Business Analytics in State-Funded Teaching-Focused Business-Schools; Market-Oriented vs Capability-Focused Strategies

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Abstract

We propose a conceptual framework for building a stronger analytical foundation for undergraduate education in Business Analytics in state-funded teaching-focused business schools. Instead of rushing into new business analytics (BAN) major that would serve a small fraction of the student population, we recommend a student-faculty-centered incremental approach reinforcing the analytical foundations of the current network of resources and learning processes that serve the entire student population. We start with the role of a Gateway course to serve as a landing site for the lower-division quantitative courses and the take-off runway for the three core courses in Marketing, Finance, and Operations. This course will also have the role of filling the gaps in the analytical capabilities of freshman and transfer students. We then emphasize the importance of adding quantitative content to Marketing, Finance, and Operations core courses, as the three pillars of all organizations, and strengthening their analytical links. We then propose a triangle of Business Analytics Foundations, Data Visualization and Communication, and Data Mining and Programming elective courses. These three courses will provide a better understanding of the depth and breadth of the market for a BAN-major. They form a seed to grow into a full-fledged NAN-major not by imitating other institutions, but on the foundations of the quantitative capabilities of the students in the institution under consideration as well as the faculties' understanding of these capabilities.

Key Words: developing analytical skills, interdisciplinary teaching, pedagogical research business analytics, curriculum design, state-funded teaching-focused business-schools