STRATEGIC PLAN

"21st Century Excellence Plan"

Version 6.5

Period: Academic Years 2018 – 2023

Revised

January 2, 2019

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EXECUTIVE SUMMARY

OVERVIEW

The School of Business Strategic Plan is a directional guide for the academic years 2018 - 2023. The plan articulates a refreshed mission and vision and solidifies forward-facing values for the School. Five key strategic initiatives guide the School towards the fulfillment of its mission, vision, and values statements, all of which align synergistically with both North Star 2020 (the University's institutional plan) and standards set forth by the Accreditation Council for Business Schools and Programs (ACBSP). Within that overall alignment, the School of Business Strategic Plan captures the qualities that distinguish the School from its competitors, most notably an invigorated focus on 21st Century Business Skills. Implementation of the five strategic initiatives will be closely tracked and resourced appropriately. Anticipated outcomes include measurable student learning and application of 21st century business skills, enhanced enrollment growth through renewed and new academic degree offerings, heightened pathway participation by community colleges and corporations, improvements in our competive infrastructure and growth in financial resources to support the quality and growth priorities of the school. Taken together these intitiatives represent the School's "21st Century Excellence Plan" for the next five years.

Process

The strategic planning process commenced with the arrival of a new Dean, who formulated a Strategic Planning Committee comprised of the Associate Dean, Program Directors (graduate, undergraduate, and international programs), the School of Business Assessment and Accreditation Specialist, the Student Services Director, and both tenure-track and adjunct faculty members. The team then established a structured planning process, and lauched a series of surveys, focus groups, interviews and retreats involving students, faculty, business advisors, administrators, and alumni. SWOT analyses were then conducted, resulting in a series of five stratigic initiatives and 21 action plans within these inititiatives. An implementation-oriented analysis is currently underway, which will assist in prioritizing implementation sequencing so as to ensure that those with the highest potential gain for the School receive attention and resources from the onset of the plan.

Mission, Vision, and Values

The refined School of Business **mission** is to "empower professionals to positively impact business and society". In our **vision**, we aspire to be highly distinctive as a business school because of our commitment to 21st century business skills and their use for professional, organizational, and societal advancement. These skills are the ability to be: integrative, analytical, spatial, ethical, collaborative, persuasive, entrepreneurial, societal, environmental, and global.

The School of Business **values** academic excellence grounded in a liberal arts tradition; creation of a welcoming and inclusive community committed to student success; integrative and personalized education experiences; innovative, creative, and distinctive programs; and the interconnectedness of economic, social, and environmental sustainability.

FIVE STRATEGIC INITIATIVES

1. Enable Student Empowerment. Enabling student empowerment and success rests on building aspirational- and achievement-based models and programs focused on creating a holistic and lifecycle student learning approach that attends to students from enrollment through graduation to lifelong partnership. Actions that will enable student empowerment include developing personalized educational

(curricular and co-curricular) paths, enhancing mentoring and alumni programs, initiating a student leadership model, and expanding student scholarship opportunities. The recent ACBSP accreditation provides additional impetus to streamline, clarify, track, and improve the linkages between academic offerings and demonstrable student outcomes, and this initiative is squarely aimed to accomplish just that.

2. Strengthen Academic Programs. The first step in the strengthening of academic programs is to align the School's portfolio of degree programs with 21st-Century Business Skills, the foundational component of the School's vision. In addition, there are initiatives to strengthen academic programs by expanding spatial business offerings, a key strength of the School; launching programs in leadership and management; investigating offerings in non-profit, healthcare management, and business analytics; and establishing regional academic oversight functions. In terms of faculty quality, a new effort will establish a comprehensive approach to the adjunct faculty experience from recruitment through assessment, which will offer insight to necessary mentoring and support services, professional disciplinary support, and opportunities for recognition of achievement in the classroom.

3. Enhance Pathways and Partnerships. Pathways and partnerships are central elements of NorthStar 2020. The School of Business thrives in partnerships, and this strategic initiative seeks to recognize and revitalize existing partnerships, as well as identify and establish new partnerships so that we can grow pathways of success for students, for faculty, and for organizations. Enhancing pathways and partnerships will focus on the following: developing multi-faceted Tier 1 partnerships and pathways; instituting integrated enrollment plans for partnerships and pathways; implementing internal undergraduate-to-graduate pathways; implementing

branded certificate offerings; and investigating research partnerships.

4. Ensure Competitive Infrastructure. A key priority of North Star 2020 is to "advance an aspirational institutional culture of teaching, research and professional development for faculty, staff, and administrators." Ensuring a competitive infrastructure lies at the heart of that objective. A solid infrastructure provides the scaffold necessary to aspire, and School of Business stakeholders strongly reaffirm the sentiments put forth in North Star 2020. Ensuring competitive infrastructure in the School of Business centers on four initiatives: (1) improving student, teaching, and lab infrastructure; (2) achieving virtual connectively across campuses; (3) enhancing research infrastructure; and (4) implementing an integrated marketing infrastructure.

5. Innovate for Academic and Financial Success. Innovation functions as the driving force behind each initiative in the School of Business Strategic Plan, all of which seek to strenghten academic outcomes, guarantee excellent student experiences, and secure a thriving financial environment. Innovating for academic and financial success will entail: (1) rebalancing core faculty/adjunct loads to achieve accreditation benchmarks; (2) adopting innovative (online) platforms for student services, tutoring, and assessment; (3) creating leadership opportunities and training at all levels; and (4) devising and implementing a 21st-Century Innovation Fund to support the foundations of this strategic plan.

EXECUTIVE SUMMARY

EXCELLENCE THROUGH QUALITY AND GROWTH

Strategic initiative outcomes are driven by quality and growth objectives, which are considered fundamentally interconnected by the School of Business. Quality drives growth, and growth enables increased quality. Implementation and outcomes of each strategic initiative will be tracked and evaluated at regular intervals according to identified key performance indicators (KPIs) and metrics.

KPIs for Strategic Initiative 1. KPIs include learning outcomes achievement, co-curricular success, retention, student engagement and leadership, and student satisfaction.

KPIs for Strategic Initiative 2. KPIs focus on growth in full-time enrollment, the number of new programs offered, improved faculty course evaluations, the impact of the leadership concentration, and impact of purposeful leadership and spatial business initiatives.

KPIs for Strategic Initiative 3. KPIs include growth in community college, "bulldog," and comprehensive full-time enrollment pathways, as well as growth in Tier 1 partners.

KPIs for Strategic Initiative 4. KPIs focus on enhanced classroom conditions, growth in research funding, increased virtual connections across campuses, and improved awareness of programs.

KPIs for Strategic Initiative 5. KPIs include growth in donations, increased ratio of "academically-qualified" (per ACBSP) to "professionally-qualified" faculty, student use of online platforms, and growth in leadership participation.

As strategic initiatives and action plans are implemented, the School of Business will assess progress in each area to update and add key performance indicators as necessary

University of Redlands Overview

The University of Redlands is a private, independent liberal arts university committed to providing a personalized education that frees students to make enlightened choices. Redlands emphasizes academic rigor, curricular diversity, and innovative teaching. Redlands fosters a community of scholars and encourages a pluralistic notion of values by challenging assumptions and stereotypes in both classes and activities. A Redlands education goes beyond training to embrace a reflective understanding of our world; it proceeds from information to insight, from knowledge to meaning.

Welcoming intellectually curious students of diverse religious, ethnic, national and socioeconomic backgrounds, the University seeks to develop responsible citizenship as part of a complete education. Redlands encourages a community atmosphere with exceptional opportunity for student leadership and interaction. For working professionals, the University offers innovative academic programs at convenient locations and times.

Redlands blends liberal arts and professional programs, applied and theoretical study, traditional majors and self-designed contracts for graduation. Small classes enable each student to participate in class discussion, to work closely with professors, and to receive extensive individual attention. Redlands remains sensitive to contemporary trends in society and challenges students to commit themselves to a lifetime of learning.

The University's strategic initiative, North Star 2020, grew out of a collaborative effort to ensure the University of Redlands adapts and thrives in an ever-changing environment, while advancing the University's mission to provide a personalized and student-centered education. The plan, which was developed beginning in 2015, lays out several key and often-overlapping areas of focus, including pathways, student achievement, professional development, and community. The North Star 2020 plan calls for deliberate and transparent tracking of progress.

School of Business Overview

For more than 40 years, the School of Business has connected students to a world of opportunity by providing a high quality, personalized education for professional and post-traditional students throughout Southern California. The School serves on average 1500 graduate and undergraduate students at the historic main campus in Redlands and across campuses and educational sites in Los Angeles, Orange, San Diego, Riverside, and San Bernardino counties (as well as an online MBA). In late 2017, programs in the School earned ACBSP accreditation.

The School delivers programs in an accelerated, professional learning model that supports student-centered learning and fosters immediate career networking opportunities. Guaranteed classes and small class sizes provide a supportive and enriching pathway to degree completion. The School proactively welcomes students from diverse ethnic, religious, national, and socioeconomic backgrounds. Working and rising

professionals, veterans, transfer and first-generation college students, and international students constitute the vital core of the School's student body.

Distinctive programs with immediate application opportunities characterize School of Business academic programs. Theory and practice are integrated in classes taught by full-time professors and accomplished professionals in the field. With distinctive analytical courses, specialties in spatial studies (GIS), numerous study abroad opportunities tailored to the busy schedules of professionals, and a unique consultancy capstone experience for selected students to work on real problems with real companies in Southern California and globally – the School provides an agile and forward-facing educational environment. An exceptional focus on business ethics and leadership, communication, critical thinking, and integrative problem-solving demonstrates an unwavering commitment to 21st-century business skills.

Innovative and wide-ranging partnerships are vital to the School's academic vision. Tuition discounts are provided for employees and members of more than 400 partnering organizations including local corporate and nonprofit organizations, and numerous law enforcement and governmental public agencies. The School is proud to offer Yellow Ribbon Program benefits to veterans. A robust mentorship program connects students with professionals working in a desired field, paving the way to career success. On-site classes at partnering organizations provide customizable schedules, and alliances with California Community Colleges provide burgeoning degree pathways.

Overview of Strategic Plan

The School of Business Strategic Plan is a directional guide for the academic years 2018 - 2023. The plan articulates a refreshed mission and vision, and solidifies forward-facing values for the School. Five key strategies guide the School towards the fulfillment of its mission, vision, and values statements, all of which align synergistically with both North Star 2020 (the University's institutional plan) and standards set forth by the Accreditation Council for Business Schools and Programs (ACBSP). Within that overall alignment, the School of Business Strategic Plan captures the qualities that distinguish the School from its competitors, most notably an invigorated focus on 21st Century Business Skills.

The strategic planning process accelerated with the arrival of a new Dean, who formulated a Strategic Planning Committee comprised of the Associate Dean, Program Directors (graduate, undergraduate, and International Programs), the School of Business Assessment and Accreditation Specialist, the Student Services Director, and both tenure-track and adjunct faculty members[1]. The team then established a structured planning process, as depicted in Figure 1.

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[1] The following individuals served on the Strategic Planning Committee and contributed to the planning, analysis and writing of the plan: Ian Dinmore, Allision Frailberg, Brian Hamilton, Tom Horan, Michael MacQueen, Bruce Rawding, Keith Roberts, Avijit Sarker, Jim Spee, Christine Taitano, and Xin Zhao.

SECTION 1: OVERVIEW

The committee launched a large scale SWOT analysis drawn from responses from various stakeholders including students, alumni, faculty, and enrollment directors through surveys, the professional development conference, and assessment retreats. Table 1 provides a summary of stakeholder inputs and events.
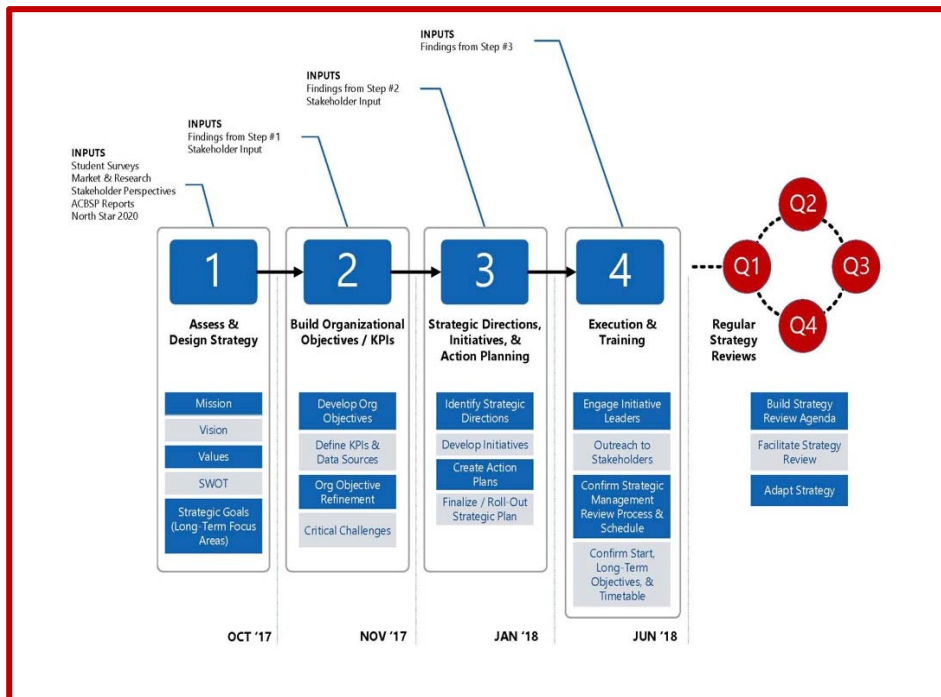
Figure 1: School of Business Strategic Planning Process

Stakeholder	Date
1. SB Faculty Assembly	09.13.17
2. Strategic Plan Steering Committee	Weekly
3. SB Faculty Retreat	09.22.17
4. Enrollment Staff	09.25.17- 03.09.18
5. Student Survey as Focus Groups	10.05.17- 12.08.18
6. SB Faculty Assembly	10.11.17
7. SB Business Community	10.14.17
8. Board of Trustees Update	10.14.17
9. SB Faculty Development Conf.	10.21.17
10. SB Alumni Advisory	10.28.17
11. President/Provost	11.07.17
12. Faculty Assembly	11.23.18
13. President's Council	01.30.18
14. Business Dean Installation	02.24.18
15. Student Success Retreat	03.09.18
16. Faculty Retreat on 21st Century Skills	04.28.18
17. President/Provost Review	09.18.18

Table 1: School of Business Strategic Planning Outreach

SECTION 1: OVERVIEW

Raw data was analyzed and categorized, and ultimately served to refine the mission, vision, and values of the School and to formulate the five strategic initiatives in this strategic plan, as will be outlined in Section 3. Appendix A provides a summary of SWOT inputs that drove the development of the following five strategies:

Strategy 1: Enable Student Empowerment and Success
Strategy 2: Strengthen Academic Programs
Strategy 3: Enhance Pathways and Partnerships
Strategy 4: Ensure Competitive Infrastructure
Strategy 5: Innovate for Academic and Financial Success

The strategic initiatives resonate with North Star 2020 priorities:

C - *Creating* distinguished and distinctive pathways assures Redlands' educational promise.
H - *Heighten* student achievement and academic success.
A - *Advance* an aspirational institutional culture of teaching, research and professional development for faculty, staff, and administrators.
R - *Redlands* anchors our community of lifelong learning with our neighbors, our alumni, and our collaborative partners.
T - *Tracking* of implementation to ensure that we find new and diversified revenue to achieve the goal President Kuncl envisions for us as a "University on the move" (p. 31).

And with standards set forth by the ACBSP:

Standard 1 – Leadership
Standard 2 – Strategic Planning
Standard 3 – Student and Stakeholder Focus
Standard 4 – Measurement and Analysis of Student Learning and Performance (Assessment)
Standard 5 – Faculty and Staff Focus
Standard 6 – Educational and Business Process Management

SECTION 1: OVERVIEW

To contextualize alignment, the North Star 2020 priorities "CHART" and ACBSP Standards are detailed as they relate to School of Business strategies identified in this plan and are summarized in Table 2.

SB STRATEGIC PLAN		ACBSP STANDARDS		NORTH STAR 2020
Strategy 1 – Enabling Student Empowerment & Success	Standard 2 – Strategic Planning	Standard 3: Student & Stakeholder Focus Standard 4: Measurement and Analysis of Student Learning and Performance	T – Transparent Tracking	H – Heighten Student Achievement & Success
Strategy 2 – Strengthening Academic Programs		Standard 1: Leadership Standard 4: Measurement and Analysis of Student Learning and Performance Standard 5: Faculty & Staff		R – Redlands anchors learning communities A – Advance Professional Development
Strategy 3 – Enhancing Pathways & Partnerships		Standard 3: Student & Stakeholder Focus		C – Create distinguishing pathways
Strategy 4 – Ensuring Competitive Infrastructure		Standard 5: Faculty & Staff Standard 6: Educational & Business Process Management		A – Advance Professional Development
Strategy 5 – Innovate for Academic & Financial Success		Standard 4: Measurement and Analysis of Student Learning and Performance Standard 5: Faculty & Staff Standard 6: Educational & Business Process Management		

Table 2: Crosswalk of School of Business Strategies with ACBSP Standards and North Star 2020

SECTION 2: EMPOWERING MISSION

Based on a variety of strategic plan inputs and discussions, the School of Business mission, vision and values were refined to be as follows:

School of Business Mission, Vision, and Values

Mission
Empowering professionals to positively impact business and society.

Vision
We aspire to be highly distinctive as a Business School because of our commitment to *21st century business skills* and their use for professional, organizational, and societal advancement.

> *Analytical* approaches to business knowledge production and interpretation
> *Integrative* educational experiences focused on complex problem-solving
> *Spatial* analysis approach to business solutions
> *Ethical* decision-making and purposeful leadership
> *Collaborative* approach fostering innovation and creative outcomes
> *Persuasive* solution-building built on critical thinking, data-driven analysis, and practical reasoning
> *Entrepreneurial* in thinking, planning, and executing
> *Societal* understanding of the diversity of business, organizations, and people
> *Environmental* approach that recognizes sustainability in determining business success
> *Global* perspectives of the business landscape

Values

Academic Excellence Grounded in a Liberal Arts Tradition
Building on a liberal arts foundation of critical thinking, ethics, practical reasoning, and cultural exchange, the School of Business embraces the legacy of Redlands' more than hundred-year history in Southern California.

Welcoming and Inclusive Community Committed to Student Success
Recognizing the intrinsic value of diverse experiences and backgrounds, the School of Business is an inclusive community committed to student success in academic, professional, and community contexts.

Integrative and Personalized Educational Experiences
Committed to small, personalized classroom experiences focused on student-centered learning with immediate applicability, the School of Business offers guaranteed classes providing a clear, swift pathway to completion.

SECTION 2: EMPOWERING MISSION

Innovation and Creativity
Distinctive programs in spatial studies, study abroad and consultancies tailored to working professionals, and graduate emphasis areas serve to leverage the agility of faculty, foster community partnerships, and create career networking opportunities.

The Triple Bottom Line
The School of Business recognizes that the balance of economic, social, and environmental sustainability must be considered in determining business success.

21st Century Skills Overview

"It is clear to me that we must look far beyond the business education of the 20th-century, one that leaves students chasing after the rapidly morphing business world, and reshape our curriculum and teaching to prime students with 21st-century skills—core competencies that, once mastered, position students to lead in the competitive world of today—and tomorrow."
- Dean Thomas Horan, School of Business

Twenty-first century skills are the competencies identified as critically needed for success in contemporary business. When business students graduate, they need to be integrative, analytical, spatial, ethical, collaborative, persuasive, entrepreneurial, societal, environmental and global. Employers hire graduates who can deftly manage projects from concept to completion, conduct insightful business analysis, identify developing societal trends, lead teams through collaboration, and deliver and communicate success to a variety of stakeholders.

Students master these 21st century skills at the University of Redlands, and by doing so position themselves as professionals who are capable of meeting the new demands of the business world. Each of these ten 21st Century Business Skills is summarized next.

Analytical
Analytical skills enable students to approach business problems with logical thinking, and then to model and solve them using measurable data, quantitative methods, and critical reasoning. Contemporary, real-world problems are often complex and cut across contexts. Analytical reasoning helps us make sense of this complexity, and analytical skills, which build bridges across business disciplines and organizational functions, help us to solve 21st-century problems. Building a framework that links analytically-based courses is a curricular focus, as is compiling a library of teaching resources (cases, assignments) to accompany that framework. Co-curricular opportunities exist with online resources (e.g. ALEKS), tutoring, and robust assessment at the beginning of the student experience.

SECTION 2: EMPOWERING MISSION

Integrative

Integrative learning in business means addressing real-world problems and opportunities across functional disciplines such as marketing, finance, accounting, management, and operations. It means viewing business situations from multiple perspectives including customer, supplier, employee, shareholder, community, and the natural environment. It requires an understanding of the individual, the team, the business unit, the organization, and the broader world so that one can discern not just the facts, but what those facts mean. Integrative thinking uses other 21st-century business skills to consider a range of options before deciding. The capstone course (including the consultancy option) currently provides a fully integrative learning experience, and an integrative hybrid course that runs online is being considered. Co-Curricular skills development options include CapsimCore and COMP-XM Basic resources.

Spatial

A spatial approach to business involves analyzing business opportunities and problems through the lens of location, distance, and territory. With spatial proficiency, students can become professionals who use location intelligence to influence corporate strategies and create added value for organizations. Spatial business transformers boast a unique combination of skills: a strong grasp of business strategy and an understanding of the ways in which location intelligence can strengthen decision-making and improve operational and business results. The Spatial Business Initiative in the School of Business incorporates curricular and co-curricular skills development, including an MBA with a concentration in Location Analytics.

Entrepreneurial

Those with an entrepreneurial mindset can extend their knowledge to recognize business opportunities where others do not. They excel in thinking at higher levels of complexity and are lifelong learners who continually challenge assumptions. Starting from a strong foundation of knowledge, they are able to analyze and prioritize information; to gather resources and take action; and to establish teams and alliances that can create solutions. Being entrepreneurial means turning creativity into innovation that is environmentally, socially, and economically sustainable and that adds value to users, investors, employers, customers, suppliers, communities, the natural environment, and other stakeholders. Curricular possibilities abound, including developing entrepreneurship modules for marketing, finance, and strategy courses, as well as the long-term possibility of creating an entrepreneurship emphasis. Co-curricular opportunities center on developing a network of entrepreneurs (especially from the large alumni base).

Collaborative

Collaboration connects people, engages teams, and delivers effective project management. Interpersonal skills are vital to collaborative endeavors, so productive collaboration brings together people with different expertise and a range of backgrounds and experience to analyze problems, generate solutions, and implement strategies. Collaborative approaches to business problems and possibilities engage students in ways that foster innovation and lead to creative outcomes. Curricular collaboration occurs in organizational behavior courses, where team concepts are mastered. Faculty are committed to integrating collaboration and teamwork skills into courses across the

curriculum. Co-curricular collaboration skills are fostered in orientations, skills workshops, mentor program activities, and networking events.

Persuasive

Persuasive skills for business rely on critical thinking, data-driven analysis, and practical reasoning. With these tools, we learn to communicate the legitimacy of ideas and convince others of the viability of our proposals. Persuasion relies on a complex matrix of logical reasoning, grounded emotional appeal, and cultural knowledge. Underlying this is the understanding that persuasive communication is above all a relationship between people built on trust, empathy, and integrity. Persuasive skills are infused in the curriculum with emphasis on critical thinking, information literacy, and research-based proposal projects. Co-curricular persuasive skills are fostered in presentation and writing skills workshops.

Ethical

Ethical decision-making is a purposeful, character-driven, and values-based process that enables business decision-makers to effect positive social change by executing decisions that create value for all stakeholders. It reflects a deep and thoughtful appreciation of the moral and ethical responsibilities of leaders to society while remaining mindful of diversity in an increasingly integrated world. An ethical approach to business focuses on an individual's duties and responsibilities within an organization and to society at large. In terms of the curriculm, ethical decision-making skills are mastered through standalone ethics courses within each of the academic programs. Faculty program directors are considering integrating cases-across-the-curriculum to create sustained attention to ethical decision-making. Co-curricular purposeful leadership skills development occurs within Whitehead Leadership Society, cohort student leader positions, and honor society opportunities.

Societal

A societal understanding of business recognizes that individual and organizational actions take place within a larger set of social, cultural, political, and economic contexts. Societally-conscious business decision-making strives to understand and anticipate the broader impacts of actions and practices, and recognizes the diversity of organizations and the people who work within them. Curricular efforts to highlight societal aspects of business include plans to include an environmental module in ethics courses, as well as "cases-across-curriculum" integration.

Environmental

We recognize that the balance of environmental, social, and economic sustainability must be considered in determining business success. A skill of the 21st century is understanding this triple bottom line. An environmental approach to business attends to the complexities and sustainable potential of the physical environment, the competitive environment, and the hiring and human resources environment. A sustainable business emphasis in the MBA is in development, and an environmental module within ethics courses is planned.

SECTION 2: EMPOWERING MISSION

Global

In an ever increasingly interdependent and intercultural world, a global perspective of the business landscape is imperative to guide decision-making about the challenges and opportunities that arise. A global approach to business recognizes multiple, multinational, and multicultural perspectives and demonstrates awareness of the global impact of business. Curricular focus on global perspectives includes an MBA emphasis in global studies, with courses in global finance, global marketing, and spatial analysis. School of Business International Programs include multiple study abroad opportunities and a global capstone consultancy. Co-curricular opportunities include site visits to internationally-focused events, class visits from visiting scholars, and a program which would have alumni who have participated on study abroad serve as guest speakers in classes and at events.

The strategic plan integrates 21st-century business skills throughout the curriculum, including representation in the learning outcomes for each program area. For example, on April 28, 2018, a faculty retreat was devoted to investigating these skills within the context of the MBA program learning outcomes, courses, and supporting co-curricular activities. As a result, several adjustments were made to the curriculum, and a set of co-curricular activities was outlined (some of which have been noted above). Over the course of the strategic plan, these examinations and refinements will occur across all degree programs.

SECTION 3: FIVE STRATEGIC INITIATIVES

Strategic Initiative 1: Enable Student Empowerment and Success

In the large-scale SWOT analysis, concerns about variability of student skills in both undergraduate and graduate programs emerged. Weaknesses in students' quantitative and communication skills were especially noted, and this led to more comprehensive conversations about student preparedness, retention matters, availability of support services, and other issues critical to student success. This strategic initiative emerges from the School of Business SWOT analysis and resonates with both the University's North Star 2020 initiative to "Heighten student achievement and success" and ACBSP "Standard 3: Student and Stakeholder Focus" and "Standard 4: Measurement and Analysis of Student Learning and Performance."

The school held a "Student Success" retreat on March 9, 2018 to explore key elements of this initiative. Key findings were that enabling student empowerment and success rests on building aspirational and achievement-based models and programs that focus on creating a holistic and lifecycle learning approach, developing personalized (curricular/co-curricular) paths, enhancing mentoring and alumni programs, initiating a new student leadership model, and expanding student scholarship opportunities.

1.1 Enact Holistic and Lifecycle Student Support

A holistic view of the student "life cycle" (from enrollment through graduation) offers insight into necessary support services, tracking options, and opportunities for recognition and long-term connection. The figure below sketches four stages of the support services proposed plan:
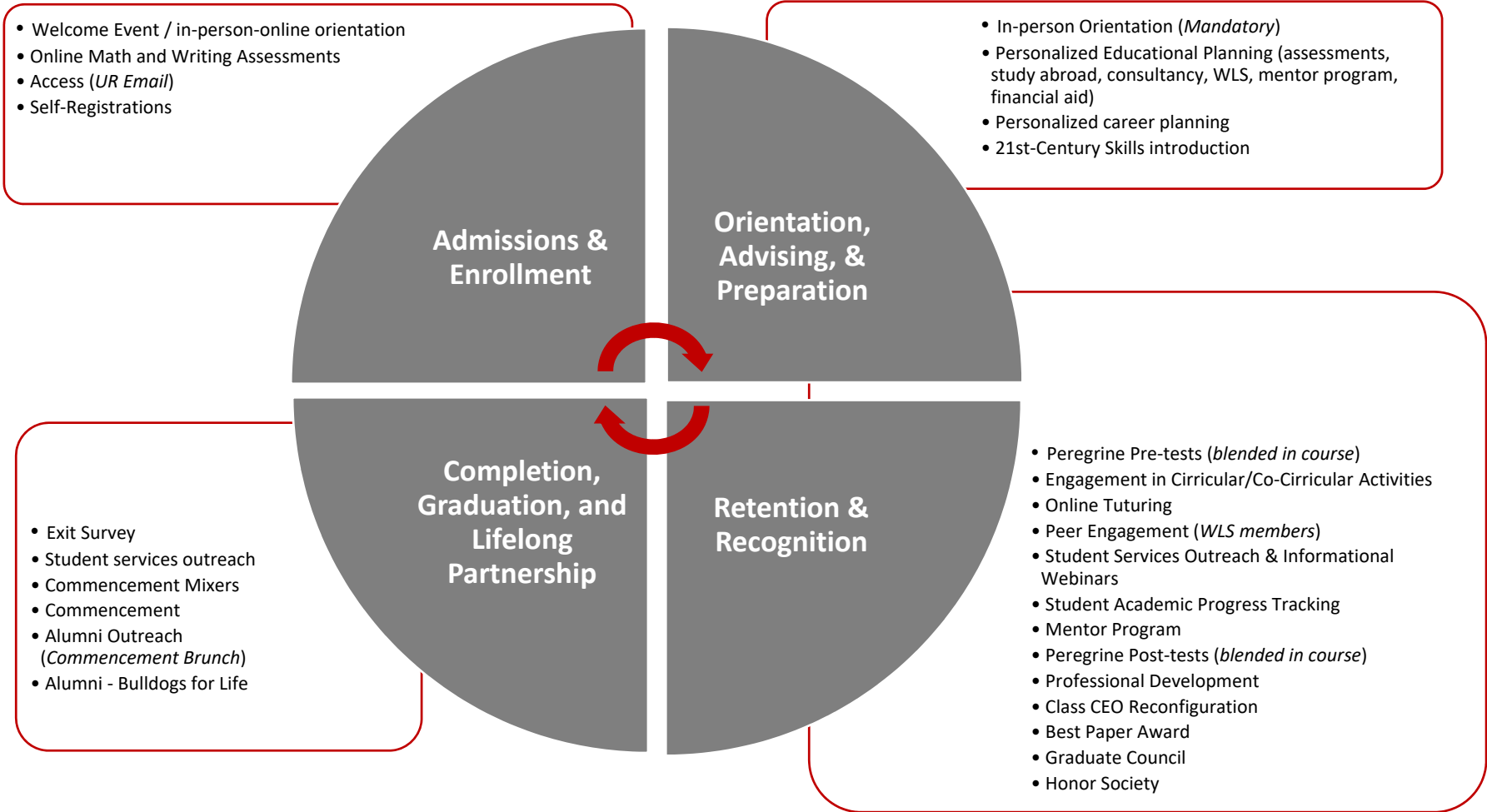
(1) Admissions & Enrollment: Develop new and support existing programs, activities, and services designed to create a smooth entry into the programs. Students will be guided through the enrollment and self-registration process, and access matters (U of R email, Moodle, etc.) will be covered. There will be early addressing students' preparedness challenges, including initial online math and writing assessments.

(2) Orientation, Advising, and Preparation: A key element for success is comprehensive orientation and advising processes early in the program. This action plan includes outlining best practices in the delivery of student support services, reviewing staffing and amending job roles and responsibilities, determining effectiveness of tools and resources, and customizing curricular and co-curricular plans based on student interest and needs.

(3) Retention & Recognition of Student Achievement: Throughout the program, student academic progress tracking is a priority and will be coordinated between student services and administration. The action plan to achieve this goal includes: implementation of an early warning system to identify and support at-risk students; improvement of data systems to assess student progress and enhance student support strategies; and launching and supporting programs to promote student engagement and recognize student achievement. Assessment testing, online tutoring options, and student services outreach will help to identify students at risk. A "Best Paper" award, 21st-Century Skills certificate, and an honor society are ways to recognize student achievement.

(4) <u>Completion, Graduation, and Lifelong Partnership</u>: A clear path to graduation for students is the School's top priority; analysis of retention data and completion outcomes will identify barriers and build guided pathways from enrollment to degree completion. A focus on alumni outreach and partnerships will be key to invigorating and leveraging the professional networking students identify as critical to their success. Partnerships with the Office of Career and Professional Development and the Alumni Association will enhance alumni outreach and cultivate networking opportunities for students.

Holistic and Lifecycle Approach That Enables Student Empowerment and Success

- Welcome Event / in-person-online orientation
- Online Math and Writing Assessments
- Access (*UR Email*)
- Self-Registrations

- In-person Orientation (*Mandatory*)
- Personalized Educational Planning (assessments, study abroad, consultancy, WLS, mentor program, financial aid)
- Personalized career planning
- 21st-Century Skills introduction

Admissions & Enrollment

Orientation, Advising, & Preparation

Completion, Graduation, and Lifelong Partnership

Retention & Recognition

- Exit Survey
- Student services outreach
- Commencement Mixers
- Commencement
- Alumni Outreach (*Commencement Brunch*)
- Alumni - Bulldogs for Life

- Peregrine Pre-tests (*blended in course*)
- Engagement in Cirricular/Co-Cirricular Activities
- Online Tutoring
- Peer Engagement (*WLS members*)
- Student Services Outreach & Informational Webinars
- Student Academic Progress Tracking
- Mentor Program
- Peregrine Post-tests (*blended in course*)
- Professional Development
- Class CEO Reconfiguration
- Best Paper Award
- Graduate Council
- Honor Society

SECTION 3: FIVE STRATEGIC INITIATIVES

1.2 Institute Personalized Skill Development/ Learning Outcomes Plan

Student-centered personalized educational planning that integrates our commitment to 21st-century business skills will be the cornerstone of student experience in the School. Priority actions include establishing mandatory in-person orientations to include 21st-century business skills overview and personalized learning outcomes planning, preparedness planning (e.g. math and writing online assessments), career planning, and introduction to key programs and initiatives (e.g. mentor program, WLS, study abroad for professionals, capstone consultancies). Establish Saturday boot camps for writing, research, and analytical quants (determine who needs to attend). Building off workshops/boot camp, establish 21st-Century Skills Achievement Certificate for Analytics (quants, Excel), Communication (writing, presentations, critical thinking), and Teams (leadership, collaboration).

1.3 Enhance Mentoring/Alumni Program

Current mentoring options and alumni programming are ad hoc and regionally splintered. The current Mentoring Program, in which students are matched with professionals in the field for a period for conferencing and consultation, is successful and continues to grow. This initiative seeks to enhance the program, which fosters professional development and career planning. An overarching and scalable comprehensive alumni program is needed, and the SWOT analysis revealed that students are eager to participate in a robust alumni program. A focus on alumni outreach and partnerships is key to invigorating and leveraging the professional networking students identify as critical to their success. Enhancing and expanding the Mentor and Alumni programs to strategically integrate alumni support for students and increase student awareness of SB alumni network will be key. Ultimately, the connection between students, alumni, educational meaningfulness, and career success must be vital and robust. Enhancement actions will be implemented throughout the student lifecycle: orientation and advising, student retention and recognition, and graduation and lifelong partnership. The School of Business Advisory Board will also be consulted for recommendations on building strong professional connections for students.

1.4 Initiate New Student Leadership Model

Currently, student leadership options and opportunities are limited and individualized. For example, the Whitehead Leadership Society offers some recognition, but members do not serve in any functional governance capacity. A new student leadership model will be developed to advocate on behalf of students within the School administration, to build social support at the campus level for existing programs and activities; and to build community through enhanced leadership roles for student leaders. Innovation in student-centered social and governance matters will provide exceptional recognition of student achievement.

On the near horizon are plans to reconfigure the class "CEO" position into a more robust leadership opportunity within the School and its governance, a proposal to establish an Honor Society such as a chapter of Delta Mu Delta (the "Phi Beta Kappa" for ACBSP Business Schools), and a vision to form a School of Business Student Council. Plans to form a student governing body from each regional campus will provide a critical

SECTION 3: FIVE STRATEGIC INITIATIVES

forum for student voices from each of our campuses to be heard. Completing the lifecycle will involve recognition of student governance leadership through *Och Tamale* and campus events (e.g. WLS, volunteer summits, Homecoming and Alumni Founders Weekend).

1.5 Expand Student Scholarship Opportunities

Current scholarships available to students include the Ahmanson award for veterans; the Rawding and Atkins awards conferred annually at graduation ceremonies; and the Segur, Lindsay, and Hartsock scholarships for study abroad. Given that average enrollment is about 1300 students in the School, there is exceptional opportunity to seek expanded student scholarship opportunities that will not only help students confront the costs of a private, liberal arts education, but also provide opportunities to participate in signature School of Business programs such as global consultancies, study abroad, and spatial research. To proceed, we will need to inventory existing scholarships and awards, and create understanding across stakeholders about what opportunities exist for myriad kinds of funding.

Strategic Initiative 2: Strengthen Academic Programs

The first step in the strengthening of academic programs is to articulate how the School's portfolio of degree and co-curricular programs aligns with 21st-Century Business Skills, the foundational component of the School's vision. Continued comprehensive assessment practices, which connect course assignments to course learning outcomes to program learning outcomes, serve to hone this alignment.

Strengthening academic programs will necessitate enacting systematic development and assessment for adjunct faculty; expanding spatial business offerings, a key strength of the School; launching programs in leadership and management; investigating offerings in non-profit, health care management, and business analytics; and establishing regional academic oversight functions. This strategic initiative emerges from the School of Business SWOT analysis and resonates with both the University's North Star 2020 initiative to "Advance professional development" and "anchor learning communities," and ACBSP "Standard 4: Measurement and Analysis of Student Learning and Performance" and "Standard 5: Faculty & Staff."

2.1 Enact Systematic Faculty Development and Assessment

In the large-scale SWOT analysis, concerns about variability of faculty strength were pervasive. Information gathered in the process of ACBSP accreditation also revealed concerns in this area, especially with respect to variability in the adjunct faculty pool (a pool that teaches 80% of courses in the School). Re-engineering the adjunct faculty recruitment, orientation, and development process is therefore a priority item, while at the same time continuing and sustaining quality offerings through core faculty.

A comprehensive approach to the adjunct faculty experience from recruitment through assessment will allow for the necessary mentoring and support services, professional disciplinary support, and opportunities for recognition of achievement in the classroom. The long-term goal is to
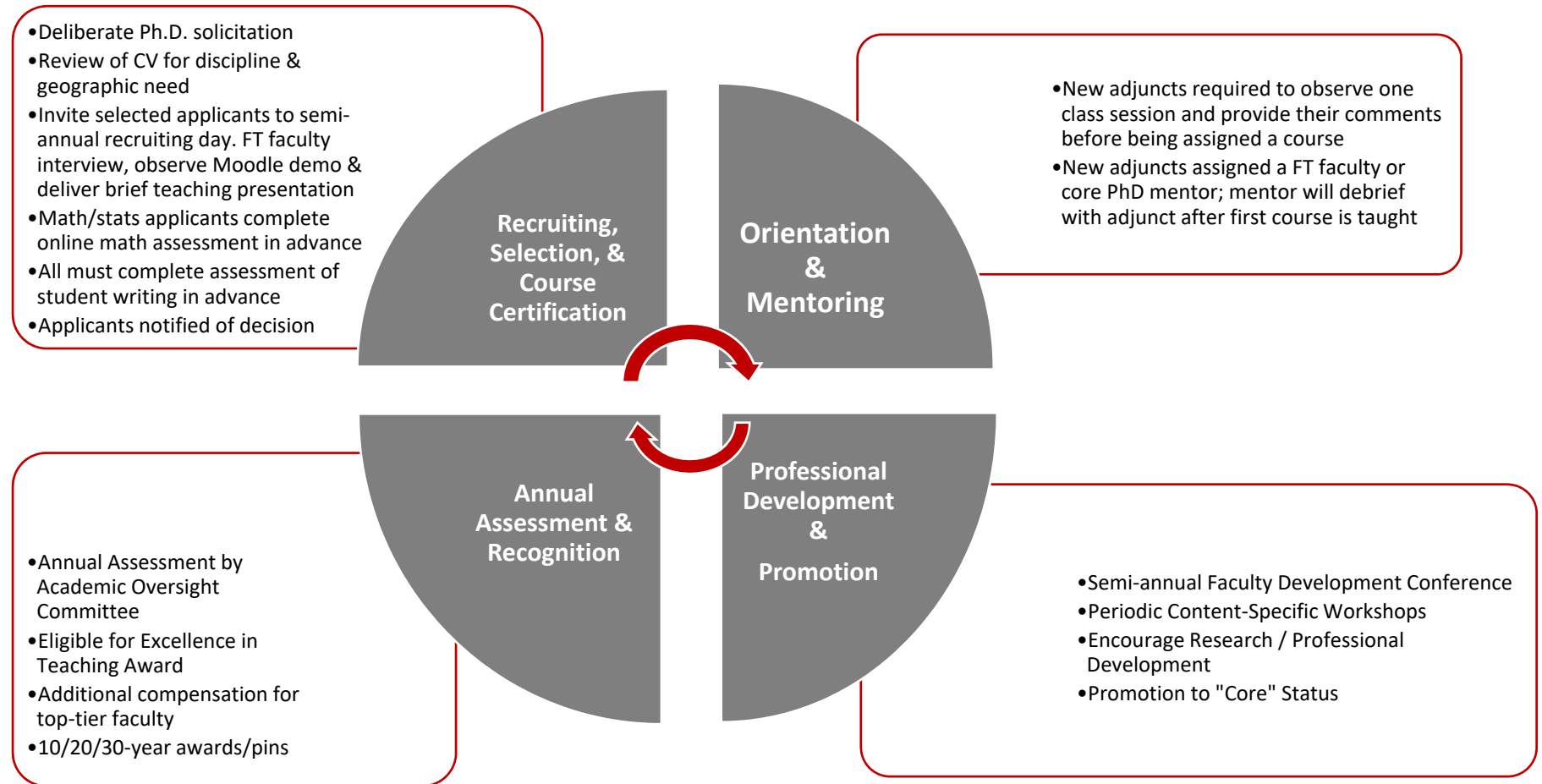
enhance quality by rewarding instructors who are successful in the classroom, removing those who are not, and creating development opportunities for instructors who perform competently but show room for improvement. A newly formed Academic Programs Oversight Committee (APOC), (see 2.5) already constituted, will review faculty in all regional campuses and locations over a two-year period. The following plan is proposed:

(1) <u>Recruiting, Selection, and Course Certification:</u> The School will more deliberately seek out doctorally-qualified faculty, increasing its ACBSP ratio of "academically-qualified" (AQ) instructors. A CV review for disciplinary and geographic need determines selected candidates who will be invited to a semi-annual recruiting day for interviews, assessments, Moodle demonstrations, and brief teaching presentations.

(2) <u>Orientation & Mentoring:</u> New adjuncts will be required to observe a class session before being assigned a course to teach and will be assigned a doctorally-qualified mentor, who will debrief with the adjunct after the first course is taught. Long-term thinking involves planning for elevation of a class of mentors who hold a full-time teaching load and management responsibilities related to adjunct faculty development.

(3) <u>Professional Development & Promotion:</u> Semi-annual adjunct faculty development conferences have been a mainstay in the School, with well over a hundred instructors in attendance at each iteration. In these conferences, full- and part-time faculty, along with administrators, review program changes and updates, focus on assessment action plans, attend workshops on pedagogical practices, and are encouraged to participate in research opportunities. The School's refreshed focus on 21st-century business skills will likely guide future development conferences.

(4) <u>Annual Assessment & Recognition:</u> APOC reviews adjunct faculty work in an annual assessment (full-time faculty members adhere to a rigorous University-wide review process, as detailed in *The Faculty Handbook*). After review, instructors will be placed into one of four categories: (1) exemplary; (2) competent; (3) needs improvement; and (4) unsuitable. The OPAC will seek to recognize those who are exemplary, provide opportunities for enhancement for those deemed "competent" or "needs improvement," and terminate the relationship for those deemed unsuitable to continue teaching at this time.

Of particular importance is the recognition of excellent and exemplary teaching. Instructors who have successfully taught 10 courses and been reviewed will be promoted to "core" status (and earn a pay upgrade). Exemplary faculty are eligible for the School's annual Excellence in Teaching Award and planning is underway to create additional compensation for top-tier faculty. To recognize long-term commitment to excellent teaching performance, the School will award 10/20/30-year excellent service pins.

Empowering Adjunct Faculty Success

Recruiting, Selection, & Course Certification

- Deliberate Ph.D. solicitation
- Review of CV for discipline & geographic need
- Invite selected applicants to semi-annual recruiting day. FT faculty interview, observe Moodle demo & deliver brief teaching presentation
- Math/stats applicants complete online math assessment in advance
- All must complete assessment of student writing in advance
- Applicants notified of decision

Orientation & Mentoring

- New adjuncts required to observe one class session and provide their comments before being assigned a course
- New adjuncts assigned a FT faculty or core PhD mentor; mentor will debrief with adjunct after first course is taught

Professional Development & Promotion

- Semi-annual Faculty Development Conference
- Periodic Content-Specific Workshops
- Encourage Research / Professional Development
- Promotion to "Core" Status

Annual Assessment & Recognition

- Annual Assessment by Academic Oversight Committee
- Eligible for Excellence in Teaching Award
- Additional compensation for top-tier faculty
- 10/20/30-year awards/pins

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2.2 Expand Spatial Business Offerings

This initiative will position the School of Business to be a global leader in the education, research, and training of Business GIS (spatial business). Leveraging the rich history of coursework, research, training, outreach, and collaboration, this initiative will accelerate the development of broader curriculum offerings suitable for a global audience of business professionals, increase faculty research and scholarship in business GIS, and position the School as a center of excellence in spatial business.

Action plan elements focus on the following areas: (1) *spatial business education*, including certificates, program emphases, and resuscitated tuition discount models; (2) *spatial business research*, including sponsored collaborative research projects, collaboration with industry partners, and the founding of an annual conference; (3) *spatial business training*, including online certificates in collaboration with the School of Continuing Studies, and establishment of a spatial business training center; and (4) *spatial business resources*, including virtual machine infrastructure growth, establishing a visiting scholar initiative, and scaling up tenure-track faculty.

2.3 Launch Programs in Leadership and Management

With decreasing or stagnant enrollments in the current undergraduate and graduate programs in management, strengthening academic programs in this area requires a refocusing with stronger focus on leadership will inform the curriculum at all levels from graduate studies to continuing studies, and will connect campus to community across locations.

Currently in development is the new program Master of Science in Organizational Leadership (MSOL), which will focus more explicitly on executive and mid-career professionals seeking to refine their expertise in these areas, and will include new courses in *Purposeful Leadership*, *Analytics for Management*, and *Leadership Communication*. In the School of Continuing Studies, a Management Essentials Certificate guided by the 21st-Century Business Skills vision is in development; the certificate should crosswalk effectively with undergraduate programs. A third programmatic initiative would be to launch a Purposeful Leadership Initiative (PLI) that would integrate degree offerings (e.g., MSOL) with a host of events, research and awards conducted under the management of the newly renamed Banta Center for Ethical and Purposeful Leadership.

2.4 Investigate Offerings in Non-Profit, Health Care Management, and Business Analytics

The business education marketplace, particularly for the MBA, is highly competitive. Maintaining success in the marketplace requires constant innovation. Several partners have recognized that developing MBA emphases in Healthcare Management and Nonprofit Management would be valued by employees. Investigating offerings in healthcare management will require developing contact lists of students, alumni, and business partners in healthcare, researching existing degree programs and certificate offerings, and creating preliminary proposals for curriculum design and marketing. Similar preliminary steps will need to be made for the Nonprofit Management sector.

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An analytics focus provides opportunity for necessary innovation in current program offerings. For example, the more STEM-related areas, such as the MSIT, need to innovate to retain a competitive posture. One step in this direction would be to integrate a business analytics aspect to the MSIT. Exploring this potential for innovation will require adept use of faculty resources and expertise, collaboration with industry partners, and revision of existing curricula.

2.5 Redesign Academic Programs Oversight Function

The geographic distribution of School of Business regional campuses necessitates academic oversight to ensure quality educational offerings at all locations. An Academic Programs Oversight Committee (APOC) consisting of full-time faculty, program directors, and administrators will direct this effort. Specific responsibilities of APOC include: providing guidance and direction for implementing academic oversight process across all programs and locations, maintaining our ACBSP mandate for achieving consistent learning outcomes. Consulting will occur with School of Business faculty and staff to stay informed about academic quality trends and issues, and with enrollment staff and regional directors to stay informed about regional campus academic quality trends and issues.

The APOC will also contribute to assurance of quality course delivery. In particular, a comprehensive view of the adjunct faculty experience from recruitment through assessment will be undertaken and a recommendation made for ensuring the proper vetting, oversight and professional development of adjunct faculty. The APOC will perform annual reviews of adjunct faculty instructors and make recommendations for recognition, improvement, or termination.

Strategic Initiative 3: Enhance Pathways and Partnerships

Partnerships provide a cornerstone for Redlands' professional business education. Students come to us from their organizations and from previous academic institutions seeking new professional relationships and partnerships. Most of our faculty members are practitioner faculty, bringing their knowledge from the business world to connect with our students in their educational pursuits. The School of Business thrives in partnerships, and this strategic initiative seeks to recognize and revitalize existing partnerships as well as identify and establish new partnerships so that we can grow pathways of success for students, for faculty, and for organizations.

This strategic initiative emerges from the School of Business SWOT analysis and resonates with both the University's North Star 2020 initiative to "create distinguishing pathways" and ACBSP "Standard 3: Student & Stakeholder Focus." Enhancing pathways and partnerships will focus on the following: developing multi-faceted Tier 1 partnerships and pathways; instituting regional campus plans for partnerships and pathways; implementing internal undergraduate to graduate pathways; implementing branded certificate offerings; and investigating research partnerships.

SECTION 3: FIVE STRATEGIC INITIATIVES

3.1 Develop Multi-Faceted Tier I Partnerships and Pathways

The cultivation of existing Tier 1 external partnerships remains a priority. Successful partnerships with UTC, San Manuel, JPL, Esri, and WeWork can grow and be nurtured in various ways. Currently, arrangements with Tier 1 external partners tend to consist of tuition discounts and on-site delivery only. There are opportunities to develop research-based and training (internship)-based partnerships, particularly with our Tier 1 external partners.

Moving forward, the development of multi-faceted Tier 1 partnerships and pathways involves creating an inventory of existing pathways and partnerships, and researching potential new ones. Working in collaboration with Enrollment, we will develop a database to track activities/growth and build templates for organizing that will create structural frames that aid in the effort to prioritize and market to partners. Assigning managers to drive implementation of solutions and producing regular reports that guide decisions will be essential to establishing successful partnerships at this Tier 1 level.

3.2 Institute Regional Campus Partnerships and Pathways

The School of Business currently holds over 400 Memorandums of Understanding (MOUs) with external organizations. Many of those MOUs (held with umbrella consortiums) are currently passive. Moving a portion of those MOUs to an active status will be a priority in the coming years. Each campus is located in a distinct region of Southern California, each with its own industry presence (e.g. military in Temecula and San Diego, law enforcement in Riverside, entertainment in Burbank). Regional campus leadership has expert knowledge of the industries and organizations prevalent in their geographic locations. Identifying key organizations from our MOUs at the regional campus level would likely be the most productive way to activate existing MOUs into more productive status. As negotiations begin, an emphasis on two-way engagement should create fruitful connection. The cohort and online delivery models in place create flexible options for corporate and organizational partners to offer degree programs to employees. Recent experiences with WeWork offices provides a promising model for innovative partnerships.

Initial steps would be to inventory existing regional campus partnerships, identify those that might qualify for "Tier 1" status, and separate current partnerships into Tier 1 and Tier 2 categories. With local knowledge, regional campus administrators can conduct research identifying potential new Tier 1 pathways and multi-tier proposals for new partnerships with local organizations (businesses, not-for-profits, community colleges, etc.). Creating detailed marketing plans, implementing mechanisms to track progress, and producing reports on achievements will round out the regional plans for partnerships and pathways.

3.3 Implement Internal Undergraduate to Graduate Pathways

In 2016, the inaugural Business Education Summit was held on campus to begin to identify and articulate existing and potentially new pathways for connection between units on campus devoted to business education. Faculty from the School of Business, the College of Arts and Sciences

SECTION 3: FIVE STRATEGIC INITIATIVES

(CAS) Department of Business Administration, and the CAS Economics department gathered to begin a conversation about pathways for students studying business at Redlands. One result was the creation of the Bulldog MBA, with an initial entering class (of 7) from CAS beginning in Fall 2018. This has the potential be an ongoing and significant pathway, especially when combined with SB undergraduate students who continue on to pursue graduate degrees here.

The 2017-2018 academic year provided the opportunity to finalize development of the BS in Sustainable Business in terms of governance, curriculum development, and human resources needs. Moving forward, the opportunity to create multiple pathways includes opening an MBA pathway for CAS business majors and minors (e.g. finalizing the Sustainable Business MBA to be marketed to EVST undergraduates) by addressing any issues identified by respective curriculum committees or CAPS. In a more broadly-oriented approach, there is opportunity to open MBA and MSOL pathways for CAS majors outside accounting, business, and global business (with special attention paid to ACBSP's CPC foundational course requirements). Once a more broad-based template and structure is in place, the potential abounds to investigate additional pathways from CAS degrees to special emphasis MBAs (e.g. arts management, cultural resource management, public management).

3.4 Implement Branded Certificate Offerings

Pathways from non-degree offerings for non-matriculated students in the School of Continuing Studies to degree programs in the School of Business hold enormous potential and are actively being deliberated. Branded certificate offerings appeal to business partners and prospective professional students alike.

For example, a "Management Essentials" certificate focused on 21st-century skills in four management and organization courses could skate relatively easily into the School's undergraduate program in management. Proposed courses: 1) *Understanding Organizations*; 2) *Managing for Effectiveness*; 3) *Managing Teams* (Resolving Conflict) [Current Organizational Leadership class exists called Managing and Resolving Conflict]; 4) *Managing in Society*. The Associate Dean of Continuing Studies and the Dean of the School of Business are actively seeking out pathways for this internal partnership.

The School of Business's refreshed focus on 21-century business skills provides a foundation for other branded certificate offerings. The current Organizational Leadership certificate could be redesigned to include 21st-century business skills. The certificate could be renamed "Leadership Essentials," which would dovetail with the new Management Essentials offering. An alternative would be to create one new Leadership & Management certificate focused on 21st-century business skills. Yet another possibility would be to redesign the current Marketing certificate to include 21st-century business skills and incorporate a focus on digital marketing.

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3.5 Investigate Research Partnerships

The university-based research environment in Southern California is vigorous and researchers are prolific. Partnerships in research across business education institutions offer distinct advantages: collaboration across perspectives, access to researchers in a range of fields, and graduate student network accessibility, to name but a few. School of Business faculty have established, active research agendas, which would benefit from partnerships, and initial exploration of a Doctorate in Business Administration (DBA) option is possible.

Developing joint research agendas with faculty members in the College of Arts and Sciences is, perhaps, the most natural and accessible partnership. The business administration department is a natural point of collaboration on leadership-related research opportunities. The School will continue its association and collaboration with the Center for Spatial Studies. Given the School's move toward business analytics, there are also opportunities with the Computer Science faculty for app development in business planning.

Developing research agendas with colleagues in other business schools and in other professional schools could be incentivized with travel funds or release time. Our relationship with Cal Tech and JPL can connect School of Business students with entrepreneurial / startup / tech innovation. Similar partnerships can be created with computer science and engineering schools near our regional campuses, and we can join regional associations, research collaboratives, and study units (e.g. CESU). The recent acceptance into Harvard Business School's Microeconomics of Competition (MOC) International Affiliates Network provides another significant opportunity for research partnerships.

Strategic Initiative 4: Ensure Competitive Infrastructure

A key priority of North Star 2020 is to "Advance an aspirational institutional culture of teaching, research and professional development for faculty, staff, and administrators." Ensuring a competitive infrastructure lies at the heart of that objective. Solid infrastructure provides the scaffold necessary to aspire, and School of Business stakeholders strongly reaffirm the sentiments put forth in North Star 2020. Moreover, ACBSP highlights essential infrastructure concerns in "Standard 5: Faculty & Staff" and "Standard 6: Educational and Business Process Management."

Ensuring competitive infrastructure in the School of Business centers on four areas: (1) improving student, teaching, and lab infrastructure; (2) creating virtual infrastructure across campuses; (3) enhancing research infrastructure; and (4) implementing integrated marketing infrastructure.

4.1 Improve Student, Teaching, and Lab Physical Infrastructure

In September 2017, the University held the official opening of the new San Diego campus. The result: tasteful design, a professional atmosphere, well-equipped classrooms and labs conducive to learning, a crisp and spacious break room and lounge spaces, conference collaboration rooms,

and a welcoming contemporary reception area. In 2016, the new Temecula campus facilities were unveiled with similar services, features, and professional ambiance. The campuses in San Diego and Temecula provide first-rate facilities and amenities that serve to create effective teaching and learning spaces, and present a cutting-edge professional brand to prospective students, business partners, and donors. This model of professionalism inspires this signature initiative to improve student, teaching, and lab infrastructure across School of Business campuses, especially improving the quality of the classroom experience in Redlands (Hentschke Hall) as that houses the greatest percentage (30%) of business students.

Indeed, it will be vital to conduct a full assessment of student infrastructure across the seven campuses, including classroom and student support quality, with one goal being to create more purposeful, engaging, and interactive spaces. A similar process of assessment will be needed to determine and implement teaching support infrastructure and lab support infrastructure needs across the campuses, including remote, hybrid, and flipped teaching opportunities. With infrastructure improvements, the need for training and innovation grows; therefore, annual development workshops to encourage continuous improvements in teaching and learning, and a commitment to pilot and assess new lab modalities, such as virtual labs and on-demand skill development and research resources, will be necessary.

Given the large graduate student population across the University, initial discussion of a Graduate Studies Center, which would serve as a gathering space focused on research opportunity, professional development, and career planning has begun. Creating a space for graduate students across the College and Schools could stimulate formation of partnerships and clear pathways for collaboration between students across disciplinary divides. At the undergraduate level, a Pathways HUB could be a place for students to seek guidance about degree completion and to learn about pathways for further education and professional development.

4.2 Create Virtual Infrastructure Across Campuses

At the Fall 2017 School of Business retreat, participants advocated achieving coherence between academics, operations, leadership, and marketing to create uniformly excellent student experiences. Integrated platforms, teleconferencing abilities, virtual classroom experiences, and distributed digital learning options have become key infrastructure ingredients across our regional campuses. Establishing virtual machine infrastructure is an essential step in achieving the coherence so desperately needed to strengthen academic programs and improve student experiences.

Moving forward on this infrastructure initiative will entail collaboration with the Information Technology Services to assess video and audio capability at selected campuses so students in a classroom at one campus can connect live to an instructor at a geographically separated campus. Faculty training and compensation considerations are attached to this near-term opportunity. Longer-range planning involves working with the Development Office and University Grants Administrator to aggressively seek private/commercial donors and government grants for a Regional Campus Telepresence Project, eventually achieving comprehensive campus connectivity with installation of a telepresence videoconferencing classroom at each campus.

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4.3 Enhance Research Infrastructure

In recent years, research funding has been severely constrained and the culture of research so embraced by School of Business faculty has been dampened by cuts and limited opportunities on campus to showcase developing research. Enabling faculty development by embracing diverse backgrounds, fostering relationships between faculties, and encouraging the agility that characterizes inter- and trans-disciplinary studies was a key takeaway from the Fall 2017 School of Business retreat. The spirit to resuscitate and render visible the ample scholarship conducted drives this aspect of the infrastructure initiative. Leadership will seek to increase support in meaningful and significant ways, and across the educational landscape to include and involve students more fully in the process. Possibilities for support include continued tracking of research productivity as required by ACBSP, implementing research profiles per the *Faculty Handbook*, increasing grant-seeking capacity, and increasing support for conference travel, research assistants, and student research.

4.4 Implement Integrated Marketing Infrastructure

The School of Business operates in a very competitive environment and lately has been losing (FTE) ground to regional competitors. Regaining enrollment requires an integrated approach to enrollment marketing, including enhancing the brand identity of the School of Business as a Southern California Business School, developing content and message marketing around key school attributes (e.g. 21st-century business skills; spatial business; and business, ethics, and society), and integrated events and digital marketing.

Work on brand and integrated market design will require assessing current School of Business brand recognition in southern California, and devising an integrated marketing strategy to raise brand recognition. A School of Business brand recognition campaign would launch through digital marketing and events, as well as through a new presence in WeWork locations. New digital and traditional materials that support the School of Business image and messaging will be required, as will the creation of related sub-regional campus-based digital and traditional materials that raise awareness of campus identities and events. An integrated campaign, including marketing and events, will be executed and content development in marketing, op-eds, postings, and related distrubution means will be ongoing.

In Spring 2018, the School began working with a new digital marketing firm that specializes in business school marketing; this relationship will be an important component to achieving this element of the plan, as will the addition of a Director of Integrated Marketing.

Strategic Initiative 5: Innovate for Academic and Financial Success

Innovation functions as the driving force behind Strategic Initiatives 1-4, all of which seek to strenghten academic outcomes and secure a thriving financial environment. The overhaul of the student support system in Strategy 1: Enabling Student Empowerment and Success requires new processes and new student experiences. This also includes revising the adjunct faculty recruitment, hiring, mentoring, and review process in

support of strenghtening academic programs as articulated in Strategy 2 would put the School at the forefront of adjunct faculty development practices. Strategy 3 propels the School to discover and forge new pathways to partnerships internally and externally to generate academic opportunity and sow financial prospects. Strategy 4 compels the School to attend to long-overdue infrastructure matters which will require innovative thinking, innovative platforms, and ingenious resource development.

Innovation threads through each of the strategies and culminates in this strategic initiative, one that resonates with ACBSP "Standard 4: Measurement and Analysis of Student Learning and Performance," "Standard 5: Faculty & Staff," and "Standard 6: Educational & Business Process Management." Innovating for academic and financial success will entail: (1) rebalancing core faculty/adjunct loads; (2) adopting innovative (online) platforms for student services, tutoring, and assessment; (3) creating leadership opportunities and training at all levels; and (4) devising and implementing a 21st-Century Excellence Fund to support this strategic plan.

5.1 Rebalance Core Faculty /Adjunct Loads

The School of Business secured ACBSP accreditation in December 2017. This initiative seeks to rebalance teaching loads of full- and part-time faculty teaching in the School in accordance with ACBSP criteria[2] and definitions of academic and professional qualifications (AQ, PQ). In the long term, this will improve academic quality of programs offered by the School of Business, ultimately redressing teething concerns about the quality of the educational experience of our students as a result of the imbalance between courses delivered by full- versus part-time (adjunct) faculty[3].

The ACBSP articulates standards for academic- versus professionally-qualified (AQ v. PQ) faculty at graduate and undergraduate levels. The most-pronounced distinguishing feature between the two categories comes from whether the faculty member is doctorally-qualified in the teaching field. ACBSP sets a goal of 40% classes at the undergraduate level to be taught by AQ faculty and a goal of 70% AQ for graduate level courses. The School's self-study for ACBSP identified 25% of undergraduate courses and 48% of graduate courses taught by AQ faculty. To reach ACBSP standards, the School will need to enhance the number of courses taught by AQ faculty.

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[2] Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate: • at least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically- or professionally-qualified faculty. • at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by AQ faculty. • one hundred percent of the doctorate credit hours in business are taught by AQ faculty. (Source: *Standards and Criteria for Demonstrating Excellence in BACCALAUREATE/GRADUATE DEGREE PROGRAMS*, ACBSP, on December 21, 2017).

[3] In the self-study year (2016-17), 100% of all graduate credit hours (total 1,732 hours) and all undergraduate credit hours (1,344 hours) were taught by AQ or PQ faculty. During that time, 48% and 24.5% of all graduate and undergraduate credit hours respectively were taught by AQ faculty. Therefore, our AQ teaching loads in the self-study year were 22% and 15.5% below ACBSP's prescribed benchmark.

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To achieve rebalanced loads, a process for automated tracking of credit hours delivered by AQ and PQ faculty will be established, and a process will be developed to draft an inaugural 5-year plan to attract, hire, and retain AQ faculty. Any such process will include identification of key considerations (evolution of specific disciplines, identification of areas of focus and competitive advantage, student demand, program growth/decline, available financial resources, and overall financial sustainability). Faculty and administrative co-ownership and division of responsibility are also within the purview of process development.

5.2 Adopt Innovative (Online) Platforms for Student Services, Tutoring, and Assessment

Given the distributed nature of course and program delivery, including the new online MBA, innovative platforms for student services, tutoring, and assessment are critical. We strive in our mission to be a Southern California business school providing high quality, forward-facing academic programs to professionals. Innovative approaches to student services and tutoring will create access to burgeoning development opportunities and provide all students equal access to academic and professional prospects.

In student services, we will implement a new automated system to streamline, centralize, and manage student inquiries and advising requests. Currently, tracking systems are being tested to manage email requests from our students, which will help us to ensure a more timely resolution of student requests and will give administration the ability to monitor the overall workload generated from student requests. Improved data systems are necessary and we will use analytics to monitor, review, and assess student progress. In addition, we will explore innovative tools and resources to enhance student support strategies and techniques.

In tutoring, online resources will provide the greatest access for students. The School will launch and support the Smarthinking Online Tutoring services for all students. Online training for faculty and administrators on the features and benefits of Smarthinking Online Tutoring services will be required.

Innovation will continue to serve and strengthen academic programs through the School's ongoing assessment and program review processes. Established in 2015 in conjunction with the School's application for ACBSP accreditation, the School's assessment program measures student learning outcomes, both internally and externally, at the course level and at the programmatic level. Program review is conducted by the faculty every six years. Assessment and program review are critical to the future of the School of Business due to the increasing diversity of our student populations, calls for continuous quality improvement as a contributor to student success, and demands for increasingly knowledgeable and skilled business school graduates to serve society. Consistent deployment of assessments, data gathering, and analysis of student learning outcomes inform curricular design and pedagogy, and are consistent with the exacting requirements set out in ACBSP's "Standard 4: Measurement and Analysis of Student Learning and Performance." Furthering established processes of assessment in the School will be the development and implementation of an online system for receiving, monitoring, managing, and reporting assessment data. Analytics of assessment data to identify achievement gaps and improve programs will be central to enriching the culture of assessment in the School**.**

5.3 Create Leadership Opportunities and Training at All Levels.

Investing in our internal resources means supporting students, staff, and faculty who might want to take on leadership roles in their respective fields of interest. At the forefront is a commitment to engage students in leadership opportunities including Whitehead Leadership Society, the Volunteer Summit, the Mentorship Program, Bulldogs-in-Service, and burgeoning student council and governance positions. The class CEO position will be reconfigured as a leadership position with key responsibilities. This is intended to strategically develop leadership opportunities to engage students in the academic mission of the School and will contribute to a positive student academic culture by creating opportunities to lead and by addressing challenges through student governance.

Staff members who want to rise to more supervisory roles should have opportunities for professional development and training in leadership, team-building, and how to implement best practices. To create these opportunities, we will coordinate with URSAA to encourage and promote professional development for managerial employees and create pathways for junior staff development. We will need to investigate the demand for and feasibility of providing mentoring for interested employees.

For faculty members who seek to become program directors or take on administrative responsibilities, avenues for training and mentorship need to be available, especially as the skills required to serve the university administratively may not be considered part of ordinary faculty responsibilities focused on teaching, scholarship, and service. Moreover, aside from training and mentorship for administrative pursuits, faculty need mentorship and guidance in regular service load options: committee membership, seeking election as chair, faculty senate service, etc. Ultimately, faculty members need to feel empowered to take on governance and service roles on a regular basis.

5.4 Devise and Implement a 21st-Century Innovation Fund to Support Strategic Plan

This strategic plan sets forth myriad development, innovation, and success-focused initiatives that advance the mission, vision, and values of the School of Business. The commitment to devise and implement a 21st-Century Excellence Fund to support this strategic plan must be established and nurtured. In order to assess funding needs and priorities, a review will be initiated and completed to plan elements and determine priorities for fundraising over and above elements that can be covered through existing operational funds. Once the review is complete, an outreach strategy will be developed to identify and begin outreach to potential fund supporters across foundation, government, and donor stakeholders. Two phases of the Innovation Fund will be implemented: the first to execute the campaign for top priority funding needs across stakeholder groups; and the second, to execute campaign for full funding needs across stakeholder groups.

SECTION 4: EXCELLENCE THROUGH QUALITY AND GROWTH

Taken together, these five initiatives represent the School's "21st Century Excellence Plan" for 2018-23. In analyzing the intended results of the plan, it became clear that the five initiatives are driven by the twin motivations of quality and growth. The School of Business considers quality and growth to be fundamentally interconnected. Quality drives growth, and growth enables increased quality.

These interwoven ambitions also served as a context for crafting metrics-Key Performance Indicators (KPIs)--that will track progress over the course of the Strategic Plan. While setting of appropriate KPI measures and goals will undoubtedly be refined during implementation, the following represents a preliminary set of KPIs for each of the five initiatives, quantitative metrics that can be used to measure these KPIs, and an initial set of estimated current conditions and plan goals that will be validated during implementation.

KPIs for Strategic Initiative 1

The strategic initiative to enable student empowerment is primarily a quality-based strategy intended to support growth. Indicators of success relate to improved learning outcomes, co-curricular participation, retention, student engagement and leadership. KPIs for these success indicators are as follows.

KPI	Metric	Current	Goal
Learning Outcomes Success	Program Outcome Success Rate (%)	66%	80%
Co-Curricular Success	Participation Rate (%)	05%	15%
Retention	SB Retention Rate (%)	85%	90%
Student Engagement and Leadership	Leadership Participation (#)	120	150
Student Satisfaction	Overall Satisfaction Rate (%)	90%	90%

KPIs for Strategic Initiative 2

The strategic initiative focused on strengthening academic programs is primarily a growth strategy that depends on quality. Indicators of success are growth in the new (MSOL, MBA-LA) programs, growth in overall enrollment, creation of new programs, and improvements in faculty teaching quality. KPIs for these success indicators are as follows.

KPI	Metric	Current	Goal
MSOL /MBA-LA growth	New Starts (#)	10	150
Full Time Enrollment	Total FTE (#)	1250	1500

SECTION 4: QUALITY AND GROWTH OUTCOMES

Number of New Programs	Degree Programs (#)	1	4
Faculty Teaching Quality	Evaluations over 3.2 (%)	75%	85%

KPIs for Strategic Initiative 3

The strategic initiative to enhance pathways and partnerships is primarily a growth strategy founded on quality of the pathways. Indicators of success are growth in Community College enrollment, growth in Tier 1 Partner Enrollment and growth in total Partner enrollment. KPIs for these success indicators are as follows.

KPI	Metric/Source	Current	Goal
Growth in Community College Enrollment	CC F New Starts (#)	50	80
Growth in Tier 1 Partner Enrollment	T1 F New Starts (#)	35	60
Growth in Total Partner Enrollment	P F New Starts (#)	47	80

KPIs for Strategic Initiative 4

The strategic initiative to ensure competitive infrastructure is primarily a quality strategy that will support growth. Indicators of success are improved classroom/lab/physical infrastructure, use of virtual infrastructure across campuses, enhanced research funding, and implementing an integrated marketing program to raise awareness of programs. KPIs for these success indicators are as follows.

KPI	Metric/Source	Current	Goal
Improved Classroom Conditions (HCE)	Hentschke Rooms (#)	0	10
Research Funding	Financial Support (#)	$25,000	$150,000
Connected Campuses	Networked Events Hours / Person Hours (#)	100 /664	300 / 1200
Awareness of Programs	Brand Awareness Score (%)	65%	80%

SECTION 4: QUALITY AND GROWTH OUTCOMES

KPIs Strategic Initiative 5

The strategic initiative to innovate for academic and financial success is primarily a quality strategy to support long-term growth. Indicators of success include growth in donations, improvements in Academically Qualified Faculty, enhanced student use of online platforms, and enhanced faculty and staff participation in leadership roles. KPIs for these success indicators are as follows.

KPI	Metric/Source	Current	Goal
21st Century Innovation Donations	Donation Amounts (#)	$300,000	$1,500,000
Faculty Academic Qualifications	AQ/PQ Ratio (%)	G48%/U24.5%	G70%/U40%
Student Use of Online Platforms	Usage Statistics (#)	10	150
Faculty/Staff Leadership	Growth/Distribution (#)	20	35

As the Strategic Plan is translated into implementable action plans, these metrics will be operationalized and tracked. Of course, in many ways the plan's implementation has already begun. For example, plan-guided actions are already underway to: assess 21st business skills learning, develop new co-curricular activities, reconstitute student leadership opportunities, launch a new leadership degree, build community and corporate pathways, virtually connect campuses, and raise funds for research and program development. It is a start of a new day, and the School is committed to expeditiously enacting these ideas in a manner that advances the School as well as the University as a whole.

As we turn to implementation, the words of Leonardo da Vinci come to mind*: "I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do."* And do, we will.