



The Strategic Plan for the Earl G. Graves School of Business

2012 – 2021



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EXECUTIVE SUMMARY

Since its founding in 1975, the School of Business & Management (SBM) has grown rapidly and offers a variety of undergraduate, graduate and doctoral degrees. The SBM has been AACSB-accredited since 1996. The School graduates the most African-American business students in the state of Maryland. Despite continued growth over the last three decades, economic conditions within the nation and the state have meant that the SBM has had to put on hold several approved programs such as the Master's in Hospitality Management and the Master's in Professional Accounting. The School has been successful in recruiting and retaining excellent faculty, and actively encourages their professional development by providing support for research and instruction. In concordance with AACSB standards, the SBM is continuously engaged in student assessment efforts.

Internally, there are three main challenges facing the SBM: (1) increasing research support for faculty and graduate students, (2) increasing student recruitment and retention, and (3) engaging the local community. Externally, there are two primary issues that the SBM is watching closely: (1) rising tuitions, and (2) state budget issues.

The mission of the SBM is to (1) offer high quality undergraduate, masters, doctoral, and executive education programs that prepare a diverse student population to succeed as business professionals and to become engaged citizens in their neighborhoods and the global economy, (2) conduct scholarly research that advances theory and practice in the business disciplines, contributes to teaching and learning, enhances the performance of organizations, and informs public policy decision making, and (3) contribute to local, state, regional, and national economic development initiatives in the pursuit of widely shared prosperity and well-being.

In order to continue to meet its mission, the SBM's 2012-2021 Strategic Plan was developed with the input of various stakeholders within and outside the School. The Plan contains six core values: Excellence, Integrity, Respect, Diversity, Education, and Leadership. Mirroring the University's Plan, there are five overarching goals, namely (1) engaging student success, (2) enhancing Morgan's status as a doctoral research university, (3) enhancing internal operations, (4) growing Morgan's resources, and (5) engaging with the community. A total of 12 objectives, 27 strategies and 97 action steps have been developed to target these five goals. In addition, the School has identified various measures that will be used to track performance. This will enable the SBM to make adjustments to the Strategic Plan where necessary.

OVERVIEW

The School of Business & Management (SBM) was founded in 1975 and has grown rapidly. It now has 55 full-time faculty members and an enrollment of approximately 1,400 graduate and undergraduate students who can earn Bachelor of Science degrees in Accounting, Finance, Business Administration, Marketing, Management, Entrepreneurship, Hospitality Management, and Information Science and Systems; a Master's in Business Administration; or a Ph.D. with concentrations in Accounting, Information Systems, and Management.

Morgan helps address the lower per capita attainment of college degrees within the African-American community, and the SBM is certainly an important part of the effort. The University has consistently been ranked as one of the top public universities for African-Americans on the *Black Enterprise* list. The SBM graduates the most African-American business students in the state of Maryland. In Spring 2010 there were 267 SBM graduates, a large percentage of whom were African-American. Morgan accounts for more than a third of the total number of African-American graduates from across the state of Maryland in business-related disciplines from both public and private universities.

The SBM offers a high quality business programs. The continuing budget provides the needed personnel (faculty and staff) and funds for operations including faculty development, technology upgrades, and other expenditures such as student scholarships, travel, supplies, etc. The base budget for FY 2009-2010 was \$8,092,253. Additional funding has been provided by Title III. Annual funding in excess of \$200,000 has gone toward support of the Ph.D. program and software licenses for faculty and student research. Given the condition of the national and state economy the SBM has delayed implementation of approved programs such as the Master's in Hospitality Management and the Master's in Professional Accounting.

Recruiting and retaining qualified faculty is a priority for the SBM. The SBM makes every effort to provide our faculty with a collegial and nurturing environment that encourages discovery and dissemination of new knowledge, fosters interdisciplinary work, and provides rewards for significant achievements. The SBM's major faculty management policies, procedures, and practices provide guidance for faculty planning, faculty recruitment, faculty mentoring, faculty teaching loads, faculty development and faculty qualifications (including acceptable journals and journal classification). The SBM's faculty has developed a Faculty Mentoring Handbook, Faculty Development Handbook, Faculty Qualification Criteria, Sabbatical Leave Application Guidelines (including Evaluation Criteria), and Journal Classification Criteria.

The SBM's efforts in recruiting and retaining faculty have continuously enhanced the faculty sufficiency ratio. In the 2009/2010 academic year, the percentage of student credit hours, generated by participating faculty, was well above 60 percent in every discipline, ranging from 81 percent to 100 percent. For the entire school, the percentage was 93 percent. Students in all programs and majors have the opportunity to receive instruction from appropriately qualified faculty in the SBM.

The SBM supports the professional development of faculty and assists the faculty in achieving success and satisfaction in every stage of a faculty member's career. Faculty development practices in the SBM are guided by the SBM's Strategic Plan. The noteworthy practices include Summer Research Grant Support, Research Assistant Support, Travel Support, the Distinguished Speaker Series, Databases Support, Sabbatical Leave Support and CARMA (The Center for the Advancement of Research Methods and Analysis) webcasts.

The faculty development practices have continuously strengthened the overall portfolio of faculty intellectual contributions. Over the last five academic years (2005-2010), the SBM's faculty produced a portfolio of 794 intellectual contribution (IC) items. The 794 items include 279 peer reviewed journal (PRJ) articles. In addition to the 279 PRJ articles, the faculty has also published 35 books/book chapters. Both the total IC items and the PRJ articles show significant increase over the previous five-year period (2000-2004), which numbered 405 and 166 respectively. This is a strong indicator of the SBM faculty's continuous improvement in intellectual contributions.

The SBM has been AACSB-accredited since 1996. In 2002, the Accounting program was accredited by the AACSB. The School was recently granted accreditation maintenance for the business and accounting programs from AACSB International. This helps the SBM market its programs to prospective students. Students also have the advantage of a low student-professor ratio with graduate class sizes in the single digits and undergraduate classes averaging 25 students (upper division classes average less than 20 students). The SBM's Ph.D. program continues to grow and make progress. The Program has seen 10 of its graduates secure tenure track faculty positions.

With respect to student assessment, the SBM's undergraduate Assessment Committee schedules the assessment of the five learning goals for undergraduates: effective communication, ethical awareness, critical thinking, use of technology, and integration skills. The Committee also collects the items for assessment, compiles results from other faculty who rate student performance on the goals, and delivers reports on the analysis of learning outcomes each year. An additional activity of the Assessment Committee is planning the end-of-year faculty retreat. These retreats have played a key role in getting faculty participation in assessment activities, encouraging feedback on strategies, and maintaining involvement in processes that improve the curriculum, the objectives, or the rubrics of measurement.

The SBM offers a high quality MBA program in a highly competitive area. In spite of intense competition in the region, enrollment in the MBA program has been increasing as a result of increased advertising and our campaign to attract high quality students. Many of our top students are offered financial support in the form of tuition waivers and graduate assistantships. The MBA program has six learning goals including Information Technology, Leadership, Ethics and Social Impact, Analysis, Application, and Integration.

The Ph.D. program admitted its first doctoral candidates in 2001. It prepares graduates for careers in teaching, research and consulting in various functional areas of business. The curriculum is designed to provide graduates with in-depth exposure to a specific business content area, sophisticated analytical methods, and adult education techniques. This last feature is unique to the program and is structured around a three-course sequence covering different aspects of university-level teaching. Doctoral candidates are assessed throughout the program. Assessment techniques for the candidates include: (1) the grades they receive in their seminar courses, (2) successful completion of both a minor and major field comprehensive exams, (3) evaluation of their teaching capabilities for the undergraduate course teaching requirement, (4) a dissertation proposal defense and dissertation defense that are both open to the faculty; (5) intellectual contributions that they make in journals or academic conferences, and (6) job placement. Most of our doctoral program graduates have received multiple offers from AACSB-accredited institutions and all are currently employed at schools such as Towson, Old Dominion, and Howard Universities, as well as the University of Baltimore in tenure-track faculty positions.

SITUATION ANALYSIS

The SBM has been highly successful in graduating students who become leaders in their chosen profession within private and public sector organizations. The School boasts numerous strengths in its educational programs, faculty, students, location, corporate relations, and overall reputation within the region. It is in an ideal position to take advantage of various opportunities within the external environment. At the same time, the SBM must address its weaknesses and the various threats it faces. A detailed SWOT analysis for the School is provided in Table 1.

Table 1: SWOT Analysis

Category	Strengths	Weaknesses	Opportunities	Threats
A. Educational Programs	<ol style="list-style-type: none"> 1. Specialized accreditation of academic programs 2. Offering of MBA and doctoral programs 3. MHEC approval of specialized programs – Entrepreneurship, MS in Professional Accounting, MS in Hospitality Management 4. Offer BS degrees in Accounting, Finance, Business Administration, Marketing, Management, Entrepreneurship, Hospitality Management, and Information Science and Systems 5. Offer MS degrees in Business Administration 6. Offer PhD in Accounting, Information Systems, and Management 	<ol style="list-style-type: none"> 1. Many MHEC approved programs are not implemented 2. Lack offering of “niche” programs and specialties, especially programs not offered by other Maryland state schools 3. Lack of interdisciplinary specialty programs – business/health care; business/engineering 	<ol style="list-style-type: none"> 1. Collaborate and partner with local community colleges to provide feeder students from business certificate programs and associate degrees 2. Expand footprint in neighboring counties via distant learning programs (example - Universities at Shady Grove Maryland) 3. Provide online degree and certificate programs 	<ol style="list-style-type: none"> 1. Cuts and reductions in state funding limit ability to fulfill and expand course offerings 2. Limited funding results in limited summer programs for currently enrolled students and neighboring high school students 3. Established on-line offerings from other universities
B. Faculty/Staff /Students	<ol style="list-style-type: none"> 1. Racially and ethnically diverse faculty 2. 55 full-time faculty members 3. Approx. 1,400 undergraduate and graduate students 4. Graves Honor’s Program enhances student 	<ol style="list-style-type: none"> 1. Lack of senior faculty to support MBA and PhD programs 2. Inadequate balance of PQ and AQ staff 3. Lack of faculty trained in specialty and “niche” programs 4. Lack of internships 	<ol style="list-style-type: none"> 1. Expand model used by the Entrepreneurship Development and Assistance Center (EDAC) to develop a pipeline of high school student recruits via youth business competitions and community outreach involving broader business 	<ol style="list-style-type: none"> 1. Lack of competitive salary attracts faculty to neighboring colleges 2. Lack of funding and fellowships to attract PhD students 3. Shrinking pool of high school students; STEM

Category	Strengths	Weaknesses	Opportunities	Threats
	<p>knowledge via workshops on professional skills, seminars with business professionals, student competitions, and service projects</p> <ol style="list-style-type: none"> 5. Internship requirement in finance prepares students for professional work experience (adopt model for other departments) 6. Enriched learning experience via student clubs 7. Travel money available for faculty involvement in conferences 	<p>and practical work experience for the majority of SBM students</p>	<p>disciplines</p> <ol style="list-style-type: none"> 2. Use exposure to high school students via the National Academy Foundation's Academy of Finance, Academy of Information Technology, and Academy of Hospitality & Tourism to develop pipeline of new recruits 3. Provide students with more "real life" experiences via internships and national competitions 4. Expand formal faculty mentoring across departments (requiring joint papers every 3-5 years) 5. Better matching of PhD students with research active senior faculty 	<p>initiatives are attracting students with better quantitative skills to engineering and science programs</p>
C. Research/Scholarship	<ol style="list-style-type: none"> 1. AACSB accredited PhD program 2. Successful placement of PhD graduates in tenure tract faculty positions 3. Research active faculty 4. An updated list of acceptable peer reviewed journals are available for faculty evaluations 5. Guidelines for classification of AQ and PQ faculty are based upon educational background, professional 	<ol style="list-style-type: none"> 1. Teaching and service requirements are not conducive to increased research productivity 2. Continue to monitor and improve faculty and PhD student research productivity 	<ol style="list-style-type: none"> 1. Conduct research at satellite locations 2. Fund a central SBM resource center for purchasing and maintaining databases, key books, and journals 	<ol style="list-style-type: none"> 1. Competitive salary and merit pay is not consistent with other AACSB accredited business schools

Category	Strengths	Weaknesses	Opportunities	Threats
	experience, and research productivity			
D. Recognition/ Reputation	<ol style="list-style-type: none"> 1. Brand name recognition – “Earl G. Graves” SBM 2. Faculty participation in regional conferences and workshops 3. Listed as top public university for African-Americans 4. Top graduate of African-American business professional in Maryland 	<ol style="list-style-type: none"> 1. Need greater faculty representation and PhD student presentations in national and international conferences 2. Need to host more national conferences and workshops 3. Lack of a consistent marketing campaign for SBM 4. Lack of distinct positioning for SBM 	<ol style="list-style-type: none"> 1. Greater involvement in national student competitions 2. Explore more study abroad opportunities and productive spring break activities 3. Broaden recruitment to high schools in DC, VA, DE, and PA 4. Highlight alumni successes at high school alma mater 5. Highlight SBM students in Morgan’s choir and NCAA Division I sports at high school college fairs 6. Create a center of excellence as experts on business topics related to urban concerns 	<ol style="list-style-type: none"> 1. Stellar reputation for student placement and alumni support from other neighboring HBCUs – Howard, Hampton 2. Growing attraction of Maryland high school students to Bowie, Coppin, and UMES
E. Environment /Location	<ol style="list-style-type: none"> 1. State approval of construction of new building for SBM 2. Ideal location of new SBM building in heart of Morgan Mile 3. Small class sizes provide active interaction between students and faculty 	<ol style="list-style-type: none"> 1. Lack of sufficient parking adjacent to building 2. Concern for building security 	<ol style="list-style-type: none"> 1. Collaborate and consult with other universities with demonstrated success on community renovation and revitalization activities similar to “Morgan Mile” initiatives 	<ol style="list-style-type: none"> 1. Other Maryland universities are better utilizing their location and environment to establish a footprint in the community
E. External Relations	<ol style="list-style-type: none"> 1. Established relationships with local public, private, and government agencies 	<ol style="list-style-type: none"> 1. Limited outreach programs for local high school students (limited to entrepreneurship – 	<ol style="list-style-type: none"> 1. Offer non-credit courses and professional courses for military locating to the area due to BRAC 2. Explore offering of 	<ol style="list-style-type: none"> 1. Declining funding is a concern for all schools at MSU due to rising tuition and state budget cuts

Category	Strengths	Weaknesses	Opportunities	Threats
		<ul style="list-style-type: none"> need broader offerings) 2. Lack of dedicated resources for outreach to alumni 3. Unfunded mandates at school and department levels 	<ul style="list-style-type: none"> executive MBA programs to local businesses in Baltimore 3. Use alumni along with dedicated recruiters by regions to target new students 4. Utilize contacts on Business Advisory Board and alumni to identify internships 5. Utilize retail space in new building for student-run businesses which include community workers 6. Use trading room in new building to host financial literacy and other workshops for the community 	
F. Infrastructure/Resources	<ul style="list-style-type: none"> 1. New building will provide space and labs for PhD and MBA students 	<ul style="list-style-type: none"> 1. Lack of grant writing resources, support, and training for business-specific research 2. Outdated equipment in classrooms and computer labs 3. Inefficient use of databases and resources across departments 	<ul style="list-style-type: none"> 1. Outfit computers in new building with updated business software and applications used in industry 2. More collaborative efforts to pool resources across departments for better efficiencies and utilization 	

STRATEGIC PLAN

The SBM has been continuously reviewing and updating its Strategic Plan since it first secured AACSB accreditation in 1996. Following its successful accreditation maintenance in the spring of 2011, and in conjunction with the development of the university's new strategic plan, the School set about developing the 2012-2021 Strategic Plan. In the fall of 2011, the Strategic Planning Committee was charged with coordinating the development of the new plan. Faculty, administration, staff, students and external constituents were included in the process.

The changes and additions to the previous plan are in based on the university's new strategic focus as well as the feedback given to the School by the AACSB accreditation team and are a reflection of the direction the School is currently embarking on whilst facing the myriad opportunities and challenges within the current socioeconomic environment. The Strategic Planning Committee made two presentations on the status of the new plan to the faculty and staff during October and November School meetings. It was subsequently presented to the faculty during the December School meeting. The School then voted to adopt the 2012-2021 Strategic Plan.

Mission Statement

The mission of the Earl G. Graves School of Business and Management is to:

- offer high quality undergraduate, masters, doctoral, and executive education programs that prepare a diverse student population to succeed as business professionals and to become engaged citizens in their neighborhoods and the global economy
- conduct scholarly research that advances theory and practice in the business disciplines, contributes to teaching and learning, enhances the performance of organizations, and informs public policy decision making
- contribute to local, state, regional, and national economic development initiatives in the pursuit of widely shared prosperity and well-being.

Teaching is a priority for Morgan State University and the School of Business and Management. Through our teaching we seek to promote critical thinking, problem-solving, creativity, and ethical leadership. By utilizing up-to-date technology, we develop innovators who are able to meet the demands of an evolving business environment.

Our faculty, staff, and administrators are active participants in the life of the School of Business and Management, developing curricula, advising students, maintaining facilities, and contributing to collegial governance. We collaborate with faculty, staff, and leadership throughout the University in the improvement of our academic community.

As a unit of a Carnegie classified "high research intensive university," we value all forms of intellectual contribution. We seek in particular to advance peer reviewed scholarship in academic journals and embrace differentiated roles for faculty.

Since our founding, we have enhanced organizational performance and human welfare by educating employees and managers, conducting applied research, and directly engaging with our communities. Our multiple activities enrich the economic and social well-being of the neighborhood, state, and region. Our students share their expertise with business and community partners through volunteer work, course projects, and internships. In addition, we offer services that foster the economic and social advancement of our constituencies.

Core Values

The core values below guide the promotion of student learning and success, faculty scholarship and research, and community engagement at the SBM.

- **Excellence.** Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of the School's operations is continuously pursued to ensure institutional effectiveness and efficiency.
- **Integrity.** At the SBM, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of the School community.
- **Respect.** Each person within the SBM is to be treated with respect and dignity and is to be treated equitably in all situations
- **Diversity.** A broad diversity of people and ideas are welcomed and supported at the School as essential to quality education in a global interdependent society.
- **Innovation.** The SBM encourages and supports its faculty, staff, and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning.
- **Leadership.** The SBM seeks to provide rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.

Goals, Objectives, Strategic Initiatives and Action Steps

Five broad goals represent the foundation of the SBM's Strategic Plan and are based on the University's 2011-2021 Strategic Plan. The Schools goals are as follows:

- A. Engaging student success
- B. Enhancing Morgan's status as a doctoral research university
- C. Enhancing internal operations
- D. Growing Morgan's resources
- E. Engaging with the community

The goals reflect the School's focus on educational achievement, scholarly research, and community engagement. A total of 12 objectives, 27 strategies and 97 action steps have been developed to meet these goals.

Goal A: Enhancing Student Success

Objective 1. Improve retention and degree completion

- A. Continue to retain a diverse student population
 - a. Identify at-risk students and provide appropriate assistance by SBM retention staff
- B. Continue to encourage and support high-performing students
 - a. Provide recognition for high-performing students in the form of awards and membership in Beta Gamma Sigma and Beta Alpha Psi
- C. Increase the efficiency and effectiveness of undergraduate and graduate student services
 - a. Review current organizational structure within the SBM and re-organize to ensure functional compatibility consistent with student enrolment and faculty growth
 - b. Explore means for improving the administrative infrastructure for the various departments and programs within the School
 - c. Provide support and assistance for student-run clubs and organizations
 - d. Conduct a student experience survey that explores why they chose Morgan as well as their expectations and evaluation of the program

Objective 2. Increase student enrollment

- A. Begin planning for new delivery format for the undergraduate and MBA programs in order to increase enrollment
 - a. Expand the adoption of the use of hybrid course formats offered by faculty (e.g. having syllabi, course material, assignments, and/or exams available online as well as teaching in the classroom)
 - b. Expand the number of courses offered online
 - c. Investigate the possibility of offering online degrees and/or certificate programs

- B. Begin planning for new outreach sites for the undergraduate and MBA programs in order to increase enrollment
 - a. Develop partnerships with local community colleges to provide hybrid and online courses to their students
 - b. Conduct research on universities that offer courses at satellite locations
- C. Continue to develop enrollment initiatives for the MBA program
 - a. Develop a marketing campaign for the MBA program
 - b. Develop new graduate programs that are in demand (eg. Accounting, program management, hospitality management, operations research)
 - c. Participate in career fairs for prospective MBA's
 - d. Explore the feasibility of developing an Executive MBA degree

Objective 3. Recruit, retain, and support excellent faculty

- A. Continue to attract and retain a diverse faculty and staff who are committed to student participative learning and to intellectual growth and discovery
 - a. Review guidelines for classifying faculty as academically qualified and professionally qualified based on educational background and research productivity
 - b. Offer competitive salaries and merit pay consistent with other AACSB accredited business schools, at least at the median level
 - c. Maintain conference and travel support at an average of one per faculty per year
 - d. Assess teaching and research needs for the next three years
 - e. Develop an annual faculty recruitment plan based on needs assessment and position availability
- B. Continue our efforts to recruit, cultivate, retain and promote faculty who value research and show high research productivity
 - a. Maintain and update a list of acceptable peer reviewed journal publications as part of faculty evaluation
 - b. Monitor continuous improvement in research productivity
 - c. Monitor, maintain, and continuously improve technology support
 - d. Formalize policy for nomination to graduate faculty on the basis of research productivity
 - e. Develop SBM policy for post-tenure review as a basis for course reduction, merit increases, travel and other support
 - f. Develop SBM policy relative to teaching load and number of preps per year for those actively engaged in research
 - g. Provide student teaching and research assistants to productive faculty, matching Ph.D. students with faculty expertise
 - h. Develop and fund an SBM resource center for purchasing and maintaining databases, key books and journals
- C. Enhance the mentoring system to provide development among faculty, staff and students
 - a. Maintain a formal mentoring system for junior faculty
 - b. Assign senior faculty research mentors for junior faculty based on area of expertise and research interests
 - c. Assign and rotate faculty as advisors to student clubs

Objective 4. Enhance students' educational experiences

- A. Improve internship and job placement rates for students
 - a. Continue to work with the Center for Career Development to strengthen the placement process

- B. Continuously review educational programs to ensure that they meet the current and future needs of constituents
 - a. Conduct a major review of the curricula (undergraduate, graduate, Ph.D.) every five years
 - b. Review the balance between core, required and elective courses
 - c. Develop joint MBA with other academic units
 - d. Develop course content that focuses on sustainability issues in the business environment
 - e. Review the possibility of instituting a foreign language as a required or elective course

- C. Continually use an integrative and innovative approach in the curriculum through cases and technology-based instruction
 - a. Continue to use integrative cases for use in selected courses to bolster the learning goal of "Integration" for Assurance of Learning
 - b. Provide co-curricular activities, in conjunction with corporate partners, that give students the opportunity to apply their learning to "real-life" situations
 - c. Encourage greater involvement in national student competitions (e.g. case competitions)

- D. Place more emphasis on professional skills of students
 - a. Ensure and continue to implement skills-driven assignments for students to enhance their professional skills
 - b. Work closely with the English department concerning content of the business communications course to enhance the learning goal of effective written and oral communication
 - c. Develop expressive language workshops for students and assign students to these workshops on an as-needed basis
 - d. Establish writing-intensive and speech-intensive courses to be offered during the mini-mester
 - e. Provide opportunities for students to attend employers' receptions and information sessions, conferences, and other types of professional events on and off campus to facilitate internship and placement opportunities
 - f. Establish a student-run business in the new School building

- E. Develop international exchange programs for students and faculty
 - a. Identify resources and country/institutional agreements at the university level
 - b. Leverage any existing university relationships with countries/universities
 - c. Investigate the possibility of developing and/or expanding on a study abroad program

- F. Monitor program effectiveness to ensure student learning
 - a. Maintain and review policies for Assurance of Learning outcomes for SBM programs
 - b. Assign committees to assess Assurance of Learning for SBM programs

Goal B: Enhancing Morgan's Status as a Doctoral Research University

Objective 1. Increase number of doctorates awarded within the School

- A. Increase enrollment and graduation numbers in the Ph.D. program
 - a. Solicit additional funding to recruit and support Ph.D. students
 - b. Provide additional training in quantitative research methods and the usage of statistical software
 - c. Hire more qualified faculty for the Ph.D. program
 - d. Increase research collaboration among faculty and students
 - e. Increase databases available for student and faculty use
 - f. Offer more Ph.D. seminars

Objective 2. Increase opportunities for students to participate in research

- A. Encourage student participation in faculty research projects
 - a. Provide opportunities for doctoral/graduate/undergraduate students to work on research with faculty
 - b. Develop a survey and polling center which focuses on urban issues

Objective 3. Ensure that policies for enhancing doctoral achievement for underrepresented people of color are given adequate attention

- A. Increase enrollment and graduation numbers in the Ph.D. program among underrepresented people of color
 - a. Solicit additional funding from the university to improve the recruitment of, and support for, underrepresented people of color in the Ph.D. program

Goal C: Enhancing Internal Operations

Objective 1. Continue to provide an efficient, technology-based operating system that is responsive to student needs and supports staff/faculty effectiveness in teaching, scholarship and service

- A. Allocate funds for staff development and promote and practice a culture that is inclusive of staff
 - a. Invite staff and student leaders to the end of year retreats
 - b. Include staff in SBM issue deliberations and department and school meetings
 - c. Provide additional training for staff on customer service and human relations
 - d. Conduct a staff satisfaction survey
 - e. Identify/nominate staff for internal promotions within the university
 - f. Conduct technological and training needs assessment of staff
- B. Maintain the quality of technology to facilitate effectiveness in instruction, scholarship and service
 - a. Provide adequate support to have all syllabi put on the web
 - b. Assess faculty needs in technology utilization for instruction, research and service
 - c. Provide additional training for faculty on the use of technology for research within and outside the SBM
 - d. Review availability, adequacy, integration, and user-friendliness of technology
 - e. Explore additional ways/means to facilitate student advising/mentoring
 - f. Encourage the usage of technology for internal communications
 - g. Develop a plan for systematic upgrade of technologies for classroom, faculty and labs

Goal D: Growing Morgan's Resources

Objective 1. Increase the alumni giving rate

- A. Increase the School's alumni giving rate
 - a. Work with institutional advancement to achieve our fundraising goals (e.g. developing an "Alumnus of the Year" award and an SBM alumni day, etc.)
 - b. Establish a mechanism for maintaining relationships with the School's alumni

Objective 2. Increase the number and size of grants awarded

- A. Create greater awareness and access to university-based and external funding opportunities
 - a. Encourage faculty to attend grant writing workshops
 - b. Provide faculty with release time for working on grants

Objective 3. Develop the School's fund raising capacity from corporations

- A. Increase the School's fundraising rate among corporations
 - a. Work with institutional advancement to achieve our fundraising goals with corporations (e.g. creating a donor wall in the new building)

Goal E: Engaging with the Community

Objective 1. Implement a Morgan Mile program

- A. Assist and provide resources to small businesses, startups and prospective entrepreneurs within the local community
 - a. Assist local entrepreneurs and business ventures through information dissemination, training programs, and consultation provided by the Entrepreneurial Development and Assistance Center (EDAC)
 - b. Facilitate dialogue among practicing entrepreneurs, academics, and students to encourage entrepreneurial solutions to economic development issues within the local community
 - c. Encourage faculty and Ph.D. students to develop research on entrepreneurship
 - d. Establish a student-run Entrepreneurial Society on campus
 - e. Seek external funding for SBM entrepreneurial activities
- B. Strengthen public relations with the community
 - a. Update the SBM website on a regular basis
 - b. Maintain a faculty media kit
 - c. Provide workshops for the community (e.g. financial literacy)
- C. Encourage students and faculty to engage in public service and community service activities within the Morgan Mile
 - a. Encourage student-run groups to engage in local community service activities
 - b. Provide free tax preparation and consultation to individual taxpayers from the local community by hosting the IRS VITA program managed by faculty and student organizations
 - c. Continue having students engage in community service activities, with an emphasis on organizations within a one-mile radius of the university

- D. Establish collaborate relationships with the community and civic organizations to better support community revitalization initiatives, stimulate local economic development, attract businesses to increase employment opportunities, and encourage startup businesses
 - a. Establish space for a business incubator in the new School building
 - b. Assist local entrepreneurs and business ventures through information dissemination, training programs, and consultation provided by EDAC
 - c. Facilitate dialogue among practicing entrepreneurs, academics, and students to encourage entrepreneurial solutions to economic development issues within the local community
 - d. Encourage faculty and Ph.D. students to develop research on entrepreneurship
 - e. Establish a student-run Entrepreneurial Society on campus
 - f. Seek external funding for SBM entrepreneurial activities
 - g. Provide workshops for the community (e.g. financial literacy, personal finance)

MEASUREMENT

The successful implementation of the goals reflected in the Strategic Plan requires the coordinated and sustained efforts of the SBM's administration, faculty, and staff. Each strategic initiative needs to be measured in order to track performance and to make adjustments where necessary. The various measures that will be used, along with those parties responsible for gathering the information, are outlined for each of the five goals in the following tables.

Goal A: Enhancing Student Success

Objective	Strategic Initiative	Measurement	Responsibility
A1. Improve retention and degree completion	a) Continue to retain a diverse student population	Retention data and graduation rates by program	Retention coordinators, Institutional Research
	b) Continue to encourage and support high-performing students	Beta Gamma Sigma and Beta Alpha Psi membership rates	Faculty coordinators
		Student GPA	Institutional Research
	c) Increase the efficiency and effectiveness of undergraduate and graduate student services.	Student experience survey	Office of the Dean
A2. Increase student enrollment	a) Begin planning for new delivery format for the undergraduate and MBA programs in order to increase enrollment	Number of courses that are actively on Blackboard (syllabus, announcements, course material)	Office of the Dean
		Number of courses offered online	Office of the Dean
		Number of degrees/certificate programs offered online	Office of the Dean
	b) Begin planning for new outreach sites for the undergraduate and MBA programs in order to increase enrollment	Number of courses offered at local community colleges	Office of the Dean
	c) Continue to develop enrollment initiatives for the MBA program	MBA enrollment numbers	MBA Director
A3. Recruit, retain, and support excellent faculty	a) Continue our efforts to recruit, cultivate, retain and promote faculty who value research and show high research productivity	Portfolio of faculty intellectual contributions	Faculty Development Committee (SEDONA)
		Percentage of faculty who are Academically Qualified	Faculty Development Committee (SEDONA)
	b) Continue to attract and retain a diverse faculty and staff who are committed to student participative learning and to intellectual growth and discovery	Number of tenured and tenure track faculty	Department Chairs
		Faculty pay comparison relative to AACSB	Office of the Dean
	c) Enhance the mentoring system to provide bonding among faculty, staff and students	Publication of Faculty Mentoring Handbook	Faculty Development Committee
		Assignment of faculty research mentors	Department chairs
A4. Enhance students' educational experiences	a) Improve internship and job placement rates for students	Internship and job placement data	Department chairs
	b) Continuously review educational programs to ensure that they meet the current and future needs of constituents	Changes made to the curriculum	Department chairs
	c) Continually use an integrative and innovative approach in the curriculum through cases and technology-based instruction	Assessment of Integration learning goal	Assessment committee
		Number of, and placement in, case competitions	Office of the Dean
	d) Place more emphasis on professional skills of students	Assessment of Technology learning goal	Assessment committee
		Assessment of Effective Communication learning goal	Assessment committee
	e) Develop international exchange program for students and faculty	Student participation in international exchange programs	Center for Global Studies & Exchange
	f) Monitor program effectiveness to ensure student learning	Assessment of undergraduate and graduate learning goals	Assessment & MBA committees
Comprehensive examination data (ETS)		Assessment committee	

Goal B: Enhance Morgan’s status as a doctoral research university

Objective	Strategic Initiative	Measurement	Responsibility
B1. Increase number of doctorates awarded within the School	a) Increase enrollment and graduation numbers in the Ph.D. program	Doctoral candidate enrollment and placement data	Ph.D. director
B2. Increase opportunities for students to participate in research	a) Encourage student participation in faculty research projects	Student research productivity	Department chairs
B3. Ensure that policies for enhancing doctoral achievement for underrepresented people of color are given adequate attention	a) Increase enrollment and graduation numbers in the PhD program among underrepresented people of color.	Doctoral candidate enrollment and placement data	Ph.D. director

Goal C: Internal

Objective	Strategic Initiative	Measurement	Responsibility
C1. Continue to provide an efficient, technology-based operating system that is responsive to student needs and supports staff/faculty effectiveness in teaching, scholarship and service	a) Allocate funds for staff development and promote and practice a culture that is inclusive of staff	Funding for staff training	Office of the Dean
		Student experience survey	Office of the Dean
		Staff satisfaction survey	Office of the Dean
	b) Maintain the quality of technology to facilitate effectiveness in instruction, scholarship, and service	Technology equipment replacement rates	Office of the Dean

Goal D: Growing Morgan’s Resources

Objective	Strategic Initiative	Measurement	Responsibility
D1. Increase the alumni giving rate	a) Increase the School’s alumni giving rate	Alumni giving rate	Institutional Advancement
D2. Increase the number and size of grants awarded	a) Create greater awareness and access to university-based and external funding opportunities	Number and dollar amount of grants	Department chairs
D3. Develop the School’s fund raising capacity from corporations	a) Increase the School’s fundraising rate among corporations	Corporate donations	Institutional Advancement

Goal E: Engaging with the Community

Objective	Strategic Initiative	Measurement	Responsibility
E1. Implement a Morgan Mile program	a) Assist and provide resources to small businesses, startups and prospective entrepreneurs within the local community	Community participation in School programs and workshops	Office of the Dean
	b) Strengthen public relations with the community	Publication of faculty media kit	Office of the Dean
	c) Encourage students and faculty to engage in public service and community service activities within the Morgan Mile	Community service activities	Department chairs
E2. Stimulate local economic development	a) Establish collaborative relationships with the community and civic organizations to better support community revitalization initiatives, stimulate local economic development, attract businesses to increase employment opportunities, and encourage start-up businesses	Community participation in School programs and workshops	Office of the Dean