

# Strategic Planning Handbook



**Dean Pat Cantrell**

**2011-2012**

**Version 9.16.2011**

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The College of Business at the University of Central Arkansas conducted a comprehensive vision, mission and values review during the spring and summer of 2011 simultaneously with the university-wide comprehensive vision, mission and values' review. The following vision, mission and values statement developed by the COB stakeholders was approved and adopted by the COB faculty on July 15, 2011.

## **COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT**

### **Vision**

Our vision is to be a leading regional public business college in Arkansas, with national recognition in selected fields or areas.

### **Statement of Mission and Core Values**

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community.

In carrying out this mission, the College of Business is guided by the following core values:

#### **1. Intellectual Excellence.**

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

#### **2. Community.**

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

**3. Diversity.**

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

**4. Integrity.**

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

*Version adopted July 15, 2011*

## **STRATEGIC PLANNING PROCESS OF THE COLLEGE OF BUSINESS**

### **PURPOSE OF THE VISION, MISSION & VALUES (VMV)**

The College of Business uses the Vision, Mission & Values as a source of guidance and direction for decision-making, particularly with regard to resource allocation. Broad goals and objectives flow out of the VMV that are used to guide strategic planning in the College. Strategic action items flow directly from these Goals and Objectives and should be directly linkable to a specific goal. Each of these Strategic Action Items is evaluated annually for status updates. The following committees are responsible for various strategic planning components.

**COB Executive Committee:** The College of Business Executive Committee is charged with overall operations and management of the College. The membership consists of the Dean, Associate Dean, MBA Director, Department Chairs, and the Technology Officer. This committee will review action items submitted by the COB Strategy Committee for feasibility and appropriateness given the resource constraints that may be in place at a specific point in time.

**COB Strategy Committee:** This committee is charged with developing and presenting both annual action items and long-term action items to the COB Executive Committee for consideration. These action items must include a time horizon for achievement, a resource plan, and a statement outlining the direct linkage to the VMV.

This committee is also charged with conducting an annual review of the VMV and COB Goals and Objectives that is vetted through the various stakeholders. The membership of this committee consists of one member appointed from each of the four departments within the COB and three ad hoc members elected from the COB faculty.

**COB Curriculum and Assessment Committee:** This committee is charged with the college's Assurance of Learning activities for both AACSB and HLC compliance. In addition, all curricular changes flow through this committee to ensure consonance with

existing programs and/or the COB VMV. Strategic action items may periodically emerge from this committee and be sent to the COB Strategy Committee for consideration. If any changes to the University or COB VMV occurs the CAC also reviews COB Learning Goals for consonance with VMV.

**COB Syllabus Committee:** This committee is charged with the creation and maintenance of a master syllabus template that must be used in all classes. The purpose of this template is to provide a consistent format and to expose students to the COB Vision, Mission & Values statement. Each syllabus will identify the learning goal that may be measured in a specific course. There are currently templates for the BBA, MBA, and MAcc.

The Master Syllabi will be reviewed annually for improvements. This committee is also charged with ensuring faculty compliance in utilization of the templates. The membership of this committee consists of one member from each of the four departments. At least one member must also be a member of the COB Curriculum and Assessment Committee.

**COB Research Committee:** The COB Research Committee is charged with ensuring that faculty research is on the whole consistent with the COB VMV and also that these intellectual contributions (ICs) are appropriately classified as learning and pedagogy, contributions to practice, or discipline-based scholarship. The model for IC classification is included in Appendix C.

**COB Advisory Board:** COB Advisory Board members are selected from a variety of regional businesses and asked to serve a period of three years. The COB Dean attempts to get a cross-section of business and community leaders that represent all constituents. This group consists of local business leaders and members from firms that consistently employ UCA COB graduates. This board will meet three times a year; spring, summer, and fall. The purpose of the COB Advisory Board is to provide input on selected issues facing the COB including but not limited to VMV, strategic action items, and the needs of the business community.

**COB Student Advisory Board:** The COB Student Advisory Board membership consists of the club officers from every Recognized Student Organization (RSO) in the College of Business. This board will be utilized to provide student input on selected issues facing the COB including but not limited to VMV issues, strategic action items, and other student needs and concerns. This board will meet with the Dean and/or Associate Dean at least one time per semester.

**MBA Advisory Board:** The MBA Advisory Board members are selected from a variety of regional businesses that have expressed interest in graduate education either as a potential employer of MBA graduates or those currently holding MBAs. The MBA Director attempts to get successful UCA MBA graduates to be board members.

**Accounting Advisory Board:** The Accounting Advisory Board members are selected from the accounting profession to provide feedback on issues specifically related to

accounting education. Many of these board members are with regional firms that employ numerous accounting graduates.

**COB Diversity Committee:** The COB Diversity Committee is charged with establishing policies designed to increase diversity in the COB. Action items may emerge from this committee that will be forwarded to the COB Strategy Committee. Membership consists of one member from each department, one staff member involved in COB activities, and one or two student members to be appointed by the committee.

### **STRATEGIC PLANNING PROCESS CALENDAR**

The following COB Strategic Planning Calendar outlines the dates and responsibilities for respective stakeholders for continued review of COB Vision, Mission, & Values and Strategic Goals and Objectives.

#### Annual Review

- COB Strategy Committee will gather input from students, faculty, administrators and advisory boards regarding continued appropriateness of VMV and strategic goals and objectives. This input will be solicited during departmental meetings, meetings with student groups, and meetings with various advisory boards.
- Suggest changes to VMV and/or strategic goals and objectives as necessary.
- Develop new action items based on the strategic directions guided by the VMV and changes in the environment.

#### Every 5 years

- Conduct in-depth review of VMV and strategic goals via face-to-face meetings conducted for the specific purpose of evaluating VMV and strategic goal effectiveness.
- Involve administrators, faculty, business community serving on advisory boards and students in this phase.
- Re-evaluate or develop new VMV and strategic goals and objectives.
- Suggest changes as appropriate to VMV and strategic goals and objectives
- Develop strategic directions for the next 5 years

Note: This time table for a comprehensive review may be accelerated if and when the University's mission changes, the University's leadership changes, or the College's leadership changes.

### **Timeline for Action Items**

*(Note: 19 month process, 7 months planning, 12 months carrying out)*

October	Solicit input for action items from faculty, committees, and stakeholder meetings.
November	COB Strategy committee compiles action items and reviews them with regard to goals and objectives. These goals are then forwarded to the COB Executive Committee.

December	Executive Committee conducts feasibility reviews of action items and prepares budget request for next fiscal year. Only action items deemed feasible will be moved forward at this point.
January	Dean presents budget request to University
February	Solicit input for action items from faculty and committees (2 <sup>nd</sup> request)
March	Executive committee compiles action items and reviews them with regards to strategic directions. Ex-Com makes recommendations to Dean (2 <sup>nd</sup> review)  COB Strategy Committee solicits input for annual VMV and strategic goal review.
April	Dean and Executive Committee finalizes Action Item list for next academic year. COB Strategy Committee forwards suggestions for changes in the VMV or strategic goals and objectives identified during annual review process.
May	Final list of action items for coming academic year is prepared and adopted.
August	Action Items for academic year are presented to faculty at fall kick-off meeting. Any changes in the VMV and/or strategic goals and objectives are presented for faculty vote.
August- April	Current year Action Items are carried out
December / May	Action item progress updates are prepared by responsible faculty member or staff and submitted to Dean
May	Final progress report for year presented at year-end faculty meeting.

## **COLLEGE OF BUSINESS VISION, MISSION & VALUES CONSONANCE WITH OVERALL UCA VISION, MISSION & VALUES**

As part of the larger institution of the University of Central Arkansas the College of Business recognizes the need for its Vision, Mission & Value statement to be consonant with the overall University Vision, Mission & Values. The following tables demonstrate the direct linkage between the overall University VMV and the COB VMV.

### **THE UNIVERSITY OF CENTRAL ARKANSAS MISSION, VISION, AND CORE VALUES**

#### **Vision**

The University of Central Arkansas aspires to be a premiere learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

#### **Mission and Core Values**

The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas is dedicated to academic vitality, diversity, and integrity.

In carrying out this mission, the university is guided by the following core values:

#### **Intellectual Excellence**

We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching.

***Educated Citizens:*** We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech. Given our institution's historical roots in teacher education, this foundation inspires all of our colleges to work together to ensure our faculty and students promote instructional excellence and lifelong learning.

***Scholarship:*** We believe that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.



***Cultural Competence:*** We believe that students should experience cultural activities as they grow in their appreciation for the diversity of ideas and peoples, both inside and outside the classroom.

***Learning Environment:*** We believe that an outstanding physical infrastructure, along with a culture of excellence in all of our endeavors, provides an environment in which our students and faculty can thrive personally and intellectually. We further believe in providing state-of-the-art learning spaces.

### **Community**

We value and respect as our greatest asset the people who make up our community--students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution.

***Collegiality:*** We believe in processes of shared decision making based on productive synergistic interactions among our students, faculty, and staff, and disciplines in the pursuit of institutional goals.

***Partnerships:*** We are dedicated to promoting outreach activities, community education, and partnerships with surrounding entities. We believe in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.

***Safe and Healthy Environment:*** We promote a safe, healthy, and sustainable environment where our community members can flourish personally and socially as whole beings with obligations to improve their environment.

***Service:*** We believe in sharing our academic and cultural resources and expertise with the public, educational institutions, businesses, cultural centers, and public and non-profit agencies, when appropriate. We work to enable students to integrate into the larger world to promote a commitment to public service through experiential education. Faculty and staff serve our state and local constituents by sharing their energy, talents, and experience.

### **Diversity**

We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

***Recruitment and Retention:*** We actively pursue and seek to retain a diversified student body, faculty, and staff.

***Support:*** We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

***Knowledge:*** We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

**Integrity**

We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

***Ethics:*** We believe in acting with honesty, courage, and trustworthiness.

***Respect:*** We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.

***Responsibility:*** We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.

***Trust:*** We value and continually seek to earn the public's trust in all of our actions and words.

*--Adopted by the UCA Board of Trustees, May 6, 2011*

**MAPPING OF  
UCA and COB VISION, MISSION AND VALUES**

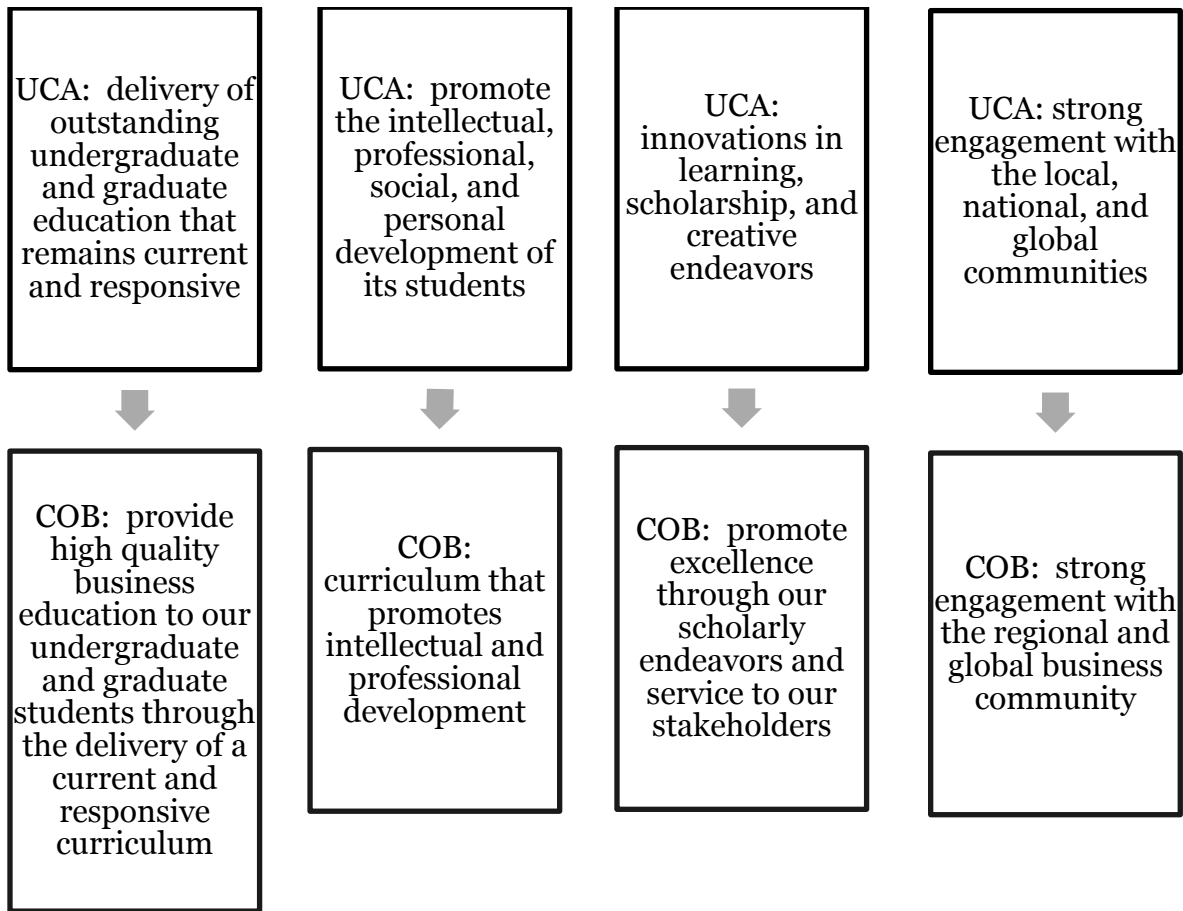
	<b>UNIVERSITY VISION</b>	<b>COLLEGE OF BUSINESS VISION</b>
<b><i>VISION</i></b>	... a premiere learner-focused public comprehensive university...	... the leading regional public business college in Arkansas,
	...a nationally recognized leader...	... with national recognition in selected fields or areas.
	... continuous record of excellence in undergraduate and graduate education, ...	provide high quality business education to our undergraduate and graduate students ... (Mission Statement)
	...scholarly and creative endeavors,...	promote excellence through our scholarly endeavors and service to our stakeholders ... (Mission Statement)
	... engagement with local, national, and global communities.	... strong engagement with the regional and global business community. (Mission Statement)

**UNIVERSITY MISSION STATEMENT:**

The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas is dedicated to academic vitality, diversity, and integrity.

**COLLEGE OF BUSINESS MISSION STATEMENT:**

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community.



	<b>UNIVERSITY MISSION</b>	<b>COLLEGE OF BUSINESS MISSION</b>
<b>MISSION STATEMENT</b>	...committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves.	... provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum
	...promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors.	promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders...
	... engagement with the local, national, and global communities.	... through strong engagement with the regional and global business community.
	The University of Central Arkansas is dedicated to academic vitality, diversity, and integrity.	(See core values)

**University Core Value 1:**

**Intellectual Excellence** We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching.

**Educated Citizens:** We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech. Given our institution's historical roots in teacher education, this foundation inspires all of our colleges to work together to ensure our faculty and students promote instructional excellence and lifelong learning.

**Scholarship:** We believe that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.

**Cultural Competence:** We believe that students should experience cultural activities as they grow in their appreciation for the diversity of ideas and peoples, both inside and outside the classroom.

**Learning Environment:** We believe that an outstanding physical infrastructure, along with a culture of excellence in all of our endeavors, provides an environment in which our students and faculty can thrive personally and intellectually. We further believe in providing state-of-the-art learning spaces.

## College of Business Core Value 1:

### 1. Intellectual Excellence.

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

## University Core Value 2:

**Community** We value and respect as our greatest asset the people who make up our community—students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution.

**Collegiality:** We believe in processes of shared decision making based on productive synergistic interactions among our students, faculty, and staff, and disciplines in the pursuit of institutional goals.

**Partnerships:** We are dedicated to promoting outreach activities, community education, and partnerships with surrounding entities. We believe in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.

**Safe and Healthy Environment:** We promote a safe, healthy, and sustainable environment where our community members can flourish personally and socially as whole beings with obligations to improve their environment.

**Service:** We believe in sharing our academic and cultural resources and expertise with the public, educational institutions, businesses, cultural centers, and public and non-profit agencies, when appropriate. We work to enable students to integrate into the larger world to promote a commitment to public service through experiential education. Faculty and staff serve our state and local constituents by sharing their energy, talents, and experience.

## College of Business Core Value 2:

### 2. Community.

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.

- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

### **University Core Value 3:**

#### **Diversity**

We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

**Recruitment and Retention:** We actively pursue and seek to retain a diversified student body, faculty, and staff.

**Support:** We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

**Knowledge:** We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

### **College of Business Core Value 3:**

#### **3. Diversity:**

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

### **University Core Value 4:**

#### **Integrity**

We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

**Ethics:** We believe in acting with honesty, courage, and trustworthiness.

**Respect:** We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.

**Responsibility:** We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.

**Trust:** We value and continually seek to earn the public's trust in all of our actions and words

**College of Business Core Value 4:**

**4. Integrity.**

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

<b>VALUES</b>	<b>UNIVERSITY VALUES</b>	<b>COLLEGE OF BUSINESS VALUES</b>
	<b>Intellectual Excellence</b>	<b>Intellectual Excellence</b>
<b>INTELLECTUAL EXCELLENCE</b>	... preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech.	...promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
	...promote instructional excellence and lifelong learning.	promote life-long and experiential learning ...
	....engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.	...engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
	...students should ... appreciate ... the diversity of ideas and peoples, both inside and outside the classroom.	...maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
	... provides an environment in which our students and faculty can thrive personally and intellectually.	...provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.



<b>VALUES (continued)</b>	<b>UNIVERSITY VALUES</b>	<b>COLLEGE OF BUSINESS VALUES</b>
	<b>Community</b>	<b>Community</b>
<b>COMMUNITY</b>	... shared decision making ...	...process of shared governance ...
	... in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.	...pursue collaborative partnerships between our internal and external stakeholders ...
	<b>Diversity</b>	<b>Diversity:</b>
<b>DIVERSITY</b>	...value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, ...	...value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.
	<b>Integrity</b>	<b>Integrity</b>
<b>INTEGRITY</b>	Ethics	Ethics
	... committed to ethical and responsible behavior ...	... committed to ethical and responsible behavior ...
	Respect	
	Responsibility	Responsibility
	...Commit[ed] to being responsible and accountable in our operations ...	...Commit[ed] to being responsible and accountable in our operations ...
	... including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.	...including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.
	Trust	

## Appendix A

### Syllabi

#### UNDERGRADUATE SAMPLE SYLLABUS



#### UNIVERSITY OF CENTRAL ARKANSAS

#### COLLEGE OF BUSINESS

#### VISION, MISSION, AND CORE VALUES STATEMENT

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#### **Learning Goals**

*Our graduates shall possess:*

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

## Course Syllabus

### Course Information

Course Number:	
Course Name:	
CRN:	
Semester:	
Location:	
Class Hours:	

### Instructor Information

Name:	
Office Location:	
Work Email:	
Phone:	
Office Hours:	

### Prerequisites:

### Textbook and Instructional Materials Required:

### Course Description:

### Course Objectives:

### Course Delivery Method:

### Grading:

Grades will be assigned according to the following scale: (Your percentage would depend upon what you do.)

- A. = 89.5
- B.  $\geq 79.5$  and  $< 89.5\%$
- C.  $\geq 69.5$  and  $< 79.5\%$
- D.  $\geq 59.5$  and  $< 69.5\%$
- F.  $< 59.5$

The various components of your grade are weighted as follows: (may or may not be appropriate, and of course your percentages would depend on what you do.)

20%

30%

30%

\* 5%

15%

100%

*\* Examine the class policies as they describe most of what would be considered appropriate behavior in the class.*

### **Description of Major Deliverables/Course Requirements:**

Class Schedule: (schedule for major tests and deliverables at minimum)

### **Policies and Procedures:**

Attendance and Drop policies:

Assignment Submission:

Makeup Exams:

Classroom Policies:

### **Academic Integrity Statement:**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

### **Disabilities Act Statement:**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

**Sexual Harassment and Academic Policies:**

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

**Other Required Materials/Competencies/Resources:**

Faculty may add other materials as necessary for their class

**Accreditation & Assurance of Learning**

Learning Goal(s) Assessed in this Class

\_\_\_ There is no formal assessment activity scheduled in this class.

\_\_\_ There is formal assessment activity scheduled in this class.

**Learning Goals:**

**Learning Objective:**

**Measure:**

**Benchmark:**

## MAcc SAMPLE SYLLABUS



# UNIVERSITY OF CENTRAL ARKANSAS COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

## Vision

Our vision is to be a leading regional public business college in Arkansas, with national recognition in selected fields or areas.

## Statement of Mission and Core Values

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- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

### 2. Community.

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

### 3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

### 4. Integrity.

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

## **Learning Goals**

*The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Students in master's level specialized programs must demonstrate knowledge of theories, models, and tools relevant to the field and shall be able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Our MAcc students will be:*

1. Competent in the theory and practice of accounting.
2. Able to communicate effectively.
3. Able to effectively manage information.
4. Able to demonstrate effective leadership.
5. Aware of the global perspective and the effects of the global marketplace.
6. Able to recognize ethical dilemmas and respond ethically.
7. Able to think dynamically.



## Course Syllabus

### Course Information

<b>Course Number:</b>	
<b>Course Name:</b>	
<b>CRN:</b>	
<b>Semester:</b>	
<b>Location:</b>	
<b>Class Hours:</b>	

### Instructor Information

<b>Name:</b>	
<b>Office Location:</b>	
<b>Work Email:</b>	
<b>Phone:</b>	
<b>Office Hours:</b>	

### Prerequisites:

### Textbook and Instructional Materials Required:

### Course Description:

### Course Objectives:

### Course Delivery Method:

### Grading:

Grades will be assigned according to the following scale: (Your percentage would depend upon what you do.)

- A.  $\geq 89.5$
- B.  $\geq 79.5$  and  $< 89.5\%$
- C.  $\geq 69.5$  and  $< 79.5\%$
- D.  $\geq 59.5$  and  $< 69.5\%$
- F.  $< 59.5$

The various components of your grade are weighted as follows: (may or may not be appropriate, and of course your percentages would depend on what you do.)

20%

30%

30%

\* 5%

15%

100%

*\* Examine the class policies as they describe most of what would be considered appropriate behavior in the class.*

### **Description of Major Deliverables/Course Requirements:**

Class Schedule: (schedule for major tests and deliverables at minimum)

### **Policies and Procedures:**

Attendance and Drop policies:

Assignment Submission:

Makeup Exams:

Classroom Policies:

### **Academic Integrity Statement:**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

### **Disabilities Act Statement:**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

**Sexual Harassment and Academic Policies:**

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

**Other Required Materials/Competencies/Resources:**

Faculty may add other materials as necessary for their class

**Accreditation & Assurance of Learning**

Learning Goal(s) Assessed in this Class

\_\_\_ There is no formal assessment activity scheduled in this class.

\_\_\_ There is formal assessment activity scheduled in this class.

**Learning Goals:**

**Learning Objective:**

**Measure:**

**Benchmark:**

## MBA SAMPLE SYLLABUS



# UNIVERSITY OF CENTRAL ARKANSAS COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

## Vision

Our vision is to be a leading regional public business college in Arkansas, with national recognition in selected fields or areas.

## Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community.

In carrying out this mission, the College of Business is guided by the following core values:

### 1. Intellectual Excellence.

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

### 2. Community.

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

### 3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

### 4. Integrity.

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

## **Learning Goals**

*The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Our master's-level graduates shall possess:*

1. Dynamic Thinking Skills in a Global Environment;
2. Ethical Reasoning Abilities;
3. Effective Communication Abilities;
4. Effective Information Management Abilities;
5. Effective Leadership/Followership Abilities.

## Course Syllabus

### Course Information

Course Number:	
Course Name:	
CRN:	
Semester:	
Location:	
Class Hours:	

### Instructor Information

Name:	
Office Location:	
Work Email:	
Phone:	
Office Hours:	

### Prerequisites:

### Textbook and Instructional Materials Required:

### Course Description:

### Course Objectives:

### Course Delivery Method:

### Grading:

Grades will be assigned according to the following scale: (Your percentage would depend upon what you do.)

- A.  $\geq 89.5$
- B.  $\geq 79.5$  and  $< 89.5\%$
- C.  $\geq 69.5$  and  $< 79.5\%$
- D.  $\geq 59.5$  and  $< 69.5\%$
- F.  $< 59.5$

The various components of your grade are weighted as follows: (may or may not be appropriate, and of course your percentages would depend on what you do.)

20%

30%

30%

\* 5%

15%

100%

*\* Examine the class policies as they describe most of what would be considered appropriate behavior in the class.*

### **Description of Major Deliverables/Course Requirements:**

Class Schedule: (schedule for major tests and deliverables at minimum)

### **Policies and Procedures:**

Attendance and Drop policies:

Assignment Submission:

Makeup Exams:

Classroom Policies:

Required Reading:

### **Academic Integrity Statement:**

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All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

**Other Required Materials/Competencies/Resources:**

Faculty may add other materials as necessary for their class

**Accreditation & Assurance of Learning**

Learning Goal(s) Assessed in this Class

\_\_\_ There is no formal assessment activity scheduled in this class.

\_\_\_ There is formal assessment activity scheduled in this class.

**Learning Goals:**

**Learning Objective:**

**Measure:**

**Benchmark:**



## Appendix B Action Items Form

### Action Items 2011-2012

Action Item	Related Strategic Goal	Responsible Party	Deliverables	Resources	Implementation Timeline	Success Criteria

## Appendix C

### Research Classification Guidelines Choosing the Appropriate Category of Research

1. Faculty in the College of Business (COB) in general conduct three types of research, learning and pedagogical, contributions to practice, and discipline-based. These categorizations of research are recognized by AACSB and delineated in Sedona, the college's online database for faculty research. The selection of a particular category for an article (or any intellectual contribution) occurs when submitting the article in Sedona.
2. Research of any kind conducted by faculty is important and contributes to the growing body of human knowledge. As such, there are no rules placed on this faculty that would prevent one from conducting appropriate research in any of the three categories. However, as a whole, the type of research conducted by faculty at the COB should reflect the mission of both UCA and the COB. Given that this is a teaching institution, especially at the undergraduate level, one of the goals of the research program is to emphasize applied scholarship. As such, that means research involving contributions to practice in particular and pedagogy secondarily, are of particular importance.
3. The differences between the three types of research are noted below (taken directly from Standard 2 of AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation):

**Learning and pedagogical research** contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as Learning and pedagogical research contributions.

**Contributions to practice** (often referred to as applied research) influence professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as Contributions to practice.

**Discipline-based scholarship** (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions.

4. While the above descriptions add some insight to the distinctions between the three categories of research, further guidance is provided below. It is clearly recognized that at times the selection of the appropriate category is subjective and research may be difficult to classify. Faculty members are encouraged to use the following guidelines to aid in their research classification. The research classifications are

abbreviated in the following manner: LP (Learning/pedagogical), CP (Contributions to practice), DB (discipline-based)):

### A. Categorizing based on the Journal or Conference

A1. Appropriate classification may be enhanced based on the type of journal (or conference). If it is a purely theoretical journal, then DB, if practitioner focused, it is CP, if a pedagogical journal or conference, then LP. Frequently a journal is *mostly* applied or practitioner focused, meaning an article therein is *probably* CP.

A2. Readership: who typically reads this journal (or conference proceeding)? If it is only academics, then it may be DB. If practitioners, then CP. If teachers, then LP. If readership consists of a mixture of academics and practitioners, then classification depends on the article itself.

### B. Categorizing based on the Article itself

B1. What is the primary contribution of the research? If it is focused on management, or practices, or implications of these, it is probably CP. If it focuses on curriculum, or teaching aids or teacher-learning activities, it is probably LP. If the contribution is primarily theoretical, then DB may be appropriate.

B2. What problem is being answered (or solved)? If it is a problem involving practitioners of any kind (managers, end-users, accountants, etc.), then the focus is likely CP. If it is an issue involving teaching or students, it is likely LP. If it is theoretical in nature, it is likely DB.

B3. Previous literature/Theory: in the literature review of the research, what is the focus of the literature? Practitioner? Purely theoretical? If literature cited applies theory to practice, then CP may be appropriate.

B4. Models: if the paper presents a new model for testing, it may be DB (though clearly some new models involve practitioners, signifying this could be CP). If the paper merely tests a revised model, or a model on a different population, it is most likely CP.

B5. Implications: what are the implications of the paper? If most of the implications (or the most important implications) revolve around practitioners (managers, end-users, etc.) or practice, the research is probably CP. If most of the implications (or the most important implications) revolve around teaching, then the research is probably LP. If most of the implications (or the most important implications) are purely theoretical or of interest primarily to academics, then the research is probably DB.

5. Nothing in these recommendations is intended to limit appropriate research of any kind. The intent of these guidelines is to enable faculty to make a more informed decision when classifying a particular research effort.
6. The College of Business Research Committee is hereby assigned to train faculty and monitor classification of research. Each spring the committee will personally examine all new inputs into Sedona, comparing title, abstract (if available), type of journal, and how the article was classified by the faculty member. The committee may seek additional clarification and input from the author in this endeavor. It is, however, the researcher's responsibility to appropriately classify all research efforts, and all classifications will be made solely by the author.