

**Department of Marketing
College of Business Administration (CBA)
Unit Plan Format – October 2003**

I. Introduction

- A. In light of your answers to the planning questions, describe what you expect your unit to “look like” (e.g., student undergraduate and graduate mix, number of full and part-time faculty, administrative staff, advising) in 2009.
1. 950 undergraduate marketing majors.
 2. Support MBA program with one required course, three electives per year.
 3. 11 full time faculty members; per course instructors as needed (FTE = 12).
 4. One full-time administrative assistant and one part-time administrative assistant.
 5. Academic advising largely handled by College of Business Administration (CBA) Advising Center.
 6. Career advising and student development strongly integrated into department services.
 7. Well-functioning Management and Marketing Advisory Council (MMAC).
- B. Based on unit goals, list the number of new (not replacement) faculty lines you plan to request in the 2004-2005 academic year and in 2-5 years.
1. Two faculty lines, as demanded by growth at RRHEC, growth in MBA program, and current SCH: FTE ratio at undergraduate level.
- C. Based on the unit initiatives outlined in your plan, estimate the total amount of new funding, excluding faculty lines that your unit will need in the 2004-2005 academic year and in 2-5 years.

Part-time administrative assistant (new hire)	\$15,000
Normalize faculty development/travel to \$2000 each annually	\$ 8,000
Development/travel for 2 new faculty members annually	\$ 4,000 (starts after 2004-2005)
Two additional graduate assistants	\$23,800
Classroom equipment (LCD/computer)	\$ 5,000 (one time cost)
TOTAL	\$51,800 in 2004-2005 \$50,800 in each following year

II. Process

Describe, in a brief paragraph, the process used to develop your unit plan, including the nature and extent of faculty involvement.

In early April 2003, the department chair asked marketing faculty to review the preliminary planning questions and to develop preliminary responses in preparation for a face-to-face meeting later in the month. Approximately half of the faculty provided feedback to the chair before the meeting. The Marketing Department met on April 25, 2003 to discuss the preliminary planning questions. All full-time faculty and staff members were present. Following this meeting, the department chair summarized the departmental responses and provided them to the Dean of the College of Business Administration and members of the department.

At the department’s fall faculty meeting in late August 2003, the planning cycle was discussed and the group decided to meet in mid-September. On September 18, 2003, the department met to review its past responses and questions posed in the revised unit plan format. Eighty percent of the faculty was present. One faculty member, who was unable to attend, provided written feedback. The department’s final unit plan format was developed by the department chair and

submitted to the Dean. A copy was also provided to faculty and staff for their review and feedback.

On October 10, 2003, the College of Business Administration held a dialogue session where department chairs presented their departmental plans. College faculty and staff were asked to attend the meeting and provide feedback. Based on the last round of comments and review, the department's final plan was presented to the Dean of the College of Business Administration on October 15, 2003.

III. Program Maintenance

Outline any established programs or activities within your academic unit that are inadequately funded due to growth, inflation, or other cost increases. Please describe the resources needed to maintain these programs and activities at a reasonable level of quality. You may also briefly list ongoing major initiatives that are working well (that you want to continue), and list your funding source.

A. Current SCH: FTE ratio for undergraduate courses in marketing is among the highest in the university. For example, in fall 2002, the department had 7479 SCH : 10.38 FTE = 721 ratio. Class sizes are increasingly prohibitive to active learning strategies, experiential approaches, writing-intensive coursework, and other hallmarks of teaching and learning excellence.

B. Faculty travel and development is inadequately funded. New faculty members have been added, but no additional dollars have been allocated to departmental M&O. New expectations for research are being developed, but there is no additional money to support new graduate assistant lines, conference travel, survey expenses, etc...

C. Ability to support student advising and development needs is constrained by size of current administrative staff. In fall 2002, there were over 1100 marketing majors and only one administrative assistant in the department. The administrative assistant must advise the large number of students while managing all other aspects of the office. In addition, there is little opportunity to support student career and professional development under the current staffing situation.

IV. Planning Categories

A. Academic Programs

1. List new major academic programs (e.g., certificate, minor, bachelor's, master's, doctoral, whether contained on the academic program development plan or not) that your unit proposes and indicate the approximate timeline (2004-2005 academic year or 2-5 years). Please describe, in approximate terms, (1) new resources needed, if any, for the proposed program (e.g., faculty lines, facilities, equipment, technology, administrative staff, etc.), (2) how the unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. No new major academic programs.
2. List major changes (additions or deletions) in current academic programs, if any, that your unit proposes in the 2004-2005 academic year or 2-5 years. Please describe, in approximate terms, (1) new resources, if any, needed for the proposed program, (2) how the unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. Expanded emphasis on external competitions and related experiences for undergraduate marketing students, including American Advertising Federation, American Marketing Association, National Student Sales Competition, Students in Free Enterprise, and possibly others.

- i. Resources: Additional travel funds and other monies to support student preparation for competitions. One additional graduate instructional assistant to support these efforts.
 - ii. Obtained: Through university budgeting process, private funding, and advisory council development efforts.
 - iii. Assessment: Set goals for each team and monitor results of competition.
 - b. Curriculum review and subsequent revision of undergraduate marketing curriculum to reflect the realities of the business environment.
 - i. Resources: Two faculty to teach in updated curriculum. Workload consideration for committee chair, with potential need for per-course instructor.
 - ii. Obtained: Through university budgeting process.
 - iii. Assessment: Completion of curriculum review and new/revised courses submitted for approval.
 - c. Training and development initiatives to help faculty learn new areas.
 - i. Resources: Additional travel funds and other monies to support faculty development.
 - ii. Obtained: Through university budgeting process and advisory council development efforts.
 - iii. Assessment: Introduction of new/revised courses.
 - d. Support the review of MBA entrance requirements, program structure, and curriculum to reflect the realities of the business environment.
 - i. Resources: Possibly new or replacement faculty to teach in updated program. Workload consideration for committee chair, with potential need for per-course instructor. Workload consideration for graduate instructors.
 - ii. Obtained: Through university budgeting process.
 - iii. Assessment: Completion of program review and new/revised curriculum submitted for approval.
- 3. List new major distance learning programs (e.g., on-line, off- campus, ITV, Round Rock Higher Education Center), if any, that your unit proposes in the 2004-2005 academic year or 2-5 years. Please describe, in approximate terms, 1) new resources, if any, needed for the proposed programs, 2) how the unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. No new major distance learning programs
- 4. List major changes (additions or deletions) in current distance learning programs, if any, that your unit proposes in the 2004-2005 academic year or 2-5 years. Please describe, in approximate terms, (1) new resources, if any, needed for any proposed program, (2) how the unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. Examine the possibility of day-time teaching schedules at RRHEC for undergraduate and graduate marketing classes.
 - i. Resources: N/A.
 - ii. Obtained: N/A.
 - iii. Assessment: Feasibility of alternative schedules from student, faculty, and staff perspectives.

B. Support university and college initiatives for international experiences, with an emphasis on Latin America.

- i. Resources: Additional faculty development budget (already listed).
- ii. Obtained: Through university budgeting process and advisory council development efforts (already mentioned).
- iii. Assessment: Offer study abroad courses, initiate exchange program, and implement related experiences.

5. If Texas State were to become the lead institution in a MITC in northeast San Antonio, list opportunities, if any, that your unit would want to pursue. Please describe, in approximate terms, (1) new resources, if any, needed for the proposed program, (2) how your unit would plan to obtain those resources, and (3) criteria for assessing initiative(s) listed.

a. Business is likely to be a popular degree, so a San Antonio location presents an opportunity to expand offerings, but would also require new resources and create accreditation concerns

- i. Resources: RRHEC resources need to be increased and strategy stabilized before Texas State should consider a San Antonio location. Workload consideration for faculty who teach at San Marcos and alternative locations is one possibility. Direction on employing “full time” faculty at alternative locations is needed.
- ii. Obtained: Through university budgeting process.
- iii. Assessment: SCH by full-time faculty increases at RRHEC.

B. Student Learning and Success

1. List new major efforts, if any, that your unit proposes to further improve the retention and completion rates of our students. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.

a. Support the College of Business Administration’s (CBA) Business Leadership Program designed to enhance first-year business major’s engagement with the CBA and knowledge of leadership skills. Program co-sponsored by marketing department chair and co-managed through marketing staff.

- i. Resources: \$5000 per year to pay student mentors, provide light dinner at meetings, make copies of program materials, and provide small honorarium to guest speakers.
- ii. Obtained: Grants and development activities, with supplements from university budget.
- iii. Assessment: Number of students enrolled in program. Growth in program attendees. Pre and post-experience survey assessment.

b. Career advising handled by department, with majority of academic advising for undergraduates handled by central CBA Advising Center

- i. Resources: Additional staff in CBA Advising Center. Addition of part-time administrative assistant in department.
- ii. Obtained: Student fees and university budgeting process.
- iii. Assessment: Number of students served by CBA Advising Center. New programs initiated within the department related to careers and student development.

c. Marketing Department monthly newsletter, "Marketing Memos" sent electronically to students, faculty, and other stakeholders (primary audience is students) and posted to website.

i. Resources: N/A

ii. Obtained: N/A

iii. Assessment: Delivery of monthly newsletter.

d. Marketing Department initiates national marketing honor society, Alpha Mu Alpha, to recognize top 10% of senior marketing majors and stimulate aspirations for other majors.

i. Resources: Modest reception at annual honor society induction

ii. Obtained: Discretionary funding via society membership.

iii. Assessment: Implementation of honor society.

2. List new major efforts, if any, that your unit proposes to ensure and document student learning. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.

a. Departmental review of teaching expectations and standards for annual faculty evaluation.

i. Resources: LCD/computer available for all marketing faculty to use. Faculty training on LCD/computer as needed. Additional graduate instructional assistant (mentioned previously).

ii. Obtained: University budget cycle.

iii. Assessment: Implementation of revised/updated teaching criteria in annual performance evaluation and related processes. Improvement in faculty teaching effectiveness.

b. Department to develop criteria and introduce teaching award(s).

i. Resources: Monetary incentive for award recipient(s). Modest reception and ceremony.

ii. Obtained: Discretionary funding via advisory council development efforts.

iii. Assessment: Implementation of awards program.

c. Review and subsequent revision of undergraduate curriculum (previously listed).

d. Informal workshops for faculty to share teaching ideas and get feedback with teaching problems and opportunities.

i. Resources: Modest lunch/snack/drinks for workshop participants.

ii. Obtained: Discretionary funding and advisory council development efforts.

iii. Assessment: Implementation of workshops on a regular basis (4 per year).

e. Encourage CBA to use ETS Major Field Test in Business as assessment tool with senior business majors. Marketing concepts are part of the test.

i. Resources: N/A.

ii. Obtained: N/A.

iii. Assessment: Results from ETS will be used to assess student retention of marketing concepts and add value to curriculum issues in MKT 3343 (required of all business majors)

f. Emphasize external competitions and similar experiences for undergraduate marketing students (previously mentioned).

C. Scholarly and Creative Activity/Grant Activity

1. List new major efforts, if any, that your unit proposes to promote scholarly and creative activity in the 2004-2005 academic year or 2-5 years. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. Departmental review of research and scholarship expectations and standards for annual faculty evaluation.
 - i. Resources: Additional graduate research assistant to support increasing research requirements.
 - ii. Obtained: University budgeting cycle.
 - iii. Assessment: Implementation of revised/updated research criteria in annual performance evaluation and related processes. Improvement in faculty research productivity and quality.
 - b. Marketing Department will develop standards and introduce research award(s).
 - i. Resources: Monetary incentive for award recipient(s). Modest reception and ceremony.
 - ii. Obtained: Discretionary funding via advisory council development efforts.
 - iii. Assessment: Implementation of awards program.
 - c. Support CBA introduction of annual research award.
 - i. Resources: Monetary incentive for award recipient (from CBA)
 - ii. Obtained: Discretionary funding via CBA advisory council development efforts.
 - iii. Assessment: Implementation of awards program (by CBA).
 - d. Support CBA travel policy that emphasizes peer-reviewed conferences.
 - i. Resources: N/A.
 - ii. Obtained: N/A.
 - iii. Assessment: Implementation of policy (by CBA).
 - e. Training and development initiatives to help faculty learn new areas (listed previously).
2. List new plans for grant writing, contracts, or other types of externally funded activity, if any, that your unit proposes in the 2004-2005 academic year or 2-5 years. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. Grant development to help fund undergraduate student organizations and student competitions.
 - i. Resources: Mail/on-line alert system for potential grants, "reader" in Office of Sponsored Programs, more grant writing support, reduced teaching loads, and graduate assistant help.
 - ii. Obtained: University offices and university budgeting support. Possible role for advisory council.
 - iii. Assessment: Submission of grant proposals to funding sources. Receipt of funding.
 - b. Grant writing to fund research projects.
 - i. Resources: Additional summer grants; rest as stated above in 2a.
 - c. New marketing faculty hired with an understanding of how grant writing is supported and rewarded at Texas State.

- i. Resources: N/A
- ii. Obtained: N/A
- iii. Assessment: Communication and support of grant writing.

D. Development

List new major efforts, if any, that your unit proposes for development and funding (e.g., endowed positions, scholarships) of special programs and initiatives in the 2004-2005 academic year or 2-5 years. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.

- 1. Strengthen Management and Marketing Advisory Council (MMAC) and development efforts with that group.
 - a. Resources: Workshops in development and board management.
 - b. Obtained: Through on-campus training sessions offered by various University offices.
 - c. Assessment: Growth in council involvement, size, and contributions.

E. Diversity

- 1. List new major efforts, if any, that your unit proposes to increase and promote faculty diversity (e.g., ethnicity, gender, sources of highest degrees, range of academic areas in the discipline). Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. Track Ph.D. Project and other programs that develop minority students for Ph.D. programs in business.
 - i. Resources: N/A.
 - ii. Obtained: N/A.
 - iii. Assessment: Accessed during recruiting and non-recruiting years.
- 2. List new major efforts (e.g., mentoring, curriculum changes), if any, that your unit proposes to recruit and support student diversity. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.
 - a. Identify freshman and sophomore marketing majors through CBA Business Leadership Program and link them with "outstanding majors" as mentors, with an emphasis on students of diversity.
 - i. Resources: N/A.
 - ii. Obtained: N/A.
 - iii. Assessment: Retention and growth rates of minority marketing majors.
 - b. Use "Marketing Memos" newsletter to highlight diversity of marketing undergraduate majors.
 - i. Resources: N/A.
 - ii. Obtained: N/A.
 - iii. Assessment: Inclusion of diverse students in monthly newsletter.
 - c. Partner with Small Business Development Center to develop class projects for minority-business owners.
 - i. Resources: N/A.
 - ii. Obtained: N/A.
 - iii. Assessment: Projects implemented through SBDC.

F. Other

Describe briefly major initiatives, if any, not addressed in the five planning categories, which your unit would like to address. Please describe, in approximate terms, (1) new resources, if any, needed for this effort, (2) how your unit plans to obtain those resources, and (3) criteria for assessing initiative(s) listed.

1. Department to develop criteria and introduce service award(s).
 - a. Resources: Monetary incentive for award recipient(s). Modest reception and ceremony.
 - b. Obtained: Discretionary funding via advisory council development efforts.
 - c. Assessment: Implementation of awards program.