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**Coles College of Business**  
**2014 AACSB Fifth Year Continuous Improvement Review (CIR) Report**  
**Section IV – Strategic Management and Innovation**

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The Coles College of Business (CCB) is committed to an ongoing and inclusive strategic management planning process focused on continuous improvement. Prior to our last accreditation review in 2009, a new Strategic Planning Committee (SPC) was formed in AY 2006-2007 to insure broader stakeholder representation. The SPC played a leading role in the development of our previous Strategic Plan (2008-2013).

At the time of the last review, KSU/CCB was experiencing significant, continuous growth and our Strategic Plan determined that the best course of action was to shift away from a pure growth orientation to more measured growth through increased emphasis on quality. This emphasis has manifested itself in the following ways during the past five-years:

1. Improvement in **Student Quality**
  - a. Undergraduates: GPA “gate” for entry into “Professional Program” (last two years) raised from 2.875 to 3.0, with limited impact on enrollment growth
  - b. Part-Time MBA: Average GMAT scores increased from mid 500s to 595 (minimum increased to 560) and average work experience increased by two years. Enrollment has declined in part due to this higher selectivity, but the increase in quality has significantly improved rankings and reputation
2. Improvement in **Program Quality**
  - a. Part-Time MBA: Ranked by *BloombergBusinessweek* #22 in nation and first among public institutions in Georgia
  - b. Doctorate in Business Administration (DBA): Initiated research-intensive, “part-time” DBA with graduates hired by AACSB-accredited institutions
  - c. Cohort-Based MAcc: Transitioned from previous non-cohort program. Competes favorably in a strong market
3. Improvement in **Research Quality**
  - a. Addition of journal quality requirements to faculty workload and performance guidelines

As demonstrated above, the emphasis on quality was quite successful, resulting in quality necessary to compete more effectively against our research-intensive competitors. However, there was room for additional improvement. So, as we began our new process in August 2012, we took a more market-based, competitive, and quantitative approach.

While the SPC composition remained intact, its role changed. Rather than leading, it played more of an advisory role, providing guidance and feedback throughout the process. The new process was led by an external consultant, advised by a small group of faculty with significant strategic management experience. The consultant enlisted the assistance of five top CCB students, who provided a key perspective missing in previous plan development.

Development of a new mission statement and strategic plan took place over a nearly two-year time frame. While the new plan is more refined and data-driven, it also confirmed much of the intuitive findings of previous versions. The outcomes and details of the strategic planning process are provided in the first two sub-sections below.

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## A. Mission Statement and Strategic Plan Framework

A major output of the strategic planning process is CCB's new mission statement. Its development was an iterative process along with the strategic plan. The mission statement reflects key aspects of the strategic plan and enumerates how CCB differentiates itself in its markets. The resulting mission statement, approved by the SPC, and the faculty as a whole in May 2014, is as follows:

***The mission of the Coles College of Business (CCB) is to be the highest-value provider of business programs and talent in its markets. CCB will be highly respected in the academic and business communities by achieving national prominence in selected areas and benefiting business practice.***

***CCB will achieve its mission by continuing its responsive offerings of affordable, quality business degrees and customized executive education. Effective, committed teaching and integrated career preparation will result in outstanding graduates and graduation rates, supporting sustained regional economic growth. CCB will reinforce these efforts with entrepreneurial business engagement and with quality research focusing on relevant business issues and communicating findings in ways that impact management practice.***

The first paragraph provides much of *what* the mission is, while the second is more about *how* to do it. As noted, CCB is at a reputational disadvantage relative to its research-intense competitors. Since it is difficult for CCB to claim it is "better" or of higher quality than those competitors, we differentiate ourselves on value: providing quality "products" (programs, employees/graduates) at a lower cost. Our lower cost (i.e., tuition) is dictated by the USG. We also indicate differentiation by being prominent in selected areas (e.g., Family Business, Professional Sales, Accounting) and by focusing on benefiting business practice.

The development of the strategic framework began with an examination of CCB's recent track record and current competitive position. We found graduation rates increasing, minority enrollment growing, and rankings improving. We also found that our convenient location and affordability are very attractive differentiators. However, we saw opportunities for three new strategic thrusts to further differentiate CCB from its competitors and reduce the reputational deficit. In addition to their competitive value, these thrusts are aligned with KSU's Strategic Plan Goals of: promoting excellence in education; improving recruitment, retention, progression, and graduation (RRPG); becoming more engaged; enhancing the collegiate experience; and expanding resources. These thrusts are:

- Enhancing the Career Value Proposition of Coles Degrees;
- Intensifying Engagement with the Local Business Community; and
- Elevating Support for Quality Research with Emphasis on Accessibility to Business.

➤ ***Enhancing the Career Value Proposition of Coles Degrees***

Overall, CCB programs offer great value to the majority of its students. While most are satisfied with their job searches and degree/career value, there is room for improvement.

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Several data findings point to a career shortfall for some CCB alumni, particularly undergraduates. Preparing students for career contributions in the local economy is central to the institution's mission. Our focus on the career value thrust should positively impact both RRPB and our students' collegiate experience while improving the CCB brand.

To execute on this thrust, CCB has designed two specific initiatives. Set to begin in Fall 2014, the Hughes Leadership and Career Program is a co-curricular program required for all undergraduates to provide career advisement and professional development that will better position them for successful careers. Also in Fall 2014, the CCB Scholars Program will provide our best undergraduate students with unique and challenging opportunities through a coordinated multi-year program focused on leadership development, integrated and international studies, community and business engagement, and mentorship. While only available to our best students, it will position these students for high trajectory careers and also serve as a test bed for career development programs for larger groups of CCB students.

➤ ***Intensifying Engagement with the Local Business Community***

Business engagement is central to the mission of a college of business. Moreover, KSU's strategic plan embraces the challenge of engaging the institution more effectively in economic development and it is natural for CCB to play the leading role in this area.

The potential benefits to CCB teaching and research of intensified engagement include bringing more practitioner guest lecturers into classes, expanding access to business data for research, and enhancing and updating the relevance of course content. The potential benefits to students of closer links with business include expanding high-quality internship opportunities, increasing student exposure to business in ways that improves their career readiness, and ultimately launching more of them on promising careers right out of school. Clear synergies exist between this thrust and the Career Value thrust. Additionally, CCB stands to gain in reputation as a primary partner for business. This thrust directly follows KSU's engagement strategy and positions CCB for improved development opportunities.

Initial forays in this area have begun. Two positions have been added to increase bandwidth for business engagement with one more focused on macro engagement with local Chambers of Commerce and other business-focused organizations, while the other is more focused on engagement at the firm level. Additionally, KSU/CCB has been funded by the State Legislature to initiate an Entrepreneurship Center to help stimulate economic development in the local region. The center concept, developed by CCB, will provide a conduit for significant local business engagement. Other engagement opportunities include expanded executive education offerings, such as a "Women Returning to Business" program, MBA programs at company locations, and applied research for the local business community.

➤ **Elevating Support for Quality Research with Emphasis on Accessibility to Business.**

The academic reputation of Coles clearly depends on faculty continuing to have research publication success and there are opportunities to support faculty better in this regard. Furthermore, translating valuable research findings into practitioner terms is time-intensive,

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but invaluable work. The outcomes of this form of business engagement could improve our students' career prospects and strengthen CCB's development opportunities.

A number of initiatives have already begun in this thrust. First, the position formerly known as Associate Dean for Graduate Programs has been expanded to include research, providing more visibility and accountability for research. The Associate Dean has hired a full-time, research-oriented faculty member as Director of Research, who has been provided a budget to improve our working paper series, brown bag speaker series, and provide additional incentives for higher quality and business-accessible research. The new director has also created a group of faculty advisors to develop programs to stimulate quality research and provide venues for better sharing the research with the business community.

## **B. Strategic Management Planning Process and Outcomes**

### **Planning Approach**

In developing the 2013-2014 CCB Strategic Plan, a more quantitative and 'outside-in' approach was taken than in previous plans. An external strategy consultant, supported by a student team, took a fresh look at our strategic situation, initially unencumbered by the positions taken in 2008. They profiled competitors, gathered survey input from current students and alumni, analyzed student demographics and other internal data, and discussed findings with the SPC. The main findings and implications of this objective assessment were quite consistent with the 2008 plan. Based on the situation assessment, the consultant worked with the SPC and faculty/staff forums to identify the high-level strategic thrusts and potential initiatives for executing on a plan.

### **Situation Assessment Process Description**

In August 2012, the "Kitchen Cabinet," an ad hoc group of three to four faculty members with significant industry strategic planning experience outlined an overall planning process and identified competitive and student factors that would be important to assess CCB's position. A seasoned, independent consultant with higher education strategy experience was engaged in January 2013 and five strong undergraduate business students were recruited to work with him.

This team used public information, from a prospective student's perspective, to profile five main business school rivals and CCB itself and create competitive SWOT assessments. A wide range of internal student demographics, progression, and graduation rates were assembled and analyzed, working with the KSU's information experts. The team surveyed freshmen for their perceptions of CCB and current upper-division CCB undergraduates for satisfaction levels and suggestions for enhancing the value proposition. They surveyed MBA and EMBA students on similar lines, including questions about how students had weighed the choice between CCB and competitors. (These surveys used a mix of in-class and on-line media and targeted reasonable samples of the respective populations.) Dean Schwaig emailed alumni requesting their participation in an online survey that garnered 500 responses. Career Services provided the results of their annual graduation-day surveys of student placement, amongst other information on student career-related activity. The team also used USG data to track CCB share over time of business degrees awarded in the state.

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Based on this compendium of relevant facts and figures, the consultant and his team discussed an initial assessment of strengths and weakness and of areas for potential strategic focus with the ad hoc group. After taking their input and finalizing analyses, they presented the situation assessment to the SPC in April 2013 and a summarized form of the assessment was presented at a faculty meeting in May.

### **Process for Recommending Strategic Thrusts and Revised Mission Statement**

The external consultant used the competitive SWOTs, survey inputs, and the situation assessment to highlight potential strategic opportunities for CCB leadership. During the summer, informal discussions occurred to integrate the strategic opportunities with CCB initiatives already under development. CCB leadership and the consultant outlined proposed strategic thrusts, an initial list of potential initiatives to implement those thrusts, and mission concepts or themes. They discussed these first with the ad hoc group, then the SPC, and finally with two forums to which all CCB faculty and staff were invited. At these sessions, after developing consensus around the thrusts, participants brainstormed on additional initiatives. Approximately 50 people attended the forums. Slides of the discussion material were circulated to the entire faculty and staff, some of whom responded with email comments. Participation in the process involved well over half of CCB employees. After compiling the brainstorming input, initiatives were assessed against criteria of likely impact, college buy-in, and resource intensity to arrive at a top-priority set. The CCB faculty overwhelming approved the new mission statement and strategic plan in May 2014.

## **C. Intellectual Contributions, Impact and Alignment with Mission**

A summary of the CCB's intellectual contributions is found in Table 2-1. The following conclusions can be drawn from the data presented in the table:

1. A large cross-section of the faculty is contributing intellectually to CCB. Almost 80 percent of the faculty produced journal articles and/or other intellectual contributions during the period of this review.
2. Each academic department has demonstrated a broad level of intellectual contributions ranging from a low 66% in Management and Entrepreneurship to a high of 95% in Information Systems
3. In the five-year period of this review, the current CCB faculty produced 531 peer-reviewed journal articles and over 1200 other intellectual contributions.
4. Almost half (49%) of the intellectual contributions are categorized as "Basic Discovery" scholarship while over one-third (34%) of intellectual contributions are categorized as "Applied or Integrated Application" scholarship. The remaining 17% is categorized as "Teaching and Learning" scholarship.

CCB continues to drive broad faculty participation in terms of intellectual contribution through its unique "workload track system", which is discussed in greater detail in subsection V-C (Faculty Management and Support). CCB's track system allows individual faculty members, in consultation with their department chair, to determine how they can best contribute to the teaching, research, and service missions of CCB. There are five different workload tracks, with the fifth track having two options within it. The five tracks have sliding scales of teaching and research responsibilities. At one end of the spectrum is a "Teaching Focused" track that is only available to non-terminally degreed faculty who have

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an eight course annual teaching load with no peer-review journal article requirements. At the other end of the spectrum is the “Research Focused” track that has a four course annual teaching load and a significant (quantity and quality) peer-review journal article requirement. As one moves along the scale from Teaching Focused to Research Focused, there are decreasing teaching loads and increasing research requirements.

As noted earlier, CCB put an emphasis on improved quality during the past five years, and research was no exception. In earlier versions of our workload document, each track’s research requirement consisted of a number of peer-reviewed journal articles required in a rolling five-year period. The document was mostly silent on quality requirements for such articles. Therefore, to improve the caliber of research and strengthen academic qualification criteria, we added journal quality as a dimension to the research requirements for each track. As one moves toward the Research Focused track, higher levels of journal quality are required. This is particularly important for those who participate significantly in the DBA program; hence, the two versions of the Research Focused track. The version for DBA-intensive faculty has the highest journal quality requirement to insure that our DBA students are mentored and evaluated by strong researchers.

While the CCB workload document provides clear definitions of the journal ranking categories (A+, A, B, and C), the actual journal ranking is done by the individual academic departments who best know the journals in their discipline. While all departments began with the Australian Business Deans Council journal rankings as a starting point, each department used other mechanisms, such as impact factors, citation counts, journal articles that rank journals, and rankings from peer and aspirant institutions to determine rankings. Their rankings were ultimately voted upon and approved by departmental faculty.

While the other departments created comprehensive lists of journal rankings, the Department of Management and Entrepreneurship developed a different methodology. Since the department encompasses a wide variety of disciplines (e.g., Human Resources/Organizational Behavior, Strategic Management, International Business, Operations Management), it was difficult to amass the list of journals and reach consensus on such a long, diverse list. So, the faculty settled on a benchmark set of journals for each category that all could agree on. If a faculty member publishes in a journal not on the benchmark list, he/she then presents a case to the Department Scholarship Committee (DSC) for the ranking he/she believes it merits using many of the mechanisms identified above. The DSC, which has members from all of the department’s major disciplines, then compares the journal’s merits to those on the benchmark list to determine its ranking. We have found this to be an effective system and believe it may be a best practice for journal ranking.

As described above, it is evident that we are currently judging our intellectual contribution quality and impact primarily on the quality rankings of journals. Therefore, our faculty tends to be motivated to perform more “Basic or Discovery Scholarship”, which tends to be more prevalent in higher-ranked journals. Such motivation explains why almost half of our faculty’s intellectual contributions are in that category. Supporting materials that follow Table 2-1 demonstrate the academic quality and impact of our intellectual contributions. Each department had a significant number of faculty members who: published in journals ranked A or A+, published articles with high citation counts, served as editors and associate

editors of journals and as reviewers for top journals, faculty received major research awards, and served in leadership positions in academic and/or professional organizations.

However, in light of the new AACSB standards and our new mission statement, we still have much work to do in defining quality and impact to insure congruence with our new mission statement and standards adherence. While we were able to include the new faculty qualification standards in our new workload document that was approved after a year-long process in May 2013, it was not practical to update it again in anticipation of this review, particularly with our new strategic plan and mission statement under development. However, we can demonstrate anecdotally, as indicted in our executive summary, that our faculty are currently having intellectual impact in both the academic and business communities. The challenge will be in how to catalogue and reward those efforts when there tend to be diverse ways to achieve such impact.

Finally, we continue to make additional strides to better support faculty intellectual contribution. While the workload document has traditionally been sufficient to motivate intellectual contribution, we are determined to add infrastructure that will stimulate greater quality and impact in our intellectual contributions. As noted earlier in this section, we have expanded an Associate Dean’s (AD) title and responsibilities to include research. The AD, along with a Director of Research, will now be responsible for building a stronger support mechanism for research and also for presenting that research in a way that is more accessible to the business community. We have also introduced new faculty awards to recognize and reward applied research and collaboration between departments and across campus.

## **D. Financial Strategies and Allocation of Resources**

### **2013-2014: Sources of Operational Funding & How Funds are Applied**

Appropriate allocation of all resources is central to achieving our mission. Operational funding comes from numerous sources: state allocations, program fees, premium program and executive education revenue, and private donations. The table below provides a summary of operating expenditures for the past five years and includes all sources of funds.

	FY 10	FY 11	FY 12	FY 13	FY 14
Total Operating	\$22,191,146	\$24,472,770	\$26,395,410	\$25,964,614	\$24,178,300
Salary Expenditures	18,767,526	20,730,089	22,293,838	21,829,579	21,557,222
Travel	180,509	330,647	335,621	266,971	272,263
Operating Expenditures	3,243,111	3,412,034	3,765,951	3,868,064	2,348,813
% Salary Expenditures	85%	85%	84%	84%	89%
% Change: Total Budget		10%	8%	-2%	-7%
% Change: Salary Exp.		10%	8%	-2%	-1%
% Change: Travel Exp.		83%	2%	-20%	2%
% Change: Operating		5%	10%	3%	-39%

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Most salaries are funded by state dollars, but some program-specific positions, staff and faculty, are funded by revenue generated from those programs. Faculty members in chaired professorships receive a salary supplement from their respective endowment accounts.

### **State Funding**

State appropriations are allocated by the Provost's Office to the colleges annually. During the past five years, the total operating budget funded by state appropriations increased slightly each year except in FY 2013 and FY 2014, when the budget became restrained due to lower University enrollments. The percentage of the operating budget allocated to personnel has remained relatively consistent for the past five years and actually declined in FY 14. For both FY 13 and FY 14, KSU did not allocate new faculty or staff lines to any colleges. CCB also experienced three retirements in both FY 13 and FY 14 as well as had several vacant faculty lines. Vacant line dollars were reallocated to operating each of these years. Finally, due to lower enrollments in Summer 2013, summer revenue allocations received in Fall 2013 were 30% less than Fall 2012.

### **Undergraduate & Graduate Program Fees & Summer Tuition Revenue**

Undergraduate students enrolled in lower division core courses pay a course fee of either \$25 or \$30 per course. Total revenue from these fees during 2013-2014 was \$585,530. The fee revenue funds five full-time advisors, a full-time technology support professional, a full-time administrative assistant, and a portion of the Advising Center operating costs. The fee also funds the staffing and technology needs of the Accounting Lab and Tutoring Center. In FY 2014, these fees also provided seed dollars to establish the Hughes Leadership and Career Program and will fund a full-time assistant director for the program in FY 2015. Each undergraduate student must also pay a \$100 application fee when they apply to enter CCB after completing the eight "gate" courses. Total revenue for this account during 2013-2014 was \$96,600. The fee pays for a portion of the operating costs in the Advising Center.

MBA students pay a one-time, \$100 admissions fee. In addition, they pay \$100 per semester fee for each semester they are enrolled in the program. Students taking their courses at the Galleria location pay an additional \$210 per course. Graduate fee revenue generates about \$137,164 per year. The Galleria fee pays for parking, rent, and security for that location. The remaining revenue funds our new MBA career counselor, GMAT prep courses, information sessions, faculty development, and various operating needs of the Graduate Program Office.

During Fall, the Provost's office allocates a portion of the previous summer's tuition revenue to each college. In Fall 2013, CCB received \$350,000 in such revenue. From this allocation, each department received an additional \$33,000 in operating funds. The remaining dollars were used to fund faculty and student travel, GRAs, marketing and communications, faculty stipends, advertising and sponsorships, and other department and college initiatives.

### **Revenue Generating Programs in Business**

In an effort to decrease reliance on state funding, a number of revenue generating programs, both degree and non-degree, have been developed. Revenue from a given program must first cover the costs, including personnel (e.g., overloads) and other expenses, associated with the program. In addition, faculty development costs are funded from the revenues. WebMBA, for example, funds a summer research grant program that provides 10% of salary and

benefits for select faculty members. FY 2014 allocations to CCB from each of these programs are provided below:

	<b>College Allocation</b>
Executive MBA	-0-
WebMBA	454,000
BBA Online	356,100
FEMBA	-0-
DBA	250,000
MACC	47,200
Executive Education	70,000
<b>Total</b>	<b>1,177,300</b>

Total FY 14 expenditure for summer research support was \$180,000. In addition, program revenues provide \$85,000 in research support and \$30,000 in graduate assistantships to faculty receiving grants in a competitive process managed by the CCB R&D Committee. These revenues also fund marketing/advertising initiatives for specific programs and CCB.

All undergraduate online courses at KSU have a revenue-producing fee of \$100 per credit hour. During FY 14, KSU returned approximately 50% of the fee to CCB. For FY 14, fee revenue allowed CCB to hire two lecturers dedicated to online teaching in the BBA program. The Office of Distance Learning allocated an additional \$300,000 to CCB from Online BBA revenues for FY 2014. CCB used these funds to purchase additional technology and program advertising and to fund various faculty development opportunities.

### **Advancement and Endowments**

The KSU Office of Development assigns a dedicated development officer to CCB. The officer collaborates with the dean, center directors, and department chairs to raise funds for multiple initiatives. Currently, the development efforts are focused on increasing the number of corporate sponsorships, the number and size of endowed scholarships and professorships, and the amount of annual fund alumni giving. CCB's total endowment is \$5.3 million. KSU Foundation policy limits payout to between 2 and 3 % of the corpus.

Currently, balances for endowed centers, lecture series, and professorships are:

Cox Family Enterprise Center	580,000.00
Tony & Jack Dinos Chair of Entrepreneurship	749,849.87
Dinos Chair of Private Enterprise	1,123,843.04
Family Enterprise Center	1,214,105.90
Caraustar Professorship	80,850.45
Michael Coles General Fund	1,382,828.80
Michael J. Coles College of Business	324,394.92
Tetley Lecture Series	69,728.46
W.C. Clary Lecture Series	229,589.12
International Business	14,292.42
Patterson Barclay Memorial Foundation	45,372.98
	<b>\$5,019,633.11</b>

Funds available for scholarships are listed below:

Alyssa Kay Adams Memorial Scholarship	5,870.27
Bank of America Scholarship	113,894.22
Brian Miller Memorial Scholarship	57,923.40
Lori Brown Memorial Scholarship	22,245.57
Diann S. and Richard Labroff Scholarship	30,084.46
Shelby Wilkes Scholarship	26,849.47
Lauren Cooper Memorial Scholarship	24,552.98
Coles College Advisory Board Scholarship	21,955.41
Harold Shedd Music and Ent. Scholarship	20,621.22
	<b>\$323,997.00</b>

In addition to the endowed accounts and scholarships listed above, academic departments and centers have \$1,565,000 in KSU Foundation accounts that can be used to support the mission of their units. During AY 2013-2014, CCB received a generous \$500,000 gift from Tom and Barbara Hughes to support the Hughes Leadership and Career program, while Doug and Robin Shore donated \$75,000 for the GAVE (Georgia Advancing Veteran Education) program. Tom and Doug are CCB Advisory Board Members.

### Financial Strategies for Strategic Initiatives – One to Three Years

The table below identifies select strategic initiatives and the related financial strategy and source of funds for each.

Initiative	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
<b>Strategic Thrust 1: Enhancing the Career Value Proposition of Coles Degree</b>				
Established the New MBA Career Management Office	July, 2013	120,000	120,000	Graduate Program Fees
Established the Hughes Leadership and Career Program	Spring, 2014	50,000	200,000	Undergraduate Program Fees and Hughes Donation
Established the Coles Scholars Program	Spring, 2014	20,000	100,000	DBA/WebMBA Revenues
<b>Strategic Thrust # 2 Intensifying Engagement with the Local Business Community</b>				
Hired Senior Director of Corporate and Community Relations	July, 2014	120,000	120,000	State Funding
Sponsored a Weekly TV Business Show Hosted by Atlanta Business Chronicle and WXIA Channel 11	January, 2014	100,000	100,000	WebMBA Revenues
Increased Community and Chamber of Commerce Memberships	July, 2013	30,000	30,000	WebMBA Revenues
Fund Limited Term Professorship Focused on Engagement with Business Community	Fall, 2014	22,000	22,000	MAcc Revenues
<b>Strategic Initiative 3 – Elevating Support of Quality Research with Emphasis on Accessibility to Business</b>				
Revamped Faculty Award Process Incentivizing High Quality and Collaborative Research	April, 2014	12,000	12,000	Summer Revenues
Appoint an Associate Dean for Research and Graduate Programs	January, 2014	40,000	40,000	Summer Revenues
Appoint a Director of Research	April, 2014	15,000	15,000	Summer Revenues
Support Research Databases Including WRDS	April, 2014	150,000	150,000	DBA/WebMBA Revenues
Increase allocation for Faculty R&D; 100K Allocated Last AY	April, 2014	85,000	100,000	WebMBA and Summer revenues
Fund Limited Term Professorship Focused on Scholarship	Fall, 2014	22,000	22,000	MAcc Revenues

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## **Resource Trends (Last Five Years) and Funding Priorities for FY 15 and Beyond**

State funding has remained fairly constant during the past five years, but has not kept pace with CCB's need to innovate and enhance programs, retain top faculty, and improve facilities. During the economic recession, KSU imposed appropriate austerity measures (leaving vacated staff lines empty for 60 days before hiring, no new faculty line allocations, conservative spending) which allowed KSU and its academic units to artfully navigate a period of reduced state allocations, declining enrolments, and a changing higher education marketplace. KSU administration has done an excellent job protecting and prioritizing the academic mission, asking academic units to play a smaller role in any reductions. To this end, KSU has emerged from the economic downturn in a stable and strong stance relative to many other universities across the country.

While the state portion of our operating dollars has remained flat, additional funding is attributable to revenues from premium programs, fees, and executive education. We expect this trend to continue and accelerate as we focus more on delivering highly relevant programs and certificates to the business community.

Faculty development and support will continue to be a priority for the CCB. Historically, CCB has allocated substantial support for faculty development, in excess of \$200,000 per year. The expectation is for that level of support to increase. Faculty recruitment and retention is a priority and will require significant investment. Faculty recognition is also important. During AY 2013-2014, 8 additional faculty awards were given with the award stipend increasing from \$100 to \$1000 per award.

With its proximity to Atlanta, CCB has a great opportunity to develop and foster revenue-generating programs. CCB's growing alumni base and corporate contacts provide opportunity for increased endowment and discretionary financial support. The funding model shift from dependence on state-appropriated funds to reliance on a self-funded model allows CCB to plan for sustainable growth in programs that serve the business community.

### **E. New Degree Programs**

In this sub-section, we will address four "new" degree programs currently offered by the CCB and each is subject to this review. However, the first three programs are not new to KSU and are addressed collectively. Three Information Systems (IS) degree programs were moved within KSU from its College of Science and Mathematics (CSM) to CCB. These degree programs and their faculty and staff resided in the Department of Computer Science and Information System (CSIS). However, since the IS faculty were mostly from business schools and IS degrees usually reside in business schools, new leadership in CSM agreed that IS faculty and programs fit better in CCB. So, on July 1, 2011, the faculty, staff, and three degree programs were officially transitioned to CCB.

The addition of these programs and faculty has clearly added value and impact to CCB. Some of the highlights of the recognitions, accolades, and impactful activities include:

- Designated a National Center of Academic Excellence in Information Assurance Education by NSA and Department of Homeland Security.

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- Certified by the Committee on National Security Systems and the NSA as meeting National Training Standards for Information Systems Security Professionals
  - Nominated by *SC Magazine* as one of four finalists for the Best Cyber Security Higher Education Program
  - BBA-ISA received KSU Regent's Award for program innovativeness and excellence
  - Dr. Mike Whitman received the 2012 Colloquium for Information Systems Security Award for Education for his pioneering and continuing contributions to information security education.
  - Active and engaged student organizations including Women in Technology, Association of Information Technology Professionals, Association for Information Systems, and Information Systems Security Association

### **BBA in Information Systems (BBA-IS) and BBA in Information Security and Assurance (BBA-ISA) and MS in Information System (MS-IS)**

As noted above, these degrees transitioned to CCB in July 2011. However, when the undergraduate degrees resided in CSM, they were Bachelor of Science (BS in IS and BS in ISA) degrees. So, the degree requirements were revamped and approved through CCB and KSU curriculum committees to create a BBA in IS and BBA in ISA to replace the BS degrees. Students enrolled in the BS versions of those degrees were given until December 2013 to complete their programs. Advisement was provided to insure students made appropriate choices to complete their degree programs in a timely manner. The new BBA programs have the same lower and upper division core courses as all other CCB BBA programs while the MS-IS degree moved over unchanged.

Employer needs and the intended student market for these degrees were already well established for both of these degree programs. Recent data from the Bureau of Labor Statistics show a job growth outlook of "faster than average" in IS, while recent headlines clearly show the need of all firms to strengthen their ISA capability. Graduates and enrollments in these degree programs have been strong (152 combined graduates in FY 13) and making the BS-ISA available completely on-line makes this unique and high demand program increasingly accessible. We think the two undergraduate degrees may be even more attractive to businesses as IS and ISA graduates now have a better business context given the transition to a BBA curriculum. As the IS field continues to rebound and grow, there will be a greater need for the strategic and leadership focus provided by our MS-IS program.

Fortunately, we have been able to staff these new programs with the faculty who transitioned to CCB from CSM, in addition to the IS faculty who were already resident in CCB and teaching our required core IS courses. Increased travel and operational budgets also moved with the faculty insuring adequate technology support. We have recently secured space in our primary CCB building for the transitioned faculty.

### **Doctor of Business Administration (DBA)**

The Doctor of Business Administration (DBA) program is an innovative doctoral program designed to prepare highly experienced professionals for teaching and research positions at AACSB-accredited business schools or for advanced research positions in consulting, government, or industry. The DBA program combines the rigor of a traditional doctoral program with intense classroom study allowing full immersion into state of the art academic

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research content and methods, along with a European style mentorship model supporting the student in conducting independent, original research.

The DBA program requires at least 48 student credit hours of which 36 occur through face-to-face residencies on the KSU campus. Each 3 credit hour course includes at least 40 hours of in-class experience. At least 12 additional hours are taken through dissertation credit hours where students work under the supervision of their faculty mentors. Students can complete the degree program in 36 months with the average being 42 months.

The DBA program welcomed its inaugural class of 17 students in May of 2009 and had its first 8 graduates in May of 2012. As of December 2013, the program graduated 24 new doctorates. Of those 24 graduates, 17 have taken full-time faculty appointments and 7 have remained in industry. Those graduates have also published over 30 peer-reviewed journal articles.

The main employment need that drove the development of this program was to help address the global doctoral faculty shortage of keen interest to AACSB business schools. The demand for terminally qualified individuals in business has grown dramatically in the past few years and is expected to continue to expand in the future. Our 17 graduates with faculty appointments at business schools have already made a significant impact on their schools. Of special note is that 6 of those graduates are in accounting, the discipline of greatest shortage. So, we are clearly addressing an important employer need in the context of most needed academic disciplines.

From the student market perspective, we are focused on experienced professionals who want to transition to an academic career. There is a large demand for seasoned business professionals to attain a terminal degree without stepping out of the workforce. Perhaps the most significant impact of the program is that our graduates have both extensive and senior level experience in practice and the ability to produce theoretically grounded research contributing to academic advancement of knowledge. Upon entering the program, graduates have on average 23 years of professional experience, most often at the executive level. During the program, many students leverage their professional experience in guiding their choice of research area by electing to take an academic perspective on a topic of practical importance to them. This allows grounding of their research in questions and methods that make a substantive contribution to both academia and practice. They then bring these skills to business school classrooms through their teaching and subsequent research.

The DBA faculty consists of two major components. The first component is CCB full-time faculty who rank among our top scholars. As noted earlier in this section, our workload document has stringent research requirements for faculty to be significantly involved in the DBA program. This group of faculty does a large bulk of the teaching and research oversight in the program. The second group of faculty is our “Global Scholars Network” which we use to enhance faculty resources and enrich student learning experiences. Scholars are normally selected based on the depth of their scholarship record and their willingness to engage in and explore collaborative research opportunities with our students. They also must meet the requirements for graduate level teaching at KSU and DBA research track status within the CCB. These scholars teach modules in their area of research interest, serve on special topic panels, and often serve on dissertation committees. Among the globally

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recognized scholars are faculty from schools such as University of Florida, Boston College, Georgia State, Texas A&M, North Carolina State, University of New Mexico, and Babson.

Distance learning is enabled by and fully supported by KSU's information technology services division. The KSU Center is used for the residence sessions. Since the DBA is a premium-priced program, it is self-supporting in providing financial resources for such items as pay for Global Scholars and research databases.

While there are several other doctoral programs at AACSB-accredited schools that cater to non-traditional students, our DBA is unique in that our program is fully structured to prepare graduates for faculty positions as "Scholarly Academics" at AACSB-accredited schools. Here are the key innovative features of our program:

- Our cohort-based training model allows for critical course integration as research content and research methods skill building courses are integrated across the curriculum.
- Discipline-based training allows for specialization within the business disciplines of Accounting, Information Systems, Management, and Marketing. We have developed the infrastructure and curriculum to provide greater immersion in the disciplines, allowing students to develop research that builds on existing literature and trends.
- The program's cohort structure provides extensive interdisciplinary content from leading scholars. From this cross-functional approach students learn both core theories as well as research approaches to common research areas (ethics, decision making, etc.).
- The program is based on high-intensity three or four day residencies that occur one weekend per month. We have found that the challenge and intensity of the residency model creates a unique synergistic learning experience unlike that found in traditional doctoral programs.

As the first program of its kind, our DBA program has carefully tracked the progress of its students through their success in class projects, dissertation proposals and defenses, job placement, and subsequent job success through publications. We have used qualitative assessments of that success and the limited quantitative data available to date given the short duration of the program. Based on our analyses of these assessments, here are major program improvements to date:

- Developing small first year courses designed to expose students to the major research areas within their discipline and help them identify faculty with whom they could work.
- Adding a qualitative methods course to broaden student methodological skills and to support those interested in mixed-methods and qualitative research.
- Developing the second year, two-course dissertation design sequence. This course is co-taught by two senior scholars and augmented by dedicated faculty from each discipline who mentor students through the process of developing, proposing, and executing a dissertation. This course accelerates student research skill development and prepares the student for a formal "hand-off" to a dissertation committee after four semesters in the program.