COLLEGE OF BUSINESS

Future Search 2020

Strategic Plan 2015 – 2020

The College of Business, under the leadership of our new Dean, Avi Mukherjee, presents our new strategic plan, called *Future Search 2020*. Based on 18 months of analysis that preceded the Dean's arrival, the plan looks to the year 2020 and seeks to position the College for continued success in what is expected to be a period of dramatic change in higher education. The plan was approved by the faculty and endorsed by the University administration in April 2015.

The Strategic Planning Process

We developed our plan by following a structured process illustrated by the model in Figure 1. A steering committee, representative of the faculty and staff, guided the work and engaged representatives of three key stakeholder groups: University administration and staff, students and alumni, and our employer advisory board. The process was iterative and interactive, with the entire faculty involved in updates and discussion at every stage.

Figure 1. *Strategic Planning Process Model*
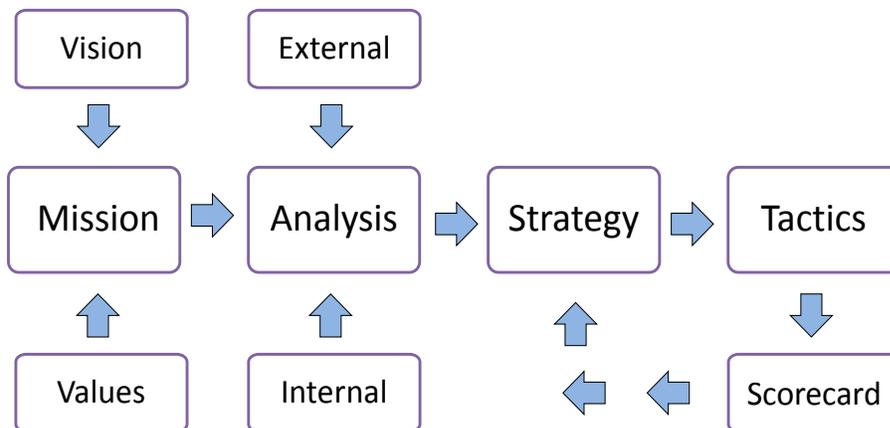
Vision, Mission, and Values

We began with a review of our vision, mission, and values. The University had recently completed a new strategic plan, and we sought to make sure our vision, mission, and values were in line with the University's direction and areas of emphasis.

Our long term **vision** is to be recognized throughout the Southeast for the high quality of our innovative programs, our diverse and engaged student population, and our willingness to meet the needs of our business community.

Our **mission** can be summarized with four key words that describe the work we do and guide our decision making: Prepare, Provide, Support, and Serve. The key words are amplified in the following statements:

- **Prepare** a diverse student body for business and professional careers by providing a high quality and innovative education.
- **Provide** a student-centered environment enriched by the use of technology, experience-based learning, and active community service to enhance student learning.
- **Support** faculty in applied and instructional research and service to the profession.
- **Serve** primarily the metropolitan Atlanta area while staying connected to the global community.

Our **values** provide a framework for behavior. They represent our shared cultural beliefs and help us to make decisions, solve problems, and take actions that are consistent with our vision and mission. Table 2 provides a list of the commitments made by the faculty and staff of the College of Business.

Table 2. *College of Business Values*

Key Word	Value Statement
Integrity	We act with integrity and promote ethical behavior. We take responsibility for our attitudes, actions, and results.
Collegiality	We treat each other with respect and work together in a spirit of teamwork to serve others.
Diversity	We are inclusive, appreciating diversity in a broad sense, beyond race and gender.
Engagement	We are doers. We maintain active engagement with our students, our community, and our profession.
Excellence	We always give our best effort and seek continuous improvement in all our activities.

External and Internal Analysis

As a prelude to determining our strategic positioning and basis for differentiation, we conducted an extensive external and internal analysis. In context of our mission, we wanted to understand the trends in the external environment that present opportunities as well as threats. In addition, we sought to better understand our internal strengths and weaknesses.

Externally, we explored in depth the long-term trends in seven environmental factors: Demographic, socio-cultural, technological, economic, political, global, and competitive forces.

Internally, we created a value chain model to help us breakdown and analyze the strengths and weaknesses of our activities and processes. The documentation of that work is available in a separate binder. Table 3 presents the resulting SWOT analysis.

Table 3. *SWOT Analysis Summary*

Strengths	Weaknesses
- Largest AACSB accredited business school in south metro Atlanta - Accessible and student oriented faculty 95% of credit hours taught by AACSB qualified faculty - Extensive industry experience - Strong collegiality / culture - Professional academic and career advisors - Higher proportion of non-traditional students - Practical Curriculum - Day and evening schedule - Ease of minors - Supply chain niche - MBA program - Smaller class sizes - Strong assessment processes - Active student clubs - Small Business Development Center - Location / beautiful campus - International student body in MBA program	"Clayton" brand / misperceptions - Student recruitment: absence of intentionality in targeting specific groups, e.g., non-traditional students - Student orientation processes - Inadequate external funding / resources - Limited class offerings day and evening - Use of internships / service projects - Faculty research (applied) - Faculty involvement in the community - Student job placement (lack of data) - Brand development process - External relations / community engagement - Alumni - Corporate recruiters - Employers - Community, e.g. local high schools - Chambers of Commerce
Opportunities	Threats
- Positive economic / population growth in market area - Airport industrial development (Aerotropolis, Porsche) - Ft. Gillem logistics center development - Film and entertainment industry development - Fayette Center in Peachtree City - International partnerships - Collaboration with other CSU departments and colleges	- Increasing competition in market area 2-year schools evolving to 4-year - For-profit universities - Satellite campuses – USG schools - Private universities - Resource issues - Decline in state funding - Reductions in financial aid programs (e.g., Hope, Pell) - USG system consolidation (e.g., GSU/GPC)

Institutional Expectations

We do not operate in a vacuum. Our strategic direction and activities must be congruent with expectations set by the University System of Georgia, Clayton State University, and

accreditation agencies such as SACS and AACSB. Table 5 provides a summary of key institutional expectations by entity that influenced our priorities and tactical plans.

Table 4. *Institutional Expectations*

Institution	Expectations
University System of Georgia	Complete College Georgia Initiative • Improve retention rates • Improve graduation rates • Support for transfer students
Clayton State University	Strategic Plan Priorities • Community engagement • Experiential learning • Internships (EDGE) Carnegie Engaged Campus Classification
SAC's (QEP Initiative)	PACE (Partnering Academics and Community) • Student engagement in community projects
AACSB	New Standards • Emphasis on engagement, innovation and impact

New Standards of Public Accountability

Another factor in the strategic planning process includes public and political concern about the rising costs of higher education and the difficulty of finding quality jobs for the graduates who are burdened with large student loan debts. In the future, as part of new standards of public accountability, universities and colleges will be expected to answer questions such as:

• Is the college affordable?
• What do students need to learn?
• Are the students learning?
• What is the graduation rate?
• How long does it take to graduate?
• What is the average student debt?
• How many get good jobs?
• What is the average student's return on investment?
• Are the students making a difference in the workplace and society?

As part of our strategic efforts, we have to make sure we can answer these questions in a positive way.

Strategy: Our Strategic Position

Given our mission, the external and internal analysis, institutional expectations, and the expected new standards of public accountability, we see the appropriate strategy for the College of Business, to be **"focused differentiation."**[1]

In regard to **focus**, Clayton Christensen, in his book *The Innovative University*, suggests that every school needs to address four questions:[2]

1. Which students will we serve?
2. What subject matter will we emphasize?
3. What type of scholarship will we pursue?
4. How will we deliver our instruction?

The following discussion highlights our understanding and intentions in regard to these four focus questions.

Students. Our University tag line "Dreams Made Real" provides an insight into our student population. Our students are "aspirational" in nature. We serve a unique and diverse group of students, mostly minority, many non-traditional, first generation college students seeking to better their lives through education. Most are working while they go to school. Some didn't do well the first time in college and are back to make it right. Some are lacking fundamentals in math and writing. Table 5 provides a profile of the typical CSU College of Business student based on data collected from last semester seniors in our capstone undergraduate strategy course during spring and fall for the calendar year 2014 (N = 116).

Table 5. *Profile of the CSU Undergraduate College of Business Student 2014*

Item	Composite
Minority	78%
Female	57%
Average Age	30
Non-Traditional	59%
Transfer	57%
Working	75%
Average Work Hours / Week	32
Average SAT (Verbal + Math)	955

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[1] Porter, M. (1985). Competitive advantage: *Creating and sustaining superior performance*. The Free Press: NY.

[2] Christensen, C., & Eyring, H. (2011). *The innovative university: Changing the DNA of higher education from the inside out*. Jossey-Bass: San Francisco.

While our MBA students are certainly at a higher academic level, they display a similar profile – working-class, first and second level managers aspiring to move up.

As a public university, drawing our student population primarily from eight southern Atlanta metropolitan counties with significant minority populations, this is who we serve. We will focus on meeting their needs for personal contact and support, while continuously seeking to improve learning, retention, and graduation rates. We will strive to communicate positive expectations, open eyes to possibilities, and provide a consistent message that each student is being equipped with the knowledge, skills, and attitudes to gain a competitive edge in the marketplace and make a difference in their community.

Subjects. Given our student needs and limited system resources, we will continue to offer a focused set of academic offerings, teaching the undergraduate business basics in accounting, marketing, management, supply chain, and general business. We want to make it easy to have a major and a minor and are open to developing new majors and programs where there's market demand in Georgia, such as film and entertainment management and entrepreneurship.

Our MBA concentrations are also focused on business needs in our marketing area: Supply chain, accounting, international studies, human resource leadership, and sports and entertainment management.

Scholarship: Our scholarship activities will be focused primarily on applied research, though efforts in instructional (scholarship of teaching and learning) and theoretical or discovery research are certainly welcomed.

Delivery: While we will use all modalities of delivery – traditional classroom, hybrid, and online – to meet market demands, our primary focus will be developing a unique hybrid approach we're tentatively calling "T3," which stands for "High Tech, High Touch, and High Task." High Tech refers to the integrated use of a variety of technologies to deliver basic knowledge and content outside the classroom. High Touch refers to in-class "hands on" application activities to build critical thinking skills and integrate the knowledge. High Task refers to projects (both individual and collaborative), simulations, and outside-the-classroom activities, such as internships and course-related local business engagement projects that build practical experience and tacit knowledge. Our tagline (Business. Made Real.) captures the thrust of our delivery system – a system that will be developed and refined over the next five years.

Regarding the **differentiation** portion of our strategy, differentiation is created by performing different activities compared to rivals, similar activities in different ways, and / or similar

activities better than rivals. Sustainable competitive advantage usually requires a unique blend of all three approaches.

We believe we can gain and maintain a competitive edge in our market area by differentiating our college based on a combination of seven elements:

1. Our superior value, providing a quality education at a lower cost compared to our large-school competition.
2. Our qualified, accessible faculty, with a higher percentage of credit hours taught by full-time AACSB qualified faculty who provide a relationship-based educational experience for our students using our unique "T3" delivery system.
3. Our superior academic and career advisement.
4. Our focus on high-demand career programs such as supply chain-logistics, entrepreneurship, and film-entertainment management.
5. Our part-time MBA program for working professionals.
6. Our Small Business Development Center (SBDC).
7. Our accessible, safe, and beautiful campus.

> "Though online pedagogies continue to improve and are likely to produce cognitive learning superior to those of the traditional classroom lecture, the most lasting, transformative learning is personal, the result of an intimate, lasting connection with a great teacher."
>
> Clayton Christensen
> *The Innovative University*

Strategic Priorities

We have identified six strategic priorities to operationalize our strategy and set the stage for a series of actions for continuous improvement and innovation. The priorities include:

1. Pursue innovation in academic curricula and program development
2. Pursue innovation in teaching styles, methods of delivery, and research
3. Conduct more aggressive student recruitment and enrollment management
4. Increase external funding through stakeholder relationships and community engagement
5. Build brand with more external communication
6. Develop more international connections

Tactical Projects

Our game plan is to focus our resources by implementing carefully selected action projects for each strategic priority, a series of projects for each year, taking us to the year 2020. Table 6 shows the projects selected for year 2015. Each project has a leader and every member of the full-time faculty is an active member of at least one project team. Each project has a work plan identifying action steps, responsibilities, target dates, and resources required. Status reports by project leaders are provided during our monthly faculty meetings on a scheduled basis.

Table 6. *Strategic Projects 2015*

Strategic Priority / Major Projects	Project Leader
1. Pursue Innovation in Academic Curricula and Program Development	
a. Minor and Concentration in Entrepreneurship / Develop Center for Entrepreneurship	Lou Jourdan
b. Minor in Business Economics	Reza Kheirandish
c. MBA Concentrations: Human Resource Leadership and Sports / Entertainment Mgmt	Ali Dadpay
d. Major in Film and Entertainment Management	Avi Mukherjee
e. Fully online BBA for Supply Chain major	Craig Hill
f. Certificate in Accounting for post-bac students with degree in other fields	Adel Novin
2. Pursue Innovation in Teaching Styles, Methods of Delivery, and Research	
a. Graduate Assistants Program to support faculty in research	Ali Dadpay
b. Programs to enhance research culture	George Nakos
c. Faculty Development 2020: "High Tech, High Touch, High Task"	M. Thompson
d. Revision of Faculty Annual Performance Rating Form to align with AACSB standards	Craig Hill
3. Conduct More Aggressive Student Recruitment and Enrollment Management	
a. Focus on Pre-business students - increase designations and conversion rate to major	Michael Deis
b. Introduction to Business course, accessible to freshmen pre-business	Gay Solomon
c. Outreach programs for community colleges and local high schools	Sherwin James
4. Increase Funding though Stakeholder Relationships and Community Engagement	
a. Internship Program / Disney Program	Sanford Dennis
b. Programs for community engagement, e.g., PACE, SEBA, VITA, EDGE, Competitions	Lou Jourdan
c. Expand Advisory Board	Avi Mukherjee
d. Increase grant writing initiatives	Reza Kheirandish
5. Build Brand with More External Communication	
a. Comprehensive Communication Program (Web site, social media, newsletter)	George Bourelle
6. Develop International Connections	
a. Business club for international students	Michelle Terrell
b. Faculty and Student Exchange Program	Avi Mukherjee
c. Explore 2+2 partnerships with foreign universities	Avi Mukherjee

Future Projects

Following are some examples of projects under consideration for future years as resources become available:

- New program development and partnerships with other CSU colleges. Examples include
    - Industrial psychology major with Arts and Sciences
    - Sustainability and environmental management major with Arts and Sciences;
    - Business analytics major with Information and Mathematical Sciences
    - Online MBA with Masters of Science program in Nursing;
- Full BBA delivery in Peachtree City (management major with concentration in film and entertainment management)
- In coordination with University Career Services, provide additional emphasis and resources devoted to career and job placement services specific to the College of Business.
- In coordination with Recruitment and Admissions, conduct more targeted recruitment of selected student populations for the College of Business (e.g., Latinos).
- In coordination with our Small Business Development Center and our Center for Entrepreneurship, develop internship programs and branded services for community businesses in our marketing area (e.g., "Laker Solutions" consulting services).

Measuring Success and Impact

To measure our success and provide a feedback loop for monitoring our progress, we intend to create a new management information system comprised of three parts:

1. "Dashboard" Measures: Critical measures of overall success that link to University and Board of Regents areas of concern and emphasis.
2. Strategic Priorities: Measures related to overall progress on strategic priorities as we implement a variety of tactical initiatives and projects for each priority.
3. Impact Narratives: A combination of statistics and qualitative narratives to document the attainment of AACSB's new standards for mission, innovation, and impact.

Tables 7 - 9 provide a summary of planned measures by each category. To manage the process of data collection, various faculty and staff have volunteered to become "data mavens" for one or more of the measures. Other members of the faculty will be engaged in developing and maintaining an electronic data base in conjunction with Digital Measures to capture all the information and generate timely and action-oriented reports.

Table 7: Dashboard: Critical Measures of Success

Total enrollment (number and % change prior year)
Total credit hours taught (number and % change prior year)
Graduates (number and % change prior year)
BBA graduation rate (% within 5 years of admission to College of Business by FTF and non-traditional)
MBA graduation rate (% within 3 years of admission to MBA program)
BBA market share (% to total business degrees conferred by University System of Georgia)
MBA market share (% to total MBA degrees conferred by University System of Georgia)
BBA employment (% of graduates holding a job requiring a college degree within 6 months of graduation)
MBA employment (% of graduates advancing in career position or salary within 1 year of graduation)
ROI of Degree (Cost of Education to Earnings) (see http://www.payscale.com/college-education-value-2013)
Maintenance of AACSB Accreditation (5 year reviews: Feb. 2016; Feb 2021)

Table 8: Measures Related to Outcomes of Strategic Priorities and Initiatives

Innovation in Academic Curricula and Program Development
Enrollment by program (number and % change prior year from date of new program implementation)
Innovation in Teaching Styles, Methods of Delivery, and Research
BBA ETS exit exam (% students scoring above national mean on the ETS Major Field Test in Business)
BBA Comp-XM exit exam (% students scoring above national mean on the Comp-XM Competency Exam)
BBA Major Specific exit exam (% students scoring above 70% by major)
MBA Comp-XM exit exam (% students who score above national mean on the Comp-XM Competency Exam)
BBA student satisfaction (% students answering 5 or better on 7 point scale on "recommend to friend")
BBA student satisfaction (% students answering 5 or better on 7 point scale on "value of investment")
MBA student satisfaction (% students answering 5 or better on 7 point scale on "recommend to friend")
MBA student satisfaction (% students answering 5 or better on 7 point scale on "value of investment")
Qualified Faculty (% of faculty AACSB qualified SP, SA, IP, or PA)
Participating Faculty (% of scheduled credit hours taught by qualified faculty)
Publications (number of refereed journal articles / books accepted for publication by type and total)
(continue on next page)

Table 8: Measures Related to Outcomes of Strategic Priorities and Initiatives (con't)

More Aggressive Student Recruitment and Enrollment Management
(Captured in Dashboard measures)
Increase Funding through Stakeholder Relationships and Community Engagement
Incremental funds (other revenue contributed to CSU as a % of CoB's allocated budget)
Build Brand with More External Communication
Media exposure (number of news articles in media about College of Business)
Web site effectiveness (number of "hits" by page)
Alumni giving (% of CoB alumni giving to all CSU alumni giving)
Develop International Connections
International students in BBA program (% of total CoB and University enrollment)
International students in MBA program (% of total CoB and University enrollment)
Number of faculty traveling internationally for teaching or research (% to total faculty)
Number of students participating in study abroad (% to enrollment)

Table 9: Categories of Impact Statistics and Narratives for AACSB

Practice / Community Impact (e.g. consulting projects)
Academic Impact (e.g., article citation counts / downloads)
Teaching / Instructional Impact (e.g., grants for research that influences teaching practice)
Bachelor's / Master's Level Education Impact (e.g., mentorship of student research)
Research Center Impact (e.g., centered sponsored events – number attendees / feedback data)
Mission Alignment (e.g., recognition / awards aligned with mission focus areas)

Acknowledgements

We want to thank members of our stakeholder groups who provided input and feedback on our strategic plan. In addition, special kudos go to the College of Business faculty for their vigorous engagement in the development of the plan.

THANK YOU!

Strategic Planning Committee

Khamis Bilbeisi, Professor of Accounting
George Bourelle, Academic Advisor
Ali Dadpay, MBA Director and Asst. Professor of Economics
Diane Fulton, Professor of Management
Craig Hill, Professor of Management and Conklin Chair
Lou Jourdan, Assoc. Dean and Professor of Management
Gary May, Committee Chair, Professor of Management
Avi Mukherjee, Dean and Professor of Marketing
George Nakos, Professor of Marketing
Michelle Terrell, MBA Program Manager

UNIVERSITY ADMINISTRATION

President's / Provost's Office
Tim Hynes, President
Kevin Demmitt, Interim Provost and VP Academic Affairs

External Relations
Kate Troelstra, VP of External Relations
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Cheryl Thibodeau, Director of Corporate & Foundation Relations

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Enrollment Management & Academic Success
Mark Daddona – Assoc. VP
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Kathy Garrison – Director of Center for Academic Success
DeLandra Hunter – Director 1st Year Advising and Retention

Faculty and Program Development / Graduate School
Robert Vaughan, Assoc. VP / Dean of Graduate School
Elizabeth Taylor, Graduate Admissions

Center for Instructional Development
Jill Lane, Dean, Assessment and Instructional Development
Justin Mays, Director Distance Learning

Students and Alumni Panel (Award Winners)

Richard Ahanotu, Leadership and Service in General Business
Jeff Bowns, Nat. Defense Transportation Assoc. Scholarship
Kashaka Byrdsong, CoB Student Entrepreneur of the Year
Ka'Nyia Griffin, Leadership and Service in Marketing
Christopher Jeboda, Leadership and Service in Management
Rachel Mannor, Beta Gamma Sigma Scholar
Ryan Marsh, Outstanding Graduate in Supply Chain
Hue Nguyen, Council of Supply Chain Scholarship
Patryce Pittman, Outstanding Graduate in Marketing
Stephanie Rose, Outstanding Graduate in Accounting

Advisory Council Panel

Kevin Charles
Chief of Staff, Global Consulting Innovation, Deloitte

Alisa Kirk
Director, Small Business Development Center

David Huseth
Director of Supply Chain, Delta Air Lines

Lon Langston
Founder, Significance Ideation

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