Strategic Plan – College of Business
Stony Brook University

Executive Summary

This Strategic Plan shows how the CoB can make significant strides forward over the next 5-10 years through a combination of

- Clearly articulated objectives
- Careful enrollment management
- A modest budget increase, and
- Judicious faculty hiring.

Stony Brook will have, for the first time,

- An AACSB-accredited business school
- With 400 MBA students
- More selective and smaller undergraduate major and minor
- CPA accounting track through the 5-yr MBA
- 18 tenure-track faculty members by 2015 producing high-quality research, and a solid foundation for future growth.
- Centers for Innovation, Health Care Management, and Organizational Effectiveness.
# Table of Contents

Executive Summary ........................................................................................................... 1  

1.0 A Brief History ........................................................................................................... 5  

2.0 Our Vision for the Year 2020 ..................................................................................... 5  

2.1 The CoB as a Research-Intensive Business School .................................................. 5  

2.2 Well-Known and Highly Respected Educational Programs ....................................... 6  

2.3 Deep Integration with the Business Community ......................................................... 6  

2.3.1 New Centers ......................................................................................................... 6  

2.3.2 On-Site MBA and Non-Degree Programs .............................................................. 7  

2.3.3 Faculty and Student Projects ................................................................................ 7  

3.0 Our Strategic Imperatives ............................................................................................ 7  

3.1 Grow Faculty from 16 to 27 by the Year 2015 and 40 by 2020 .................................... 7  

3.1.1 Immediate Additional Tenure Track Staffing in Finance and Marketing ............... 8  

3.1.2 Faculty and Staff Hiring Plan by 2015 and 2020 ..................................................... 8  

3.1.3 Appointment of Affiliated Faculty Members .......................................................... 9  

3.2 Grow the MBA Programs to 400 students by 2015 and 500 by 2020 ....................... 9  

3.2.1 Full-Time Day 60-Credit MBA Program ............................................................... 9  

3.2.2 Part-Time Evening/Weekend 48-Credit Executive MBA Program ....................... 9  

3.2.3 Fast Track MBA Program ..................................................................................... 9  

3.2.4 Strategies for Growth ............................................................................................ 10  

3.2.5 Potential New MBA Programs and Cooperative Agreements ............................. 10  

3.3 Manage Enrollments in Undergraduate Programs .................................................... 11  

3.3.1 A Smaller BUS Major ......................................................................................... 11  

3.3.2 A Targeted BUS Minor ....................................................................................... 11  

3.4 AACSB Accreditation is the Result .......................................................................... 12  

3.4.1 Meeting AACSB Standards ................................................................................. 12  

4.0 How We Will Get There ............................................................................................. 13  

4.1 Create Centers ......................................................................................................... 13  

4.1.1 The Innovation Center ....................................................................................... 14  

4.1.2 The Center for Health Care Management ........................................................... 16  

4.1.3 The Center for Organizational Effectiveness ....................................................... 16
4.2 Intense Marketing of All Three MBA Programs

4.2.1 Recruiting Stony Brook Undergraduate Students into 60-Credit MBA Program

4.2.2 Recruiting Very High Achieving Stony Brook Undergraduate Students into the Fast Track MBA Program

4.2.3 Recruiting Executive MBA Students from Local Businesses

4.3 Revise Admissions Process into Undergraduate Programs

4.3.1 Direct High Achieving High School Students into Fast Track MBA Program

4.3.2 Accept Strong High School Students into BUS Major

4.3.3 Direct High Achieving Stony Brook Students into Fast Track MBA Program or 60-Credit MBA Program

4.3.4 Direct High Achieving Stony Brook Students into 60-Credit MBA Program

Appendix 1: Faculty Benchmark Comparisons and Hiring Plan

Appendix 2: Resource Capacity Analysis

Appendix 3: COB Structure & Governance

Appendix 4: Educational Strategy: Learning Outcomes and Assessment

A4.1 Our Brand of Education: Hallmarks of a Stony Brook College of Business Learning Experience

A4.2 Goals

A4.3 Ties to the SUNY Plan

A4.4 Respond to Students’ Needs and Interests

A4.5 Methods

A4.6 Themes

A4.7 Outcomes

Appendix 5: Foundational Learning Objectives

Appendix 6: Faculty Performance Evaluation
1.0 A Brief History

- Pre-business 1970-85. The Harriman College was founded in 1970 as an independent academic unit with a small graduate program in Urban and Policy Sciences.
- Management 1985-2004: In 1987, the Harriman School for Management and Policy inaugurated the undergraduate major in Business Management and expanded its graduate program to include business and nonprofit management while expanding its research faculty to 18 with joint appointments in Economics, Applied Math, Psychology, and Political Science. It was reduced to a department in CEAS in 1996 with primarily teaching responsibilities for 800 majors and 200 MS students.

2.0 Our Vision for the Year 2020

2.1 The CoB as a Research-Intensive Business School

One of the most important factors that determine business school rankings, such as those reported in U.S. News and World Report, is “program quality assessed by peer academics.” U.S. News and World Report considers this factor to be almost twice as important as the second factor, “recruiters assessment of program quality.”

“Program quality assessed by peer academics” is strongly correlated with the research productivity and reputation of the school. While we could aspire ultimately to earn placement among elite schools in the years to come, such a strategy seems shortsighted given our limited resources and our relatively recent creation as a business school. It makes no sense for us at this time to be one of the fifty schools in the “top twenty.”

A better model is for the CoB to develop a unique niche positioning consistent with unsatisfied market demand, consistent with the research strengths and interests of existing and future faculty both within our College and across other schools at SBU. We can develop an excellent reputation through such a strategy.

To accomplish this objective, we propose to develop three foci. One focus will be on innovation, as many faculty members currently in the CoB pursue related research interests and because the University produces many inventors in the sciences. Another focus will be on health care management, which links the College with academic departments in the Health Sciences Center, most notably the School for Health
Technology and Management, and health care providers on Long Island. We will also focus on organizational effectiveness, which capitalizes on our existing strengths in operational efficiency, performance management, and human resource management.

2.2 Well-Known and Highly Respected Educational Programs

Our educational mission prepares students for leadership positions in business. The hallmark of our programs is a pragmatic, applied approach toward business management that includes a high level of engagement with the business community but that also considers the importance of a solid theoretical foundation. Students participate in dynamic learning communities with innovative educational approaches centered on leading edge management practices. We foster an international learning community with students from diverse parts of the world and programs designed to prepare students for a business world marked by globalization. Overall, we seek to give students a competitive advantage with a practical business program that emphasizes interdisciplinary education, innovative business practices, and socially responsible leadership. We value rigor and relevance.

2.3 Deep Integration with the Business Community

Effective business schools have strong ties with the local business community along with strong connections with national and international firms of all sizes. We will achieve this integration through the development of three new centers that embody our three foci, through our undergraduate programs and our MBA programs (particularly our Executive MBA Program), and through faculty and student projects in which business organizations are clients. In all three centers, efforts will include joint faculty appointments, collaborative research, and student projects.

2.3.1 New Centers

The Innovation Center will assist new businesses that are located on Long Island but have global impact. The innovation process involves the identification of new ideas that will succeed and the means of taking these new ideas to market. The Center will facilitate the marrying of the invention resources of the University with the expertise of a select group of entrepreneurs who understand opportunity as well as the means to take advantage of it. The Innovation Center will rest on these three pillars:

1. The creative inventions within existing University Centers:
   a. Long Island High Tech Incubator (LIHTI)
   b. Biotech Center (BC)
   c. Center for Electronic Wireless and Information Technology (CEWIT)
   d. Sensor Center (SC)
   e. Alternative Energy Research and Technology Center (AERTC)

2. The Entrepreneur Partners: A panel of LI business entrepreneurs who take invention to market

3. CoB faculty members and MBA students: who facilitate their relationships and assist inventors and entrepreneurs in solving management problems.

Essentially, we are tapping into resources that currently exist at the University.
The Center for Health Care Management will be a joint effort between the CoB and existing units in the Health Sciences Center, most notably the School for Health Technology and Management. The Center will develop a new MBA program in Health Care Management that provides the field with masters degree level managers who possess a deep knowledge of the health care industry and the strong quantitative skills needed to address the many health care challenges currently faced by the Nation. The massive reform of the health care system that we will undergo over the next 10-20 years will greatly increase the already high demand for such people.

The Center for Health Care Management will also perform research and engage in projects that will strengthen the already strong link with the School for Health Technology and Management, and will foster new connections with University Hospital and other health care providers in the region.

The Center for Organizational Effectiveness will combine existing and developing initiatives in the areas of operational efficiency, performance management, and human resource management, working with the VP for Economic Development and the College of Engineering and Applied Sciences.

2.3.2 On-Site MBA and Non-Degree Programs
The CoB will seek opportunities to offer its Executive MBA Program and specific non-degree educational programs to local businesses at their locations. The CoB successfully offered the MBA program on site at BAE. We will market these programs to other large firms on Long Island, such as Motorola, Nikon, Canon, and CA. We will also offer these programs to other large organizations, including Brookhaven National Laboratories and the Cold Spring Harbor Laboratories. These programs will increase MBA enrollment, generate additional revenue, and create strong connections that will form the basis of joint research projects, student job placement, and student projects.

2.3.3 Faculty and Student Projects
Over the past decade, MBA students have completed more than 150 consulting projects for Long Island organizations. In addition, over thirty CoB adjunct faculty members have consulted or worked for Long Island businesses and other organizations. The number of such projects will continue to grow through the work of the three centers and the educational outreach programs to Long Island organizations.

3.0 Our Strategic Imperatives

3.1 Grow Faculty from 16 to 27 by the Year 2015 and 40 by 2020
AACSB requires that participating faculty members teach 75% of all courses. In addition, AACSB requires that 90% of our faculty members be either academically or professionally qualified, and that 50% of our faculty members be academically qualified.

Currently, participating faculty members teach less than 50% of our courses. Specifically, in the Fall 2009 semester, the CoB offered 90 course sections; only 43 were
taught by full-time faculty members, and less than half of these were taught by academically qualified faculty members. Adjunct instructors taught the remaining 47 courses. Thus, faculty members who are either academically qualified or professionally qualified teach less than 50% of our courses, and academically qualified faculty members teach less than 25% of our courses.

To close this gap, we need to (1) hire more full-time faculty members and (2) reduce the number of sections that we offer. Additional faculty members will come through carefully planned and targeted new hires and by the creation of joint appointments with selected faculty members in other units on campus, as summarized in the staffing table in Appendix 1.

3.1.1 Immediate Additional Tenure Track Staffing in Finance and Marketing
We do not have a senior tenure track professor in finance. After filling this position, we need to hire two junior tenure track faculty, bringing the number of tenure track faculty members in finance to four. The new faculty members could have joint appointments with Economics, split 25%-75% appointments.

We have one senior tenure track faculty member and one junior tenure track faculty member in marketing. We need to hire two junior tenure track marketing faculty members in marketing immediately and three in total by 2015. These new faculty members would strengthen our foci on innovation, health care management, and organizational effectiveness.

3.1.2 Faculty and Staff Hiring Plan by 2015 and 2020
In total, we need to hire 11 new faculty members by 2015 to meet AACSB accreditation standards. Sixty-two percent of our participating faculty will be academically qualified (50% is the minimum; currently we are at 39%), and 75% of our courses will be taught by participating faculty (tenure track and instructors). The minimum is 75% across all courses, with at least 60% for courses within any given discipline; currently we are at 50% overall.

The 11 new faculty members will be composed of 3 junior faculty in marketing, 1 senior person in finance, 2 junior faculty in finance, 1 junior faculty member in operations, and 2 in HR/OB. In addition, we would hire 2 Ph.D.-level instructors in accounting so that we could deliver an accounting track at the undergraduate and MBA level that would allow students to sit for the CPA examination and achieve certification in forensic accounting. This program has been in high demand for many years and will bring many more students to Stony Brook.

We will also need to add a half-time, and eventually a full-time, placement officer. Currently, the Career Center has a staff member who is a liaison to the College of Business. We need additional support either in the Career Center or within the College of Business. Business schools of our current size would have a placement office within the college offering career development support, holding interviews for internships and jobs, and maintaining contact with employers. There is no need for us to duplicate
resources with Stony Brook’s already excellent Career Center. We could share these added resources and certainly coordinate efforts.

Appendix 1 details hiring plans through 2020.

3.1.3 Appointment of Affiliated Faculty Members
We will seek to create joint appointments with faculty members in other units based on their relevance to innovation, health care management, or organizational effectiveness. We anticipate that these will be primarily with faculty members in the Departments of Applied Mathematics and Statistics, Technology and Society, Health Care Management and Technology, and Economics. Joint appointments with people at Brookhaven National Laboratories or Cold Spring Harbor Laboratories are also possible. Joint appointments could be split 25%-75%.

3.2 Grow the MBA Programs to 400 students by 2015 and 500 by 2020
We currently have 300 MBA students, distributed among three separate programs described below. We place very high priority on the quality of our MBA programs because program quality is the prime determinant of a business school’s overall success.

Accordingly, each prospective MBA student must provide GMAT scores that meet or exceed standards that we will develop during the 2010-11 academic year. In addition, each prospective MBA student will meet a GPA standard, also to be developed during the 2010-11 academic year. While we may make exceptions to the admission requirements, they will be rare and based on significant evidence that the student is prepared to succeed in the program to which they are applying.

3.2.1 Full-Time Day 60-Credit MBA Program
Our flagship MBA program is the 60-credit version in which students are primarily full-time and have limited business experience, although part-time students are welcome. Courses are offered in the daytime, Mondays through Thursdays.

3.2.2 Part-Time Evening/Weekend 48-Credit Executive MBA Program
The second format is for students in the 48-credit program – our Executive MBA program. These students have at least five years of significant work experience and attend courses offered on Fridays, weekends, and evenings.

3.2.3 Fast Track MBA Program
The third format is the “Five Year” Fast Track MBA program that allows undergraduate students to earn their undergraduate degree and the MBA in five years. They apply 15 graduate credits to meet undergraduate credit requirements and start taking MBA courses during the summer after their junior year. We are considering ways to improve the operation and attractiveness of this relatively new program.
3.2.4 Strategies for Growth
We plan to increase the number of MBA students from 300 now to 400 by 2015 and 500 by 2020. We will increase the number of students by offering high quality programs in innovation, health care management, and organizational effectiveness. These are areas of increasing interest in the global workforce and students who graduate with these skills will find themselves in demand, which will in turn increase the number of high quality applicants to these programs.

A second key strategy for increasing the size of our MBA programs will be an intensive and well-targeted marketing program. We will substantially increase the number of print advertisements in selected media outlets, and we will enhance our presence on the Internet by redesigning our web site and investing in web advertising. Specifically, we will target Stony Brook juniors and seniors in other majors who are considering seeking an MBA degree after graduation. Similar efforts will be aimed at juniors and seniors at other colleges and universities on Long Island. This will be in addition to our current marketing efforts, which include Open House Events, participation in MBA Fairs, and appearances at local events, such as Homecoming.

3.2.5 Potential New MBA Programs and Cooperative Agreements
We see many exciting possibilities for MBA programs offered jointly by the CoB and other units.

**MBA in Health Care Management:** For the past 20+ years, we have offered a specialization in Health Care Management in conjunction with our MBA degree (and previously our MS degree). An MBA student who wishes to pursue the Health Care Management specialization (and earn the associated Advanced Graduate Certificate) takes four courses in the School of Health Technology and Management. With health care reform in the process of reshaping the delivery of health care nationwide, we can expect a large demand for health care managers over the next 20-30 years. In fact, this demand is already appearing. We plan to discuss the possibility of expanding the current offerings into an MBA in Health Care Management that would be offered jointly by the CoB and the School for Health Technology and Management. The plan could include joint faculty appointments in the two units.

**MBA in Finance:** We also believe that we can work with the Department of Applied Mathematics and Statistics to create a jointly offered MBA degree in Finance. Selected faculty members in both units could hold joint appointments.

We also believe that we could join forces with the Department of Technology and Society, who offer Global Operations at the masters degree level. Done properly, a joint effort can lead to more and better students in both units. Appendix 1 identifies productive and relevant affiliate faculty. Different kinds of affiliation from courtesy appointments to quarter- and half-time appointments strengthen the College’s educational and research missions.
3.3 Manage Enrollments in Undergraduate Programs

3.3.1 A Smaller BUS Major
Essentially, achieving AACSB accreditation is a matter of balancing student demand with faculty supply. If we are to achieve accreditation with the projected increased MBA enrollments and the planned numbers of new faculty, we must downsize our undergraduate programs significantly. The rate and size of the contraction depend on the speed of faculty hiring relative to our application for accreditation. This makes strategic sense because a business school’s reputation for excellence rests in its MBA program, and MBA tuition provides resources for developing of College.

Students enter the BUS major in three distinct ways. First, high school students may be admitted into the major when they are admitted to the University. The Admissions Office makes the decision to enroll incoming first-year students in the BUS major based on criteria that we specify. Second, transfer students also may be admitted into the major when they are admitted to the University. Once again, the Admissions Office makes the decision to enroll incoming transfer students in the BUS major based on criteria that we specify. Third, current Stony Brook students may apply for admission to the major. The College processes these applications and admits students based on our established criteria.

We believe that we can reduce the number of BUS majors with minimal impact on the number of students who enroll at Stony Brook. To accomplish this goal, during the 2010-11 academic year, we will review the admission requirements into the BUS major as they are applied in all three streams. We will work with the Admissions Office to ensure that qualified first-year and transfer students are admitted to the major but that students who are unlikely to succeed in the BUS major are properly advised to seek a different major. We do not anticipate any significant changes to be applied to first-year and transfer students, although we may require some changes to ensure that these students and current Stony Brook students are treated equitably.

Simultaneously, we will review the process applied to current Stony Brook students. While we will continue to admit qualified current Stony Brook students to the BUS major, we will systematically identify the highest achievers and counsel them on the advisability of pursuing the Fast Track MBA program or the 60-credit MBA program instead. We will also advise students who do not meet the strict admission requirements for the Fast Track Program but who do appear to qualify for the MBA program upon graduation to pursue another major (and perhaps the BUS minor) and then apply to our MBA program during their senior year. These strategies will simultaneously reduce the enrollment pressure in our undergraduate classrooms, increase enrollment in our 60-credit MBA program, and allow the University to maintain or increase the flow of first-year students and transfer students into the University and into the BUS major.

3.3.2 A Targeted BUS Minor
The admission requirements for the BUS minor are the same as for the BUS major so that students in the BUS minor are equally prepared with the students in the BUS major.
This is critical for two reasons. First, since BUS minors and BUS majors are in the same courses, we need to guarantee that the presence of BUS minors does not lead to a deterioration of classroom instructional quality. Second, we need to ensure that the BUS minor does not serve as a “consolation prize” for students who are unable to declare the BUS major. Students who enroll in the BUS minor are high academic achievers who wish to learn about business management but do not wish to take all the courses required for the BUS major.

3.4 AACSBAccreditation is the Result
The overarching educational goal of the CoB is to achieve AACSB accreditation. We can best accomplish this goal by offering high quality educational programs at both the graduate and undergraduate level. This means that we must take the following steps:

1. Offer only those programs that we can support with existing faculty members while meeting AACSB accreditation guidelines.
2. Structure the curriculum within each program with the right courses.
3. Establish and enforce appropriate prerequisites for each course.
4. Assign only well-qualified instructors to each section of each course.
5. Ensure that all sections are taught at an appropriately challenging level.
6. Recruit and admit students with a high probability of success into each program.
7. Limit the size of each program to meet AACSB accreditation guidelines and keep section enrollments commensurate with high quality education.

3.4.1 Meeting AACSB Standards
Standard 9 of the AACSB accreditation guidelines, which addresses Faculty Sufficiency, states:

“The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty.”

To meet this standard, we will establish admission requirements for the BUS major and BUS minor and employ other strategies such that the enrollment in BUS courses declines slowly over the next five years. This is critical to allow the CoB to meet the AACSB accreditation guidelines without needing to increase section size or offer additional sections for which we would need to hire additional adjunct faculty members.

AACSB states the following under its basis for judgment for Standard 9:

“Normally, Participating faculty members will deliver at least 75 percent of the school’s teaching”

and further…

“Normally, Participating faculty members will deliver at least 60 percent of the teaching in each discipline, each academic program, and location.”
Regarding expertise of faculty to accomplish mission, Standard 10 states:

“At least 90 percent of faculty resources are either academically or professionally qualified. Faculty resources are counted as appropriate to their contributions to the school, i.e., some faculty members may have full-time assignments with the school while others may be partial assignments. The aggregate, or total, faculty resources is the sum of full and partial (based on a measure of percent-of-time devoted to the school’s mission) assignments. For example, if a school has 12 full-time faculty members and seven faculty members who are only half-time assignments, the total faculty resources would equal 15.5.

At least 50 percent of faculty resources are academically qualified. In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school’s mission.”

AACSB states that participating faculty need not have full-time appointments and defines participating faculty members as one who “actively engages in the activities of the school in matters beyond direct teaching responsibilities.” Therefore, to meet Standard 9 and Standard 10, the College must recruit full-time faculty members, as described in Section 3.1.

4.0 How We Will Get There

4.1 Create Centers

The establishment of new centers in innovation, health care management, and organizational effectiveness will enforce and build a strong research culture within the College. This requires that we hire research-active faculty members and practitioners by discipline who have an interest in promoting and facilitating research within the Centers. Stated another way, discipline-focused hiring will seek faculty who can contribute to each Center. The matrix below illustrates the contributions of faculty from four disciplines to the proposed centers:
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Innovation</th>
<th>Health Care Management</th>
<th>Organizational Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>• Product Development</td>
<td>• Consumer Choice</td>
<td>• Market Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Health Behavior</td>
<td>• Reputation</td>
</tr>
<tr>
<td>Finance</td>
<td>• Mergers &amp; Acquisitions</td>
<td>• Health Finance</td>
<td>• Markets &amp; Trading Models</td>
</tr>
<tr>
<td></td>
<td>• Venture Capital</td>
<td>• Health Policy</td>
<td>• Computational Finance</td>
</tr>
<tr>
<td>Operations Management</td>
<td>• Total Quality</td>
<td></td>
<td>• Operational Efficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quality Improvement</td>
</tr>
<tr>
<td>Organizational Behavior/ Human Resources</td>
<td>• Entrepreneurship</td>
<td>• Health Delivery</td>
<td>• Performance Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management</td>
<td>• Training &amp; Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Leadership &amp; Communications</td>
</tr>
</tbody>
</table>

Faculty members in many other departments at Stony Brook are interested in topics similar to those that interest the COB faculty. We will reach out to these faculty members and invite them to participate in the centers. The centers will sponsor seminars where research ideas are presented and we will actively encourage stellar researchers at other schools to visit and present their research ideas.

### 4.1.1 The Innovation Center

The Innovation Center will serve to strengthen the innovation networks on Long Island by connecting inventors, entrepreneurs, and communities with resources that accelerate venture creation and growth. It will also assist in developing an entrepreneurial culture in the region. It will do so by hosting focused seminars that bring together campus inventors and business entrepreneurs. Preseed Boot Camp and monthly panel discussions would complement these seminars. MBA students will facilitate the meetings so that they gain exposure to leading academicians and business entrepreneurs.

A new social networking website will attract inventors and entrepreneurs on campus and on Long Island. MBA students will continue to consult in teams and intern for inventors and entrepreneurs. Typically, these internships provide important organizational, market, or operational research for the client. Our graduate students have completed approximately 2000 paid internships projects in the last 40 years plus another 200 unpaid classroom-based projects over the past 10 years, all for outside clients.

The Innovation Center will also have an educational component designed to accelerate the learning and practice of innovation. The CoB will create a new MBA concentration in Innovation, facilitate venture mentoring services, and support increasing numbers of new
ventures. The new concentration will offer specific functional expertise in patent strategy, new product design and development, angel and venture capital for research and development, total quality, organizational development, and BP project with a technologist. Guest speaker opportunities in MBA innovation classes will allow inventors and entrepreneurs to receive feedback from students and faculty members while students learn from practice (e.g., startup experience, entrepreneurial growth). The Innovation Center will also support MBA students in developing business plans for the DARE competition on campus and in national competitions.

The research component of the Innovation Center will build knowledge about innovation by conduct scientific and practical research that leads to publications in academic and professional journals, thereby contributing to the growing body of literature concerning the teaching, practice, and science of invention and entrepreneurship. The Innovation Center will offer research seminars, start a working paper series and a newsletter, and make grant applications on innovation-related projects. These efforts will feature and bring together CoB and SBU faculty, SBU technology centers, Brookhaven National Laboratories, and Cold Spring Harbor Laboratories.

Faculty members in the CoB have performed research in innovation for many years. Gerrit Wolf of the CoB and Wendy Tang of CEWIT have studied electrical engineering students as entrepreneurs. Mike Kamins of the CoB has studied auction behavior on eBay and pioneership in new product research. Manny London studies sustainable business initiatives in the Leadership College. Tom Sexton of the CoB and Debra Dwyer of Health Technology and Management have evaluated innovations in radiographic imaging technology using Data Envelopment Analysis. Jadranka Skorin-Kapov of the CoB, with European colleagues, has researched innovation in efficient telecommunications systems.

The following are among those who would potentially play significant roles in the Innovation Center:

- **CoB Faculty**: Gerrit Wolf, Mike Kamins, Manny London, Tom Sexton, Jadranka Skorin-Kapov, Mark Palermo, Camille Abbruscato, Rob Clark. Part-time faculty will also be invited to participate actively.
- **Alumni Innovators**: Jim Keane, Scott Axelrod, Vinnie Cullen, Susanne Koster, Andy Dorman, Alice Debasseo.
- **Business Entrepreneurs**: Burke Liburt, Thom Gray, Mike Daly, Joe Pufahl, John King, Jim D’Addario, Phil Palmedo, John Rownoski, Bruce Newman.

The Innovation Center will have the following among its potential funding sources:
• Kaufman and Koch Foundations, Nystar, and NSF as sources of research grants
• Donations or subscriptions by partners for MBA Projects, internships and seminars
• Corporate donors for naming the Center, creating chairs, supporting the website, and offering prizes for the best projects

4.1.2 The Center for Health Care Management

The Center for Health Care Management will provide consulting and education services to Long Island health care organizations and providers in the areas of health care finance, marketing, and operations. The Center will develop connections with, and support for, area hospitals including University Hospital, the new Stony Brook Children’s Hospital, and the Long Island Veterans Home. The Center will offer focused seminars on teamwork, operational efficiency, quality improvement, leadership, reputation, and other facets of health care delivery efficiency and effectiveness. MBA students will consult in teams and perform internships for physician practices, hospitals, and other health service institutions.

The Center for Health Care Management will continue the College’s partnership with the School for Health Technology and Management to deliver the Advanced Graduate Certificate in Health Care Management as a separate program and as a concentration in the MBA program. In addition, the CoB will explore the possibility of creating a new MBA degree in Health Care Management that builds on our existing expertise and the attractiveness of our MBA to health care practitioners, managers, and leaders. The CoB will seek to offer the new MBA degree in conjunction with the School for Health Technology and Management.

The Center for Health Care Management will promote research that generates new knowledge about health care management in the areas of quality improvement, teamwork, and various aspects of operations, finance, marketing, and management. Tom Sexton of the CoB has been an active researcher in health care management for over 25 years. Potential research partners in the School for Health Technology and Management include Craig Lehmann, Debra Dwyer, Lisa Benz Scott, Christine Pitocco, Elizabeth Vanner, and Melissa Dolan.

Potential funding sources for the Center for Health Care Management include the National Institutes of Health, the National Institutes for Mental Health, the Centers for Medicare and Medicaid Services, and other government agencies. Private foundations and major corporate firms in the health care industry will be sources of research grants and contracts. This funding will support both faculty members and graduate students who seek a career in health care management.

4.1.3 The Center for Organizational Effectiveness

The Center for Organizational Effectiveness will develop executive training programs and offer consulting services in the areas of organizational effectiveness. This will include operational excellence (e.g., Shingo, lean manufacturing, continuous quality improvement), performance management (e.g., appraisal, feedback, goal setting),
teamwork (e.g., creating high performing teams and utilizing Web 2.0-based communications technologies to support geographically dispersed teams for learning and problem solving), leadership, and communications – areas not currently addressed by the Corporate Education Center or the School for Professional Development.

The Center for Organizational Effectiveness will work in conjunction with Corporate Education with a focus on Shingo training and support for area companies. Terry Goodfellow is currently working with Ann Marie Scheidt and Pat Malone to spearhead this effort. The Center will also offer workshops and executive education in the areas of leadership and communication, and develop client relationships with Brookhaven National Laboratories, Cold Spring Harbor Laboratories, incubator companies in CEWIT, and other organizations.

The Center for Organizational Effectiveness will provide educational opportunities for MBA students who concentrate in operations, management, or human resource management. The Center will build on our expertise in data analysis, operations research, and human resource management.

The Center for Organizational Effectiveness will promote research that generates new knowledge about team effectiveness, the impact of training and interventions to improve operations in manufacturing and service organizations, and the effects of alternative modes of communication on learning and work.

Potential partners for the Center for Organizational Effectiveness include the Departments of Technology and Society, Applied Mathematics and Statistics, and Economics; the Vice President for Economic Development (e.g., Incubator, SBDC, Corporate Training, SPIR initiatives, CEWIT), and the School for Professional Development. Current adjunct faculty members such as Terry Goodfellow, Raphael Aguayo, Michael Eisenbud, and Jamie Moore, would fit very well into the Center. Long Island business support organizations such as the Long Island Forum for Technology (LIFT) will be invited to participate.

Potential funding sources for the Center for Organizational Effectiveness include corporate contracts and the New York State Foundation for Science, Technology, and Innovation (NYSTAR).

4.2 Intense Marketing of All Three MBA Programs
The CoB’s MBA programs remain largely unknown throughout Long Island and New York State. We offer excellent graduate education in business at the lowest possible tuition, and therefore we are in an excellent marketing position, especially during the current challenging economic times. It follows that the CoB needs an intensive marketing program to spread the word about our MBA programs.

4.2.1 Recruiting Stony Brook Undergraduate Students into 60-Credit MBA Program
We believe that Stony Brook juniors and seniors in majors other than BUS who are considering seeking an MBA degree after graduation are ideal targets. They are
currently attending Stony Brook University, continuing their studies here would involve minimal cost and disruption to their lifestyles, and they are particularly easy and inexpensive to reach. We plan to target this group with e-mail messages, posters, brochures, on-campus open house information sessions, and appearances at local events, such as Homecoming.

We will aim similar efforts at juniors and seniors at other colleges and universities on Long Island. While they are not as easy to reach, they constitute a prime target group because they are already on Long Island. The message to them will be that Stony Brook provides them the best and most affordable local option to earn their MBA degree. We will approach them with visits to their current campuses, posters, brochures, open house events here at Stony Brook, and participation in local MBA fairs.

We will also recruit students from colleges and universities throughout New York State. While these students are not currently studying on Long Island, many grew up here and might be interested in pursuing their MBA degree here. In addition, we would most likely be their most affordable option.

We will also continue our current practice of recruitment letters sent to students who have recently scored high on the GMAT and who have expressed interest in pursuing their MBA in the Northeast. While our location advantage is not as strong with this group, we can still emphasize our combination of high quality education and affordable tuition.

4.2.2 Recruiting Very High Achieving Stony Brook Undergraduate Students into the Fast Track MBA Program

We seek very high achieving Stony Brook students who are majoring in something other than BUS. The Fast Track Program is very intensive and requires the student to begin MBA level courses while still an undergraduate student. Thus, we do not foresee the Fast Track Program as a very large component of our MBA enrollment, but we do expect these students ultimately to be among our strongest. Our focus here is on students who have earned a very high GPA (3.5 or higher) during their first few semesters at Stony Brook. We invite these students to learn more about the program and to visit the College to speak with us about the opportunity.

We plan to expand our efforts by making the program known to Honors College students. We also intend to divert the highest achieving applicants to the BUS major into the Fast Track Program.

4.2.3 Recruiting Executive MBA Students from Local Businesses

The message to employers is that Stony Brook now offers your firm a way to reduce its tuition reimbursement costs while ensuring that their executives and future executives receive a first-class MBA education. The message to the executive students is that Stony Brook offers the finest MBA education on Long Island on a schedule that fits your work and family needs.
The emphasis here will be on targeted mailings, posters, brochures, and visits to selected businesses. We will also encourage our current executive students and all of our MBA alumni to help us spread the word about this program. We believe that these efforts will also result in on-site Executive MBA programs and on-site non-credit course offerings.

4.3 Revise Admissions Process into Undergraduate Programs
To achieve AACSB accreditation, it is critical that we manage enrollment in the BUS major and minor. We will do this through judicious admission standards and by promoting the Fast Track MBA option for the best high school and on-campus applicants.

4.3.1 Direct High Achieving High School Students into Fast Track MBA Program
While many high school students are not yet planning their graduate studies, we believe that we can persuade some of the very best applicants to Stony Brook who indicate that they are interested in studying business to enroll at Stony Brook because of the Fast Track Program. These students would pursue a major other than BUS. Although they could complete the BUS minor, we would discourage them from doing so, emphasizing the benefits of a second major or a minor in another area. We believe that this approach will increase the number of very high achieving high school students who choose Stony Brook, reduce the enrollment pressure in our BUS program, and increase enrollment in our 60-credit MBA program.

4.3.2 Accept Strong High School Students into BUS Major
We would establish a set of criteria, such as: (1) minimum weighted high school average of 90%; (2) minimum 75th percentile on the SAT Verbal; and (3) minimum 75th percentile on the SAT Math. Any high school student who meets all three criteria would be admitted to the BUS major. Any high school student who meets one or two, but not all three, of the criteria would enter as a pre-BUS major (the code is GBM), which would allow them to register for BUS 115 (Business in the 21st Century) and BUS 210 (Financial Accounting). They would take these courses in their first year while they satisfy their DEC and other University-wide requirements. Then, at any point after completing 30 credits, they may be admitted to the BUS major if their cumulative GPA equals or exceeds 3.1 (our current standard). A transfer student may be admitted to the BUS major if their cumulative GPA equals or exceeds 3.2 (3.4 for students coming from a community college).

4.3.3 Direct High Achieving Stony Brook Students into Fast Track MBA Program or 60-Credit MBA Program
We would develop an advanced MBA track for business minors and undergraduates. At the top 10 MBA programs, 19% of MBA students have business undergraduate degrees. The percentage is higher at other schools (e.g., 39% at the U. of Illinois; more than 50% from business and economics at Binghamton). We do not want to preclude this large market from our MBA program. The track would require taking more advanced courses in the MBA concentration or taking courses from two concentrations.
We will encourage high achieving students (3.5 GPA or better) from other majors to enter the 5-year Fast Track MBA Program. This enables the student to earn their undergraduate degree plus their MBA in a total of 5 years, rather than 4. The effects would be (a) to provide the student with a deeper business education that will pay immediate returns to their career, (b) increase enrollment in our MBA program, and (c) limit enrollment in our undergraduate business classes.

4.3.4 Direct High Achieving Stony Brook Students into 60-Credit MBA Program
We will invite current Stony Brook students with a GPA between 3.1 and 3.5 to enroll in the BUS minor and to apply to our MBA program upon graduation. This will provide the student with an excellent overview of business while increasing our MBA enrollment. We believe that this strategy will be in the best long-term interests of the both student and the College of Business.
## Appendix 1: Faculty Benchmark Comparisons and Hiring Plan

### Benchmarking

<table>
<thead>
<tr>
<th></th>
<th>Stony Brook</th>
<th>Albany</th>
<th>Binghamton</th>
<th>UNH</th>
<th>Montclair State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Full Time Faculty</td>
<td>15</td>
<td>45</td>
<td>43</td>
<td>74</td>
<td>79</td>
</tr>
<tr>
<td>Number of FTE Faculty (F+PT)</td>
<td>30.5</td>
<td>50.5</td>
<td>52.65</td>
<td>82.5</td>
<td>89</td>
</tr>
<tr>
<td>Percent of FT Faculty w/Doctoral Degrees</td>
<td>59%</td>
<td>88.9</td>
<td>95.3</td>
<td>81.1</td>
<td>92.4</td>
</tr>
<tr>
<td>Student / Faculty Ratio (Undergraduate)</td>
<td>40.03</td>
<td>18.75</td>
<td>25.97</td>
<td>21.47</td>
<td>12.6</td>
</tr>
<tr>
<td>Student / Faculty Ratio (Masters)</td>
<td>5.02</td>
<td>3.43</td>
<td>5.09</td>
<td>1.5</td>
<td>0.98</td>
</tr>
<tr>
<td>Student / Faculty Ratio (Doctors)</td>
<td>0.2</td>
<td>0.23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Participating Faculty</td>
<td>25</td>
<td>53</td>
<td>43</td>
<td>72</td>
<td>79</td>
</tr>
<tr>
<td>Number of Supporting Faculty</td>
<td>30</td>
<td>31</td>
<td>20</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td><strong>ENROLLMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Enrollment, Undergraduate</td>
<td>1221</td>
<td>947</td>
<td>1420</td>
<td>1771</td>
<td>1121</td>
</tr>
<tr>
<td>Full Time Enrollment, Masters</td>
<td>153</td>
<td>173</td>
<td>268</td>
<td>124</td>
<td>87</td>
</tr>
<tr>
<td>Full Time Enrollment, Doctors</td>
<td>10</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Enrollment, Undergraduate</td>
<td>70</td>
<td>34</td>
<td>77</td>
<td>21</td>
<td>309</td>
</tr>
<tr>
<td>Part Time Enrollment, Masters</td>
<td>119</td>
<td>174</td>
<td>18</td>
<td>188</td>
<td>279</td>
</tr>
<tr>
<td>Part Time Enrollment, Doctors</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Faculty Staffing Between Fall 2010 and Spring 2015

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Focus</th>
<th>Innovation</th>
<th>Health Management</th>
<th>Organizational Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Kamins</td>
<td>Connell</td>
<td>JUNIOR 2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abbussatto</td>
<td>JUNIOR 2013</td>
<td>JUNIOR 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Etti</td>
<td>Levanti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>SENIOR 2011</td>
<td>JUNIOR 2012</td>
<td>Holod</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JUNIOR 2012</td>
<td>Dwyer (HTM)</td>
<td>Fry (AMS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Palermo</td>
<td>Meiselas</td>
<td>Sawhney (BNL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nugent</td>
<td>Wang (CHM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>JUNIOR 2015</td>
<td>Sexton</td>
<td>Skorin Kapov</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lekacos</td>
<td>Dolan (U Hosp)</td>
<td>Lewis (T&amp;S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clark</td>
<td>Vanner (HTM)</td>
<td>Feinberg (AMS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sheehan</td>
<td>Pitocco (HTM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goodfellow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aguayo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HR/OB</td>
<td>Wolf</td>
<td>JUNIOR 2015</td>
<td>JUNIOR 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>London</td>
<td>Benz Scott</td>
<td>(HTM)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Casey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laskowski</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sobel-Lojeski</td>
<td></td>
<td>T&amp;S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pettinski (T&amp;S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Margot</td>
<td>Palermo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eisenbud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kerr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Allocca</td>
<td>PhD 2013</td>
<td>PhD 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cullen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Legend
- CoB Senior 7
- CoB Junior 9
- CoB Participating Instructors
- CoB Participating Adjuncts
- SB Department Affiliate
### Staffing Table

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Faculty</td>
<td>Number of Courses</td>
</tr>
<tr>
<td>Senior</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Junior TT</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Instructors</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Active Adjuncts</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>Affiliates</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total Full-time</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Total FTE</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Course capacity</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Percent FTE Academically Qualified</td>
<td>39%</td>
<td>22%</td>
</tr>
<tr>
<td>Percent Participating</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

* min. 50% for AACSB

** min. 75% across all and at least 60% in each discipline for AACSB

*** Change in students:
- 2010 1200 majors, 350 minors, 300 MBA
- 2015 600 majors, 200 minors, 400 MBAs including new accounting track for CPA eligibility based on enrollment analysis below
## Hiring Plan

<table>
<thead>
<tr>
<th>Department</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total hired by 2015</th>
<th>Total hired 2016-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Junior</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Finance Senior</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Finance Junior</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Operations Junior</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HR/OB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting Junior</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>11</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Appendix 2: Resource Capacity Analysis
Enrollment History and Targets

Faculty & Students
• Enrollment in 2004 when the CoB was created
  – Enrolled roughly 800 BUS majors
  – Enrolled roughly 500 BUS minors
  – Enrolled roughly 100 graduate students
  – Employed 14 full-time faculty members
    • 7 of whom were tenured/tenure-track professors, and
    • 7 of whom were non-tenure-track instructors.
• Currently the CoB
  – Enrolls roughly 1200 BUS majors
  – Enrolls roughly 375 BUS minors
  – Enrolls roughly 300 MBA students
  – Employs 16 full-time faculty members
    • 7 of whom are tenured
    • 2 of whom are untentured AACSB academically qualified professors, and
    • 7 of whom are non-tenure-track instructors
    • All full-time faculty can be categorized as AACSB participating.

Courses and Instructors
• In the Fall 2009 semester, the CoB offered 90 course sections.
  – 43 taught by full-time faculty members and
  – 47 taught by adjunct instructors.
• Thus, full-time faculty members currently teach less than half of the courses offered by the College.
• Ph.D. Academically Qualified tenure-track faculty members teach 25% of the courses.
## Fall Semester Counts

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUS Majors</strong></td>
<td>800</td>
<td>789</td>
<td>814</td>
<td>999</td>
<td>1,155</td>
<td>1,291</td>
</tr>
<tr>
<td><strong>BUS Minors</strong></td>
<td>573</td>
<td>382</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,728</td>
<td>1,673</td>
</tr>
<tr>
<td><strong>MBA Executive Option</strong></td>
<td>30</td>
<td>82</td>
<td>98</td>
<td>110</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td><strong>MBA 60-Credit Option</strong></td>
<td>13</td>
<td>72</td>
<td>124</td>
<td>162</td>
<td>135</td>
<td>138</td>
</tr>
<tr>
<td><strong>Finance Certificate</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total MBA</strong></td>
<td>43</td>
<td>154</td>
<td>223</td>
<td>273</td>
<td>252</td>
<td>255</td>
</tr>
<tr>
<td><strong>Management and Policy MS</strong></td>
<td>55</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology Management MS</strong></td>
<td>5</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td>55</td>
<td>167</td>
<td>224</td>
<td>274</td>
<td>252</td>
<td>255</td>
</tr>
<tr>
<td><strong>Total, excluding BUS Minors</strong></td>
<td>903</td>
<td>956</td>
<td>1,038</td>
<td>1,273</td>
<td>1,407</td>
<td>1,546</td>
</tr>
</tbody>
</table>

### More Majors, MBA Enrollment Flat

![Graph showing MBA enrollment growth](image)
BUS majors and minors created approximately 2782 section enrollments in the Fall 2009 semester. With an average undergraduate section enrollment of 53 students, these enrollments resulted in 53 BUS sections.

MBA students created approximately 1048 section enrollments in the Fall 2009 semester. With an average MBA section enrollment of 29 students, these enrollments resulted in 37 MBA sections.

Thus, the CoB must staff 53+37=90 sections per semester.

### Capacity of the Existing CoB Faculty

<table>
<thead>
<tr>
<th>Sections Taught Each Semester</th>
<th>Number of Full-Time Faculty</th>
<th>Sections Taught by Full-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>16</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

To comply with Standard 9 of the AACSB accreditation guidelines, the College could staff an additional 14 sections with adjunct instructors, for 57 sections each semester.
Matching supply & demand:

- The CoB developed a spreadsheet model to determine the maximum number of BUS majors that it could handle given the following assumptions:
  1. The number and composition of the full-time faculty will remain as it is now.
  2. The number and composition of the MBA students will remain as it is now.
  3. The undergraduate BUS minor will be phased out or significantly reduced.

- Assumption 3 is included because the presence of minors reduces the maximum number of BUS majors that the College can support.

The model reveals that the College can support no more than 589 BUS majors under these assumptions.

- Reducing the number of BUS majors from roughly 1300 to about 600 constitutes a significant drop.

- But there were only about 800 BUS majors as recently as Fall 2006.

- It is also crucial to point out that the CoB can meet AACSB accreditation Standard 9 as early as the Fall 2015 semester with no additional full-time faculty.

The model says that we can admit 175 new BUS majors per year. This would be 107 first-year students and 68 transfer students. Our total BUS majors would stabilize at 600.
This graph shows the number of MBA students that the CoB can have given various numbers of full-time faculty members while meeting AACSB standards.
Appendix 3: COB Structure & Governance

1. The COB Advisory Board of corporate executives each with a vested interest in one of the three COB centers: This board provides direction to our programs (ensures we are teaching what businesses need), fosters internships and hiring, and ultimately raises money (working with the university’s advancement office). This board will also include key university administrators or faculty with a vested interest in our disciplines (through joint academic programs and research) and outreach (through economic development, for instance the directors of CEWIT, the Incubator, and University Hospital).

2. In addition, advice from a variety of people who may have ideas and insights for the type of business school we should be: People like Richard Gelfond, Phil Palmedo, and Yacov Shamash as well as executives at key businesses, labs, and industries (CA, Motorola, Nikon, BNL, banks, retail, East End tourism, etc.) and policy makers such as NY State Senators and Assembly Representatives, Offices of the County and town Executives.

3. An internal council with representation from the adjuncts, instructors, and tenure track faculty (two from each group).

Structure:

- Associate dean for curriculum & AACSB
- Director, Center for Innovation (project management)
- Research director; on-going colloquia, interdisciplinary research within the COB and with faculty in other SB units and outside the university; tech transfer/proof of concept
- Senior faculty leading health care and organizational systems endeavors joint with faculty from Health Technology and the Office of Economic Development respectively.
Appendix 4: Educational Strategy: Learning Outcomes and Assessment

A4.1 Our Brand of Education: Hallmarks of a Stony Brook College of Business Learning Experience

- High expectations for engaged learning.
- Experiential/Practical action learning experiences through in-class projects, internships, guest speakers from business, etc. that require writing, data analysis, and integration for innovative solutions; view knowledge as a tool for problem solving, not for mastery alone. Have applied experiences throughout all levels of the curriculum.
- Foundational, “21st Century” skills are infused throughout the curriculum. For example, critical thinking and problem solving skills are developed by infusing reading, writing, presentation, and math throughout all aspects of the curriculum.
- Learning occurs in project teams. Students learn effective work strategies as they acquire business knowledge and demonstrate how their business capabilities add value to their employers and contribute to their career development.
- Prepare students to the global, diverse workplace taking advantage of the cultural, gender, and educational diversity of our students, applied learning experiences, including study abroad, and technology-enabled means for distance interaction and education (blended on-line courses, multiple modes of communication, and teamwork).

A4.2 Goals

- Develop curious, continuous learners who experiment with and apply new ideas to business solutions and market opportunities. Students are motivated to learn on their own and with their peers, using knowledge and skills as tools for critical analysis and innovative solutions to business problems.
- Students learn to link, leverage, and commercialize—link knowledge and analyses to new ideas, leverage resources, and commercialize in ways that create and develop market opportunities. Students maximize their career potential by learning to learn and exploring solutions to difficult, real-world problems.
- Students learn to be early adopters and organizational gatekeepers of knowledge, technology, and applications that create and maximize value to the organization and their own career development.
- Appeal to a diverse group of students; students learn from multi-cultural, global instructional experiences, and interact with fellow students, internship coaches...
and supervisors, and faculty who value diversity and leverage diversity for learning, career development, and on-the-job performance.

- Support and enable curiosity and creativity as students practice entrepreneurship, teamwork as subject matter experts, and group and organizational leadership.

A4.3 Ties to the SUNY Plan
- Successful local entrepreneurs providing advice and serving as mentors to our students and faculty to bring real world knowledge on every phase of the entrepreneurial process.
- Students and researchers in communities, putting their fresh ideas and energy directly to work for local businesses.
- Courses on entrepreneurship to create a cadre of idea generators and job creators.
- Community-based networks of professionals and enterprises in education, health care, business, and social services.
- On-site customized education for employees, so both businesses and individuals can re-engineer existing skills to fill gaps in the local labor market.
- Volunteer work by our students as well as faculty, and staff showing that we are a model for higher education citizenship, unleashing our problem-solving energy on the challenges our communities face.
- Collaboration with community representatives to identify their most pressing problems; create solutions that promote thriving workplaces.
- Boundary spanning opportunities: semester- or even year-long academic exchange programs; “reverse internships” for faculty in local businesses.
- Given the globalized economy, a broad cultural and international perspective; a globally-minded student through international exposure.
- An on-line portal (on-line courses; extensive open learning environment) with digital credit and noncredit opportunities.

A4.4 Respond to Students’ Needs and Interests
Spring 2010 focus groups conducted by Dean McDonnell showed that the three things that students want us to improve:

(1) interaction with the business community through internships, projects, conferences, and speakers
(2) more courses that give students an opportunity to develop a work product they could show to prospective employers

(3) a better way for faculty to distinguish between productive and non productive students working in teams.

International students indicated that they can get an MBA in their own country but come here because they want an American experience -- interacting with American students and businesses. They want to return to their countries with evidence that they did more than classroom work. With internships hard to secure, we need more thinking and discussion about how we build interaction with the business community into the MBA program.

Students were divided on the desire for fixed cohorts vs. flexibility to take courses that fit their own schedule. We now have sufficient size to move toward cohorts – or at least limited cohorts for the core courses.

Working in teams is one of the strengths of the program but that we do not do a good job dealing with “free riders.” We will develop and implement best practices in student teamwork.

A4.5 Methods

• Identify, recruit, support, and enable continuous, generative learning, those who are curious, creative, innovative, and doers.

• Develop 21st Century business skills. These are foundational learning outcomes that run through our undergraduate and graduate curricula (see chart below).

• Learning outcomes in each discipline-based concentration (accounting, finance, marketing, and operations management)

• Students have E-portfolios to demonstrate their knowledge and ability to create value. The E-portfolio projects increase in complexity as students advance through the curriculum, showing prowess in foundational skills and areas of concentration.

• Students learn in communities of peers and faculty. Learning communities at each level of study integrate disciplines and promote collaborative learning.

• Courses at every level of the curriculum provide opportunities for reading, writing, and math in the context of critical thinking, oral and written communication, collaboration, and action learning.

• Integrative introductions and capstones provide holistic perspectives and focus on problem solving.

• Cohesive learning experiences combine learning within and outside the classroom.
• Basic/foundational knowledge is delivered through traditional didactic methods (lectures and demonstrations) that are the basis for problem-based, experiential learning (projects, internships, study abroad, classroom project teams, case exploration, simulations, guest speakers presenting corporate problems, team competitions for business planning and problem solving).

• Faculty team-teach contemporary themes (e.g., globalization, data mining and knowledge management opportunities).

• Assessment is conducted at the course and program level for continuous improvement.

• Cohesive learning experience within cohorts:
  
  o For undergraduates:
    ▪ “Business Leaders Program” learning community for high achieving freshmen
    ▪ Sophomore learning communities for principles classes
    ▪ Honors learning community in ethical leadership linked to writing and community service
    ▪ Professional certifications coupled with degree (project management, human resources; emerging fields—real estate, hospitality, sustainable business) links to partner departments for joint degrees
  
  o For MBA students:
    ▪ Full-time day program with structured, integrative applied learning experiences
    ▪ Executive evening and weekend program with blended on-line courses for flexibility and student interaction
    ▪ Fast track MBA program for non-business and business undergraduate majors
    ▪ Corporate-based SUTRA programs
  
  o Combined programs:
    ▪ Accounting undergraduate minor with fast track MBA leading to CPA
    ▪ Linkages to other fields (journalism, medicine, information management, applied math/computational finance, etc.)
- New masters programs (MS in Human Resources at Stony Brook and Manhattan and on-line)
- Graduate credit and non-credit certificate programs (Information Management, HR, Health Care, and others to be developed)
- Technology Management Masters Program (TMP) in Seoul, Korea
- Korea-Incheon Free Economic Zone/Songdo City campus

- Alumni and corporate community support
- Noncredit executive development
- Highlight the relationship between business and the humanities. Consider how the business program can incorporate history, philosophy, art and literature into the curriculum.
  - Invite experts from other disciplines (e.g., medical humanities and ethics) to discuss how the humanities informs professional practice and see parallels to business. This could develop relationships between departments that would open up interesting possibilities.
  - Create some exciting executive education type programs -- more akin to the Aspen school.
- Incorporate simulations, cases, projects, and combinations thereof for experiences that emulate the workplace. This can fill the experience-gap for fast trackers and international students. Simulations are a good tool for teaching teamwork and cross-functional roles within an integrated curriculum for reinforcing business principles from our concentration areas.
- Multiple modes of learning and delivery and teamwork
  - For instance, follow a four-pronged approach: (1) discipline-based skill building courses, (2) problem-focused round table presentations with faculty, business leaders, and students, (3) peer-to-peer, faculty monitored on-line, concentration-based learning communities with bulletin boards, pod casts, discussion threads, blog posts, and document sharing, and (4) integrative assessments periodically and at key transitions (end of semester; end of first year; completion of program) -- formative behavioral assessment center with feedback and coaching for foundation skills at start of program, and evaluative assessment an assessment center at conclusion. Each semester, students would register for 2 or 3 packets of integrated courses, roundtables, and learning networks with each packet worth 6 credits. This could be delivered with self-paced, on-line modules (e.g., recorded faculty lectures); a blend of on-line, synchronous and in-
person panels, discussion forums, and team meetings; and on-line individual and team simulations, cases, and other forms of assessment.

- For lower division courses (e.g., BUS 111 and 115), textbook publishers offer on-line “canned,” professionally delivered chapter summaries, homework, and quizzes. This frees class time for more in depth discussion and subgroup exercises that would not be possible otherwise.

- At the graduate level, on-line action learning teams with Web 2.0 technologies can provide realistic work experiences with simulations and problem solving action learning.

- Create on-line modules within disciplines, with modules building on each other. Provides a chance for students to review as they learn facts and skills, apply them initially to solve puzzles (problems with right answers), and then draw on their learning for solving problems that require critical analysis.

- Action learning teams applying emerging Web 2.0 technologies for communication can be formed within class in homogeneous cohorts (the younger fast track students who don’t have professional work experience, the Executive MBA students, the day-students, cross-functional teams consisting of students with different concentrations, and so forth) with the instructor providing targeted facilitation to meet the needs of the group.

- Advantages of on-line learning:
  - Free up class time that was previously used for didactic explanations and rote learning of basics; students learn basics on their own
  - Action learning, when designed properly, can simulate the work environment, promote interaction, be more dynamic and engaging, less influenced by cultural differences, more integrative of functions, with opportunities to involve community members (businesses, venture capitalists, Wall Street alumni, international students from a partner university overseas, etc.) as facilitators and contributors to team learning.

- Implement in stages with demonstration projects to show faculty and students the value and potential; alternatively develop a comprehensive re-design of the curriculum integrating themes and alternative delivery modes

- Implementation and participant buy-in are a critical ingredient; demonstration projects can be prototypes to build on.
  Possible guidelines for on-line courses:
They should be mostly restricted to MBA courses with more mature students who are ready for self-paced, learner-driven, faculty-facilitated education.

The courses should not be strictly on-line. We should continue the blended mode with on-campus instruction.

Some courses will not do well even in blended mode. Heavy quantitative courses are an example. The courses and teaching styles of the instructors should be evaluated carefully.

The capability and desire of the faculty members toward teaching on-line should be considered, and a more formal, disciplined faculty training program. Instructors need to be told what is the COB standard for on-line callses and all should use the same software.

Possibly, MBA courses could be split with an on-line instructor handing one aspect of the course and another instructor handling the on-campus sections. This would incorporate the expertise and interest of the two instructors to better present the material.

There should be a limit to the number of courses taken on line (e.g., no more than six credits).

We need to remember that on-line delivery and Web 2.0 technologies are tools to help enhance our curriculum, not just keep us competitive and up to speed.

- The question of a totally online course curriculum separate from the existing curriculum versus the weaved in, fully integrated, online support system for our curriculum is a critical issue for discussion.

- On-going course and program assessment to refresh and improve programs continuously; capstone simulations as data for program assessment; consider adopting a rising junior and a capstone senior test.

- Transferability, consistency, and quality assurance: Review our curriculum for common learning objectives and outcomes within courses regardless of section and instructor.

A4.6 Themes

- Globalization--Develop and promote cultural and language emersion programs, including study abroad, particularly to countries that will loom large in the students’ careers, such as China and India; offer/require language courses in transcendent languages, such as Mandarin, Russian, and Hindi (India)
• Other key themes will guide integrative learning experiences across disciplines at upper division and advanced MBA levels. These themes will vary from time to time depending on contemporary issues. For example, decision making, global supply chain, computational finance, data mining.

A4.7 Outcomes

• Students acquire “21st Century skills” and receive job offers from firms that expect strength in foundational areas of business, including global awareness, financial acumen, civic literacy, collaborative work skills, and valuing diversity.

• Students apply knowledge and skills in their areas of concentration and integrate principles from accounting, finance, marketing, and management operations to solve business problems.

• Students demonstrate global awareness, multi-cultural understanding, ethical and corporate social responsibility, and technological innovation needed to deal with challenges of today.

• Students have the potential for continuous learning for future business and career success; they demonstrate that they are open to new ideas, able to search for information and knowledge they need, and explore innovative ways to apply and implement new knowledge and ideas to solve unexpected problems.

• Students receive competitive job offers in responsible entry level positions.

• Prepare students to fill the increasing demand for U.S. business graduates around the world working for foreign-based companies or multi-national organizations with career opportunities abroad, particularly in booming Asian countries.

These outcomes are assessed through student performance in simulations, projects, internships, and courses, and programs are reviewed at least annually for results and opportunities for improvement.
Appendix 5: Foundational Learning Objectives

Our business courses develop foundational skills that are important to career success in all aspects of business. Real world projects in our courses give students a chance to practice these skills.

Students include these projects in their electronic portfolios. As they advance in the curriculum, these portfolio projects allow them to show their expertise in their chosen concentration and their ability in the foundational skills.

Time and again, students tell us that they show these projects to prospective employers, and this got them the best internships and jobs when they graduate.
## Foundation Skills

**Oral and written communications**: Prepare and deliver a coherent and persuasive video presentation about ten minutes long and a written report about ten pages long.

**Critical thinking, problem solving and decision making**: Analyze a complex business issue and identify realistic solutions, communicating the findings in a written case with appropriate supporting material (e.g. demonstrate the ability to analyze data, use charts and figures and understand financial statements).

**Ethics and corporate social responsibility**: Analyze an issue from legal, ethical, and socially responsible perspectives and recommend appropriate actions for a practical business situation, described in a written case.

**Leadership and team interaction**: Create a vision and communicate that vision in a way that would generate commitment, and structure teams for goal achievement. Students will participate actively and collaboratively in a project team, present their contribution to the team project in a project report or presentation and describe how you contributed to team interaction based on principles of group dynamics and team building in a project team.

**Innovative business practices**: Demonstrate knowledge of innovative business practices, processes, technologies and methods through a case analysis, project, simulation or workshop.

**Cross-cultural understanding**: Participate in a study abroad program or in a group project with people from different cultural backgrounds domestically and internationally and integrate knowledge of an international business environment in a project report or journal.

**Business development and value creation**: Produce a business plan that shows the creation of value through the production and marketing of goods and services.
### Undergraduate Learning Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Courses</th>
<th>Examples of Portfolio Projects</th>
</tr>
</thead>
</table>
| Oral and written communications: Prepare and deliver a coherent and persuasive video presentation about ten minutes long and a written report about ten pages long. | BUS 115: Introduction to Business for Majors, BUS 347: Business Ethics, BUS 441: Business Strategy | BUS 115 Introduction to Business for Majors, Prof. Laskowski: Students choose a business that they want to start and then complete a 10-page outline for a business plan including a cover, executive summary, company background, etc. Also, students develop and deliver a fifteen minute Powerpoint presentation highlighting their company's history, customers and competitors, and a SWOT analysis. Since this is an entry level course, these projects could be placed in the portfolio as an initial demonstration of competencies and then replaced with more complex and sophisticated work as the student progresses through the major.  
BUS 441: Business Strategy, Prof. Sheehan: The key learning element is the "real world" application of the academic principles covered throughout the business curriculum. The students major project is a written in-depth report of how they would start their own business. Alternatively, students can analyze a profession they want to follow as a career. A major goal is to be able to utilize their project in the job search interview process or |
later on in their careers. There are also several group projects that include selected cases picked to represent actual business situations. The students are grouped to respond to select questions. They compare their answers, come up with the group solution, and a group spokesperson then presents it to the class. This could be taped and used as a portfolio demonstration of communication skills or critical thinking.

| Critical thinking, problem solving and decision making: Analyze a complex business issue and identify realistic solutions, communicating the findings in a written case with appropriate supporting material (e.g. demonstrate the ability to analyze data, use charts and figures and understand financial statements.) | BUS 115: Introduction to Business for Majors BUS 210: Financial Accounting BUS 214: Managerial Accounting BUS 215: Introduction to Business Statistics BUS 220: Introduction to Decision Sciences BUS 358: Marketing Research | BUS 215 Introduction to Business Statistics, Prof. Sexton: Throughout the course, students learn how to think critically about business problems and how to apply standard statistical methods to solving business problems and to improving business decision making. Specifically, team assignments are given throughout the semester. Students are randomly assigned to three-member teams, and one person is randomly selected from each team to serve as the Team Captain. Students are re-assigned for each new team assignment. The students work together to solve a practical problem that involves actual data and requires them to use a statistical software package and Excel. The team presents their findings in one of three formats: (1) a report, (2) a presentation, or (3) a memo. |
BUS 210 Financial Accounting, Prof. Allocca: Students prepare the basic financial statements for a company along with the computations of various financial statement ratios which assess liquidity, solvency, and profitability. Students are asked to analyze the performance indicators and respond to various questions that assess their understanding and interpretation of the ratios, and will convey their ability to critique the operational performance of the company.

BUS 214 Managerial Accounting, Prof. Allocca: Students work in teams to complete four research application questions which have numerous sub components. The basis for the research questions is contained in the information presented in an annual report and/or Form 10K of several publicly held companies. The students analyze the operating performance of the company by reviewing the financial statements and relevant footnote disclosures. In addition, they comment on the company’s strategy for success in the marketplace, and analyze the implications of the Sarbanes Oxley Act as it relates to the relevant financial disclosures that are required. The students will analyze and critique the
Management Discussion and Analysis section of the annual report relating to various questions which test their ability to critically think and draw conclusions from their own analysis and relate this to what the company's management has conveyed to the general public via the annual report.

BUS 358 Marketing Research, Prof. Camille Abbruscato: This course incorporates a final term project to include a written report and an oral presentation based on a hands-on course long marketing research project. Students are assigned to a project team who are to assume the following situation: You represent a marketing research firm that has been asked to submit a detailed marketing research study to a potential client. Each team selects a product/service of their choosing and researches that corporation to become familiar with the company and the environmental forces that shape the company, its product/service, and its industry. Based upon the findings, each team should uncover a problem/opportunity that they believe, via conducting marketing research, could reveal significant results for their corporation. By creating a detailed research report designed specifically for their corporation's problem/opportunity, each
team will be able to apply the concepts learned throughout the semester and, hopefully, see the outcome of conducting marketing research and the implications it can have in the real world. Typically, the report is approximately 10-15 pages in length, excluding cover page and bibliography, and consists of all the components of a real world research project. The format of the written report generally consists of the following: Title Page, Table of Contents, Executive Summary, Introduction, Body, Research Objectives, Review of Literature, Research Methods and Procedures, Sampling Plan, Data Analysis and Findings, Conclusions, Limitations, Appendixes (Questionnaire and Detailed tables) and References.

Ethics and corporate social responsibility: Analyze an issue from legal, ethical, and socially responsible perspectives and recommend appropriate actions for a practical business situation, described in a written case.

BUS 115: Introduction to Business for Majors
BUS 347: Business Ethics
BUS 441: Business Strategy

BUS 347 Business Ethics, Prof. Margot Palermo: The written part of this project is individual while the oral presentation/debate is a team project. The goal of the written report is for each student to apply what they have learned in the Business Ethics class and to present an analysis of the issue, the various "sides" of the issue and propose a resolution to the issue in a practical, straightforward, logical 5-7 page written presentation. The case is assigned to five students in the class so they will then come together to present the
| **Leadership and team interaction:** Create a vision and communicate that vision in a way that would generate commitment, and structure teams for goal achievement. Students will participate actively and collaboratively in a project team, present their contribution to the team project in a project report or presentation and describe how you contributed to team interaction based on principles of group dynamics and team building in a project team. | **BUS 115: Introduction to Business for Majors**  
**BUS 347: Business Ethics**  
**BUS 441: Business Strategy** | See descriptions of BUS 115, 340, and 351 for examples of projects that are conducted in teams and give students and opportunities to demonstrate their leadership competencies. |

| **Innovative business practices:** Demonstrate knowledge of innovative business practices, processes, technologies and methods through a case analysis, project, simulation or workshop. | **BUS 115: Introduction to Business for Majors**  
**BUS 330: Principles of Finance**  
**BUS 340: Managing Information Systems**  
**BUS 346: Operations Management**  
**BUS 348: Principles of Marketing**  
**BUS 448: Marketing Strategy** | **BUS 448 Marketing Strategy,** Prof. Camille Abbruscato: This course incorporates a final term project to include a written report and an oral presentation based on a hands-on course long marketing strategy project conducted in teams. The team is to assume the following situation: They represent a marketing consulting firm that has been asked to submit a detailed marketing plan for a client. Each team will either select a product/service (client) of their choosing, or have the opportunity to work directly |
for a client from the local area that has presented a “real” marketing issue that is in need of solutions. The team needs to research that client to become familiar with the company and the environmental forces that shape the company, its product/service, and its industry. The research findings should provide the team with sufficient information to create a SWOT matrix to determine where “opportunities” exist for their client. Based upon the findings of a marketing opportunity analysis, teams recommend one or more of the following options and produces a marketing plan accordingly: (a) a new marketing mix targeted to a new market, (b) a current marketing mix extended to a new target market, (c) a new or improved product/service targeted to the current market, (d) a combination of any of these. By creating a comprehensive marketing plan designed specifically for a client, each team will be able to apply the concepts learned throughout the semester and, hopefully, see the outcome of creating a marketing plan and the implications it can have in the real world. The students are also given the opportunity to present their findings directly to the client via a PowerPoint presentation at the conclusion of the semester.
<table>
<thead>
<tr>
<th>Cross-cultural understanding. Participate in a study abroad program or in a group project with people from different cultural backgrounds domestically and internationally and integrate knowledge of an international business environment in a project report or journal.</th>
<th>BUS 115: Introduction to Business for Majors BUS 347: Business Ethics BUS 351: Human Resource Management BUS 441: Business Strategy</th>
<th>BUS 351 Human Resource Management, Prof. Saidens: Students write cases and participate in team projects that examine fair treatment, discrimination in selection decisions, and harassment in the workplace.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business development and value creation: Produce a business plan that shows the creation of value through the production and marketing of goods and services.</td>
<td>BUS 115: Introduction to Business for Majors BUS 330: Principles of Finance BUS 346: Operations Management BUS 348: Principles of Marketing BUS 353: Entrepreneurship</td>
<td>BUS 353 Entrepreneurship, Prof. Wolf: Students explore business opportunities, explore possible markets, and write and present business plans.</td>
</tr>
</tbody>
</table>
# Graduate Learning Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Courses</th>
<th>Examples of Portfolio Projects</th>
</tr>
</thead>
</table>
| **Oral and written communications:** Prepare and deliver a coherent and persuasive video presentation about ten minutes long and a written report about ten pages long. | MBA 592: Organizational Behavior<br>MBA 512: Business Planning and Management | MBA 512: Business Planning and Management, Prof. Mark Palermo: The projects consist of case studies and culminate in a strategic review of, and recommendations for, a business. Each group prepares a written presentation and an oral presentation for the class. Innovative Business Practices and Business Development.  
MBA 592 Organizational Behavior, Prof. Casey: Students prepare and deliver a coherent and persuasive video presentation about ten minutes long and a written report about ten pages long |
| **Critical thinking, problem solving and decision making:** Analyze a complex business issue and identify realistic solutions, communicating the findings in a written case with appropriate supporting material (e.g. demonstrate the ability to analyze data, use charts and figures and understand financial statements. | MBA 501: Managerial Economics<br>MBA 502: Finance<br>MBA 503: Data Analysis<br>MBA 504: Accounting<br>MBA 551: Cases in Finance<br>MBA592: Organizational Behavior | MBA 501 Management Economics, Prof. Clark: In teams, students will produce a written report and oral presentation on a current issue that they will analyze in terms of the economic and strategic concepts we discuss in this class. This assignment provides an opportunity to demonstrate critical thinking. It also applies to oral and written communications and leadership and team interaction.  
MBA 503 Data Analysis, Prof. Sexton: Throughout the course, you will learn how to think critically about business problems and how |
to apply standard statistical methods to solving business problems and to improving business decision making.

Specifically, team assignments are given throughout the semester. Students are randomly assigned to three-member teams, and one person is randomly selected from each team to serve as the Team Captain. Students are re-assigned for each new team assignment. The students work together to solve a practical problem that involves actual data and requires them to use a statistical software package and Excel. The team presents their findings in one of three formats: (1) a report, (2) a presentation, or (3) a memo.

MBA 551 Cases in Finance, Prof. Mark Palermo: Cases are given each week that require a written memorandum explaining the issues, recommendations and conclusions. Students role play in each instance, and write their memos to an assigned audience. Each case may be part of a portfolio for a total of approximately 10 cases over the course of the semester. Each case requires extensive use of Excel and financial concepts as well as critical thinking and writing skills.

MBA 592 Organizational Behavior, Prof. Casey:
| **Ethics and corporate social responsibility:** Analyze an issue from legal, ethical, and socially responsible perspectives and recommend appropriate actions for a practical business situation, described in a written case. | **MBA 507: Ethics and Law** | **MBA 532 Survey of HR Administration, Prof. Gatteau:** Students are presented with two controversial case studies - one focuses on Sexual Harassment, and the other on Affirmative Action. Each case study includes a series of questions which students discuss in small teams and then present their arguments to the class. |
| **Leadership and team interaction:** Create a vision and communicate that vision in a way that would generate commitment, and structure teams for goal achievement. Students will participate actively and collaboratively in a project team, present their contribution to the team project in a project report or presentation and describe how you contributed to team interaction based on principles of group | **MBA 506: Leadership** | **MBA 506 Leadership, Prof. London:** Students give individual and group presentations on leadership theories, case studies of leaders in corporations and not-for-profit organizations, and ways to create and lead high performing teams. Students evaluate their own leadership strengths and weaknesses and generate a development plan. Also, students work in teams of four to five students to design and administer a |
dynamics and team building in a project team. training workshop on a topic of leadership.

MBA 552 Mergers & Acquisitions, Prof. Rafael Aguayo: Students analyze a merger that failed. This is done in a team of from four to five students. Students need to take the concepts and prior cases discussed in class and do a search for information on a past merger that has failed according to their criteria. They then (a) analyze why it failed looking at financial, cultural, business and other considerations, (b) create a written report, and (c) present to the class. A second project takes everything that has been covered in class so far, including the cases presented by the other classes, and asks them to examine a successful merger and analyzing why it succeeded and analyzing its prognosis for the future. They (a) analyze why it succeeded, (b) create a written report, and (c) present to the class.

| Innovative business practices: Demonstrate knowledge of innovative business practices, processes, technologies and methods through a case analysis, project, simulation or workshop. | MBA 511: Technological Innovations  
**MBA 589: Operations Management** | MBA 511 Technological Innovations, Prof. Wolf: Students develop a business plan for a technology startup, consult to a technology firm, or analyze important innovations in industry. Also applies to Business Development and Value Creation.  
MBA 531: New Developments in HR Administration, Prof. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 589 Operations Management, Prof. Skorin-Kapov</td>
<td>Students find up to three interesting articles related to one of the topics of operations management, analyze them and present them in class. The presentation (about 7-10 min) should address specific companies or products and should not repeat general concepts as given in lectures. A final portfolio of printed material and a two-page summary analysis is required. This is a team effort (up to three students).</td>
</tr>
<tr>
<td>MBA 506: Leadership MBA: 592 Organizational Behavior MBA 512: Business Planning and Management</td>
<td>MBA 537 Employee Training and Career Development, Prof. London: Students develop and deliver a workshop on cultural sensitivity and managing and valuing diversity. MBA 538 Organization Change and Development,</td>
</tr>
<tr>
<td>Report or journal.</td>
<td>Prof. London: Students analyze the impact of cultural diversity on group development and formulating learning organizations. Students write papers, give presentations, and/or work on team projects that require working with diverse team members as they focus on issues such as leading cross-cultural, geographically dispersed work groups in multinational companies.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Business development and value creation:</strong> Produce a business plan that shows the creation of value through the production and marketing of goods and services.</td>
<td>MBA 505: Marketing MBA 521: Industry Project MBA 570: Entrepreneurship MBA 521 Industry Project, Prof. Wolf: The project solves a client's problem by a team of students; produces a report for the client. Also applies to leadership and team building. MBA 570 Entrepreneurship, Prof. Rafael Aguayo: Students create a company, develop the concept, including the marketing and operations, estimate what kind of capital they will need, and then document the company and how it will be run in a business plan. They hand in the business plan and then do a presentation to the rest of the class.</td>
</tr>
</tbody>
</table>
Appendix 6: Faculty Performance Evaluation

An essential ongoing process in every academic unit, especially during periods of growth, is faculty performance evaluation. Like other units on campus, the CoB has performed annual performance evaluations of all faculty members in consideration of discretionary salary increases and of all faculty members who seek promotion or tenure.

The College will consider the development of an annual performance review process that is based upon each individual’s personal expectations regarding research, teaching, and service. To accomplish this, one could use a 9-point system in which a fixed number of points are assigned to each of these three activities. For example, a faculty member who is expected to do research could be assigned 5 points for research, 3 points for teaching and 1 point for service with his or her performance judged against these standards. A faculty member who main job is teaching could be assigned 6 points for teaching, 2 points for service, and 1 point for research.

In addition to discretionary salary increases, promotion, and tenure, the results could be used to reward faculty members with annual funds for travel to conferences where they present their research, funds for membership in academic societies, and support for software and computer needs. One could develop a personal budget for successful researchers and instructors who could use the resources to best achieve their professional goals.

We will also develop clearly stated and attainable standards for tenure that value interdisciplinary research in addition to research within one’s own field. The standards would recognize that “A” journal publications do not have to be limited to those in one’s field to receive significant weight in tenure decisions.