

STRATEGIC PLANNING COUNCIL II

MEETING MINUTES

NINTH MEETING (96/97 CALENDAR YEAR): AUGUST 5, 1997
Meeting Time: 2:00-4:00

IN ATTENDANCE:

Terry Bishop, Sue Braffet, Greg Carnes, Bill Chittenden, Michelle De Jean, Pat Delaney, John Engstrom, David Graf (SPC Facilitator), Larry Jacobs, Peter Kaminski, Lynn Neeley, Rick Ridnour, Nancy Russo, Mona Salmon, Linda Schaller, Denise Schoenbachler, Bill Tallon, Beth Towell, Jim Ward, Dan Wunsch

UNABLE TO ATTEND: (However, between August 6th through August 14th, six out of eight communicated their approvals to the August 5th iteration of the COB strategic plan)

Doug Ayers, Rich Erickson, Angie Euhus, Debra Hopkins, Lori Marcellus, Mark Misic, Sally Wakefield, Harry Wright

PREPARED AUGUST 14, 1997 BY:

Michelle De Jean, SPC Project Manager

Major issues addressed during this meeting of the SPC include:

1. Updated Reports and/or Disposition For:
 - Creating Instructional Excellence Key Initiative
 - Learner Recruitment Best Practice/Best Process
 - Strategic Communications Best Practice/Best Process
2. Progress Reports:
 - Value Assessment Best Practice/Best Process
 - Life-Long Learning Key Initiative
 - Career Preparation Key Initiative
3. COB Strategic Plan - Next Iteration
4. Next Steps

UPDATED REPORTS AND/OR DISPOSITION FOR

Creating Instructional Excellence Key Initiative. Motion was made and seconded to refer the Creating Instructional Excellence report -- along with SPC recommendations made on April 29, 1997 and May 9, 1997 -- to College Senate for deliberations over: 1) resource considerations, and; 2) expanding the report to include recommendations for research development. Motion carried.

Learner Recruitment Best Practice/Best Process. Motion was made and seconded to refer the Learner Recruitment report, along with SPC recommendations made on July 21, 1997, to the Associate Dean's office. Motion carried.

Strategic Communications Best Practice/Best Process. The final report and associated recommendations for a communications process was provided to SPC members for their review. David Graf stated that the findings of the Strategic Communications team have been implemented and will be presented to COB faculty and staff at the Fall 1997 All-College meeting.

PROGRESS REPORTS

Value Assessment Best Practice/Best Process. Mona Salmon, project manager of the Value Assessment Process (VAP) team, presented the team's work. The objective of the VAP team is: to create a value assessment process for COB programs, projects, and activities, focusing on the interests and needs of the learners, the business community, the faculty, and the staff. This assessment process should support the COB strategic objective, following the mission-driven AACSB review guidelines.

The approach that the team took, and subsequent recommendations, follow:

1. The VAP team began their effort by studying the 1993 AACSB review of the COB. One of the recommendations from the 1993 AACSB review called for the COB to work with an outside consultant to put a strategic planning process in place for the college.
2. The VAP team is currently conducting a pilot study of recently accredited and re-accredited business schools. The purpose of the pilot study is to explore the techniques and tools currently being utilized to meet the AACSB requirement for continuous assessment of the strategic plan and the relevant components of the plan. Based on the data gathered thusfar, the team is revising the qualitative survey to address the assignment of assessment responsibility.
3. The data collection should be completed by September 30, 1997, and the various approaches, techniques, and models utilized by recently accredited schools will be analyzed. The VAP team anticipates developing a new assessment model for use by NIU's College of Business and making it available by December 1, 1997 for consideration by the SPC.
4. The VAP team recommends that it be allowed to continue its research. After the research is completed and a preliminary assessment model developed, the VAP team recommends that an across-the-college committee be formed to integrate the strategic plan with AACSB guidelines. In addition, the team recommends that such a committee either include the Dean and Associate Dean as members or that the committee's reporting responsibility be to the Dean and Associate Dean.

SPC Recommendations. SPC members agreed with the VAP team recommendation to keep the VAP team intact so as to continue the research effort. The SPC agreed to provide the VAP with a forum for presenting a newly-developed assessment model upon its completion at the end of the Fall 1997 semester.

Life-Long Learning Key Initiative. Pat Delaney, project manager of the Life-Long Learning (LLL) Key Initiative, presented the team's work. The objective of the LLL team is to identify new delivery systems to help the COB be more flexible and responsive with regard to time, place, and content as they pertain to learning. The team focused its work in four areas: 1) CPA Review pilot project; 2) Off-campus credit programs: MBA; 3) Off-campus credit programs: BSBA, and; 4) Continuing Professional Education.

1. **CPA Review Pilot Project.** The LLL team selected the CPA Review as its pilot project in order to learn about new delivery systems. The team compared distance education with internet delivery. Ultimately, the team opted for an internet course because it: provides a larger prospective audience; limits the number of NIU transmission rooms; carries a lower transmission cost, and; it keeps NIU-COB in pace with our competition as they move to develop web-based courses. The current timeline is to have the CPA Review course on-line beginning January 1, 1998.
2. **Off-Campus Credit Programs: MBA.** The LLL team recommends that consideration be given for transmitting some MBA courses -- Phase 1 and some elective classes -- to the Multi-University Center in Oakbrook. The objective is to reach more students in the western suburbs by offering desirable electives, to provide insurance in case the NIU-COB loses Hewlett Packard, and to provide flexibility in scheduling (provide alternatives to students when required courses are full). In addition, the LLL team noted that there are resource implications with distance learning. To that end, highlights of the team's recommendations follow:
 - Faculty development should be included in any issues related to teaching off-campus.

- The COB should develop a process to ensure the quality of the new delivery system (including advisement), as well as to ensure the quality of how we partner with organizations to operationalize the new delivery system.
- The COB should determine how we develop curriculum for an electronic-based environment (web-based, distance learning, taped lectures).
- The COB should consider obtaining permission to offer the MBA program at College of Lake County via distance learning should sufficient demand exist and should resources be made available to support the effort.

Motion was made and seconded to create an advisory group to the MBA program, with the Director of the MBA Program as a member, to consider the recommendations made by the Life-Long Learning team and to set direction on policy issues and logistic issues with regard to distance education and the MBA program. Motion carried.

3. **Off-Campus Credit Programs: BSBA.** In response to requests to offer the BSBA at an off-campus site through distance learning, the LLL team made the following recommendations:

- The College Curriculum Committee should study this initiative, particularly with regard to how the program would be scheduled and the support for students that would be needed.
- The COB and the College Curriculum Committee should explore and consider the qualitative differences between live instruction and distance learning, particularly at the undergraduate level.
- The COB should address: university policy on cost recovery; extent to which the distance learning program would need to parallel on-campus delivery; advisement, and; off-campus human resource needs.

Motion was made and seconded to form a task force -- made up of members from the College Curriculum Committee in conjunction with the College Senate -- to consider the recommendations made by the Life-Long Learning team and to study off-campus delivery of undergraduate programs. Motion carried.

4. **Continuing Professional Education.** In order to service working professionals, the LLL team explored new delivery systems, such as creating an alumni update service where for an annual fee alumni could receive taped copies of professors' treatment of new development in their courses. The LLL team would like to continue to explore new delivery systems to reach working professionals, and recommends that Brian Vollmert (Director of Continuing Professional Education) be asked to serve as a member of the LLL team.

Motion was made and seconded that the Life-Long Learning key initiative team continue to work on recommended delivery systems for Continuing Professional Education, and that Brian Vollmert, Director of Continuing Professional Education, be asked to serve as a member of the Life-Long Learning team. Motion carried.

Career Preparation Key Initiative. Dan Wunsch, project manager of the Career Preparation Key Initiative team, presented the team's work. The team's purpose was to identify:

1. The characteristics (skills, knowledge, abilities, attitudes, experiences) that the marketplace deemed most critical to securing entry-level employment.
2. The characteristics that seemed most achievable through curricular experiences.
3. The characteristics that seemed most achievable through extra-curricular experiences.
4. Extra-curricular experiences that developed these characteristics.

The team used several sources to identify the characteristics most critical to securing entry-level employment. Examples of these sources include: members of the Career Preparation team, members of the College Board of Executive Advisors, and research studies. A summary of the team's activities and recommendations follows.

1. The Career Preparation team researched characteristics and competencies in hiring decisions; these were ranked and weighted in terms of importance. Those competencies/characteristics in the weighted rankings included, among others: oral communication, problem solving, self-motivation, decision making, teamwork, and leadership.
2. The Career Preparation team researched the top 10 oral communications skills. Those skills included, among others: following instructions, listening skills, conversational skills, and giving feedback.
3. The Career Preparation team researched general management skills and abilities, as grouped into the following skills categories: quantitative/analytical, personal, global awareness, management, research and reporting, and communication.
4. In its work with the College's Board of Executive Advisors, the Career Preparation team developed a list of characteristics that were similar to those as presented in the research findings. In concert with the Board of Executive Advisors, the team grouped these characteristics into at least one of the following four categories: communication skills; problem-solving skills; critical thinking skills; planning, organizing, and implementing skills. The Board also identified a common set of desirable personal characteristics that included, among others: self-confidence, open-mindedness, integrity, and the ability to deal with change. In addition, the Board identified a common set of leadership characteristics which included, among others: the ability to motivate people, the ability to communicate a vision, and the ability to take risks.
5. The Career Preparation team organized their research findings into two tables. One table shows the categories of skills that seem to be most achievable through curricular experiences; the other, the skills and characteristics that are most likely to be achieved through curricular and non-curricular experiences.

Based on its work, the Career Preparation team recommends that the College:

- identify, within the required business curriculum, where the necessary skills and knowledge are taught. (Department and College Curriculum Committees)
- integrate into the curriculum, where possible, career development experiences. (Department and College Curriculum Committees)
- develop and implement a career assessment/advisement program parallel to academic advisement, for the purpose of helping learners match career needs with career development experiences. (Departments)

Motion was made and seconded to accept the Career Preparation report and to refer the report, and the findings contained therein, to the Departmental and College Curriculum Committees. Motion carried.

COB STRATEGIC PLAN

David Graf presented to the SPC the next suggested iteration of the strategic plan that was prepared by a subgroup of the SPC. SPC members discussed the document as a whole and suggested a new statement of core strategy. Motion was made and seconded to update the COB strategic plan so that it reflects the recommended changes as per the SPC discussion on August 5, 1997. Motion carried. Motion was made and seconded to approve the COB strategic plan, as dated August 5, 1997, to seek approval from those SPC members not in attendance during the August 5 meeting, and upon receipt of said approval distribute the strategic plan dated August 5, 1997 to all COB members at the Fall All-College meeting. Motion carried. SPC members recommended that after the Fall All-College meeting, all members of the SPC engage COB members into a review of the strategic plan and solicit their feedback to the document. SPC members also recommended that the August 5, 1997 iteration of the COB strategic plan be distributed via e-mail to all College members in advance of the Fall All-College meeting.

NEXT STEPS

All key initiative and best practice/best process project managers have presented -- on behalf of their team members -- the work of their respective teams. In most cases, team findings/recommendations, along with SPC recommendations, have been referred to an appropriate standing committee of the

College, or appropriate administrators. In other cases, advisory bodies and a task force will be established to address team findings and all recommendations so as to advance the work further.

A summary of the disposition of the 10 team reports and all recommendations follows:

Key Initiatives	Disposition of Team Reports & Team/SPC Recommendations
Value Added Culture	College Council
Physical Foundation	Dean's Office, Dean of the College of Business in conjunction with current Physical Foundation team members who will serve in an advisory capacity to the Dean
Creating Instructional Excellence	College Senate
Life-Long Learning	<ol style="list-style-type: none"> 1. Off-Campus Credit Program: MBA Advisory group to the MBA program, with the Director of the MBA Program as a member 2. Off-Campus Credit Program: BSBA College Curriculum and College Senate task force 3. Continuing Professional Education Life-Long Learning team members and the Director of Continuing Professional Education
Career Preparation	College Curriculum Committee and Departmental Curriculum Committees

Best Practices/Best Processes	Disposition of Team Reports & Team/SPC Recommendations
Learner Recruitment	Dean's Office, Associate Dean of the College of Business
Standing Committees of the College	Dean's Office, Dean of the College of Business and Associate Dean of the College of Business
Strategic Communications	Dean's Office, COB Information Systems
Strategic Alliances	Dean's Office, Director of COB Strategic Activities
Value Assessment	Value Assessment Best Practice/Best Process team members will continue their research project; the team members estimate the data collection/analysis will be completed by December 1997.

SPC members recommend setting up a feedback loop from the referred bodies/administrators to the SPC. The purpose of the feedback loop is to keep the SPC apprised of the continued work with all team reports and recommendations, and to establish timelines, measures as well as maintain accountabilities.