded assessments	Ongoing
Masters in Business Information Systems	Enrollment cap	2005
	New assistantships	2005, 5 @ \$15,000; 1 @ \$20,000 Total: \$95,000: E&G, development opportunity
	Cancel MS BIS satellite	2006-2008

Strategies	Measurable Outcome	Completion Schedule/Cost
Masters in Human Resources Management	Refine competency model for assessment New assistantships	Ongoing 2008, 6 @ \$10,000 Total: \$60,000; E & G, development opportunity
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 and Graduate Assistant Stipend	Begin Development Campaign 10 Fellowships 5 stipends	Ongoing 2008 10 @ \$100,000 = \$1 million development opportunity 5 @ \$15,000 = \$75,000
Graduate Office Space	Prepare long-term plan	2003-2006

A-4 Investing in Our Human Capital

This fourth initiative addresses six of the university's goals (1) enhance the university's reputation for learning, discovery, and engagement; (4) strengthen the recruitment, retention, graduation and placement of students, and, as part of that goal, reduce the student-faculty ratio; (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; (6) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (7) infuse new energy into graduate education on campus, particularly at the doctoral level; (10) launch and complete a successful comprehensive campaign in support of the other nine goals generally and establish the central proposition that, at Utah State, academics come first.

For the budgeted year 2003-2004, the College of Business, with Economics, had 68.93 full time equivalent faculty members. In 2004-2005 this number was increased to 73.89. Of these, 14 of the tenure track faculty were female and 4 of our lecturers were female. 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.

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 percent of our permanent faculty. This percentage threatens our accreditation and will need to be decreased during the next several years.

Increasing the Base Salary for Productive Faculty and Staff

While new faculty have been paid close to the median market rate for business faculty in the United States, in general, faculty salaries for associate and full professors in the College of Business hover around the bottom quartile. Staff salaries are not much better. With little hope for E & G needed salary adjustments, it is becoming important that the College address the salary inequities with a short term plan. In 2005 we determined the median market rate for each faculty and staff member. We presented this plan to the Interim Provost and received a portion of the retention money allocated by the legislature. We will continue to work to augment faculty salaries, primarily through the use of private funding.

While salary compression provides a significant challenge for the College it becomes especially critical as the College looks to replace several senior faculty who will retire in the near future. Given the current salary in these lines new positions it will be increasingly difficult to fill vacant lines without a significant contribution by the university to the salary lines.

George S. Eccles Chair

We were gratified to receive our first chair in 2004 thanks to the generosity of the George S. and Dolores Dore Eccles Foundation. The chair was fully funded in 2005 and slated for a capital markets researcher in the School of Accountancy. The job description has been written and a search is underway to identify an appropriate candidate. David Stowell, a prominent alumnus of the College, will be the interim chair until a permanent replacement is hired and will teach his first specialized capital markets class Spring 2006.

Chairs and Professorships

Professorships and Chairs will strengthen a key source of excellence in the college--our faculty. Recognizing the faculty serves as the heart of our college will also help build a lasting distinction at the university. Over the past three years we have funded one chair and five professorships. It is our desire to establish another 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 second 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. In 2005, a new concept piece was written identifying the strategic direction of the College. This concept piece will serve as the framework for future negotiations.

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 Spring 2004 we completed a space plan which resulted in the Shingo Prize and the Partners in Business Program moving to the Merrill Library. It is imperative that a long term plan be completed which will reintegrate the college's outreach and curriculum programs in excellent space. A planning proposal has been submitted to a Utah Foundation which, if granted, will provide the impetus for moving forward on the building addition.

Program Support

Ongoing program support for some of our programs is essential to retain high quality faculty. We will seek additional private support for programs that show a strong likelihood of receiving national attention.

Alumni Network

We have created an alumni network and mentoring program. A faculty member has been identified and is working with the Business Council to set up the program and recruit alumni to participate. The goal of the network is twofold. First, we want to establish placement opportunities for our students. Second, we want to reconnect in a meaningful way with our alumni located throughout the country.

Investing in Our Human Capital

Strategies	Measurable Outcome	Completion Schedule/Cost
Increasing the base salary for productive faculty and staff	Faculty and staff paid at U.S. median range	2005 present plan to Provost, 2006-2008 increase 20% of faculty base rates from retention dollars
George S. Eccles Chair	Hire recipient	2006-2007
Chairs, Professorship	Creation of second chair in COB	2008, \$5 million
	Creation of one professorship per department	Ongoing - 5 @ \$350,000 - total \$1,750,000, development
Naming Gift	College of Business named	\$30 million - development
Building Needs	Create building board	2004-2005
	Space plan/planning grant	2006, \$100,000 in renovation and moving expenses, E & G
	New building addition	2008, \$20 million - development opportunity
Increase Program Support	Seek individual program endowment	Ongoing
Alumni Network	Begin planning process	2006-2007

A-5 Enhancement of College of Business Revenue

This fifth initiative addresses seven of the university's goals: (1) enhance the university's reputation for learning, discovery, and engagement; (2) Expand and diversify the revenues of the university; (3) Adopt new business models that embrace accountability, responsiveness, and efficiency, and a budget process that is responsive to university goals; (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; (6) build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; and (7)

infuse new energy into graduate education on campus, particularly at the doctoral level; (10) launch and complete a successful comprehensive campaign in support of the other nine goals generally and establish the central proposition that, at Utah State, academics come first.

The College of Business is underfunded. As stated earlier, 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 toward 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 analyze 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. This fee will generate approximately \$155,000 this coming academic year. This amount does little to offset the \$216,644 we lost over the last two years. We propose increasing this fee to \$8.00. Assuming no reduction in SCH due to enrollment caps, this fee would generate sufficient dollars to ensure the viability of the College.

Enhancing Revenue

Strategies	Measurable Outcome	Completion Schedule/Cost
Increase Operating Funds	\$8,000 per faculty	2003-2007, \$8,000 @ 60 total \$480,000 annually, E & G, tuition fees
Tuition Fees	Make presentation to Provost on increase	2006-2007

A-6 Development Initiative Recap

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 areas that need 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 ad hoc and haphazard. Many, if not most, of our alumni have not heard from us in several years. To remedy this situation we have already hired an assistant to help the development officer with this task. At the same time that we are updating our records and making personal contact with our alumni we will also be pursuing our priorities. Our major priorities will be to increase scholarship dollars for our undergraduate and graduate students, to 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 Advancement Board 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, 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 larger number of exceptional students, both those 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.

Professorships and Chairs will strengthen a key source of excellence in the college--our faculty. Recognizing the faculty serves as the heart of our college will also help build a lasting distinction at the university. Over the past three years we have funded one chair and five professorships. 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 second 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 list below specifies the development opportunities that we will be pursuing.

As the Shingo Prize for Excellence in Manufacturing enters its 17th year, it is time to look at enhancing its future. Over the past years, the Shingo Prize has moved from dream, to reality, to the ANobel Prize of manufacturing. @ *Fortune*, in an article about three Aelite factories, @ covered both Autoliv (2003 recipient) and Raytheon Missiles (2004 recipient). The vision of the Shingo

Prize is to promote world-class manufacturing and business principles. We are all very excited about the Shingo Prize’s future and passionate about spreading the Shingo Prize principles to an ever wider audience. As we prepare for the future, it is important that we provide financial security for the Shingo Prize.

The Shingo office has always operated on a shoestring, with virtually no outside support, other than what it raises each year. We have begun a campaign to establish the following: a Shingo Prize endowment, scholarships for students interested in lean principles and a Chair in Lean Manufacturing. An endowment will give the Prize financial flexibility to pursue new opportunities. Scholarships will allow us to attract highly qualified and interested students. A Chair in Lean Manufacturing would allow us to recruit a top faculty member to help us continue to build the program and give the Shingo Prize greater visibility in a worldwide market.

As we move into a capital campaign and 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 with the appropriate salary. Our second development officer’s primary responsibility is to cultivate donors and work with the individual departments to identify 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-\$5,000,000 per center	Business Incubator, Entrepreneurship, Accountancy, Transfer and Commercialization of Cleaner Technologies program; Cooperative Education; E-Commerce

Program Support	\$ 5,250,000	Enhance programs in ethics, economics, accounting, technology transfer, global, leadership
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Building Addition	\$20,000,000	provide space for existing students and faculty; student placement center
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Shingo Prize Endowment	\$5,000,000	endow chair, provide fellowships
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Total \$84,750,000+ including naming the 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
- \$ Transfer and Commercialization of Cleaner Technologies Center
\$500,000
- \$ Transfer and Commercialization of Cleaner Technologies curriculum
\$300,000
- Shingo Prize Endowment
\$5,000,000

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. The department 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 spun off of the Business Administration department. Most recently, in 1986, the Department of Management and Human Resources was created, leaving the present Department of Business Administration housing the core functional areas of business; operations management, finance, and marketing. These functional areas are referred to as the core of the business enterprise disciplines since all other areas in business either support or track their functions.

The makeup of the Business Administration (BA) Department in the College of Business (COB) challenges faculty to be innovative in their teaching and to take an interdisciplinary approach in their research. As noted, the department houses the core business functions and programs in operations management, finance, and marketing. It also offers undergraduate majors in each of these areas and provides service courses to the COB core curriculum. It has initiated a new, integrated BA major, and a proposed major in International Business awaits the Utah State Board of Regents approval. The department regularly serves approximately 500 majors, with almost 250 graduating every year. It also offers a majority of the courses in the COB's MBA program. This is the largest masters program on campus, accounting for 25-30% of campus graduate program enrollment. The department employs 14 full-time tenure-track faculty, a senior lecturer and an Executive-In-Residence. The office staff consists of an administrative assistant and a student employee whose time is split with the Graduate program.

An advantage of the heterogeneity of disciplines within the department is that the unique grouping of faculty from the core functional areas of business facilitates the cross-pollination of ideas that translate from the classroom into business practice. Our greatest challenge, however, is the small number of faculty in each academic area, which limits the breadth and depth of course offerings characteristic of programs at comparable institutions. To mitigate this problem, each of the functional groups has essentially developed a "lean" approach to curriculum delivery. The challenge and strength of the faculty is their ability to convey a large breadth of knowledge over limited time and classes. This requires a dedication to innovative teaching.

The majority of the department's undergraduate courses are directed at juniors and seniors, either through three core business courses or required and elective courses for specific majors. To the extent possible, core courses (and all specialized classes), are taught by full-time faculty who exhibit an enthusiasm for and detailed knowledge of their subjects. While the teaching philosophies of the faculty exhibit a wide range of teaching styles, there is an underlying theme of **pragmatic teaching**. For example, faculty seek to "give students a relevant, 'hands on' learning experience", "provide students with the tools to learn", and "incorporate 'real world' perspectives". A common goal of faculty however is to teach in a manner that demonstrates respect for individuals and encourages students to actively participate.

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 BA faculty continuously seeks to engage their various constituencies both on campus and in off-campus programs and community outreach. Recent highlights include the following:

Faculty and students have presented seven "Undergraduate Research Day Posters." Dr. Ken Bartkus has sponsored three such projects and he and Dr. Hills continue that tradition this year. Drs. Stephens, Kannan and Kwag have each sponsored one. Two projects were based on undergraduate honors projects, two were accepted for presentation and publication in the proceedings of the National Conference on Undergraduate Research, and another was included in the USU Student Showcase highlighting undergraduate research. In addition, Drs. Hartman and Stafford sponsored a USU Spring Poster Exhibit, and Dr. Bartkus was named COB Undergraduate Research Mentor of the Year. The department is committed to helping our best undergraduates participate in quality research projects.

Dr. Vijay Kannan is the Director of COB International Programs. In this position, he seeks to identify both teaching and learning opportunities for faculty and students. Dr. Kannan has been responsible for proposing and preparing the ground work for offering a degree in International Business, which, if approved, will be the only such program in the state of Utah. As a part of this program Dr. Kannan will lead a business study abroad program in Chile this summer.

Dr. Stacey Hills' marketing research students have conducted research for Logan businesses (EZ Cord, The Logan Herald Journal) and on-campus entities (Aggie Athletics, Junior Engineering, and the Innovation Campus). In 2004, students worked with EdVenture Partners and Citibank Corporation to develop and implement advertising to raise awareness on the importance of good credit. The "Credit Crusader" campaign generated over 4 million advertising impressions and provided 2000 students with access to information to improve their personal credit. The project was cited by Citibank representatives as "one of the most comprehensive and detailed projects performed by students in the program." Last fall, students worked with Apple Computer Corporation and presented their final projects to top executives of the company.

Faculty members in operations (Dr. Atwater) and Marketing (Dr. Hills) have established an alliance with the manufacturing engineering group of the College of Engineering. This allows synergies to be generated from limited resources in both areas, and offers students a wider diversity of courses and a richer educational experience. For example, engineering and business students worked together to analyze the development and production of a cost effective scissor. The marketing and operations groups also participated in a joint project to evaluate the operations of Aggie Ice Cream.

Marketing faculty members (Drs. Hartman and Stafford) have been engaged in state and national level educational outreach efforts concerning environmental marketing. These have included participation in the "Winds of Opportunity for Utah", and membership on the "Utah House" Board of Directors. The faculty members were awarded a \$500,000 Congressional Earmark grant to investigate alternative energy, and an additional \$500,000 to establish a "Center for the Market Diffusion of Cleaner Technologies. These grants will offer opportunities for student research and community/national educational outreach.

Dr. Drew Dahl has achieved the Certified Financial Analyst (CFA) designation. This entitles him to offer, annually, five scholarships to students taking the first of three exams necessary for CFA certification. An alumnus of the department who has the CFA designation has offered two additional scholarships to the department. Thirteen students have been sponsored over the last three years. Another finance faculty member (Dr. Kwag) is preparing to take the CFA examinations, and if successful, this will increase the number of scholarships to twelve. Starting next year the department will fund, subject to budget constraints, remaining exam costs that are currently the responsibility of the student.

The BA Department supports two thriving student organizations, the Finance Club and the American Marketing Association (AMA) Student Organization. The Finance Club has 25 regular members who manage a \$50,000 portfolio donated by the investment firm D.A. Davidson. Half of any money the club makes over \$50,000 is returned to the club and used for scholarships. Two \$500 scholarships were awarded last year with an additional 4 scholarships awarded this year. The club also sponsors several guest speakers each year. The marketing club has 21 members who are also members of the AMA. Club members have split into teams and are working on projects to help promote a new cheese product from the USU dairy and two service projects; a dance and a battle of the bands.

The Department of Business Information Systems

The mission of the Business Information Systems (BIS) Department is to provide education for and about business with an emphasis on business information systems. The Department offers bachelor's degree programs in Business Information Systems (with emphases in Management Information Systems, Electronic Commerce, Training and Development, and Business Information Technology and Education (formerly Business Education.) The Department offers a master's degree program in Business Information Systems (with emphases in Management Information Systems, Electronic Commerce, Business Education, and Training and Development.) The Department offers an interdepartmental Ph.D. and Ed.D. program through the College of Education.

Departmental Ph.D. qualified faculty's responsibilities are teaching (50%), research (40%) and service (10%.) In addition, faculty members provide oversight and content to all distance and continuing education BIS courses offered through USU's University Extension to numerous sites throughout the State of Utah.

Departmental goals and objectives support the mission of Utah State University and the College of Business. Constituents in partnership with the BIS Department include the four other departments in the College of Business (Accounting, Business Administration, Management and Human Resources, and Economics) and the College of Education. The College of Education has a 34 year relationship with the BIS Department through the interdepartmental doctoral program. Also, several years ago the BIS Department started a successful electronic commerce center. While still in its infancy, the center has many benefits for the Department, College of Business, and the University.

The BIS Department currently has excellent programs that enhance the College of Business's forward momentum to become a top 50 business school in the next ten years. It is supportive of the enrollment management plan, AACSB accreditation preparation, and central advisement. However, the department needs operating and other resources to provide exceptional

undergraduate and graduate programs to attract top students, faculty, and to continue to be recognized as one of the highest quality BIS departments in the West. We also want to increase its national stature by offering forward looking programs and current technology inclusion in all classes in the BIS Department curriculum.

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's 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 faculty regularly meet and actively seek ways to improve the department and its programs.

As part of our strategic plan we have determined that we will seek to achieve and maintain excellence in two principle areas: human resource management and entrepreneurship. Currently, the department offers an undergraduate degree in human resource management. In addition our undergraduate degree in management has been converted to an undergraduate degree in entrepreneurship. We offer the Master of Science-Human Resource Management on the Logan campus 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 and through continuing education. The Department also provides significant course work for all the undergraduate degrees offered 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 the Department of Management and Human Resources faculty 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 with a broad liberal education and 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 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 11 faculty members are past recipients of the College of Business Teacher of the Year award.

Besides the regular teaching assignments, many faculty members also teach in support of the MBA and MSHR programs. During the past academic year our faculty have taught 20 courses on the satellite and off-campus in the alliance programs. These programs bring with them increased graduate student tuition revenues. 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. 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. 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 percent. The national average was 70 percent.

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. It is developing a national reputation in Human Resource Management.

School of Accountancy

The USU School of Accountancy continues to enhance its reputation as one of the premier accounting schools in the Intermountain West. The School was admitted as a member of the Federation of Schools of Accountancy in 1983 and has special accounting accreditation by the AACSB International, one of only 168 accounting schools with this distinction.

The mission of the USU School of Accountancy (SOA) is to: (i) develop effective accounting and business leaders who are committed to professional excellence and ethical conduct; (ii) advance accounting knowledge through theory development and accounting practice improvement; and (iii) provide leadership and service to our university and professional community. The SOA provides excellent accounting preparation for entrants into professional accounting careers. The SOA strives to enhance the quality of its programs through the establishment of quality-focused processes in the areas of recruitment, instruction, discovery, and placement. SOA students are shaped by a strong culture and shared values that reinforce professional character, stimulate a commitment for lifelong learning, increase professional and social competence, and connect students to the professional network. School of Accountancy faculty members engage in relevant discovery activities that expand the theoretical framework of accounting, transform accounting and business practices, and enrich the teaching and learning process. The SOA works closely with the professional community to ensure that its programs are current and relevant. It 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.

The School of Accountancy awards a Bachelor's Degree and a Master of Accounting (MAcc) Degree. The MAcc program has been designed to meet the 150-semester hour requirement for sitting for the CPA examination. MAcc students may select one of five specializations in their graduate accounting program. In addition, the School of Accountancy supports an accounting specialization in the USU MBA Program. It also offers a minor in accounting and is one of only a very few schools offering a minor in personal financial planning.

The School of Accountancy has assembled an excellent faculty who are active in the conduct and dissemination of scholarly research and writing, some of which has received national

and international honors. The SOA faculty also possesses excellent professional qualifications and brings significant accounting and business experience into the classroom. Of 15 SOA faculty members, 11 are Certified Public Accountants (CPAs), two are Certified Internal Auditors (CIAs), two are Certified Management Accountants (CMAs), one is a Certified Financial Planner (CFP), and one is a member of the bar. 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.

For its commitment to fostering a culture of teaching excellence, the School of Accountancy was honored to receive the Utah State University 2004 Department Teaching Excellence Award. In 2003, the inaugural year of the award, the SOA was one of six finalists for the award. Compared to the University, the SOA's average student evaluation scores for the decade have been higher in 24 of the last 37 academic terms and the same in eight others. The SOA surpassed the College of Business average in 32 of those 37 terms and tied it in two others.

Members of the SOA 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 SOA 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 Associate Program Chair for the Decision Sciences Institute Annual Meeting. Several faculty members have served as President of the local chapter of the Utah Association of Certified Public Accountants (UACPA). Two current faculty and two emeriti faculty have been awarded the UACPA Accounting Educator of the Year Award. Another member of the faculty recently served as national chairman of the Certified Financial Planner Board of Examiners.

The School of Accountancy has been successful in attracting very strong students into its programs. In 19 of the last 26 years, accounting graduates have been valedictorians for the College of Business, even though accounting majors constitute only about 20 percent of the COB student body. Accounting majors have been selected as COB Scholars of the Year in 12 of the last 21 years. In 2003, the Valedictorian and the Scholar of the Year were *both* accounting majors. The quality of graduate students in the SOA continues to rise. The average GMAT score of this year's entrants into the MAcc program is 600, rivaling that of many prestigious institutions.

The School of Accountancy has invested heavily over the years in providing professional networking opportunities for its students. It sponsors three nationally recognized student organizations that allow students to interact with the professional community. The SOA'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. Beta Alpha Psi has been honored as a Superior Chapter each year since its inception—28 consecutive years, the longest streak in the country. The IMA chapter has received national recognition by earning the Gold Certificate of Excellence in 14 out of the 15 years of its existence, and each year since 1995. The Financial Planning Student

Association (FPSA) was the first student organization of its type in the nation.

USU students consistently compete successfully in regional and national student competitions. The graduate student tax team has placed among the top six teams in the nation at the Deloitte Tax Case Study Competition for the past four consecutive years (2002-2005). The undergraduate team was a national finalist in 2003 and 2004 and was given an honorable mention in 2005.

The SOA is one of relatively few schools receiving on-campus recruiters from all of the Big Four accounting firms as well as governmental, corporate, and professional organizations of local, regional, and national stature. The School has consistently enjoyed strong placement of its graduates in accounting-related professional positions or in graduate schools. Our graduates have readily found employment in local, regional, and international accounting and consulting firms, major corporations, and government agencies. Many of our alumni have distinguished themselves by becoming partners and other chief executive officers in these organizations. Currently, an SOA alumnus, James Quigley, serves as CEO of Deloitte USA.

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 200 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 130 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 2004-05 exceeded \$1.5 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.

In 2005, a Public Sector category was established primarily for Department of Defense Depots. Five Depots were recognized in 2005. Below is the Shingo Prize strategic plan.

The Vision of the Shingo Prize is to be the "Nobel prize" in Manufacturing, grounded in Lean Enterprise management leading to World-Class and globally competitive business.

The Mission of the Shingo Prize for business, the public sector and research is to:

- Facilitate increased awareness of excellent-to-world-class manufacturing practices and techniques that maintain and enhance an organization's, private or public, competitive position in the global marketplace.
- Foster an understanding and sharing of successful core manufacturing and business improvement methodologies.
- Encourage research in all aspects of manufacturing by both academic and business practitioners.

The primary Strategies include:

- Continue and enhance the process and prestige of the Business Prize, including the involvement of new companies in the Prize process.
- Establish the prestige of the Public Sector Prize commensurate with the Business Prize and revise the Criteria consistent with the Public Sector, including involvement with all three militaries and other public sector organizations.
- Continue and grow the participation of lean practitioners at both the Business and Public Sectors annual conferences.
- Continue and grow the number and amount of donation for Conference Sponsors.
- Continue and grow the number of Shingo Prize sponsored Workshops and Seminars focused on customer needs.
- Support and monitor the Lean Professional Certification program of the Society for Manufacturing Engineering, the Association for Manufacturing Excellence and the Shingo Prize for Excellence in Manufacturing.
- Standardize and continue to grow the Franchise Agreements for State Level awards in the U.S., Canada and Mexico.
- Further enhance the process and recognition of the Shingo Research Prize.

- Assess the customer requests to broaden the scope of coverage of the Shingo Prize to other countries, logistics in government, health care industry, etc.
- Continue to address staff assignments, responsibility and deployment to fulfill the above strategies.
- To continue to explore with both the College's of Business and Engineering the role and scope of Lean Enterprise Management in both the curriculum and in faculty research.

If the Shingo Prize continues to improve each year consistent with the level of continuous improvement each year since the Prize was begun in 1988, the prestige and financial viability of the Shingo Prize will be assured.

