COBA Steering Committee Meeting
December 19, 2003

Minutes

Present: Jim Beatty
Chee Chow
Jim Lackritz
Fred Raafat
Larry Rhyne
Howard Toole
Bob Wilbur
Gail Naughton

1. Jim Beatty, Chair, called the meeting of the Steering Committee to order at 1:105pm on December 19, 2003, in the Dean’s Conference Room.

2. The only item on the agenda for this meeting was to discuss the status and future directions of the Strategic Planning Initiative.

3. As discussed at the December 5, 2003, meeting of the Steering Committee, Bob Wilbur and Jim Beatty agreed to meet to review and discuss Phases Three and Four of the Strategic Planning Initiative, especially leading up to the planned faculty retreat to be held in the Spring of 2004. They recommended to the Committee that Phase Three of the Strategic Planning Initiative be revised in several ways. They suggested the Steering Committee hold a half-day session in the form of a retreat to review the progress made thus far and focus on the next steps. The following describes those discussions and suggested revisions.

   a. Bob recently attended a conference for AACSB Associate Deans, in which Jim Griesemer presented a revision of the strategic planning model, entitled “Leveraging Data for Strategic Improvement: Leadership, Information, and Strategy.” The latest version of the AACSB model includes several modifications of the model presented earlier and shared with the Steering Committee. The revisions are minor, appear to include improvements, and continue to be consistent with our own model and processes.

   b. The Committee should address the “Goals/Objectives” component of the plan as a Committee and create an ad hoc committee of various faculty to work with the Steering Committee on goals. The Steering Committee should lay this groundwork before asking the faculty to take the next steps at the retreat. It is essential to have a well-defined approach from which to build. Once the approach is crystallized, it can be deployed with much more clarity.

   c. The new AACSB model is very similar to the earlier model. However, the word “Objectives” no longer appears in the model;
only the word “Goals” is mentioned. This should help resolve some confusion that always develops whenever discussing “Goals and Objectives,” both for AACSB and for our College. The new Strategic Management Model has overlaid “Goals” in the Vision, Values/Mission, Action, Assessment framework, as shown in their graphic model on page 3 of the AACSB document. Within the Goals overlay, they have included Arenas, Staging, Differentiators, Vehicles, and the Economic Logic, labeling this visualization the “Integrated Model.”

d. The Concept of Values Defined

i. In the general model being adopted by the Committee, the strategic planning process begins with the Values and Mission.

ii. Organizations are founded on shared beliefs, purposes, and aspirations, often referred to as Values or Guiding Principles.

iii. At their most fundamental level, values do not flow from strategy but from the belief systems of individual members.

iv. Values form the nucleus for organizational mission.

v. Values are the behavioral aspirations of the organization, a fundamental belief about how the people in the organization intend to conduct (an action word) themselves in pursuit of their mission and vision.

vi. The development of values is participatory, with agreement on shared values as the foundation step in strategic management.

vii. Shared values are usually expressed in a strategic plan or mission statement through a “Statement of Values” or set of “Guiding Principles.”

viii. As one example, the Daniels College of Business created four “Guiding Principles.” They are:

1. Learning and Community
2. Excellence and Innovation
3. Professionalism and Ethical Conduct
4. Collaboration and Collegiality

ix. Each of the guiding principles is further defined by “overarching values.”

x. Examples of these “overarching values” or Values Statements

1. Fulfilling College goals through support of the “learning community” (students, faculty, staff,
administration, alumni, advisory boards, community leaders, etc.)

2. Expecting individual involvement and responsibility to the Daniel community.

3. Building and nurturing community ties with the DU community, the business community, and the larger communities.

4. Encouraging the development of a community that is diverse in terms of race, ethnicity, and gender.

5. Committing to a lifelong experience of individual and community excellence.

6. Celebrating individual and community achievements.

7. Demonstrating an entrepreneurial spirit in the community through the application of creative problem solving, informed risk taking, and innovation.

8. Mutual respect and dignity for each other in a diverse culture.

9. A spirit of cooperation, tempered by healthy and friendly competition.

10. Willingness to compromise for the good of the community.

11. Ethical behavior and integrity expected of all constituencies.

12. Fostering the professional development of all members of the community.

13. Friendliness and availability among members of the community.

e. **Our Current Efforts for Values Statements**

   i. Two focus groups have addressed these components in the Fall 2003. One focus group examined the existing Values Statements of the College of Business Administration, while another focus group examined the existing Mission Statement.

   ii. The group focusing on the Values Statements reviewed the current Values Statements, as included in the AACSB Accreditation Report. Those statements are as follows:

      1. Integration of teaching and scholarship
      2. Responsiveness to student needs
      3. Respect for diversity
4. Integrity and ethical behavior
5. Individual growth and development

iii. The group then made several recommended changes to this set of values, as follows:

1. Integrity and ethical behavior
2. Integration of teaching and scholarship
3. Responsiveness to student needs
4. Responsiveness to the academic environment
5. Responsiveness to the business community
6. Responsiveness to the university
7. Responsiveness to taxpayers
8. Respect for diversity in the broadest view
9. Individual growth and development

f. The Concept of Mission Defined
   i. Mission is built around the shared values of participants.
   
   ii. Mission reflects the basic purpose of the organization, its reason for existence.

   iii. The mission should be the basic guiding force of the organization, the criterion against which all decisions are measured.

   iv. Every major organizational decision should be tested against: “Is this action consistent with, and does it support, our mission.”

   v. Definition: Mission Statement is a declaration of the ultimate result to be achieved by the organization, the general means by which the result will be obtained, and an identification of the intended beneficiaries.

   vi. Process: The development of the Mission Statement should be both participative and directive. Agreement on the mission comes as a result of essential, effective crafting that requires active involvement of management to assist in providing sharp focus.

   vii. Tools: The mission statement should be able to be tied to a graphic representation of the mission.
g. **Our Current Efforts for a Mission Statement**
   i. The Mission Statement focus resulted in a moderately revised statement. With additional minor modifications of that statement, the Mission Statement is close to finalization.
   
   ii. The Mission of the College of Business Administration is to create an active learning environment that fosters excellence in business education. We will continually employ the Teacher/Scholar model to support current and future business practitioners and our diverse community through excellent teaching, research, a diverse set of programs, and applied learning. We will employ technology, entrepreneurship, and internationalization, and a variety of interdisciplinary perspectives to achieve this mission.

h. **The Concept of Vision Statement Defined**
   i. Mission and values form the core of the organization.
   
   ii. Vision is about where the organization is going.
   
   iii. Vision is a shared picture of the **future** state of the organization.
   
   iv. Vision is based on an understanding of industry and the environment.
   
   v. Vision provides a conceptual bridge from the present to the future.
   
   vi. **Definition:** A Vision Statement articulates a realistic and attractive future for the organization based on an understanding of the industry and the environment.
   
   vii. **Process:** Developing a Vision Statement should be directive and participatory. Notice the reversal of the order of these two words in comparison to how they are used in regard to Values Statements. That is, vision begins with the leadership of the organization, and is affirmed by its members.
   
   viii. **Tools:** A Vision Statement is developed.

i. **Our Current Efforts for a Vision Statement**
   i. The Values Statements must be linked to the Mission Statement, and both the Mission Statement and the Values Statements must be guided by the Vision Statement for the College. This vision statement needs to be a single statement that defines where the organization is going. It should represent a shared picture of the future state of the
College, based on an understanding of industry, the environment, and the mission and values of the College. The vision statement provides a conceptual bridge from the present to the future. This vision statement is currently being developed.

ii. Example: The Daniels College of Business will be the premier business school in the Rocky Mountain West, recognized for the achievements of its graduates, the quality of its faculty, and the value of its programs.

iii. One Possibility: The College of Business Administration will be San Diego’s premier business school for building training, building, and developing human capital to lead San Diego’s business community now and in the future, and will be recognized for the achievements of its graduates, the quality of its faculty, and the diversity of its programs throughout the West Coast.

j. **The Concept of Goals Defined**

   i. The goals then follow the Values, Mission, and Vision. The goals are the dimensions of the College that are linked to our values, mission, and vision. The goals can be conceptualized as mini-vision statements; thus, the overall vision is subdivided into a small number of goals (4-7). These goals are the pathways to the vision. They are directional and describe a desired future picture, but in specific ways (e.g., market cost, convenience, etc.).

   ii. Goals are the pathways to the vision.

   iii. Like vision, they are directional and describe a desired future position, but in specific areas (market, cost, convenience, etc.)

   iv. Goals are enduring and difficult to measure in the near term.

   v. Goals are not action items. They serve as a foundation for action items and provide the purpose for strategy.

   vi. Goals link strategic planning and implementation. They define the purposes of strategy that drives action.

   vii. Definition: Goals are specific statements of desired positions in various areas that form the basis for strategy and action items.

   viii. Process: The development of goals should be participatory and directive, and the process should be highly iterative.
ix. The goals should be created jointly within the framework of vision and mission statements. (This should be a major focus and a deliverable product of the full faculty retreat.)

x. Tools: Organizational goal statements and goals for strategy.

k. Examples of Goals

i. Program Relevance: Enhance the relevance of degree programs to better prepare students for success in a competitive job market and the dynamic world of business.

ii. Flexibility of Programs: Review the flexibility of, and compatibility among degree programs to better serve the academic interests and availability of students.

iii. Student Satisfaction: Increase student satisfaction levels across all services provided by the College and in all academic programs, consistent with providing a rigorous and intellectually challenging curriculum in each area of study.

iv. Student Learning: Strengthen the student learning experience with superior student support systems and services.

v. College Recognition: Achieve recognition for excellence based on the quality of teaching, the breadth of program offerings, the relevance of the curriculum, the personal attention given to students, and the achievements of the graduates.

vi. Cost Effectiveness: Ensure that business education at this university is the most cost-effective return on investment for the immediate business community.

vii. Recruitment: Partner with various constituencies to attract the most highly qualified international students.

viii. Business Community Interaction: Actively participate in regular meetings with leaders of the business community to ensure the needs of the business community are being met.

l. The Steering Committee should have a separate retreat to address these goals and to discuss the report of the ad hoc subcommittee that will be addressing goals (as noted earlier).

m. Once the goals have been established, the faculty at large should work on the strategy for accomplishing these goals, which should then lead the Steering Committee and the Executive Committee toward Action, Criteria, and Assessment.
4. The target date for the retreat is April 2 and 3, 2004. Questions remain as to who should attend, the format of the retreat, etc. The Steering Committee will address these issues at the next few meetings.

5. The next meeting of the Steering Committee will be held sometime in January 2004. The schedule for the Spring meeting dates will be distributed early in January. The first meeting of 2004, will be held either January 16, 2004, or January 23, 2004, from 1:00-2:30, in the Dean’s Conference Room.

6. Jim Beatty, Chair, adjourned the meeting at 2:40pm.