



**COLLEGE OF BUSINESS & MANAGEMENT
STRATEGIC PLAN
2006**

Preparing Tomorrow's Leaders Today

**UNIVERSITY OF ILLINOIS
SPRINGFIELD**

EXECUTIVE SUMMARY	3
SECTION 1: PURPOSE	7
MISSION	8
VISION	8
CBM VALUES AND PRIORITIES	8
MANDATES IMPACTING THE COLLEGE OF BUSINESS AND MANAGEMENT	9
SECTION 2: STRATEGY	9
DEFINING THE UIS CBM MARKET	9
ENVIRONMENTAL ASSESSMENT.....	10
FACULTY ASSIGNMENTS AND STUDENT ENROLLMENT	11
COMPETITIVE ENVIRONMENT	12
<i>CBM Strengths</i>	14
<i>Weaknesses</i>	15
<i>Opportunities</i>	16
<i>Threats</i>	17
GOAL #1 - TEACHING AS A DISTINCTIVE COMPETENCE	17
GOAL #2 – FOSTER A CULTURE OF EXCELLENCE IN TEACHING, SCHOLARSHIP AND SERVICE	19
GOAL #3 – A COMMITMENT TO THE RECRUITMENT AND RETENTION OF STUDENTS	20
GOAL #4 – STRENGTHEN TIES WITH EXTERNAL COMMUNITIES	23
GOAL #5 – ACHIEVE AND MAINTAIN AACSB ACCREDITATION.....	25
SECTION 3: RESOURCES PLAN FOR ACHIEVING THE GOALS.....	26
<i>A. Human Resources</i>	26
<i>B. Financial Support</i>	27
<i>C. Student Support</i>	28
<i>D. Technology</i>	28
<i>E. Facilities</i>	28
RESOURCE PROCUREMENT STRATEGY	28
SECTION 4: MONITORING/ EVALUATION OF CBM EFFECTIVENESS	29
GOAL #3 – A COMMITMENT TO THE RECRUITMENT AND RETENTION OF STUDENTS	32
GOAL #4 – STRENGTHEN TIES WITH EXTERNAL COMMUNITIES	33
GOAL #5 – ACHIEVE AND MAINTAIN AACSB ACCREDITATION	34
<i>A. Internal Reviews</i>	35
<i>B. State of Illinois</i>	35
<i>C. Accreditation</i>	36

CBM Executive Summary

This strategic plan is the result of many inputs from diverse stakeholders of the College of Business and Management (CBM) at UIS. Regional and international business owners; accomplished alumni employed in government, nonprofit, and business sectors; current students; faculty and staff from Springfield and Peoria; and Deans from AACSB accredited Colleges of Business and international professionals--all had a part in shaping the plan. The strategic plan is not an administrator or faculty or staff, or student or stakeholder plan. It is a joint plan and can only be achieved by leadership and effort of all stakeholders.

A common theme emerged—a sense of business is not being done as usual. The world of higher education is changing and we are also changing. The world has shrunk and is becoming flat, interconnected and interdependent. Technology is advancing geometrically. Our inputs are not the same as ten years ago (new freshmen) and the same outputs are no longer satisfactory. Students will have careers in a dynamic, new frontier environment. As university educators, we must seek to provide our students with what they need to enter and advance in this flat, smaller, interconnected world.

We must develop ourselves, our resources, and our infrastructure to meet our responsibility to our stakeholders. The initial steps may appear small, but each is significant. The most common perception is of optimism and excitement. The College is in the final stages of AACSB accreditation. The self-evaluation report is being written this summer and a peer review team is scheduled to visit the campus in February 2007. Faculty are motivated to go to a higher level in teaching, scholarship and service. For example, the expanding freshman class with more traditional students on campus must be addressed in academic programs and delivery of courses. The College now has three academic programs on-line and they are MIS, Business Administration and Economics. These programs and other expansion using technology can put the CBM within reach of becoming one of the top ten AACSB accredited providers of online business programs. The college will offer a blended MIS Program (i.e., on-line and in person) in Dalian, China in 2007. The Center for Entrepreneurship will influence economic and business development in the region, and more! For example, under the Center an economic impact study has been completed for a new \$1.2 billion investment in the State.

The college will continue to build on its heritage of excellence by meeting the challenges, including a tradition of providing a first-rate education for adult learners; an exceptional CPA pass rate among accounting graduates, outstanding placements for MIS graduates, and high levels of employer satisfaction with CBM intern/AST students and graduates.

Mission

The College of Business and Management offers business programs and education based on market needs, which prepare traditional and nontraditional students for careers and/or advancement, in corporate, government, and nonprofit organizations regionally and increasingly nationally and internationally.

Vision

The College of Business and Management will grow in stature among peers, faculty, students, alumni,

and its stakeholders. It will become the preferred choice within the region and increasingly beyond for a high quality and relevant business education for undergraduates, graduates and individuals wishing to continue their professional education. The College will use technology to accomplish its mission with online offerings serving new markets that include those who cannot attend on-campus classes by geography or personal needs. Graduates of CBM degree programs will be sought after by regional employers and increasingly those outside the region. Prospective faculty will view CBM as an attractive employer that will contribute to their careers and sustain their development as teacher/scholars. CBM will establish a reputation for expertise in selected areas of instruction, scholarship and service to the local community and well beyond.

Competitive Analysis/Distinctive Competencies

The College of Business and Management has characteristics of high quality business colleges – qualified teacher/scholars who are academically and professionally qualified in their fields; quality graduate and undergraduate programs; smaller class sizes; most courses taught by full-time faculty; and exceptional infrastructure that includes a state of the art classroom and office building and technology support for classroom and online delivery of courses. Experiential learning offers a strong practical component to the business education students receive and creates constructive relationships with regional employers. As a public institution, CBM tuition compares favorably with regional institutions. With AACSB accreditation, CBM will have a definite advantage as a high quality, lower cost AACSB accredited provider of on campus, off-campus and online Business education. Compared to the top ten providers of online business undergraduate degrees nationwide, e-tuition places the CBM as the low cost provider of online undergraduate education.

Goal #1 - Teaching as a Distinctive Competence

The UIS College of Business and Management will be known for the quality of its teaching and for its accountability to that mission. Recognizing its importance to effective learning, teaching will be the first priority of our attention. It is our most important measure of faculty competence. Teaching and learning are dependent on faculty and staff who are engaged in their disciplines through scholarship and applications in the real world. Faculty and staff embrace the fact the world of learning is dynamic in content, applications and practices.

Goal #2 – Foster a culture of excellence in faculty engagement professionally, in teaching and learning, scholarship, relevance, outreach to stakeholders and service.

Foster a work environment and ethos that supports an achievement oriented faculty and staff that is engaged in professional growth and works to demonstrate excellence in teaching and learning outcomes, scholarship, relevance, outreach to stakeholders and service. Provide the environment and help for faculty, staff and administrators to obtain the necessary resources to meet this goal. The goal is to be a role model of how business should operate in the public and private sectors in terms of work environment. This goal is a group and individual goal of each individual in the College.

Goal #3 – A Commitment to the Recruitment and Retention of Students

The College of Business and Management prides itself in going beyond the norm to make it possible for more Illinois residents and those in other states or nations to obtain a quality and relevant education, regardless of their location or scheduling constraints.

Goal #4 – Strengthen Ties with External Communities

The College of Business and Management will strengthen its relationships with external constituents, including area businesses, governmental organizations, not-for-profits, peer and feeder institutions, and UIS alumni in the region and beyond, including internationally. This goal includes strengthening the outreach to the greater Springfield and Peoria metropolitan areas for MBA and other degree and certificate programs, customized to meet business, government agency and health service employers and going well beyond these locations to Asia and Europe.

Goal #5 – Achieve and Maintain AACSB Accreditation

The College of Business and Management is committed to the successful completion of its quest to be accredited by the American Association of Collegiate Schools of Business, which will immeasurably increase its stature among its peers, as well as the value of their education to its graduates. It is in the final stages of accreditation with the peer review team visit in February 2007.

Resource Needs

The CBM Strategic plan highlights required resources related to human resources, finances, student support and technology. All stakeholders share equally in attracting new resources and the use of resources. Human capital is a competitive advantage for the CBM. While fiscal resources often dominate “needs,” human resources such as motivated, achievement oriented, and energized people to deliver the mission and aspire to the vision are essential. No amount of money can replace what our faculty and staff can contribute. To maintain that advantage the college must continue to attract, motivate, develop, and invest in faculty, professionals and staff. This requires money, role models, and an environment which allows faculty and staff to accomplish the mission. Only through excellent human resources will the CBM be able to maintain, advance and expand academic programs, provide outreach to the business, government and non profit sectors, and pursue new initiatives such as the Center for Entrepreneurship, a Nanotechnology Policy Center, or expanded online offerings. CBM recognizes that faculty, staff and administrators must share equally in the pursuit of increased resources from a variety of sources.

Support for student scholarships will enable the CBM to compete for and attract the highest quality undergraduate and graduate students. As the CBM enters new markets, scholarships can provide an incentive for students to take special note of the College of Business and Management at UIS. CBM resource needs go beyond faculty to staff professionals who provide the infrastructure to support stretch goals.

Advances in communication and education technologies make it imperative that the CBM regularly update technology including faculty computers, laptops, etc. Furthermore, faculty and staff must be provided with opportunities to retool and maintain their own currency with the use of information technologies—especially those used by student populations. Faculty and staff can seek grants and other opportunities to assist in their development.

Summary

This plan envisions a future of an AACSB accredited College of Business and Management which is in sync with a dynamic, global business environment. It is a challenging future with ambitious goals

related to teaching, scholarship, service, relevance and commitment to academically adapt to the continually emerging technologies and changes in business. Our plan has implications for students; faculty and staff; members of the business, government, and not for profit sectors; and the communities we serve. In the course of implementing our ambitious plan, students will benefit from high quality programs and effective use of resources and technology. Faculty and staff will benefit from the increasing quality of academic programs, students and increasing resources available for professional development. Our external stakeholders and expanding communities will increasingly view the CBM as having a broader economic, social and educational impact in the region and well beyond. In summary, the College of Business and Management will become widely known for “Preparing Business Professionals to Advance and Make a Difference in a Global Economy.” Historically this focus was for the region, which remains critical to CBM, and now extends well beyond. We truly believe that the region and Illinois are flat and CBM extends this operating principle to a world that is increasingly flat without borders in economic and business terms.

Introduction

The College of Business and Management (CBM) faculty began updating the strategic plan in 2002, as part of preparations for an AACSB self study and accreditation review. Then in 2003, the campus engaged in developing a vision for the campus and each unit. After this was completed in October 2003, a Strategic Planning Committee engaged in developing a strategic plan. The College was ahead of the campus and UI. In order to be in sync, the College waited until UI and the Campus completed strategic plans. It was then that the Dean’s Cabinet, the College Executive Committee, and faculty representatives met during February and March 2006 to revise the Strategic Plan for the College and ensure it complimented the plan at the campus level. The committee discussed the mission, strategic issues, goals, competition, strengths, weaknesses, opportunities, and threats. The goals were defined and stated in terms of the outcomes necessary to identify accomplishments.

The College of Business and Management evolved over four decades from the two-year upper division business and management majors at Sangamon State University to a four-year undergraduate program topped by three Master’s programs offered in Springfield and Peoria and online (MIS, MS and Minor). UIS offers undergraduate degrees in Accountancy, Business Administration, Economics and Management, and Master’s degrees in Accountancy, Business (MBA) and Management Information Systems. Regionally accredited since the 1970’s, CBM has completed the self-evaluation year, has a peer review team, and is in the final stages of AACSB accreditation that places the college in the upper tier of research-based, highly esteemed scholarly programs in Business Administration. From essentially a central Illinois regional university, CBM now recruits students from China, France and Vietnam, and sends UIS MBA students to China and France for studies in globalization in a flat world. The successful online degree programs, beginning first with MIS in 1998 and in 2006 adding Business Administration and Economics, will make additional UIS CBM courses and degree programs available to students in other states and nations. CBM will expand graduate programs in Peoria (with Caterpillar, State Farm and other programs) and Decatur (with ADM) and selectively in Lake County for companies whose employees seek business certificate and degree programs.

CBM will expand the reach of the new Center for Entrepreneurial Development and intends to pursue federal and private funds for an institute for Nanotechnology, documenting the transfer of technology to

corporations and identifying public policy issues (education, labor, the environment and others) for state and federal policymakers. CBM and other faculty are doing applied research on energy strategies including coal conversion, hydrogen gasification, nano-technology and other technologies to attain greater competitive advantages for Illinois and the U.S. Faculty currently have contracts and grants in these important policy and research areas which are at the nexus of the public and private sector's interests.

Section 1: Purpose

Within central Illinois, CBM programs serve the headquarters of most state agencies, two global corporations--ADM and Caterpillar, and several national insurers--Horace Mann, AIG, and State Farm Insurance. In addition, Illinois has more than 30,000 employees in the public sector, more than 200 not for profit organizations (i.e., associations) and a major health care industry with over 30,000 employees. As such, the College of Business and Management is located at the intersections of the public and the private sectors of the economy. CBM has a special opportunity to realize its vision of preparing graduates for careers in either the public or private sectors, and sometimes both. While the region is a critical partner, we look beyond the region to the state, nation and internationally. We know the world is becoming flatter and globally engaged. As such, we will prepare our students to function in the region and well beyond as business professionals with careers in a dynamic world.

CBM will accomplish this by:

- Engaging the public and private sectors through our faculty, students, alumni, employers and other stakeholders,
- Encouraging faculty members to strengthen their work with students through individualized teaching and learning in the classroom; in the workplace through AST placements; through collaborative partnerships; by conducting research within their disciplines, applied scholarship, and community service,
- Motivating students in their courses, applied studies, and supervised internships, through practical application of course concepts, through collaborative learning with peers, both in the class, and in the field,
- Communicating with the more than 20,000 CBM alumni, linking them to faculty and with students, as a resource to reach out to the public and private sectors,
- Committing the College to partnerships with local, regional, and increasingly national and international organizations and offering faculty resources and expertise, becoming the provider of choice of customized education and training for continuing education, as well as undergraduate and graduate studies, and being known as a primary provider of high quality students who become high performing employees.

Mission

The College of Business and Management offers instruction provided predominantly by full-time faculty, with programs based on market needs, preparing traditional and nontraditional students for careers and/or advancement in corporate, government, and nonprofit organizations locally, regionally and increasingly beyond, including internationally.

Vision

The College of Business and Management will be the preferred choice within the region and increasingly beyond, including internationally, for a high quality business education for undergraduates, graduates and individuals wishing to continue their professional education. Online offerings will similarly serve those who cannot attend on-campus classes. Graduates of CBM degree programs will be highly sought after by regional employers. Prospective faculty will view CBM as an attractive employer that will contribute to their careers and sustain their development as teacher/scholars. The CBM will establish a reputation for expertise in selected areas of scholarship and outreach.

CBM Values and Priorities

- The highest priority of the CBM faculty is on teaching and learning as engaged and committed Professionals.
- Learning is fostered through continuous development of human resources and enhancement of curriculum and its delivery.

- Programs are delivered primarily by participating faculty with appropriate academic and professional credentials and relevant experience.
- Scholarship is fundamental to maintaining credentials, currency, and qualifications of faculty in their disciplines. Scholarship includes research, publications and engagement with the public and private sectors.
- Service both internal and external to the campus is required.
- Development of students, faculty, and staff in professional competencies and ethics is essential.
- Globalization, technological advancements, and diversity in the workplace are recognized.
- Responsibility to the academy, professions, and internal/external stakeholders is expected.

Mandates Impacting the College of Business and Management

- IBHE policies and initiatives
- University of Illinois statutes
- University of Illinois Springfield mandates and policies, including the UIS Faculty Personnel Policy and UIS Campus Senate Resolutions and University Assembly Bills
- North Central Association
- The Patriot Act
- American Association of Collegiate Schools of Business (AACSB) International Accreditation Standards for Schools of Business
- Illinois Board of Examiners (CPA Exam requirements)

Section 2: Strategy

Defining the UIS CBM Market

The CBM market can best be described as including three segments:

1. Central Illinois, the counties within sixty miles of Springfield and Peoria, where students can either live on campus or drive to a UIS classroom center. This is the traditional base of CBM students, drawing on community colleges such as Lincoln Land and Illinois Central College. More recently, UIS has admitted freshmen and CBM majors are frequently the majors of choice among these more traditional students. Increasingly CBM students will reflect the diversity of Illinois, with increased participation by Hispanic, African American and Asian students and women interested in business and business leadership careers. Increasingly CBM is attracting students from the greater Chicago area and from across Illinois and beyond.
2. International students who learn about the university and wish to study for a summer, semester or take courses towards a degree. Many will enroll from the rapidly growing and industrializing Asian nations, especially China and Vietnam, as well as from Canada and Mexico.
3. Online students in Management Information Systems, Business Administration, and Economics who may take a course or pursue a degree from any state or nation using the technological resources of the university. Currently relationships are being explored to offer a blended graduate MIS program and undergraduate Accountancy program in Hangzhou and Dalian, China.

Environmental Assessment

Employment projections for Illinois and the nation can impact the enrollment outlook for the College of Business and Management. Among occupations that require a bachelor's degree, the "General and Operations Managers" occupation group is projected to have more openings than any other occupation in the state of Illinois. Of the top 25 occupations requiring a bachelor's degree projected to have the most openings through 2012, nearly half of the occupations are directly related to CBM educational preparation including the following occupations¹:

- General and Operations Managers
- Accountants and Auditors
- Computer Systems Analysts
- Telecommunications and Network Analysts
- Management Analysts
- Financial Managers
- Administrative Services Managers
- Computer and Information Systems Managers
- Computer Programmers
- Insurance sales agents
- Human Resource Managers
- Marketing Managers
- Marketing Research Analysts

All of these positions are listed as being in the upper quartile for earnings, with earnings projected to be over \$41,800.

The national outlook for employment shows a similarly optimistic employment outlook for CBM majors through 2014.²

The UIS College of Business and Management undergraduate and graduate programs in Accountancy, Business Administration, Management and Management Information Systems are poised to recruit and graduate students who are well prepared to work in well paid high growth occupations.

According to the IBHE, approximately 163,000 Illinois undergraduates are 25 or older, or about 25% of Illinois' undergraduate population. In most cases these students enroll in college part time so they can accommodate full time employment or parental responsibilities.³ Historically, CBM has uniquely positioned itself to meet the needs of nontraditional students.

¹ Illinois Department of Employment Security, <http://www.careerinfonet.org/oview2.asp?next=oview2&Level=BAplus&optstatus=&jobfam=&id=1&nodeid=4&soccode=&stfips=17&x=47&y=13>

² Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections, <http://www.careerinfonet.org/oview2.asp?next=oview2&level=BAplus&optstatus=&id=1&nodeid=4&soccode=&stfips=00&jobfam=>

³ Illinois Board of Higher Education News Release, http://www.ibhe.org/Media%20Center/2006/HTM/0623_SB2312.htm

Faculty Assignments and Student Enrollment

AY 2003-2004					
	# of FTE Faculty	FTE Adjuncts	Fall 2003 Headcount Majors		Student/Faculty Ratio
			UG	G	
Accountancy	6	.75	175	68	40.5
Business Administration	17	.50	200	136	19
Economics	2.33	.50	18	0	7.7
Management	3	1.50	181	-	60.3
Management Information Systems	6	.50	-	140	23.3
TOTALS	34.33	3.75	574	344	43.9

AY 2004-2005					
	# of FTE Faculty	FTE Adjuncts	Fall 2004 Headcount Majors		Student/Faculty Ratio
			UG	G	
Accountancy	7	1	158	81	31.9
Business Administration	17	.50	200	136	19.5
Economics	2.33		18	0	7.7
Management	3	.50	181	-	55.7
Management Information Systems	5	.75	-	140	26.7
TOTALS	34.33	2.75	557	357	49.2

AY 2005-2006					
	# of FTE Faculty	FTE Adjuncts	Fall 2005 Headcount Majors		Student/Faculty Ratio
			UG	G	
Accountancy	8	1	169	83	31.5
Business Administration	13.5	.50	216	107	23.5
Economics	3.33	-	15	0	4.5
Management	4	-	151	-	35.5
Management Information Systems	8	.50	-	138	16.7
TOTALS	36.83	2	551	328	30.3

As a result of curriculum changes, including adoption of the College core and changes in the MBA curriculum, CBM has experienced flat enrollments and some losses in the management major. In 2006 business administration and economics will enroll 50 additional students in online programs.

Despite a number of faculty retirements and resignations, faculty staffing levels have been maintained and improved in some programs. Important faculty hires have been made during the last three years that have improved the capability of the CBM to offer a broad range of graduate and undergraduate courses in Springfield and Peoria (e.g. International, MIS, Accountancy, and Organizational Behavior).

College of Business & Management Degrees Conferred FY 2000– FY 2005

	2000	2001	2002	2003	2004	2005
College of Business & Management						
Bachelor's Degrees	248	203	214	196	186	203
Master's Degrees	303	261	284	319	350	336

Competitive Environment

Most of the public Illinois universities offer programs in business and management, as do the University of Illinois Urbana Champaign and Chicago. As many as 25% of all undergraduates major in business fields, so competition is widespread. Independent colleges also offer business majors, but the public universities typically enjoy a price advantage.

Colleges/Universities in the UIS Competitive Environment

	NAME	UNDERGRADUATE	GRADUATE	AACSB ACCREDITED
PUBLIC	Eastern Illinois	X	X	X
	Western Illinois	X	X	X
	Northern Illinois	X	X	X
	Southern Illinois – Carbondale	X	X	X
	Southern Illinois – Edwardsville	X	X	X
	Illinois State	X	X	X
	PRIVATE	Bradley	X	X
Milliken		X	X	no
Benedictine		X	X	no
Illinois College		X	no	no
Mac Murray		X	no	no
Blackburn		X	no	no
Robert Morris		X	no	no

The environment for online Business degree offerings warrants a separate analysis. The largest providers of online business programs are not AACSB accredited and many are for profit providers. Cost per credit hour ranges from a low of \$285 for in state tuition to a high of \$600 per credit hour for out of state tuition. The University of Phoenix is the largest provider in this group with 29,945 MBA students enrolled Fall 2004.

Universities Without AACSB Accreditation Offering Online Business Degrees - Top 10 in Enrollments*						
Name	Fall 2004- Online MBA Enrollments	In State Rate per Credit Hour	Out State Rate per Credit Hour	UG	Grad	
Baker College - Cadillac, MI	1,009	\$285	\$285	x	x	
Bellevue University - NE	1,372	\$325	\$325	x	x	
Capella - MN	2,509	\$481	\$481	x	x	
National University - CA	1,569	\$264	\$264	x	x	
Regis University - CO	1,800	\$600	\$600	x	x	
Touro University Intl - CA	2,015	\$300	\$300	x	x	
University of Maryland	5,953	\$353	\$575	x	x	
University of Phoenix	29,945	\$570	\$570	x	x	
Walden	1,636	\$550	\$550	x	x	

*U.S. News and World Report (n.d.) Retrieved on June 21, 2006 from http://www.usnews.com/usnews/edu/elearning/tables/mba_reg.htm

The top 10 AACSB accredited providers of online business programs have more modest sized programs, ranging from 203 to 801 enrollments in 2004. Only two of the top ten universities offer undergraduate programs. The tuition among those institutions ranges from a low of \$497 for in state tuition to a high of \$670.

Upon receiving AACSB accreditation the CBM will have a definite competitive advantage as a high quality, low cost AACSB accredited provider of online Business degrees with its e-tuition of \$201 per credit hour for both in state and out of state students. Of all AACSB accredited providers, only two Texas Universities charge lower in state tuition than the CBM and they do not offer undergraduate business programs.

Universities With AACSB Accreditation Offering Online Business Degrees - Top 10 in Enrollments*					
Name	Fall 2004- Online MBA Enrollments	In State Rate per Credit Hour	Out State Rate per Credit Hour	UG	Grad
Auburn Univ – AL	250	\$546	\$546		
George Washington Univ	414	\$924	\$924		x
Marist College – NY	193	\$600	\$600		x
Morehead State – KY	203	\$315	\$465		x
Pennsylvania State-World Campus	801	\$497	\$497	x	x
UMass Online	265	\$670	\$670	x	x
University of Colorado- Colorado Springs	298	\$512	\$512		x
University of Texas-Brownsville	225	\$113	\$385		x
University of Texas-Dallas	337	\$227	\$501		x
University of Wisconsin-Whitewater	338	\$550	\$550		x

*U.S. News and World Report (n.d.) Retrieved on June 21, 2006 from http://www.usnews.com/usnews/edu/elearning/tables/mba_req.htm

CBM Strengths

Thirty four of the 35 CBM faculty have been evaluated as academically qualified, and one has been determined to be professionally qualified, according to AACSB standards, and 90% of the faculty have published articles in refereed scholarly journals over the last five years.

The Accountancy program traditionally has achieved a high student pass rate on the CPA examination—a recognized external measure of quality.

In July 2004 the CBM moved from temporary buildings to University Hall. UHB is an attractive and functional state of the art office and classroom building that includes wireless connectivity, smart classrooms, computer labs, conference/meeting rooms, and upgraded faculty offices featuring new office furniture and the CISCO digital telephone system. Another benefit of UHB is its central location on the UIS Quad, and its easy access from the library and student residence halls. Relocation to UHB also provides opportunities for the CBM to become more closely affiliated with the faculty of Arts and Sciences, as preferred by AACSB and employers.

Brookens library has an excellent collection of business resources available online and full-text. Students are able to request books and journal items through interlibrary loan at no cost and at a distance so online students are well served with library resources. The library’s “Ask a Librarian” service

provides “instant messaging” or telephone communication opportunities for patrons to consult with a librarian. The Office of Enhanced Technology (OTEL) is a faculty and student centered provider of services related to the development and delivery of online courses. Technology Services are available extended hours through toll free telephone or Internet communications. The CBM benefits from the strength of these campus units, faculty confidence in the professionals who staff these units, and the support they provide for college initiatives.

Two undergraduate programs, Business Administration and Economics, are recruiting fifty new online students for Fall 2006, and the MIS graduate program saw growth to as many as 120 students on-line last semester. Other faculty offer or have proposed blended or hybrid courses with some instructional resources online and some face to face meetings.

UIS is a comparatively small, personal, friendly, campus where students assert, “faculty know my name” and where faculty provide counseling and individual attention to students.

The CBM main campus location in the state capital with its distinctive city culture, business climate, and rich historical heritage centered around Abraham Lincoln and the Abraham Lincoln Presidential Museum.

The campus is easily accessible by rail, by major highways, and electronically through OTEL and the CBM working collaboratively.

Student internships, cooperative education and AST experiences provide a strong practical component to their education and provide opportunities for the CBM to develop productive employer relationships.

The public university tuition is reasonable compared to independent universities.

E-tuition offers a competitive online tuition rate for Illinois and out of state online students.

A student can readily access and combine specific topics/programs – governmental accounting, MIS, business administration, management, economics for a major or minor field of study.

The University of Illinois brand attracts students and prospective faculty to the campus.

Weaknesses

A paradigm shift must occur in planning for the CBM undergraduate curriculum as UIS transforms itself from a 2 year upper division institute to a 4 year baccalaureate degree program.

Linkages between admissions personnel, recruiters and CBM leadership should be strengthened to improve efficiency and information flow among relevant parties.

Articulation initiatives and campus visits to community colleges have not received the attention needed to ensure optimal consideration of UIS and CBM majors by community college students.

More systematic attention must be paid to stakeholder relationships, especially employers, government

agencies, non-profit organizations and alumni.

Student fees assessed of UIS Peoria students may reduce the competitive edge with local private institutions and generate ill-will as these fees are for Springfield services which are inaccessible to Peoria students. Additionally, student fees are seldom paid through employer tuition reimbursement programs.

Students lack a strong sense of what their management degree enables them to do professionally.

Until recently courses and faculty focused almost exclusively on domestic trade and commerce. International and global trade and commerce issues must be strengthened and faculty must participate in overseas programs.

Lack of diversity in faculty, staff and student populations in some programs. This is especially true for graduate faculty and students enrolled in graduate programs in some programs.

Opportunities

The AST experiences and cooperative education opportunities are attractive to students and employers, and could be expanded.

The MBA program has been strengthened in the Peoria area and now requires sustained attention in and around Peoria, and is poised for growth in enrollment.

Capitalize on being a full member of the University of Illinois family with a distinct academic and professional focus.

The health and medical organizations in and around Springfield and Peoria will continue to grow in size, complexity, and in the need for well-trained financial and managerial talent.

The Peoria region is an underserved market with the only public higher education institution being the University of Illinois College of Medicine at Peoria. A plan of action to enhance service to this market could yield additional high quality CBM students. The CBM has a 30 year history of successfully offering degree programs through the UIS Peoria Center located on the Illinois Central College campus.

UIS online enrollments have historically grown by 25-30% a year and will become more popular, building on the success of MIS graduate degrees and other successful online courses.

Three hundred and fifty (350) students have inquired about the new online degrees in Business Administration and Economics. Clearly there is strong demand for online business education. CBM could also explore a potential relationship with the planned UI Global campus as a provider of course content and resources to a UI Global Campus in the future, sharing appropriately in the economic returns.

The cultivation of UIS alumni in agencies and corporations could lead to referrals of new students, employment opportunities for interns and recent graduates, and opportunities to provide continuing

education and/or certificate programs.

Many Illinois small business and non-profit organizations require new administrative talent and management education to make their organization effective. The Center for Entrepreneurial Development will provide a vehicle for technical assistance and support.

New fields of endeavor such as Nanotechnology will require faculty initiative, professional development, research capacities and new courses to respond to future needs of the workforce.

Threats

Additional state funding is competitive and cyclical, resulting in uncertainties and delayed responses to new opportunities in the down years of the economic cycle.

The number of pre-requisite courses (7) for all undergraduate CBM majors creates a potential barrier to entry for CBM majors.

Other universities, including for-profit and online programs are entrepreneurial and will compete aggressively for students and faculty. Competition from the global campus may have a significant competitive impact if they partner with another campus.

Lack of effective processes for dealing with disruptions related to unproductive conflict among faculty/staff.

Certain UIS administrative processes may not respond quickly enough to new program needs.

Goal #1 - Teaching as a Distinctive Competence

The UIS College of Business and Management will be known for the quality and relevance of its teaching and for its accountability to that mission. Recognizing its importance to effective learning, teaching by engaged professionals will be the primary priority of our attention and resources, and our most important measure of competence of faculty and staff who support the mission.

Strategic Thrust 1.1 - High quality, academically and professionally recognized programs.

Action Steps:

1. Nurture relationships with key stakeholders, especially companies, government agencies, and health providers, in order to acquire input for curriculum development and improvement and for delivery innovations (i.e. faculty and stakeholder advisory committees that include employers, alumni, professional groups, etc.).
2. Maintain a learning environment that adds value to *best practices in business education*.
3. Periodic learning outcome assessments and plans for continuous improvement of curriculum.
4. Structure business and management courses to stretch and challenge students.
5. Ensure that every CBM course is consistent with its stated objectives and learning outcomes.

6. Monitor key professional and AACSB accreditation criteria.
7. Enhance student placement outcomes by providing relevant curriculum, internship opportunities and stronger ties with prospective employers.

Performance Indicators:

1. Key employers are involved in CBM and program advisory committees.
2. Graduates are employed and/or promoted by their employer of choice.
3. Establish a clear link between skills that students learn and intended learning outcomes.
4. Positive trends in student performance on ETS Exams taken upon completion of coursework.
5. Consistency of CBM course content coverage across all sections of a course.
6. Analyze student placement data.
7. Attain and maintain AACSB accreditation.

Strategic Thrust 1.2 – Recognize CBM professors as teachers first, then as scholars.

Action Steps:

1. Provide opportunities for development and sharing of effective teaching practices for on campus, on line and blended courses.
2. Provide teaching support and mentoring for new CBM faculty.
3. Develop a portfolio of tools that enables faculty to self-diagnose the effectiveness of their teaching practices early in the semester.
4. Decrease dependence on teaching evaluations as the single measure of teaching effectiveness.

Performance Indicators:

1. Pre-tenure faculty will show a positive trend in their teaching evaluations during their probationary period or attain a record of teaching evaluations that are at or above the university averages.
2. Aggregate measures of tenured faculty over a 3 year rolling time period will meet or exceed university standards.
3. Faculty whose evaluations consistently fall below the university averages will receive developmental assistance.
4. Teaching competence, measured comprehensively, will be the primary requirement for retention of faculty.

Strategic Thrust 1.3 – Graduates who are highly qualified for their chosen careers.

Action Steps:

1. Determine “key competencies” essential for careers generally sought by graduates of the Accounting, Business, Economics, Management and MIS programs.
2. Establish programs/procedures for evaluating CBM students’ progress in achieving competence in the areas most important to employers (e.g., communication, interpersonal, professional knowledge). This may include employer surveys, alumni surveys, and consultation with advisory committees to determine how well students

- fulfill job requirements.
3. Early in their studies, make students aware of the best practices of professional and ethical conduct.

Performance Indicators:

1. Number/percentage of CBM students who obtain jobs in their chosen fields.
2. Number of students who subsequently obtain promotions with their employers.
3. Number/percentage of students who pass appropriate professional exams (e.g., CPA, financial planner).
4. Percentage of employers who perceive our students as selection successes.

Goal #2 – Foster a culture of excellence in teaching, scholarship and service

Foster a work environment that is engaging for faculty and staff and that provides them with the resources, support and development opportunities needed to achieve excellence in teaching, scholarship and service. Respect and collegiality are fundamental as is accountability.

Strategic Thrust 2.1 – CBM becomes a learning community characterized by positive and professional relationships among faculty, staff, and students.

Action Steps:

1. Empirically assess current CBM cultural climate.
2. Formulate specific action steps based on analysis of climate assessment results.
3. Customize aspects of UIS' planned civility campaign for application to CBM as appropriate.
4. Codify standards and practices for conducting college business.

Performance Indicators:

1. A positive trend in reports of morale and satisfaction with the work environment.
2. Increased number of collaborative outputs among faculty.
3. Increased number of faculty participating in governance.
4. Increased attendance at department and college meetings and events involving students, alumni or outside speakers.

Strategic Thrust 2.2 – New faculty will be selected who best exemplify the teacher-scholar model and who support the mission and vision of CBM

Action Steps:

1. Recruitment will target prospective CBM faculty who are committed to teaching and who fit our culture of instructional excellence, research and service.
2. Teaching expertise and cultural fit will be important considerations in faculty retention in addition to appropriate levels of scholarship.
3. CBM faculty scholarship should support our teaching, learning, and service mission.

Performance Indicators:

1. Higher retention rates for probationary faculty.
2. Higher rates of “meets” or “exceeds expectations” among probationary faculty.
3. Increased participation of probationary faculty in appropriate levels of service and governance.

Strategic Thrust 2.3 – Increased support for faculty research, productivity and development.

Action Steps:

1. Increase stipends, non-instructional assignments, and travel allowances to support faculty development in the areas of teaching and scholarship.
2. Provide more field-trained assistance for faculty research.
3. Provide incentives to encourage CBM faculty mentoring other new faculty and collaborating in research and scholarly activities.

Performance Indicators:

1. Number of business and organization conference presentations.
2. Number of scholarly publications in refereed journals and proceedings.
3. Extent of engagement in appropriate professional organizations.

Strategic Thrust 2.4 –Build stronger “communities of practice” through which faculty can share, discuss and examine current practices and emerging trends in teaching and scholarship.

Action Steps:

1. Establish an internal communication process to keep CBM faculty members apprised of the current interests of other faculty.
2. Establish events with CBM faculty that foster linkages with faculty in other colleges who have similar scholarly interests.
3. Develop ways of encouraging CBM faculty to spend more time pursuing their current professional scholarly interests. .
4. Provide workshops that allow/encourage CBM faculty to develop competence.
5. Provide assistance in arranging, coordinating and scheduling CBM professional development events (internal and external) that galvanize and encourage common faculty interests, teaching, writing, public service and on-line learning.

Performance Indicators:

1. Degree of CBM faculty collaboration on research, writing and public service with others.
2. Increased faculty awareness of current trends in their field and related fields.
3. Improved quality of teaching, based on individual competence, and on more current knowledge.

Goal #3 – A Commitment to the Recruitment and Retention of Students

The College of Business and Management prides itself in going beyond the norm to make it possible for more Illinois residents and those in other states or nations to obtain a quality and relevant education, regardless of location or scheduling constraints.

Strategic Thrust 3.1 – Increased enrollments from high schools and feeder colleges.

Action Steps:

1. Expanded program to develop and maintain partnerships with feeder colleges, community colleges and four-year institutions.
2. Periodically revise articulation agreements (2+2 agreements) with feeder community colleges.
3. Improve communications with local high school counselors and their students about the advantages of UIS and the CBM.
4. Enhance personal communications and interactions with area high school and community college partners to develop and maintain relationships and enhance enrollments.

Performance Indicators:

1. Expanded number of qualified students transferring from feeder colleges.
2. Documenting the number of students who entered feeder colleges with UIS in mind.
3. Increased numbers of high school seniors who come to UIS as freshmen with a plan to major in a CBM major.

Strategic Thrust 3.2 – Extend curricular offerings to serve additional communities including off-site, online, and blended programs.

Action Steps:

1. Assess demand for CBM majors, course offerings and continuing professional education at Peoria and other potential off campus locations, including international operations.
2. Provide an efficient, predictable 2 year schedule of courses in Peoria that allow completion of CBM degrees within a reasonable time period.
3. Enhance delivery of CBM majors through the Peoria Center.
4. Enhance visibility of the Peoria center and the needs of Peoria students in areas outside CBM curricula including pre-requisites, general education and electives.
5. Extend CBM curricular offerings to other communities and students, including international locations. Explore ways to improve UIS Peoria Center facilities including consideration of relocation to new facilities where both undergraduate and graduate programs could be offered.
6. Complete development and delivery of online degree completion programs in Business and Economics. Explore need for other online offerings.
7. Develop blended courses and entire programs which combine on-line and on-campus learning.
8. Explore various formats for offering the MBA program (e.g. blended, accelerated, etc.)
9. Develop additional courses and/or certificate programs to meet the continuing education needs of professionals and organizations (e.g. CPA, SPHR, PHR, and health and hospital managers).
10. Develop agreements with partner universities in France, China and other locations that expand upon current exchange practices.

Performance Indicators:

1. Increased enrollment and/or revenue generation at off campus locations, especially Peoria
2. Two-year schedule for Peoria students that allows degree completion within 30 months.
3. Increased enrollments in online CBM degree programs.
4. Increased course offerings in a blended format.
5. Increased CBM revenue from certificate programs

. Strategic Thrust 3.3 - Active recruiting programs to increase enrollments.

Action Steps:

1. Development of a comprehensive marketing plan for recruitment of undergraduate and graduate students regionally, nationally and internationally.
2. Increased involvement of Alumni and Employer Advisory Committees in recruiting efforts regionally and beyond.
3. Increase awareness among high school students and others of career opportunities available for CBM graduates.
4. Increased involvement of CBM faculty in recruiting efforts.
5. Develop an effective CBM student recruitment guide/procedure.
6. Negotiate articulation agreements with major community colleges (2+2 agreements) beginning with Lincoln Land and other Illinois community colleges.
7. Develop online partnership agreements with the community colleges and other partners nationally and internationally.
8. Develop enrollment recruitment and reporting system to provide benchmarks.

Performance Indicators:

1. Number of CBM undergraduate and graduate enrollments.
2. Number of CBM transfer students from community colleges.
3. Number of high-school students attending feeder schools declaring UIS as a destination.
4. All programs conduct at least two meetings per academic year with stakeholder advisory committees.
5. Number of lower division UIS students declaring CBM majors.
6. Number of international programs outside the U.S. and number of students.
7. Closer relations with CBM alumni and UIS alumni organizations.

Strategic Thrust 3.4 - A focus on retention of students.

Action Steps:

1. Continuous improvement of curricular offerings that will result in a high quality and relevant educational experience
2. Improve service to students in the areas of advising and curricular planning through more proactive advising including an initial orientation to the College.

3. Establish more attractive tuition/fee payment structures, including corporate tuition reimbursement and scholarship opportunities.
4. Development of a two-year schedule so students can more effectively plan coursework.
5. Scheduling that balances efficiency concerns with the needs of students.

Performance Indicators:

1. Greater CBM student satisfaction as measured by responses to surveys and interviews.
2. Improved retention rates.
3. Higher rates of degree completion.

Goal #4 – Strengthen Ties with External Communities

The College of Business and Management will strengthen its relationships with external constituents, including area businesses, governmental organizations, not-for-profits, peer and feeder institutions, and UIS alumni. This goal includes strengthening the outreach to the greater Springfield and Peoria metropolitan areas for MBA and other degree and certificate programs, customized to meet business, government agency and health service employers. Ties will continue to be developed beyond the immediate region to St. Louis and Chicago as well as nationally and internationally.

Strategic Thrust 4.1 - Increased employment opportunities for our graduates.

Action Steps:

1. Increased use of advisory groups, surveys, focus groups and other feedback instruments/processes that assess external stakeholders' opinions of the quality of UIS graduates.
2. Periodic refinement of the curriculum that takes into account data obtained from stakeholders.
3. Expansion of internships that allow potential employers to observe the capabilities of CBM students.
4. Develop internship and other related opportunities with healthcare providers in the region given employment projections for demand of management professionals within this industry

Performance Indicators:

1. Data which indicates that CBM students meet or exceed employer expectations.
2. Increased number of CBM students who have obtained a position in their chosen field.
3. Greater employer satisfaction with CBM graduates.

Strategic Thrust 4.2 – Increased opportunities for external CBM faculty service and collaboration with employers and agencies.

Action Steps:

1. Develop a list of CBM faculty and staff capabilities that are likely to be useful to local organizations, responding to their need for research, evaluation, planning and help with reorganization of resources.
2. Develop a program for promoting awareness of CBM and faculty capabilities to those organizations.

Performance Indicators:

1. The existence of a list of faculty and staff skills.
2. The number and types of organizations utilizing CBM services.

Strategic Thrust 4.3 – Continuing education and certificate programs for businesses, government, and not-for-profits.

Action Steps:

1. Survey local organizations to determine what certificates, coursework, and/or training would be most useful to them.
2. Develop and market CBM and UIS coursework and/or certificate programs to meet those needs.

Performance Indicators:

1. A listing of certificate programs available each year.
2. Annual report on the number of CBM certificate students.
3. Amount of income generated by CBM programs to UIS annually.

Strategic Thrust 4.4 – Increased grant funding.

Action Steps:

1. Develop relationships with granting institutions (e.g., state agency, Federal Government, foundations, corporations and professional organizations).
2. Develop additional grant-writing expertise.
3. Develop an ongoing source of grant-writing support to CBM faculty.

Performance Indicators:

1. Coursework and/or professional training developed and delivered that promotes entrepreneurship.
2. Increased amount of grant related funding.
3. Increased number of faculty scholarly outputs related to entrepreneurship.
4. Increased participation of UIS faculty in center activities.

Strategic Thrust 4.5 – Foster entrepreneurship in the region through research, educational offerings, and service to the business community.

Actions Steps:

1. Survey needs of business owners and entrepreneurs in the region in order to deliver or facilitate coursework and/or professional training.

2. Seek grant support from foundations and government agencies to provide direct support to entrepreneurs and firms seeking further growth and development.
3. Engage faculty to support the Center for Entrepreneurship through teaching, scholarship and service

Performance Indicators:

1. Number of grants received.
2. Annual report on grant dollars received.

Goal #5 – Achieve and Maintain AACSB Accreditation

The College of Business and Management is committed to the successful completion of accreditation by the American Association of Collegiate Schools of Business, which will immeasurably increase its stature among its peers, as well as the value of their education to its graduates.

Strategic Thrust 5.1 – Achieve AACSB Accreditation

Action Steps:

1. Complete AACSB Self Study and prepare for site visit
2. Follow up on observations and suggestions by AACSB for continuous program improvement.

Performance Indicators:

1. Vote by AACSB on UIS CBM accreditation status
2. Widespread dissemination to employers and career counselors of UIS CBM enhanced status.

Strategic Thrust 5.2 – Maintain AACSB Accreditation through compliance with new standards

Action Steps:

1. Develop a mission, strategic plan and set of action steps that prioritizes continuous improvement in teaching, scholarship and service activities.
2. Develop policies and professional standards that ensure compliance with AACSB standards related to :
 - a. student admission
 - b. student retention
 - c. staff sufficiency for student support
 - d. faculty sufficiency
 - e. faculty qualifications
 - f. faculty development
 - g. instructional effectiveness
3. Maintain a well documented systematic process for developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs as well as assessing the impact of the curricula on learning.

Performance Indicator:

1. Renewal of accreditation at the end of current accreditation period.

Stretch Ideas for the College of Business and Management

1. Offer the MBA degree program in a blended delivery format in Illinois and internationally.
2. Develop and deliver an undergraduate MIS degree program or alternatively develop and deliver an MIS undergraduate concentration or degree program.
3. Develop an undergraduate concentration in Entrepreneurship.
4. Develop an undergraduate minor in Management.
5. Explore offering integrated dual graduate and undergraduate degree programs: e.g. Management BA/MBA. These programs would target talented, motivated students interested in studying in two different areas and earning multiple levels of degrees.
6. Explore dual/combined degree programs with programs related to CBM majors. For example, Political Studies and Economics are often paired based upon graduate program and employer requirements/preferences.
7. Offer an array of online professional development opportunities in service to individuals and employers. Offerings could include continuing education units (CEUs), certificate programs, and contracted employee training and development.
8. Pursue development of cooperative/internship programs with employers in the Peoria, Decatur and Lake County area.
9. Bring all Peoria CBM degree programs to a single site that provides adequate resources for teaching and learning excellence and is highly visible to all stakeholders as a UIS Center.
10. Establish an “Entrepreneur in Residence” to assist existing and new businesses seeking growth through product, process or technology development

Section 3: Resources Plan for Achieving the Goals

A. Human Resources

During the recession years 2000-2002 the CBM lost student enrollment, but is committed to returning to the combined 1000 student level in undergraduate and graduate programs. Online programs may grow from 150 course enrollments to 500 by 2011, equivalent (at two courses per semester) to 200 online students. This enrollment will require five to six new faculty, at an estimated cost of \$500,000-\$600,000 a year. Additional professional and GA support will also be required as programs increase their

enrollment in online degrees. Additional professional and GA support will require approximately \$90,000.

The Center for Entrepreneurship will require a staff of three, including the director, and release time for faculty working on projects and contracts.

The Nanotechnology Policy Center or institute will require a core staff of five, with faculty and consultants paid for on a contractual basis by grants.

B. Financial Support

Financial support is not simple to ask for more. It must include new revenue streams and increases in current revenue sources. This is a joint responsibility of faculty, staff and administrators. Increased student enrollments are a key factor to support for on campus and extended programs for credit and not for credit. On-line programs should become increasingly self-supporting and general extra funds from tuition and other support. Faculty, staff and administrators should submit more grant proposals to fund activities. The College must maintain an equal share in budgets. On the micro-level current and new funds can be used to support staff and faculty to work with the Center for Entrepreneurship and any other Institutes. For example, release time and stipends can be used to support self-funded activities of the Center. Each NIA costs approximately \$8,000 and stipends are similar in costs. The Center will depend on professionals as much as faculty for deliverable services and should be increasingly self-funded.

Financial support for rewarding staff, faculty, and administrator performance and productivity requires financial resources. The CBM merit pay pool should be supplemented with an additional \$300 per faculty line to allow raises for those who receive “extra merit” to be meaningful without negatively impacting those who are worthy of “merit.” Under the current system funding for extra merit awards must come from those rated “merit” or in a “good year” for funding the merit pay pool, faculty rated “no merit.” Total cost with 35 faculty FTE: \$10,500.

Support increasing faculty development and travel to \$1,000 with an additional \$400 available if presenting at a national conference would require a total of \$35,000 - \$49,000 for 35 faculty, an increase of \$35,000 - \$38,000, depending on the level of presentations.

Support and reimbursement for membership in appropriate professional organizations that provide networking, recruiting, and CBM promotion opportunities would cost an additional \$3,500 if each faculty member was authorized up to \$100 for membership fees. If membership fees are paid faculty members would represent the CBM and UIS to external professional groups such as the Illinois CPA Society, the Society for Human Resource Management, Illinois Women in Management, Association for Operations Management, etc.

The college will benefit from establishing awards to recognize excellence in teaching, scholarship and service. \$20,000 per year is required to fund this initiative.

The college will benefit from nurturing and rewarding junior faculty and recognizing their accomplishments. The CBM will establish the Junior Faculty Excellence Awards. Faculty who are within two years of having completed their doctoral programs will be eligible to apply for this award.

C. Student Support

UIS CBM would benefit from allocating ten scholarships for outstanding undergraduates and ten scholarships for the MBA or MIS program, with a concentrated search for underrepresented minorities and women. Online students should also be eligible for these scholarships.

These scholarships might total one million dollars a year for undergraduates and two million dollars a year for exceptional graduate students studying MIS, technology management and other specialties in high demand in Illinois and the world.

D. Technology

The business and management courses of the future will be taught with the assistance of DVDs, iPods, computer simulations, and other computer technology in both blended and online courses. The technology will change every eighteen months. All faculty will require up to date desktop computers. Those who teach online will be more efficient with an assigned laptop. Up to 10 laptops would be required for the Business Administration and Economics online programs.

Continuous faculty, staff, and administrator professional development in technology will be needed, relying upon OTEL and other providers of technology assistance.

The costs of equipment should be part of the annual capital and operating budgets. These sources of funds must be supplemented by grants and gifts generated by faculty, staff, and administrators.

E. Facilities

CBM was fortunate to move into University Hall, after years in temporary quarters. The College will fully occupy spaces that were set aside for advising and additional faculty hires.

New space will be required for the Center for Entrepreneurial Development and the Nanotechnology Center or institute. Depending on the level of resources, CBM may need as much as 10,000 square feet by 2008, in a UIS or leased facility.

Resource Procurement Strategy

The State of Illinois will be a major source for faculty and staff salaries, support for students, and the Center for Entrepreneurial Development.

CBM intends to apply to U.S. Departments of Commerce and Labor, NSF and other agencies for support of special projects, grants and contracts, pursuing as much as \$2 million a year in resources.

Private corporations indicate willingness to work with CBM and other faculty on projects such as coal

gasification and energy, and potentially on Nanotechnology and other frontier applications.

CBM should explore opportunities to participate in the offering of Global Campus course and degree programs, such as MIS and Business Administration. This could potentially result in a share of the revenue that could be reallocated to UIS and CBM for faculty and administrative priorities, and to support online, blended and international program development.

Alumni contributions, foundations and corporations will be another source of resources for CBM and UIS.

Section 4: Monitoring/ Evaluation of CBM Effectiveness

CBM is committed to the continuous improvement of all programs, teaching, research and service. This will require periodic surveys of alumni, employer satisfaction, human resource trends, and the effectiveness of applied research and community service. These will provide data for the analysis of “what works,” the creation of new instructional strategies, the deletion of obsolete courses or content, and the periodic renewal of CBM.

Implementation

The Implementation Tables below address the implementation of each strategic goal, thrust and action step.

Implementation Tables

Strategic Goal #1 - Teaching as a Distinctive Competence

Thrust 1.1-High quality, academically and professionally recognized programs	
1. Nurture relationships with key stakeholders, especially companies, government agencies, and health providers, in order to acquire input for curriculum development and improvement and for delivery innovations (i.e. faculty and stakeholder advisory committees that include employers, alumni, professional groups, etc.)	Ongoing
2. Maintain a learning environment that adds value to <i>best practices in business education</i>	Ongoing
3. Periodic learning outcome assessments and plans for continuous improvement of curriculum	Each Semester
4. Structure business and management courses to stretch and challenge students	Ongoing
5. Ensure that every CBM course is consistent with its stated objectives and learning outcomes	Annually
6. Monitor key professional and AACSB accreditation criteria	Ongoing
7. Enhance student placement outcomes by providing relevant curriculum, internship opportunities and stronger ties with prospective employers	AY 06-07 & Ongoing

Thrust 1.2- Recognize CBM professors as teachers first, then as scholars	
1. Provide opportunities for development and sharing of effective teaching practices for on campus, on line and blended courses	AY 06-07 & Ongoing
2. Provide teaching support and mentoring for new CBM faculty	Enhance AY 06-07
3. Develop a portfolio of tools that enables faculty to self-diagnose the effectiveness of their teaching practices early in the semester	AY 07-08
4. Decrease dependence on teaching evaluations as single measure of teaching effectiveness	Begin AY 06-07

Thrust 1.3-Graduates who are highly qualified for their chosen careers	
1. Determine “key competencies” essential for careers generally sought by graduates of the Accounting, Business, Economics, Management and MIS programs	Begin AY 06-07
2. Establish programs/procedures for evaluating CBM students’ progress in achieving competence in the areas most important to employers (e.g., communication, interpersonal, professional knowledge.) This may include employer surveys, alumni surveys, and consultation with advisory committees	Ongoing & enhance each year

to determine how well students fulfill job requirements	
3. Early in their studies, make students aware of the best practices of professional and ethical conduct	Begin AY 06-07

Goal #2 – Foster a culture of excellence in teaching, scholarship and service

Thrust 2.1–CBM becomes a learning community characterized by positive and professional relationships among faculty, staff, and students	
1. Empirically assess current CBM cultural climate	Begin AY 06-07
2. Formulate specific action steps based on analysis of climate assessment results	AY 07-08
3. Customize aspects of UIS’ planned civility campaign for application to CBM as appropriate	Within 6 months of plan formulations
4. Codify standards and practices for conducting college business	AY 06-07

Thrust 2.2–New faculty will be selected who best exemplify the teacher-scholar model and who support the mission and vision of CBM	
1. Recruitment will target prospective CBM faculty who are committed to teaching and who fit our culture of instructional excellence, research and service	Ongoing
2. Teaching expertise and cultural fit will be important considerations in faculty retention in addition to appropriate levels of scholarship	Ongoing
3. CBM faculty scholarship should support our teaching, learning, and service mission	Ongoing

Thrust 2.3 – Increased support for faculty research, productivity and development	
1. Increase stipends, non-instructional assignments, and travel allowances to support faculty development in the areas of teaching and scholarship	AY 06-07
2. Provide more field-trained assistance for faculty research	Explore AY 06-07
3. Provide incentives to encourage CBM faculty mentoring other new faculty and collaborating in research and scholarly activities	Explore AY 06-07

Thrust 2.4 –Build stronger “communities of practice” through which faculty can share, discuss and examine current practices and emerging trends in teaching and scholarship	
1. Establish an internal communication process to keep CBM faculty members apprised of the current interests of other faculty	AY 06-07
2. Establish events with CBM faculty that foster linkages with faculty in other colleges who have similar scholarly interests	Explore AY 06-07
3. Provide assistance in arranging, coordinating and scheduling CBM professional development events (internal and external) that galvanize and encourage common faculty interests	AY 06-07
4. Develop ways of encouraging CBM faculty to spend more time pursuing their current professional scholarly interests	Ongoing
5. Provide workshops that allow/encourage CBM faculty to develop competence in teaching, writing, public service and on-line learning	AY 06-07

Goal #3 – A Commitment to the Recruitment and Retention of Students

3.1 – Increased enrollments from high schools and feeder colleges	
1. Expanded program to develop and maintain partnerships with feeder colleges, community college and four-year institutions	Immediately
2. Periodically revise articulation agreements (2+2 agreements) with feeder community colleges	Establish Follow up System
3. Improve communications with local high school counselors and their students about the advantages of UIS and the CBM	AY 06-07
4. Enhance personal communications and interactions with area high school and community college partners to develop and maintain relationships and enhance enrollments	Immediately

Thrust 3.2 – Extend curricular offerings to serve additional communities including off-site, online, and blended programs	
1. Assess demand for CBM majors, course offerings and continuing professional education at Peoria and other potential off campus locations	AY 06-07
2. Provide an efficient, predictable 2 year schedule of courses in Peoria that allow completion of CBM degrees within a reasonable time period	AY 06-07
3. Enhance delivery of CBM majors through the Peoria Center	Ongoing
4. Enhance visibility of the Peoria center and the needs of Peoria students in areas outside CBM curricula including pre-requisites, general education and electives	AY 06-07
5. Extend CBM curricular offerings to other communities and students	Exploration Ongoing
6. Explore ways to improve UIS Peoria Center facilities including consideration of relocation to new facilities where both undergraduate and graduate programs could be offered	Ongoing
7. Complete development and delivery of online degree completion programs in Business and Economics. Explore need for other online offerings	Ongoing
8. Develop blended courses and entire programs which combine on-line and on-campus learning	Exploration Ongoing
9. Explore various formats for offering the MBA program (e.g. blended, accelerated, etc.)	AY 06-07
10. Develop additional courses and/or certificate programs to meet the continuing education needs of professionals and organizations (e.g. CPA, SPHR, PHR, and health and hospital managers)	Explore AY 06-07
11. Develop agreements with partner universities in France and China that expand upon current exchange practices.	Ongoing

Thrust 3.3 - Active recruiting programs to increase enrollments	
1. Development of a comprehensive marketing plan for recruitment of undergraduate and graduate students	Begin AY 06-07
2. Increased involvement of Alumni and Employer Advisory Committees in recruiting efforts	Ongoing
3. Increase awareness among high school students of career opportunities available for CBM graduates	Explore AY 06-07
4. Increased involvement of CBM faculty in recruiting efforts	AY 06-07
5. Develop an effective CBM student recruitment guide/procedure	Begin AY 06-07
6. Negotiate articulation agreements with major community colleges (2+2 agreements) beginning with Lincoln Land and other Illinois community colleges	Ongoing
7. Develop online partnership agreements with the community colleges	Ongoing
8. Develop enrollment, recruitment and reporting system to provide benchmarks	Begin AY 06-07

Thrust 3.4 - A focus on retention of students	
1. Continuous improvement of curricular offerings that will result in a high quality educational experience	Ongoing
2. Improve service to students in the areas of advising and curricular planning through more proactive advising including an initial orientation to the College	Explore AY 06-07
3. Establish more attractive tuition/fee payment structures, including corporate tuition reimbursement and scholarship opportunities	Ongoing Inquiry
4. Development of a two-year schedule so students can more effectively plan coursework	Ongoing
5. Scheduling that balances efficiency concerns with the needs of students	Ongoing

Goal #4 – Strengthen Ties with External Communities

4.1 - Increased employment opportunities for our graduates	
1. Increased use of advisory groups, surveys, focus groups and other feedback instruments/processes that assess external stakeholders' opinions of the quality of UIS graduates	Ongoing Inquiry & Development
2. Periodic refinement of the curriculum that takes into account data obtained from stakeholders	Ongoing
3. Expansion of internships that allow potential employers to observe the capabilities of CBM students	Begin AY 06-07
4. Develop internship and other related opportunities with healthcare providers in the region given employment projections for demand of management professionals within this industry	Begin to Explore AY 06-07

Thrust 4.2 – Increased opportunities for external CBM faculty service and collaboration with employers and agencies	
Develop a list of CBM faculty and staff capabilities that are likely to be useful to local organizations, responding to their need for research, evaluation, planning and help with reorganization of resources	Begin AY 06-07
Develop a program for promoting awareness of CBM and faculty capabilities to those organizations	Begin AY 06-07

Thrust 4.3 – Continuing education and certificate programs for businesses, government, and not-for-profits	
1. Survey local organizations to determine what certificates, coursework, and/or training would be most useful to them	To be Developed
2. Develop and market CBM and UIS coursework and/or certificate programs to meet those needs	Begin AY 06-07

Thrust 4.4 – Increased grant funding	
1. Develop relationships with granting institutions (e.g., state agency, Federal Government, foundations, corporations and professional organizations)	Ongoing
2. Develop additional grant-writing expertise	Pursue AY 06-07
3. Develop an ongoing source of grant-writing support to CBM faculty	ASAP

Thrust 4.5 – Foster entrepreneurship in the region, through research, educational offerings, and service to the business community	
1. Survey needs of business owners and entrepreneurs in the region in order to deliver or facilitate coursework and/or professional training	AY 06-07
2. Seek grant support from foundations and government agencies to provide direct support to entrepreneurs and firms seeking further growth and development	Ongoing
Engage faculty to supporting the center through teaching, scholarship and service	Ongoing

Goal #5 – Achieve and Maintain AACSB Accreditation

Thrust 5.1 – Achieve AACSB Accreditation	
1. Complete AACSB Self Study and prepare for site visit	08/2006 – 02/2007
2. Follow up on observations and suggestions by AACSB for continuous program improvement	Ongoing

Thrust 5.2 – Maintain AACSB Accreditation through compliance with new standards	
1. Develop a mission, strategic plan and set of action steps that prioritizes continuous improvement in teaching, scholarship and service activities	05/2007-Forward
Develop policies and professional standards that ensure compliance with AACSB standards related to : 4. student admission 5. student retention 6. staff sufficiency for student support 7. faculty sufficiency 8. faculty qualifications 9. faculty development 10. instructional effectiveness	05/2007-Forward And Ongoing Thereafter
2. Maintain a well documented systematic process for developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs as well as assessing the impact of the curricula on learning	Ongoing after Accreditation

A. Internal Reviews

The College of Business and Management, as a component of UIS, will prepare annual forecasts of enrollment, faculty and staff needs, and make adjustments according to annual evaluations. The focus will continue to be on upgrading the quality of instruction and learning in campus and offsite programs, and in blended and online course offerings and degree programs.

The other initiatives include upgrading the marketing of both undergraduate and graduate programs to bring enrollments to the 1000-1100 range over the next five years.

B. State of Illinois

The University of Illinois and the Illinois Board of Higher Education will expect of CBM periodic reviews of enrollment trends, new markets, technologies and ways to respond to the needs employers for a high quality workforce to meet the needs of Illinois employers, including corporate, small business, health provider and non-profit organizations. CBM will respond by consulting often with greater Springfield, Peoria and Decatur employers, chambers of commerce, regional and state economic development agencies and other sources of expert advice. Also, faculty recommendations and student evaluations will be part of program reviews for each major, minor specialty and degree.

One potential growth area will be the University of Illinois Global Campus initiative that, once approved, may offer the possibility of collaboration with those CBM faculty members and programs that have pioneered online instruction. The Global Campus will develop sophisticated online evaluation strategies, to which CBM faculty members might contribute.

C. Accreditation

UIS at ten-year intervals must prepare comprehensive self-study reports relying on data collection, reflection, analysis and discussion of program outcomes, and the planning of remedies and design of new policies and practices. AACSB reviews are now at five-year intervals, rather than ten-year cycles.

CBM completed its self-evaluation year (i.e., self-study year) in May 2006. It is submitting its Self-Evaluation Report on August 1, 2006 to AACSB and the site visit by a peer review team is scheduled for February 2007. AACSB will continue to be interested in CBM priorities and accomplishments in upgrading faculty qualifications, expanding scholarly productivity, and commitment to continuous improvement strategies.