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Introduction

The College of Management ("College") strategic plan outline is based on the strategic planning template provided to the colleges by the Provost in 2011. Input has continued to build this plan from various faculty and staff focus sessions, discussions with representatives of other Lawrence Tech colleges and service departments, AACSB accreditation standards and processes resulting from training attended in February 2011, and recommendations of the Art & Science LLC consulting group in the fall 2011. Specific tasks, responsibilities, and timelines have been vetted by all College faculty and staff.

The College's overriding objective is to progress toward AACSB accreditation. The College filed an initial application in May 2011, but the AACSB indicated that the application was premature for several key reasons including lack of a permanent tenure-track dean in the College. The decision to use the AACSB accreditation process to drive the strategic plan of the College provides a proven set of standards and guidelines for ensuring the quality and comparability of the College with those of the world's best management programs. Virtually all of the AACSB standards fit cleanly into the Provost's Office strategic planning template. Elements ranging from values, vision, mission, faculty, and programs to resources align well with AACSB accreditation standards. Like any good gap analysis, we will need to assess our current performance within each component element and prescribe the necessary steps required to reach those objectives in order to realize our vision and stay true to our mission.

As with any large-scale organization change project, the success of realizing the strategic vision will depend upon the comprehensiveness of the vision's component elements and how well the change process is managed during the transition. In addition to creating new processes and outcomes to meet the requirements of accreditation, we will need to strengthen our assessment processes so we can measure our progress and performance management procedures to effectively direct faculty and staff performance during the change process.
## AACSB Standards and Strategic Planning Template

The following table provides a comparison of AACSB accreditation standards and the College Strategic Planning Template provided by the Provost's Office. Since the focus of the College strategic plan is on achieving AACSB accreditation, the table is organized around the AACSB standards. The remaining sections of this document, however, are organized around the structure of the College Strategic Planning Template.

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The AACSB accreditation standards align well with all but one of the College Strategic Planning Template sections provided by the Provost’s Office. While the AACSB accreditation standards do not speak explicitly to differentiation, the required differentiation strategy is aligned most closely with standards 1, 2, and 3, and are supported by standards 8 and 9.

The remaining sections of this Strategic Plan follow the template provided by the Provost’s Office. Proposed College strategic initiatives support each of the template sections and in turn the AACSB accreditation standards. Each initiative is assigned to a task force leader with additional faculty and/or staff volunteers named. In most cases faculty participation will be associated with existing program director duties or will be credited as College service. Resource needs are identified only where we do not believe that the initiatives can be accomplished within the boundaries of existing general fund or discretionary fund budgets.

Please note that this is a “living plan.” The strategic initiatives may be revised and/or realigned based on directional changes introduced by the new dean, or through advice of the College’s mentor once we are authorized to formally pursue AACSB accreditation.
1. Vision, Mission, and Values

**The Charge:** The College should define its vision, mission, and values, and institute a process whereby it periodically reviews and revises these as needed, and instills them within its stakeholders.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

**AACSB Standard 1**

The College’s mission statement derives from the viewpoints of its stakeholders and provides direction for decision making and is periodically reviewed and revised by its stakeholders.

**AACSB Standard 3**

The mission statement specifies the student population it intends to serve.

**AACSB Standard 12**

**Aggregate faculty and administrator responsibility:** The College maintains processes to ensure that faculty and staff in aggregate is meeting its responsibilities to students and programs.

**AACSB Standard 13**

**Individual faculty responsibilities:** The College maintains processes to ensure that individual faculty act with integrity and are meeting their responsibilities to students, college, and University.

**AACSB Standard 14**

**Student Responsibility:** Ensure that students perform in a responsible, learning focused manner, acting with integrity and meeting standards set by the faculty.

**Strategic Initiative 1.1 – Mission Evaluation:** Create a process by which the College’s mission is periodically reviewed and refreshed in accordance with relevant standards required for AACSB accreditation.

College of Management faculty and staff reviewed the current mission, vision, and values statements during summer 2011 and developed new mission, vision, and values statements in light of our changing vision and mission with faculty and staff during the fall 2011.

**Vision Statement:**

The vision is a statement of future direction that motivates forward progress. The vision is not a statement of “where we are” but rather “where we are headed” as a college. The College vision statement is:

To be a recognized college of management that delivers distinctive and rigorous academic programs with a focus on creating global leaders who can excel in a complex technological environment.
Mission Statement:

The mission is a statement of our purpose: what we do and who we serve. The mission is focused on the present and its elements should be directly observable to our students, faculty, staff, and community. The College mission statement is:

The College prepares our students for the challenges and opportunities of the global economy through interdisciplinary educational programs that emphasize the multiple business, ethical, social, and technological dimensions of leadership and management.

Values:

Values represent how we agree to behave and the standards to which we are collectively held. Values are foundational to the character of the individuals making up the organization, as they provide a framework within which our purpose and vision can be realized. The College’s declared values are:

1. Academic Excellence
2. Diversity
3. Entrepreneurship
4. Transparency
5. Mutual respect
6. Integrity
7. Lifelong learning

Targeted Student Population:

Our primary target student population includes individuals seeking undergraduate and graduate (master’s and doctorate) degrees in applied management fields of business, government, and non-profit organizations.

Undergraduate programs will be geared toward students in search of opportunities to gain first time employment in their fields, employed individuals looking to advance within their chosen industry, international students seeking to gain global exposure, and dislocated workers looking to find reemployment through skill enhancement or the credentials needed to change industries or sectors.

Graduate programs are designed for those who wish to advance their careers and attain senior management positions in a wide range of business environments and developed with working professionals in mind.

Doctorate programs prepare students for an executive level management role, a teaching, and/or a teaching and research career.

Associated tasks:

A. Create a committee to establish a process for mission review, including procedures and timeline for completing this process.

Responsibilities / Timeline / Resources: Completed. This process was led by Interim Dean McCord and Interim Associate Dean Stavros, and involved all faculty and staff members.
B. Evaluate changing the name of the College of Management to the College of Business or School of Business.

Responsibilities / Timeline / Resources: The new Dean will plan and lead this initiative in the 2012-2013 academic year.

Strategic Initiative 1.2 – Ongoing Change Process Management: By Fall 2012, mechanisms will be put in place to effectively guide and evaluate key features of the strategic plan change process with specific attention to standards required for AACSB accreditation.

The strategic plan represents a significant shift or change in the direction and execution of the College. Like any significant change process, a number of processes and metrics will need to be established to measure progress toward goals in each of the plan’s eight template categories. The above plan does identify some mechanisms that fit well within specific template categories. However some of the AACSB standards require assessment of aspects of the College that cut across many of the plan’s sub areas. Consequently, the strategic plan should include the purposeful creation of mechanisms intended to meet the requirements of accreditation and manage the overall change process which this plan will require.

Associated tasks:

A. Utilize best practices of organizational change practitioners to create clear vision for change, identify change leaders, motivate staff and faculty, identify and overcome obstacles, and sustain momentum.

Responsibilities / Timeline / Resources: Initiated by Interim Dean McCord and Interim Associate Dean Stavros during the Fall 2011 semester. This initiative will continue into the 2012-2013 Academic Year with potential assistance from a strategic change facilitator. Resources required will be a one- or two-course release time per academic year for a qualified faculty facilitator or an equivalent expense of approximately $7,000-$10,000 for an external facilitator. This cost can be funded from either general or discretionary funds.

B. Implement a process to ensure and document that the College staffing, facilities, and support services are sufficient to support the learning environment, services, and facilities that are intended to contribute to its differentiation and support AACSB accreditation.

Responsibilities / Timeline / Resources: This initiative is led by Dr. Shuayto as part of her AACSB coordinator responsibilities. Team members will include Donna Kress.
2. Differentiation Strategy

The Charge: To define a comprehensive plan to differentiate the College from its competitors.

To accomplish these objectives in a manner that also supports AACSB accreditation, we need to revisit and be mindful of the following standards previously cited.

AACSB Standard 1  The College’s mission statement derives from the viewpoints of its stakeholders and provides direction for decision making and is periodically reviewed and revised by its stakeholders.

AACSB Standard 2  The mission statements provide a focus for producing quality intellectual contributions that advance knowledge of business/management theory and practice.

AACSB Standard 3  The mission statement specifies the student population it intends to serve.

AACSB Standard 8  Staff sufficient to meet student needs: The College maintains a staff sufficient to provide stability and ongoing quality improvement for student activities reflective of the college’s mission.

AACSB Standard 9  Faculty sufficient to meet student needs: The College maintains an appropriately qualified faculty sufficient to provide stability and ongoing quality improvements for students consistent with its mission.

Strategic Initiative 2.1 – Choosing Differentiating Strategies: By the end of the academic year - 2011-2012, the College will finalize the key differentiating strategies that it will employ and deploy those strategies in its marketing, instructional, research, outreach, and stakeholder service activities.

The overarching focus of the College for the next five years is on achieving AACSB accreditation and on hiring and developing faculty members in support of accreditation. The College’s programs and outreach activities will focus on primary thematic elements such as:

1. Leadership in a global and technological workplace
2. Sustainability
3. Social entrepreneurship and nonprofit management
4. Organization development and change
5. Health IT Management

Undergraduate programs will be focused on entrepreneurship and high-tech studies with exemplary and competitive student experiences. The BSBM and BSIT programs will be redesigned in 2011-2012 with a task force already at work.

Master’s and Doctoral degree programs will be focused on the four themes and supported by faculty research and external support (both relationships and funding). The new Ph.D. in Management degree will be offered in September 2012. Academic programs will be offered on campus, at education centers, online, and internationally based on their financial viability and adherence to AACSB standards.
Administrative operations will become fully integrated into the standard University service model. Full-time faculty and staff positions will be used wherever possible. External focus will be dramatically increased.

Faculty members will engage in documented outreach activities including collaboration with faculty members from other colleges. Outreach activities will be formalized through the Center for Nonprofit Management, the Center for Global Leadership and Understanding, and other outreach centers as needed.

The differentiation strategy for the College of Management can be organized into dimensions such as degree programs, delivery locations, specialized programs, scholarship, outreach and service, and student services. The differentiation strategy for the College of Management needs to focus on identifying one or more areas of expertise where the College can legitimately claim to be outstanding – that is, to be better than competing institutions. These areas should be those in which faculty are conducting research, scholarship, and outreach.

The area selected must be one with broad appeal to our core group of students: MBA. However, it must appeal and extend to potential students in the other undergraduate, graduate, and doctorate programs who would find the expertise in the selected area to be valuable to them directly and indirectly by embellishing the reputation of the College. The College must have the internal capabilities to support the claim made.

An area where we can have broad appeal to prospective students, and where the internal capabilities of the College are sufficient to support a claim to be outstanding is global leadership and management. The proposed differentiation strategy is:

The College of Management at Lawrence Technological University provides one of the most comprehensive, interdisciplinary programs in global leadership and management in the country. Students learn how to address the business, social, ethical, and technological dimensions of leadership in today’s complex, fast-paced, global economy. The College of Management is the ideal academic institution for students to prepare for the challenges and opportunities they will encounter as tomorrow’s leaders in global organizations in the private, public, and non-profits sectors.

Students gain the knowledge, research capabilities, and leadership skills necessary to be effective in leading and managing in global organizations through an intensive program of interdisciplinary coursework, workshops, seminars, and directed research. Critically, students learn how to apply their knowledge and skills to the practice of global leadership and management.

The College has numerous strengths in the area of global leadership and management disciplines that, with some effort, could legitimately be leveraged into a significant competitive advantage and marketing strategy that would differentiate the College from competitors. The College’s internal strengths with respect to global leadership and management include:

1. Faculty with extensive industry leadership and management experience and academically qualified to teach global leadership and management related courses
2. Faculty and student research and publications in global leadership and management
3. Global leadership and management related courses taught in the MBA, DBA and PhD programs
4. Supporting courses taught in the MBA, DBA and PhD programs that emphasize the business, social, ethical, and technological dimensions of global leadership and management
5. Center for Global Leadership and Understanding that exposes students to outstanding leaders (could slightly change title to global leadership and management)
6. Center for Non-Profit Management that prepares students for leadership and management level positions in non-profit organizations
7. Numerous doctoral dissertations topics in global leadership and management
8. Senior Service College Fellowship (SSCF) program – only program outside the military academies that grants a master’s degree in Global Leadership and Management (GLM) for senior, civilian leaders in the DOD
9. MBA concentration in global leadership and management and non-profit management
10. An international student body that provides students with first-hand experiences in working with and leading people from different cultures and with different value and belief systems
11. Numerous graduates in leadership and management positions in business and non-profit organizations
12. IT programs with a focus on technology that will support management and leadership in a global business environment.

Associated tasks:

A. Assemble a diverse task force of faculty, administrators, students, and external advisors to review the differentiating strategy purposed by faculty and staff in this plan. This process was first initiated with the College faculty, administration, and staff.

   Responsibilities / Timeline / Resources: This initiative will be led by Associate Dean Stavros with participation by Dr. Shuayto. Initiate the use of focus groups in the Spring 2012 semester, and continue the process throughout the AACSB accreditation journey.

B. Review the proposed differentiating elements that set the College apart from its competitors in light of pursuing AACSB accreditation. These elements include but are not limited to:

   1. Program Relevance - Programs that provide the knowledge, skills, and experience required in today’s work world, and that can be readily applied on the job, leading to increased exposure to employment opportunities and advancement in one’s career. Programs would be sought after, competency-based coursework, shaped by external advisors familiar with the latest requirements of government, nonprofits, and industry and the demands of a global economy. The core thrust of our program offerings would be based on our strengths in leadership, nonprofit management, organization development, organizational behavior, marketing, sustainability, project management, and IT.

      Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, assisted by Dr. Marx and academic program directors as part of their program director responsibilities. A plan will be developed in the Spring 2012 semester to be carried out in the 2012-2013 Academic Year subject to input from the new Dean.

   2. Program Quality - Faculty as well as the recent Art & Science Group report have suggested that we must trim the number of programs and overlapping courses offered to ensure program and course quality and to enable us to adequately staff these programs with top notch instructors. For the College, the number of programs also needs to fit within the effort to attain AACSB accreditation.
In order to focus on program quality, a significant focus must be on course quality. One of the ways this will be achieved will be to resource course content areas with full-time faculty with relevant expertise, and then to insure that the various courses can be used across multiple programs. This can insure that a significant portion of the courses offered by the College Management will have sufficient enrollment and that the few specialized courses for some programs will be worth offering, even with low enrollment, because of the enrollment in the courses shared with other programs.

Instruction and other educational experiences need to exceed student expectation for quality and relevance to one’s personal needs in all phases of one’s life. This includes state of the art coursework, the inclusion of cutting-edge technological applications, guest experts, and hands-on experience in applying concepts for each course.

**Responsibilities / Timeline / Resources:** This initiative will be led by Dr. Shuayto as part of her AACSB coordinator duties, with assistance from academic program directors as part of their program director responsibilities. A plan will be developed in the Spring 2012 semester to be carried out in the 2012-2013 Academic Year subject to input from the new Dean.

3. **Hands-on Experience** – Increased opportunities to work on real-life work in one’s field, for students without work experience in their respective field, through involvement in applied projects and research coordinated by a director for all of the College’s outreach activities. Students would develop skills and experience by serving as research assistants, industry interns, and project consultants. For students currently working in their field, the development of research and/or consulting activities relevant to their employer, or other organizations requiring minimal on site involvement.

**Responsibilities / Timeline / Resources:** This initiative will be led by Dr. Lindman as part of a new role of Outreach Coordinator, assisted by Donna Kress. A plan will be developed in the Spring 2012 semester and will be carried out in the 2012-2013 Academic Year subject to input from the new Dean. The cost of this initiative will be in the form of a one-course release time.

4. **Program Value and Instructional Convenience** - Creation of programs such as the 3+1 undergraduate degree completion, dual degree graduate programs, and application of undergraduate credits toward graduate degrees and offering of courses, certificate and degree programs in a variety of delivery formats including on-ground, hybrid, and online.

**Responsibilities / Timeline / Resources:** This initiative will be led by Interim Associate Dean Stavros with participation by Dr. Hoffner, Dr. Evans, Dr. Bush, and Amanda Falkenbury. A plan will be developed during the Spring 2012 semester and implemented in the 2012-2013 academic year subject to input from the new Dean.

5. **Enhanced Service to Students** – Intensification of Student Relationship Management (SRM) services, creation of new, targeted student services for our nontraditional student, and linkages with programs and services offered thru other colleges in the University. This would include enhanced career advancement assistance, including job fairs and networking events that expose students and alumni to employment decision makers, faculty guidance on career issues in specific fields, and application of such tools as the Career Leader and other direct assistance from our Career Services group.

**Responsibilities / Timeline / Resources:** This initiative will be led by Mina Jena with participation by Patty Riney, Sally Erwin, and faculty volunteers TBD. A plan will be
developed in the Spring 2012 semester and will be implemented in the 2012-2013 academic year subject to input from the new Dean.

6. **Respond to Art & Science LLC Report** – Each College has been asked to respond to the recommendations contained in the Art & Science LLC report along three dimensions for its academic programs.

   **Responsibilities / Timeline / Resources:** The College drafted an initial statement aligning its academic program offerings along the following three dimensions. Please see the referenced sections of the Strategic Plan for more information:
   a. **CURRENT TECHNOLOGIES** – The College makes extensive use of Blackboard, Wimba, and multimedia for its courses. The College makes use of Oracle, TOGAF, Provision, and other technology platforms within its academic programs. The College will implement standard Blackboard course shells in collaboration with eLearning Services. The College will implement a partnership program with Alloy Media and Marketing to market its online programs on a national basis. The College will collaborate with the Library to implement a Collaboration Center for its students. See Section 3.3.B and 3.3.C for related tasks.
   b. **LEADING-EDGE DISCIPLINES** – At this time no disciplinary area within the College of Management fit this criteria. Doctoral students conduct research in a range of leading-edge areas. The College will partner with technology-based enterprises, entrepreneurial start-ups, and other Lawrence Tech academic departments to identify prospective new disciplinary areas such as digital humanities, social media, virtual work environments, and data analytics. Please see Section 5.2.B for related tasks.

**Strategic Initiative 2.2 – Benchmarking our Competition:** By the end of academic year - 2011-2012, the College will establish a process to continually monitor its most significant competitors along with their strategies.

Associated tasks:

A. Charge a sub-committee to identify and implement a process to continuously benchmark competitors.

   **Responsibilities / Timeline / Resources:** This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by academic program directors as part of their program director duties. A plan will be developed and implemented during the 2012-2013 academic year.
3. Sought-After Academic Programs

The Charge: To develop a comprehensive marketing plan to brand, promote, and sustain sought after academic programs consistent with our mission and which support our differentiation strategy.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

AACSB Standard 2  The mission statements provide a focus for producing quality intellectual contributions that advance knowledge of business/management theory and practice.

AACSB Standard 15  Management of Curricula: The College will use well documented, systematic processes to develop, monitor, and revise the substance and delivery of the curricula of its degree programs and assess the impact of the curricula on learning.

AACSB Standard 16  Bachelor’s or undergrad programs: Knowledge and skills appropriate to management specific topics, adapted to the college’s mission and cultural circumstances.

AACSB Standard 17  Bachelor’s program: Must provide sufficient time, content, student effort, and student-faculty interaction to achieve learning goals.

AACSB Standard 18  Master’s level degree in general management: Expansion upon undergraduate level of coursework presented in a more integrated interdisciplinary fashion.

AACSB Standard 19  Master’s level degree program in specialized areas: Knowledge and skills sufficient to apply relevant graduate level skills in one’s specialized area.

AACSB Standard 20  Master’s program: Must provide sufficient time, content, student effort, and student-faculty interaction to achieve learning goals.

AACSB Standard 21  Doctoral level degree: Educate students for highly specialized careers in academe or practice, imparting skills sufficient to create knowledge through original research.

Strategic Initiative 3.1 – Outcome-Based Program Management: By Spring 2012, establish a process whereby the College will regularly assess the impact of its curricula on goals and revise its programs accordingly.

Associated tasks:

A. Convene the directors of all College programs to establish a process, methods, metrics, and timetable for evaluation of curricula impact.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Raghavan as part of his Assessment Committee responsibilities, with participation by Dr. Castelli, Lori Northam,
and academic program directors as part of their program director responsibilities. A plan will be developed and implemented during the 2012-2013 academic year.

B. Charge program directors to outline a process to guide the revision of curricula in accordance with changes in the College's mission, program assessment results, and needs of its students and the employment community.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Associate Dean Stavros with participation by Dr. Castelli and academic program directors as part of their program director responsibilities. A plan will be developed and implemented during the 2012-2013 academic year.

Strategic Initiative 3.2 – Undergraduate Programs: By Spring 2012, identify a director for undergraduate management programs and implement a process to evaluate these programs that align with the College’s vision, mission, and differentiation strategy.

Associated tasks:

A. Select a program director for each academic program, and clarify responsibilities for that position.

Responsibilities / Timeline / Resources: This initiative was led by Interim Associate Dean McCord and Interim Associate Dean Stavros, and was completed in Fall 2011. Accomplishments of academic program directors are reviewed twice each academic year by the Dean and Associate Dean.

B. Create a small taskforce for each degree program with faculty, student, and external representation to review current programs and benchmark competition.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by academic program directors as part of their program director duties. A plan will be developed and implemented during the 2012-2013 academic year.

C. Charge the director of the undergraduate program to identify the metrics needed to ensure compliance with AACSB standards 15-17.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by undergraduate program director Dr. Evans as part of her program director duties. A plan will be developed and implemented during the 2012-2013 academic year.

Strategic Initiative 3.3 – Master’s Programs: By Fall 2012, identify a director for each academic program and charge them with implementing a process to evaluate their programs that align with the College’s vision, mission, and differentiation strategy.

Associated tasks:

A. Select a program director for each academic program, and clarify responsibilities for that position.

Responsibilities / Timeline / Resources: This initiative was led by Interim Dean McCord and Interim Associate Dean Stavros, and was completed in fall 2011. Accomplishments of academic program directors are reviewed twice each academic year by the Dean and Associate Dean.
D. Charge the directors to identify the metrics need to ensure compliance with AACSB standards 15, 18-20. Create a small taskforce for each degree program with faculty, student, and external representation to review current programs and benchmark competition.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by academic program directors as part of their program director duties. A plan will be developed and implemented in the 2012-2013 academic year with input from the new Dean.

B. Create and market a fully online MSIS degree based on Dr. Hoffner’s approved proposal.

Responsibilities / Timeline / Resources: This initiative will be led by MSIS program director Dr. Hoffner as part of his MSIS program director duties, in collaboration with Dr. Bush of eLearning Services. This initiative was started in the Fall 2011 semester and the program is targeted for operation in the Fall 2012 semester as part of our collaborative offerings with Alloy Media and Marketing.

C. Develop standard syllabi and Blackboard course shells for each master’s degree course in the manner that e-learning is doing for online classes.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Associate Dean Stavros, with participation by Dr. Bush of eLearning Services and academic program directors as part of their program director duties. A plan will be developed and implemented in the 2012-2013 academic year.

D. Maximize use of industry advisory groups to shape and guide cutting-edge learning objectives for all academic programs.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordination role. A plan will be developed in the Spring 2012 semester, with a target of establishing active advisory groups for all academic programs in the 2012-2013 academic year. Some programs may use shared advisory groups.

**Strategic Initiative 3.4 – Doctoral Programs:** By the end of the 2011-2012 academic year create and implement a PhD in Management program that features a maximum number of shared courses that leverages our strengths. This program will be differentiated from the DBA and DMIT programs.

Associated tasks:

A. Select a program director to oversee all doctoral programs, and clarify responsibilities for that position.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Dean McCord and Interim Associate Dean Stavros, with participation by Dr. Kohnke and Dr. Castelli. A position description and responsibilities will be created in the Spring 2012 semester. A program director for the 2012-2013 academic year will be selected with input from the new Dean.

B. Continue to upgrade current DBA and DMIT programs including its research methodology coursework and exposure to cutting-edge technology.

Responsibilities / Timeline / Resources: This initiative is in progress and led by Interim Associate Dean Stavros with participation by Dr. Kohnke. The proposed doctoral program director will join this team in the 2012-2013 academic year.
C. Implement the approved new PhD in Management program, including program admission requirements, overarching research methodology and shared core coursework, and rigorous comprehensive/qualifying examination process.

Responsibilities / Timeline / Resources: This initiative is led by Interim Associate Dean Stavros and DMIT Coordinator Dr. Kohnke, with participation by Dr. Chang and Dr. Marx. A plan for the new Ph.D. program has been approved by College faculty and by the Dean of Graduate Studies. The plan will be implemented for a Fall 2012 program launch.

D. Charge the Ph.D. task force to identify the metrics need to ensure compliance with AACSB standards 15 and 21.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by Interim Associate Dean Stavros, Dr. Castelli, and Dr. Kohnke. This initiative will be undertaken in the 2012-2013 academic year following the launch of the new Ph.D. program.

**Strategic Initiative 3.5 – Certificate Programs:** The College will identify and establish a process and timeframe to monitor and revise certificate programs. The College will continuously create, implement, monitor, and revise targeted certificate programs for in-demand management areas such as health IT management, nonprofit management, project management, and other areas as identified through market research.

Associated tasks:

A. Explore ways to network Health IT management program instructors and students with health care task forces and providers such as Blue Cross-Blue Shield of Michigan to promote program.

Responsibilities / Timeline / Resources: This initiative is led by program director Dr. Kohnke and is in progress. Progress will be monitored by Interim Associate Dean Stavros.

B. Create new online nonprofit management course “Nonprofit Finance, Administration, and Technology” to support financial management of nonprofits. Consider expanding the nonprofit certificate program from 12 to 15 credit hours.

Responsibilities / Timeline / Resources: This initiative is led by program director Dr. Lindman, with participation by Dr. Bush of eLearning Services. The new course will be completed for launch during the 2012-2013 academic year.

C. Investigate opportunities to engage more engineering and architecture students in project management certificate program.

Responsibilities / Timeline / Resources: This initiative will be led by program director Dr. Raghavan, with participation by program director Dr. Hoffner. A plan will be developed during Spring 2012 and implemented during the 2012-2013 academic year.

D. Actively market the Graduate Certificate in Interdisciplinary Sustainability. Explore creation of a certificate program in organization leadership, change, and sustainability.

Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her MBA program director role, with participation by Interim Associate Dean Stavros and Dr. Raghavan. A plan will be developed in the Spring 2012 semester and implemented during the 2012-2013 academic year.
E. Forge stronger partnership with the College of Engineering on their certificate program in entrepreneurship.
   Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her MBA program director role, with participation by Interim Associate Dean Stavros and Dr. Raghavan. A plan will be developed in the Spring 2012 semester and implemented during the 2012-2013 academic year.

Strategic Initiative 3.6 – Create a Marketing Plan and Campaign: By the end of academic year 2011-2012, the College will create a marketing plan and campaign with the University Marketing Department.

Associated tasks:

A. Charge a sub-committee to work on a marketing plan and campaign for the College.
   Responsibilities / Timeline / Resources: This initiative is led by Interim Dean McCord and Interim Associate Dean Stavos, in collaboration with Assistant Provost Kujawa, Dr. Shuayto, and Donna Kress. The plan is being developed in the Spring 2012 semester, and will be implemented in Summer 2012 with periodic reviews going forward.
4. Notable Faculty

The Charge: The College should define a comprehensive plan for identifying, developing, and sustaining notable faculty who support the differentiation strategy.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

AACSB Standard 2  The mission statements (and also differentiation strategy) provide a focus for producing quality intellectual contributions that advance knowledge of business/management theory and practice.

AACSB Standard 5  Financial resources: The College has strategies to provide resources appropriate to and sufficient for achieving its mission and goals.

AACSB Standard 9  Faculty sufficient to meet student needs: The College maintains an appropriately qualified faculty sufficient to provide stability and ongoing quality improvements for students consistent with its mission.

AACSB Standard 10  Evaluation of faculty qualifications and contributions: The College maintains processes to evaluate individual faculty expertise to accomplish its mission as well as faculty member contributions toward accomplishment of its mission and goals.

AACSB Standard 11  Faculty development and support: The College has processes for managing and supporting faculty over the progression of their careers.

AACSB Standard 12  Aggregate faculty and administrator responsibility: The College maintains processes to ensure that faculty and staff in aggregate is meeting its responsibilities to students and programs.

AACSB Standard 13  Individual faculty responsibilities: The College maintains processes to ensure that individual faculty act with integrity and are meeting their responsibilities to students, college, and University.

Strategic Initiative 4.1 – Faculty Recruitment: The College will recruit sufficient numbers and proportion of full-time and adjunct faculty to support the college’s mission, instructional objectives, and differentiation strategy.

Associated tasks:

A. Recruitment for a new College dean will begin in fall 2011 with advertisements placed in the Chronicle of Higher Education and other sources. We will gather applicants into the fall semester and interview candidates in early winter 2012 semester with an anticipated hiring date of August 2012.

Responsibilities / Timeline / Resources: This initiative is led by Interim Associate Dean Stavros with participation by Dr. Inskeep, faculty volunteers, and Lori Northam. The initiative is in progress and is expected to be concluded in February 2012, with the new Dean starting his/her role in July 2012.
B. New faculty positions will be recruited using this approach. More information about each of these transition faculty positions is provided later in this document.

1. 2011-2012 Academic Year
   a. Dr. Oh will start as College Professor in August 2011. 
      Responsibilities / Timeline / Resources: Completed.
   b. Dr. Kohnke will start as a Senior Lecturer in August 2011. 
      Responsibilities / Timeline / Resources: Completed.
   c. Seek dual appointment of Dr. Evans within both College of Arts & Sciences and Management to lead undergraduate management programs. 
      Responsibilities / Timeline / Resources: Completed.
   d. Restore Dr. Lindman’s position to a continuing full-time position. 
      Responsibilities / Timeline / Resources: Completed.
   e. Prepare what is essentially a “case statement”, making the case for why a candidate should consider Lawrence Tech as a career choice, including those factors that differentiate us from other schools, and what candidates would find attractive. 
      Responsibilities / Timeline / Resources: Completed.
   f. Recruit new tenure-track or non-tenure-track faculty members to replace the vacant finance, strategy, and research methods positions. All new faculty members should have strong quantitative research skills. 
      Responsibilities / Timeline / Resources: This initiative is led by Interim Dean McCord and Interim Associate Dean Stavros, with participation by Dr. Inskeep, Dr. Allardice, Dr. Marx, Dr. Castelli, Lori Northan, and Donna Kress. The initiative is in progress and is expected to be concluded by April 2012, with new faculty members starting their roles in August 2012. Additional faculty members will be recruited in future academic years depending on needs and availability of positions. Funding for the three faculty positions is available from existing tenure track positions and recovered savings from other unfilled positions.
   g. Establish a position for a permanent Associate Dean with faculty rank for fall 2012. This position would be assigned as an additional duty with stipend to a full-time faculty member. 
      Responsibilities / Timeline / Resources: This initiative is led by Interim Dean McCord and Interim Associate Dean Stavros in collaboration with Provost Vaz. An ongoing Associate Dean position will be part of the College's organizational structure, and a candidate for this position will be selected by the new Dean for fall 2012. Funding for the Associate Dean stipend is available from recovered savings from unfilled positions.

2. 2012-2013 Academic Year
   Responsibilities / Timeline / Resources: This and future year initiatives will be led by the new Dean and Associate Dean. Existing budget funds in eLearning Services can be used to support the proposed change to Dr. Bush's position. Additional funding of approximately $100,000 in salary will be needed to fill the proposed new faculty position. An endowment of approximately $2,000,000 will be needed to cover the salary cost of one program chair. Tasks will include:

   a. Start the new tenure-track and non-tenure track faculty members.
b. Convert Dr. Bush’s position from an eLearning administrator to a college professor in the College of Management with appropriate release time and teaching load.

c. Recruit a new faculty member to eventually fill Dr. Steenkamp’s position in fall 2013 during the last year of her phased retirement.

d. Seek funding for at least one additional tenure-track faculty member based on AACSB accreditation needs.

e. Develop a plan for at least one endowed chair position.

3. 2013-2014 Academic Year

Responsibilities / Timeline / Resources: This and future year initiatives will be led by the new Dean and Associate Dean. Additional funding of approximately $100,000 in salary will be needed to fill the proposed new faculty position. An endowment of approximately $4,000,000 will be needed to cover the salary cost of one program chair. Tasks will include:

a. Start the Steenkamp replacement tenure-track faculty member in fall 2013.
b. Start potential tenure track faculty member based on availability of phased retirement funds.
c. Seek funding for at least one additional tenure-track faculty member based on AACSB accreditation needs.
d. Develop a plan for an endowed Dean position.

C. Determine the specific qualifications required for both academically and professionally qualified faculty in the College and our method for evaluating same. Determine the specific skill sets and academic specialty areas required of faculty to support its mission and differentiation strategy. Design and execute appropriate recruiting strategy to fill positions, including significant faculty involvement in sourcing and evaluating candidates.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Dean McCord, Interim Associate Dean Stavros, and Dr. Shuayto in her AACSB coordinator role. An initial AQ/PQ framework will be proposed to faculty in Spring 2012 and will be adjusted in future academic years based on input from the new Dean and the AACSB mentor assigned to Lawrence Tech.

Strategic Initiative 4.2 – Development: The College will design and implement a process to ensure the support and management of faculty skill and career development. This will be done to sustain notable faculty and ensure top quality programs and thus quality graduates within the College. To incentivize employee development, policies should facilitate development, and the performance management system should be used to set, monitor, and evaluate annual progress toward self-development.

Associated tasks:

A. All teaching, service, research, and course release agreements will be documented on faculty members’ 2011-2012 assignment documents, and will be based on workload documents posted to the Provost’s Web site. The base workload may be adjusted by formal release time for additional College or University service, and in some cases aggressive research agendas. Workload agreements will be formally documented as part of the faculty member’s assignment documents.
Responsibilities / Timeline / Resources: This initiative was led by Interim Dean McCord and Interim Associate Dean Stavros, and was completed in Fall 2011. Progress against workload commitments is monitored throughout the academic year. Projected workload for the 2012-2013 academic year will be developed in Spring 2012, and will be implemented and/or modified by the new Dean.

B. Assess the skills, activities, and exposures faculty need to possess to support the College’s differentiation strategy. Assess individual faculty member career objectives and the assignments needed for career path progression. Perform individual needs assessments to determine from which developmental exposures each faculty member could most benefit. Introduce developmental goal setting and management against those goals into the annual performance management process. Provide resources needed to support faculty involvement in developmental experiences (e.g. attendance at conferences and training programs, travel expenses or conference presentation, completion of on-campus training programs, new program development initiatives, collaborative projects).

Responsibilities / Timeline / Resources: This initiative was led by Interim Dean McCord and Interim Associate Dean Stavros, and was completed in Fall 2011. Progress against professional development plans is monitored throughout the academic year. Projected professional development activities for the 2012-2013 academic year will be developed in Spring 2012, and will be implemented and/or modified by the new Dean.

Strategic Initiative 4.3 – Faculty Support and Retention: The College will create and promote incentives and rewards to support the engagement and retention of the College’s notable faculty

Associated tasks:

A. Consistent with recommendation of the Art & Science Group, “offer funding incentives ... to faculty who revise existing courses or offer new ones that combine cutting-edge focus with tangible strength.” Explore opportunities for performance recognition for full-time faculty and adjuncts that may be non-financial.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Associate Dean Stavros, with participation by academic program directors as part of their program director roles, Dr. Bush of eLearning Services, and Dr. Schneider of the Center for Teaching & Learning. A plan will be developed in the Spring 2012 semester and implemented in the 2012-2013 academic year with input from the new Dean.

B. Consistent with recommendation of the Art & Science Group, “offer funding and rewards for faculty that promote significant opportunities for cutting-edge research, internships, co-ops, etc.” Create mechanisms for faculty to pursue and secure sponsored research. Clarify and promote the opportunity for faculty to receive additional compensation for work performed for external grants and contracts. Create mechanisms for faculty to secure the help of compensated research assistants and other forms of student help.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Associate Dean Stavros, with participation by academic program directors as part of their program director roles, and Dr. Oh in her role as Research Support Services Committee representative. A plan will be developed in the Spring 2012 semester and implemented in the 2012-2013 academic year with input from the new Dean.
C. Continue with the “Adjunct of the Year” award.
   Responsibilities / Timeline / Resources: This initiative is led by Dr. Inskeep, with participation by Dr. Chang, Patty Riney, Sally Erwin, and Amanda Falkenbury. The 2011-2012 academic year award will be determined in the Spring 2012 semester.
5. A Sustainable Endowment

The Charge: The College should define a comprehensive fund development plan for contributing to the development of a substantial endowment.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

AACSB Standard 5  Financial resources: The College has strategies to provide resources appropriate to and sufficient for achieving its mission and goals.

AACSB Standard 8  Staff sufficient to meet student needs: The College maintains a staff sufficient to provide stability and ongoing quality improvement for student activities reflective of the college's mission.

AACSB Standard 9  Faculty sufficient to meet student needs: The College maintains an appropriately qualified faculty sufficient to provide stability and ongoing quality improvements for students consistent with its mission.

Strategic Initiative 5.1 – Fund Development: By the year 2017, the College will secure significant dedicated financial resources to seed an endowment in the form of contributions toward special programs and a sustainable endowment, and as a result of indirect cost recovery from grants and contracts.

Solicitation of financial support in the form of scholarships and endowment contributions should be tied to the College's entire array of differentiating attributes.

Associated tasks:

A. The new Dean and faculty representatives, with the assistance of University Advancement and a professional fund development consultant, will design and implement a major gifts fund development campaign to create a significant College endowment. The campaign will include pursuit of naming opportunities for the College and the Center for Nonprofit Management. Opportunities will be pursued to secure support for one or more endowed professorships in such areas as sustainability, leadership, technological innovation, organization development, strategy, marketing, and/or nonprofit management.

   Responsibilities / Timeline / Resources: This initiative will be led by the new Dean with participation by Dr. Lindman and other faculty and staff volunteers. Endowment funds of at least $6,000,000 are needed to fund one faculty and one dean position. The initiative will begin during the 2012-2013 academic year.

B. Targeted efforts to secure government and foundation grants will be supported by assistance to faculty in identifying grant opportunities and grant writing training.

   Responsibilities / Timeline / Resources: This initiative will be led by the new Dean with participation by Dr. Lindman, Dr. Oh, and other faculty and staff volunteers. The initiative will begin during the 2012-2013 academic year.
Strategic Initiative 5.2 – Business Partnerships: By the year 2013, the College will establish at least five new strategic partnerships with other colleges, businesses, and other institutions.

Associated tasks:

A. Enter into interdisciplinary initiatives to participate in urban renaissance with the College of Architecture & Design, foundations, and economic development organizations. Collaborate with the Colleges of Arts and Science, and Engineering to place health care IT and engineering management students in internships in respective industries.

  Responsibilities / Timeline / Resources: This initiative will be led by the new Dean in collaboration with other College Deans and faculty volunteers. The initiative will be undertaken in the 2012-2013 academic year and beyond.

B. Partner with emerging technology-based enterprises and various entrepreneurial start-ups to share ideas and technology. Seek out companies open to research and faculty-lead consulting projects from which students can gain practical experience and coursework can be enriched.

  Responsibilities / Timeline / Resources: This initiative will be led by the new Dean in collaboration with other College Deans, University Advancement, and faculty volunteers. The initiative will be undertaken in the 2012-2013 academic year and beyond.

Strategic Initiative 5.3 – Human Capital: By the year 2014, the College will have developed and implemented a process for recruiting and utilizing the talents and efforts of a significant number of students, alumni, and other volunteers in carrying out the mission and objectives of the College.

Associated tasks:

A. Identify specific roles that volunteer resource persons can play in strengthen College learning environment. Establish minimum qualifications and requirements for volunteer assistants for each type of position. Create a process for recruiting, training, managing, and recognizing these volunteers, guest speakers, and advisors.

  Responsibilities / Timeline / Resources: This initiative will be led by the proposed Outreach Director starting in the 2012-2013 academic year.
6. Life-Changing Student Experiences

The Charge: The College will define a comprehensive plan for developing and sustaining student life-changing experiences.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

AACSB Standard 4  The College specifies action items that represent high priority continuous improvement efforts which directly support the mission of the college.

AACSB Standard 8  Staff sufficient to meet student needs: The College maintains a staff sufficient to provide stability and ongoing quality improvement for student activities reflective of the college’s mission.

AACSB Standard 12  Aggregate faculty and administrator responsibility: The College maintains processes to ensure that faculty and staff in aggregate is meeting its responsibilities to students and programs.

Strategic Initiative 6.1 – Student Life and Activities: A variety of student life changing experiences will be developed and initiated based upon the differentiating aspects of the College’s programs and services, tailored to the needs and characteristics of our diverse student base.

These initiatives will be tailored to the unique needs of College students ranging from undergraduates through graduate and doctoral students. Student experiences will also be geared to the unique demographics of our student body. This would include those undergraduates living on campus, commuter students to our Southfield facilities, online students, and students receiving instruction at such distant locations as TACOM, CTC Chrysler, Northern Michigan Campus, and Toronto.

Associated tasks:

A. Establish additional business linkages and partnerships with international organizations and expose students to these contacts thru networking events, presentations, and outreach projects. Work to reinstate overseas trips, and look to other international trips with partnering schools to expand participation to students of other programs. Look to integrate students from other colleges in overseas trips.

Responsibilities / Timeline / Resources: This initiative will be led by the new Outreach Director with participation by Dr. Lindman and the academic program directors as part of their program director duties. The plan will be developed and implemented in the 2012-2013 academic year with input from the new Dean.
B. Provide more opportunities for field trips and guest speakers for the Southfield campus and all education center locations. Expand campus management related clubs such as the CEO and AFP student chapter. As we are interdisciplinary—student activities clubs, courses, projects should also be interdisciplinary. Involve students in all phases of College life, including program marketing, coursework development, research, design and execution of special events, and outreach projects. Organize series of student business plan competitions, for profit and non-profit enterprises, judged by external business experts, and supported by cash prizes, scholarships, and linkages to business support.

Responsibilities / Timeline / Resources: This initiative will be led by the new Outreach Director with participation by academic program directors as part of their program director duties. The plan will be developed and implemented in the 2012-2013 academic year with input from the new Dean.

C. Create a process for graduate management students to mentor and work with undergraduate business students. For example, incorporate a global focus SIFE students [Students in Free Enterprise] are global competitions—appropriate for undergrad through graduate students.

Responsibilities / Timeline / Resources: This initiative will be led by the new Outreach Director with participation by Amanda Falkenbury and academic program directors as part of their program director duties. The plan will be developed and implemented in the 2012-2013 academic year with input from the new Dean.

D. Create a more comprehensive advising process that involves faculty in preparing ‘plans of work’ for incoming students that tailor educational experiences to individual student aspirations, and place more emphasis on career advancement / job placement in discussions with advisees.

Responsibilities / Timeline / Resources: This process will be led by the Associate Dean with participation by Mina Jena, Amanda Falkenbury, and academic program directors as part of their program director duties. The plan will be developed and implemented in the 2012-2013 academic year with input from the new Dean.
7. Cutting-Edge Learning Environment

The Charge: The College will define a comprehensive plan for developing and sustaining a cutting edge learning environment and facilities.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

AACSB Standard 4: The College specifies action items that represent high priority continuous improvement efforts which directly support the mission of the college.

AACSB Standard 5 Financial resources: The College has strategies to provide resources appropriate to and sufficient for achieving its mission and goals.

AACSB Standard 8 Staff sufficient to meet student needs: The College maintains a staff sufficient to provide stability and ongoing quality improvement for student activities reflective of the college's mission.

Strategic Initiative 7.1 – Learning Environment: Engage the College's faculty in a process that will develop new cutting-edge strategies to enhance the College's learning environment.

The plan for enhancing the learning environment for College students rests upon leveraging the current strengths of the College and its faculty, better connecting and collaborating with University assets such as the library, e-learning services and the program activities of our three sister colleges, and creating initiatives new to Lawrence Tech. Considerable room for looking outside the College for linkages within the University and outside of the university exists.

We must also create an array of practical, hands-on learning experiences for students in applied business settings to reinforce skills studied in the classroom and to push the frontiers of applied research. Each discipline must identify technologically-related course content and student learning experiences, where appropriate, either through technologically-focused disciplines or through identifying elements of more traditional disciplines where technology is used. Every classroom and real world learning experience must employ the latest cutting-edge technology.

Associated tasks:

A. Engage students and staff in process to identify and pursue improvements to the College's facilities and services that are needed to support differentiation. Leverage the many contacts and ideas that our adjunct faculty possesses by engaging them in the redefinition of our programs and services. Identify and promote to College students various programs and projects sponsored by our other three colleges, communicating the unique management related features of those initiatives.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Associate Dean Stavros with participation by Donna Kress. This ongoing initiative will be undertaken during the 2012-2013 academic year.
B. Identify and secure enhanced service from the library, such as briefings on the latest library technological applications and expanded periodical search workshops for students in our undergraduate, master’s and doctoral programs.

   Responsibilities / Timeline / Resources: This initiative will be led by Dr. Raghavan in his role as Library Committee member, with participation by Gary Cocozzoli of the Library and academic program directors as part of their program director duties. This initiative will be undertaken beginning in the Spring 2012 semester and will be ongoing.

C. Identify and utilize advanced learning techniques to enhance our academic programs. Establish minimum criteria of technology [i.e. Bb tools] that all instructors should use when teaching courses. Identify and utilize consultative services from eLearning Services such as web and other internet supports for students, software tutorial assistance, and help creating outstanding presentations and class projects. Reestablish an internal “technology assistant” position within the College to assist and instruct faculty in various practical applications of electronic technology and social media.

   Responsibilities / Timeline / Resources: This initiative will be led by the Associate Dean with participation by Dr. Chang, Dr. Bush of eLearning Services, and academic program directors as part of their program director duties. This initiative will be undertaken beginning in the 2012-2013 academic year with input from the new Dean.

**Strategic Initiative 7.2 – Cutting-Edge Facilities:** Engage the College’s faculty and staff in a process that will identify new strategies to enhance the College’s facilities to support its mission of educating students, providing an environment supportive of faculty research and development, and promoting an atmosphere conducive to collaboration.

Associated tasks:

A. Benchmark facility features available to students and faculty in management schools at comparable technology-focused universities. Better leverage the office and conference room facilities for outside business interaction.

   Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by academic program directors as part of their program director duties. A plan will be developed and implemented during the 2012-2013 academic year.

B. Improve the lighting in College main corridors. Utilize wall space in corridors for program promoting. Create faculty photo and specialty identification display for corridors outside main office, much like that implemented in the College of Arts and Science. Create a few small study carrels for students.

   Responsibilities / Timeline / Resources: This initiative was led by Interim Dean McCord with participation by Dr. Kohnke and Patty Riney. These improvement have largely been completed during the 2011-2012 academic year. Future improvements will be led by the Dean with participation by Lori Northam and other faculty and staff volunteers.
C. Request to Dean of Student Services to have Einstein be open a little later on Fridays and on Saturday’s when the doctorate and other classes are in session. Request to VP for Finance & Administration that Bookstore’s hours be extended to at least two Saturdays at the start of the term and the end of the term for our weekend students.

Responsibilities / Timeline / Resources: Interim Dean McCord has initiated discussions on both of these issues with Dean of Students Finn during the Spring 2012 semester. A proposal will be developed to extend Library hours on Sundays for the 2012-2013 academic year.
8. Competitive Admissions and Sustainable Demand

The Charge: The College will define a comprehensive plan for establishing competitive admissions and sustainable demand for academic programs.

To accomplish this objective in a manner that also supports AACSB accreditation we need to be mindful of the following standards:

**AACSB Standard 3**
The mission statement specifies the student population it intends to serve.

**AACSB Standard 6**
**Student Admission:** Ensure that the policies for admission to business degree programs are clear and consistent with the College’s mission.

**AACSB Standard 7**
**Student Retention:** The College has academic standards and retention practices that produce high quality graduates and are consistent with its mission.

**AACSB Standard 14**
**Student Responsibility:** Ensure that students perform in a responsible, learning focused manner, acting with integrity and meeting standards set by the faculty.

**Strategic Initiative 8.1 – Competitive Admissions:** Design and implement a College admissions policy commensurate with the quality and differentiating uniqueness of the programs and experiences offered in the College. Faculty have long recognized the impact that maintaining high admissions standards and student performance has on a number of important factors, especially the College’s reputation as a premier institution and a strong demand for admission.

Associated tasks:

A. Benchmark admission guidelines and practices used by our Lawrence Tech colleges and competitor universities. Raise qualifications for admission to master’s level programs where indicated by benchmarking. Enhance admissions qualifications for doctoral programs starting with the new Ph.D. program. Add the requirement of an essay as part of the admission process for graduate students.

   Responsibilities / Timeline / Resources: This initiative will be led by Dr. Shuayto as part of her AACSB coordinator role, with participation by Mina Jena, Sally Erwin, Patty Riney, and academic program directors as part of their program director duties. A plan will be developed and implemented during the 2012-2013 academic year.

B. Challenge full-time and adjunct faculty to identify methods to ensure higher performance among students.

   Responsibilities / Timeline / Resources: This initiative will be led by the Associate Dean with participation by Dr. Castelli, Donna Kress, and academic program directors as part of their program director duties. The plan will be developed and implemented during the 2012-2013 academic year with input from the new Dean.
Strategic Initiative 8.2 – Increase Student Demand: By 2014, increase applications to College programs by 50% and admissions to the College by 25%.

Associated tasks:

A. Implement more innovative marketing techniques including but not limited to:
   1. Search the *Chronicle of Higher Education* and other sources for fresh recruiting ideas.
   2. Review and implement best recommendations from Art & Science Group study.
   3. Collaborate with Marketing, Admissions, and eLearning to develop Web-based search and marketing initiatives including extensive use of social media.
   4. Secure assistance from eLearning Services to create YouTube like video testimonials and spots for recruiting.
   5. Use social media networks to increase outreach to prospective and current students.
   6. Reinvent our open house events to involve more visual aids, alumni testimonials, and simulation experiences.
   7. Work to leverage relationships with alumni to recruit students.
   8. Expand College seminars such as Executive-to-Executive series and other topics and leverage the marking opportunities inherent in each.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Dean McCord, Interim Associate Dean Stavros, Assistant Provost for Enrollment Services Kujawa, Dr. Kohnke, and academic program directors as part of their program director duties. An initial plan is being developed during the Spring 2012 semester, and will be implemented starting in the Summer 2012 semester with periodic reviews going forward. (Anne Kohnke). Actions undertaken by the task force will include but are not limited to:

B. Market our services geared toward career switchers and those interested in moving between government, for-profit, and nonprofit sector employment. Actions will include but are not limited to:
   1. Focus on national and international recruiting.
   2. Online programs such as nonprofit management, healthcare IT, and MSIS where competition is weaker.
   3. Create targeted employer networking events that bring together subgroups of students with employers from relevant sectors.
   4. Actively recruit undergraduate student-athletes into the College’s undergraduate programs.
   5. International programs such as Toronto education center.
   6. International student recruitment to campus once AACSB accreditation is assured.

Responsibilities / Timeline / Resources: This initiative will be led by Interim Dean McCord, Interim Associate Dean Stavros, Assistant Provost for Enrollment Services Kujawa, Dr. Kohnke, and academic program directors as part of their program director duties. An initial plan is being developed during the Spring 2012 semester, and will be implemented starting in the Summer 2012 semester with periodic reviews going forward. (Anne Kohnke). Actions undertaken by the task force will include but are not limited to:

C. Expand scholarship and assistantship opportunities with actions including but not limited to:
1. Establish target number of graduate research assistantships (GRAs), first to drive enrollment in doctoral programs and then, if available, a select number of graduate students.

2. Expand Center for Global Leadership and Understanding's high school leadership essay initiative.

Responsibilities / Timeline / Resources: This initiative will be led by the Associate Dean with participation by Dr. Evans in her Scholarship Committee role, Director of Financial Aid Dee King, Dean of Graduate Studies McCord, and academic program directors as part of their program director duties. A plan will be developed and implemented during the 2012-2013 academic year with period reviews going forward. Actions undertaken by the task force will include but are not limited to: