

Dr. John Bernardin called the meeting to order and determined there was a quorum. The Steering Committee approved a sign-up sheet and two were distributed; one for Assembly members and one for instructors and guests. The agenda had been changed slightly to reflect the order of items and there were no objections.

Dr. Bernardin then introduced Dr. William McDaniel who congratulated Dr. Ping Cheng (Finance) for his research cited by the *New York Times* and discussed on the television show “60 Minutes.” The findings of Dr. Cheng’s research, entitled “Abnormal Returns From the Common Stock Investments of the U.S. House of Representatives,” was instrumental in passage of “The Stop Trading on Congressional Knowledge (STOCK) Act” prohibiting members and employees of Congress from using “any nonpublic information derived from the individual’s position... or gained from performance of the individual’s duties, for personal benefit.” The STOCK Act was signed into law April 4, 2012.

Diane Alperin, Associate Provost, was introduced and explained the search process for an Interim Dean. Years ago Interim Deans were appointed by the Provost without much input from the faculty. About 10 years ago a policy was put into place regarding the policy of appointing Acting and Interim Deans. She explained the search process for the Interim Dean for the College of Business. The process is that the Provost will be sending a memo to all faculty, through Ginger, soliciting nominations from different groups of people. All departments in the College will be represented by faculty. Depending on the size of the department 3 or 4 nominees are requested. The Provost’s office will select one. Faculty at all ranks should be represented on the committee. All department chairs and directors will be asked to meet and to nominate 2 or 3 department chairs to be on the committee, one will be selected. If you are considering being a nominee for this position you should not nominate yourself to be on the committee. There will also be a representative from the staff on the committee. When we are looking at the permanent Dean we will do some of these things, but at that point there will be a student representative and a representative of the advisory committee. For the interim search there will be a quick turn-around time, we are doing it over the summer. The Provost will appoint the Chair of the committee. It will be someone from outside the College. It’s usually a Dean from another College and then the committee will meet with the Provost to get guidelines. It will be up to the committee on how to move forward. The committee will put together an announcement which will be sent out. Anyone can apply to be the Interim Dean. It is open for people outside the College or University to apply, but Dr. Alperin stated that she has never seen any of these nominees move forward. The committee will solicit nominations. Generally people apply themselves or are nominated. It is the committee Chair’s responsibility to contact the person nominated to see if they are interested in being nominated. The Committee will look for a letter of interest, as well as a vita from all candidates. The committee will meet and decide which of

the candidates they want to move forward. Usually every candidate is interviewed by the committee. All candidates have an equal opportunity, the same questions are asked of every candidate, similar on how faculty searches are conducted. Then it moves to the College where the top candidates are interviewed. Normally a presentation is given by the candidates to the College. The committee will meet with the Provost and describe the strengths and weaknesses of each candidate. The Provost will be responsible for making the appointment. The search for a permanent will probably begin in the fall. The Interim Dean will probably be in that position for at least one semester. In closing Dr. Alperin asked everyone to call or email her with any questions.

Next on the agenda was approval of the minutes from the fall, 2011 Faculty Assembly. The minutes have been posted on the Faculty Assembly portion of the College website and the Steering Committee has approved them. There were no comments or corrections and the minutes from Fall, 2011 were approved.

Dr. Chris Robe', President of the UFF was introduced. He gave an update on what the union is doing and was open to answer any questions. The UFF is working on a promotional structure for non-tenure track instructors. It was approved in January and will be operational in fall 2012. There was a memo sent from the Provost regarding this. Any department that has non-tenure track people should be working on getting criteria to promote them in fall 2012 or spring 2013. The criteria should be completed this summer so that people can go up for promotion in the fall. On the state-wide level UFF has representation on all state and federal government organizations. He mentioned that in July 2011 3% was taken out of your paycheck for your state retirement system. A lawsuit was initiated regarding this and was won. The state is appealing but it appears like it will go to the Supreme Court this fall. If the case is won everyone will get the 3% back with interest in addition to what has been taken out. The 2% from ORP that they want to take out will also be challenged. He stated that they are also doing bargaining right now. Some of the main concerns that came up are salaries, partner benefits, and paid parental leave. They are also focusing on raising the pay on a full year sabbatical, as well as a couple other issues. All faculty should feel free to go to any UFF bargaining meeting.

Acting Dean Som Bhattacharya then addressed the Assembly. On behalf of Dean Coates he congratulated Professors Patricia Doney and C. M. Sashi on their promotion, and also congratulated Kimberly Ellis on her promotion to Associate Professor and receiving tenure. He then spoke about the budget starting with explaining the carry-forward situation. Every year the College funds summer from our carry-forward money. Earlier in the spring we were told that the carry-forward money from each College was going to be taken and centralized and then reallocated back to the Colleges. As of right now we still do not know what our carry-forward situation is. For summer of 2013 he thinks that they are looking at a different funding model which will be of more benefit to our College. They are thinking about an incentive-based summer, for example, the COB generates \$1M of income, for the University. A sharing model would be initiated and that would strengthen our carry-forward. We had six instructor lines that

were approved by the Provost a few months ago. The budget situation has gotten worse so we are still in a holding pattern, but we still should be able to hire some of the instructors, but at this time we don't know how many. It will probably be late May to mid-June before we have approval to actually hire some of the instructors. For the departments that have requested the instructor lines you should move ahead with your search so that when/if the approval comes through you are ready to hire. We are down to about a \$10M cut from the University. We have been told that there is something in the works to raise tuition by 15%, but the BOTs have been lobbying to stop that from happening. Our Freshman enrollments are down by about 300 from a year ago. The good news is that our Masters enrollments are up. The Provost is focusing on retention as her priority and faculty should try to provide any help to students to strengthen retention in the college and University. In terms of our current budget cut we are looking at 2.5% across the board. We also had word that 20% of staff would be changed from 12 month contracts to 9 or 10 month contracts. The Deans convinced Administration that instead of cutting 20% of the staff to 9 or 10 month contracts, the College gives that amount of money back, allowing the Colleges to keep the people on 12 month contracts. The COB is going to take the 2.5% cut. We got the numbers yesterday and it comes out to be about \$73K to be able to keep our staff members. We are now shifting money away from E&G into our auxiliary budget. We don't like having to do this, but we are trying to preserve money for faculty to travel to conferences, to maintain our databases, faculty searches, to be able to provide incentives for faculty to do the work that they do and in order to maintain these things for this year only we are going to do this. He closed by saying that if this is the end of all budget cuts for this academic year then the good news is that I think we will be ok. If, we get another cut, then we will have to take some drastic actions. Through all of this the COB is still the strongest College. Another thing that he told faculty is that teaching loads will have to go up. If we have to balance the budget, the only place we can balance it is by holding off on instructor hires and adjunct hires. We will try and adjust them as much as we can.

The next item on the agenda was elections. Pradeep Korgaonkar was elected Chair of the Promotion & Tenure Committee. John Bernardin was elected Chair of the Steering Committee. Karen Hooks was elected to represent the School of Accounting on the Steering Committee. Jeff Madura was elected to serve on the Bylaws Committee.

Dr. Paul Hart and Dr. Allen Smith reviewed proposed MBA curriculum changes. Allen Smith started by telling the assembly that over the last 2 years a number of faculty have been looking at the competitiveness of our MBA program in terms of attracting good students from our local area and outside of our area. We've also been looking at this in the spirit of enabling our students to qualify for management positions by listening to business executives. The members of the MBA Review Committee are Pat Doney, Marketing; Gary Castrogiovanni, Management Programs; Derrick Huang, ITOM; Marcy Krugel, GBC; Eric Chiang, Economics; and Ping Cheng, Finance. Paul Hart reviewed the specifics of the recommendations. Right now students without undergraduate degrees in Business have to take foundation classes before they can apply to the program. We are proposing to eliminate the foundation

courses. What this means for our students is that when they apply for admission to the MBA program all of them will know immediately if they are accepted. This will allow everyone to go through the same structure of courses. For students who have undergraduate degrees in business, we will make it possible for them to test out of three classes. Those three classes provide essential elements for more advanced classes in the curriculum. The classes that they would be able to test out of are Accounting 6027, Finance 6406, and QMB 6603. We are also proposing a progressive curriculum during the first two semesters. During the first semester all students would take Business Law and Ethics (1.5 credits), Economics (1.5 credits), Graduate Business Communications (3 credits), and Executive Forum (1 credit) classes for a total of seven credits during the first semester. In the second semester they would take a financial accounting class and a class in leadership. Students would take these classes no matter when they came into the program. Another proposal is to change the current class in Organizational Behavior to a course in leadership, which has been approved by the Management department. Concentrations were also discussed. A proposal put before the faculty assembly is that concentrations will require 12 credits and offered if they receive sufficient enrollment. Another change in the curriculum is the introduction of a strategic management project class that would be like a live case with students' self-selecting projects. We have put a special topics course on the books for the current spring semester. The way in which this course will be framed into the curriculum has yet to be determined and voted on by Management Programs but we would like to include this course somewhere in the curriculum. It is hoped that the current MBA committee will become a standing committee and continue to review the MBA curriculum and make changes over time as needed. Allen Smith addressed the assembly asking for a vote, not on everything presented, but on a number of parts of the proposed MBA curriculum. The assembly was asked to read all the motions in Part 1 and vote on those. An amendment was proposed that MAR 6055 be included in the curriculum as a prerequisite to MAR 6815 and students with undergraduate degrees in business would be able to test out of this class. The amendment was approved. The motions in Part 1 were voted on and approved. An amendment was presented to eliminate Part 2 regarding concentrations. The amendment was approved. The next motion in Part 3 was the inclusion of a live case course focusing on projects related to strategic management in the MBA curriculum. A vote was taken and the motion was approved.

Committee Reports – The committee reports were sent to all faculty in an email. Dr. Bernardin told the Assembly that there is one thing that is semi-contentious in the reports, therefore he suggested that there be no discussion of the reports and that the Assembly can review them from the email that was sent. The semi-contentious item was that a suggestion was made to put a Journal List item on the agenda. The P&T Committee was supposed to take up the task of a college wide journal list and they chose not to do that. A discussion was held about whether there should be a college wide journals list.

Dr. Bernardin removed item #10 on the agenda regarding Eminent Scholars.

New Business – A motion was made to remove the issue of the development of a college wide journals list for P&T and merit decisions. The motion was approved. A motion was then made to allow the development of a “journals list” for incentive bonuses. This motion was approved.

The meeting was adjourned.

APPENDIX A- Proposed Changes in MBA Curriculum

April, 2012 (sent to Faculty April 13, 2012)

PART ONE

(1) Elimination of MBA Foundation Courses and Integration of Select Existing Foundation Courses into the Required Curriculum

Rationale

Currently students without undergraduate degrees in business are required to take foundation courses, whereas students with degrees in business are not irrespective of when they graduated or what institutions they graduated from. Requiring all students to take certain courses (i.e., those that have substantive quantitative business components) would ensure that all students are more similarly prepared to take advanced courses in the MBA curriculum.

Currently students without undergraduate degrees in business are not formally accepted into the MBA program until they have successfully completed the foundation courses. Allowing all students, irrespective of their backgrounds, to apply and be fully admitted into the MBA program prior to taking any program courses provides a more student-friendly approach to admission and is consistent with the dominant approach implemented by our competitive institutions.

Proposals

- A. Foundation courses will be eliminated for those students without undergraduate degrees in business.
- B. Financial Accounting Concepts (ACG 6027), Seminar in Modern Economic Concepts and Theories (ECO 6008), Financial Management (FIN 6406), and Data Analysis for Managers (QMB 6603) will be required courses in the MBA curriculum.
- C. The opportunity to test out of ACG 6027, FIN 6406, and QMB 6603 will be provided to students. The administration of the tests will be handled by the appropriate department. The university testing center can be utilized to accommodate students.

(2) Establishment of Progressive Curriculum Requirement

Rationale

The existing structure for the Flexible MBA program allows students to determine which required and elective courses they will take once they have been admitted into the program. While there are numerous advantages for both students and the College in a completely

structured (i.e., progressive or cohort) program, there are at least some advantages in the progressive curriculum structure proposed which would require students to take a minimum of certain courses during their first two semesters. The advantages include assurance that at the beginning of the program students take (i) appropriate courses early (i.e., Graduate Business Communications) and (ii) a course load with a balanced degree of difficulty. The structure would also allow students to become more familiar with their classmates, earlier on, with whom interaction would hopefully provide a more positive level of peer encouragement throughout the program.

Currently few Flexible MBA students take advantage of the advising services offered by the College. The progressive structure would be coupled with a requirement to meet with a college advisor upon admission to the MBA program. These meetings would ensure that students are knowledgeable about the progressive curriculum, program requirements and options, and that they fill out the required “plan of study” forms required by the Graduate College in a timely manner.

Proposals

- A. During their first semester in the MBA program (i.e., the fall, spring, or summer semester) students would take at least the Seminar in Modern Economic Concepts and Theories (ECO 6008, a revised 1.5 credit course) and Business Law and Ethics (a new 1.5 credit course, see below). In addition, they would take Graduate Business Communications (GEB 6215) and The Executive Forum (GEB 6931), a one credit course in which student participation is extended over a two semester window.
- B. During the second semester students would take at least Financial Accounting Concepts (ACG 6027) (or Advanced Analysis and Application of Accounting Data, ACG 6315) and Leadership (MAN 6296, new course which would replace the existing Organizational Behavior course, MAN 6245, see below).

(3) Business Law and Ethics

Rationale

The current curriculum does not have a law component. For MBA students in our current program without an undergraduate degree in business, that means they are never exposed to business law. This is a fundamental gap in the current curriculum. Our local economy is dominated by small to medium size businesses. There is a very high probability that our graduates will be working in companies without in-house attorneys. Our students would be better prepared for managerial roles with broad exposure to legal issues, particularly those that inform business practices (i.e., contract law) and human relations (i.e., labor relations). Broad

exposure to these areas is also intended to help students understand when it is appropriate to hire legal counsel.

Given the current economic conditions and attributions of one cause of the crisis by many (e.g., academicians, journalists, government officials, etc.), universities are either adopting or strengthening the ethics component in their MBA programs. A number of courses in our current curriculum cover ethical issues, especially Global Environment of Management (MAN 6937). However, there are benefits to introducing ethics into the curriculum early on. This would provide the opportunity for faculty to refer back to ethical concepts discussed in the earlier course and hopefully provide a path for more prominently integrating ethics throughout the MBA program.

Proposals

- A. A new course in Law and Ethics will be introduced into the MBA program.

(4) Leadership

Rationale

Another area that has received a tremendous amount of attention in MBA curriculum revisions in recent years is leadership. The reasons for this attention are many including the need to introduce change in organizations, to improve work environments, to ensure that organizations address the needs of their stakeholders, and so on. While leadership is covered in our current curriculum, greater emphasis should be afforded this topic to reinforce the notion that managing businesses effectively not only requires “technical knowledge” (e.g., skills in accounting and finance) but also interpersonal, motivational, and other “soft” skills that are sometimes overlooked or taken for granted.

The current course in Organizational Behavior is an important component in MBA curricula throughout most, if not all, universities. The term “organizational behavior” is rather academic. A course with a new title and one that emphasizes leadership should be added to the curriculum.

- A. A new course emphasizing leadership (MAN 6296) will replace the current course in Organizational Behavior (MAN 6245).

(5) Risk Management

Rationale

Risk is another area that has received considerable attention due in great part to the economic crisis. In our College there are a number of risk related graduate courses on the books. In recent semesters, one of the courses, Corporate Risk Management (RMI 6356) has been offered as an elective on a consistent basis. Enrollments in the course have been steadily increasing over time.

While risk management is very important, adding the course to the required core would result in either an increase in the number of required course credits or a reduction in the number of electives students could take. The preferred path at this time is to leave the Corporate Risk Management course as an elective.

No action is proposed at this time.

(6) Global Perspective

Rationale

Three required courses in the MBA core currently have “Global” in their titles. Other required courses and a number of electives are taught from a global perspective. In sum, our current MBA curriculum can be characterized as one with a very strong emphasis on global perspectives. No action is proposed at this time.

PART TWO

Concentrations

Rationale

Ten concentrations currently exist in the MBA program. From an academic perspective, concentrations provide value for students. From an administrative/resource perspective, however, only those concentrations with sufficient enrollments can be justified. Decisions on whether to continue specific low-enrollment concentrations are made by the Dean following consultation with departments responsible for those concentrations, and in accordance with university policy. All new concentrations must be approved through the respective department and then by the College of Business Graduate Council for recommendation to the Dean of the College of Business.

PART THREE

Live Case Course

Rationale

Consulting, or live case courses, were introduced into MBA programs many years ago. In recent years the number of universities offering such courses has considerably increased. The experience of working on a real world project defined by a client participant provides a substantive pedagogical framework and opportunity to integrate concepts and skills learned in MBA courses while engaged in real world problem solving activity. Many faculty in our College already incorporate “experiential learning” components into their courses (e.g., projects defined by students, simulations, etc.). However, a Live Case course would take the “experiential learning” experience to a higher level. Projects will be specified by client/partner organizations with an expectation that student teams generate professional quality deliverables.

Proposal

- A. The MBA curriculum will include a Live Case course focusing on projects related to strategic management.

(The Management Programs Department will recommend how the course will fit into the curriculum to the MBA Committee as early as possible in the fall semester.)