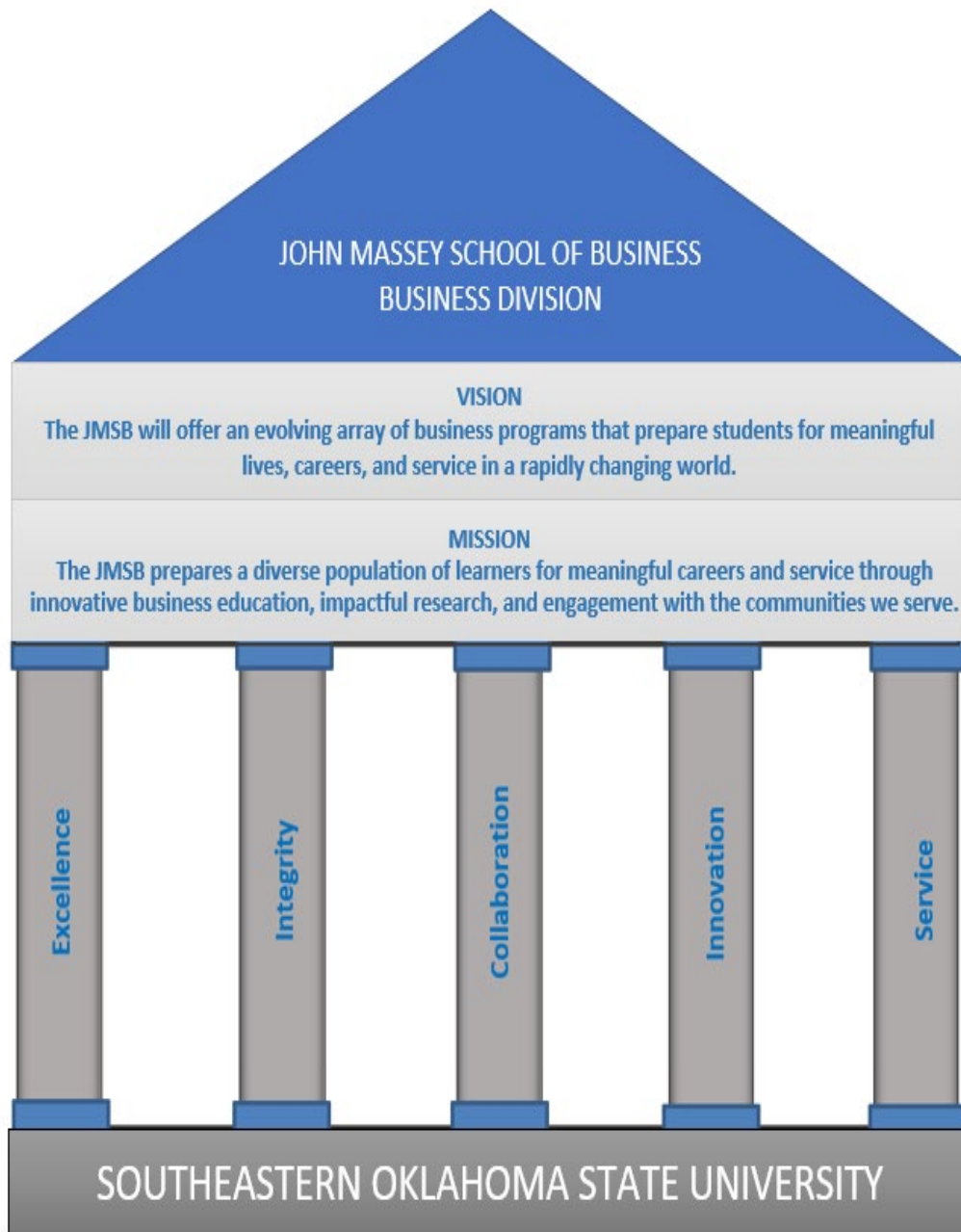


JOHN MASSEY
SCHOOL OF BUSINESS
Business Division Strategic Plan
2018-2023



PREFACE

The John Massey School of Business (JMSB) has three major divisions: (1) the Aviation Sciences Institute, (2) the Business Division, and (3) the BCSP Qualified Academic Programs in Occupational Safety and Health. In 2018 the University began to exit an extended period of contraction. This new growth for the University was a result of increasing enrollments primarily in Aviation, Business, and Occupational Safety and Health, with increasing enrollment trends indicated in Behavior Science programs. This Strategic Plan (2018-2023) is limited to the Business Division of the JMSB.

Through partnering with a marketing and enrollment management firm, these positive enrollment trends continued with a focus towards online programs. This positioned the University and the JMSB well for the quite unexpected worldwide pandemic. Our highest enrollments were in programs that were already online and meeting quality benchmarks. During the pandemic, enrollment at Southeastern and the JMSB continued to increase, and this positive trend continues.

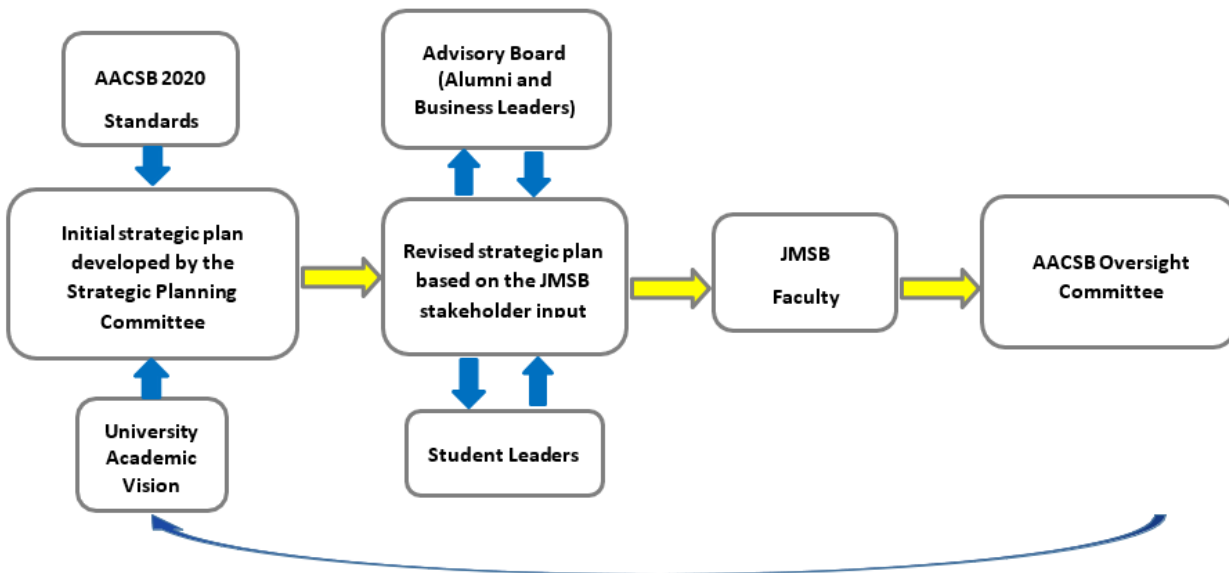


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STRATEGIC PLANNING PROCESS

The current Strategic Plan of the Business Division in the JMSB was revised by the Strategic Planning Committee based on the AACSB 2020 Standards and Southeastern Oklahoma State University’s academic vision. The plan is shared with the School’s Advisory Board and student leaders for initial review and input. Upon the consideration of feedback from the Advisory Board and student leaders, the Strategic Planning Committee presents the revised plan to the JMSB faculty for review and ratification. The finalized strategic plan is implemented by the AACSB Oversight Committee in collaboration with all JMSB faculty.



VISION, MISSION, VALUES

VISION

The JMSB will offer an evolving array of business programs that prepare students for meaningful lives, careers, and service in a rapidly changing world.

MISSION

The JMSB prepares a diverse population of learners for meaningful careers and service through innovative business education, impactful research, and engagement with the communities we serve.

VALUES

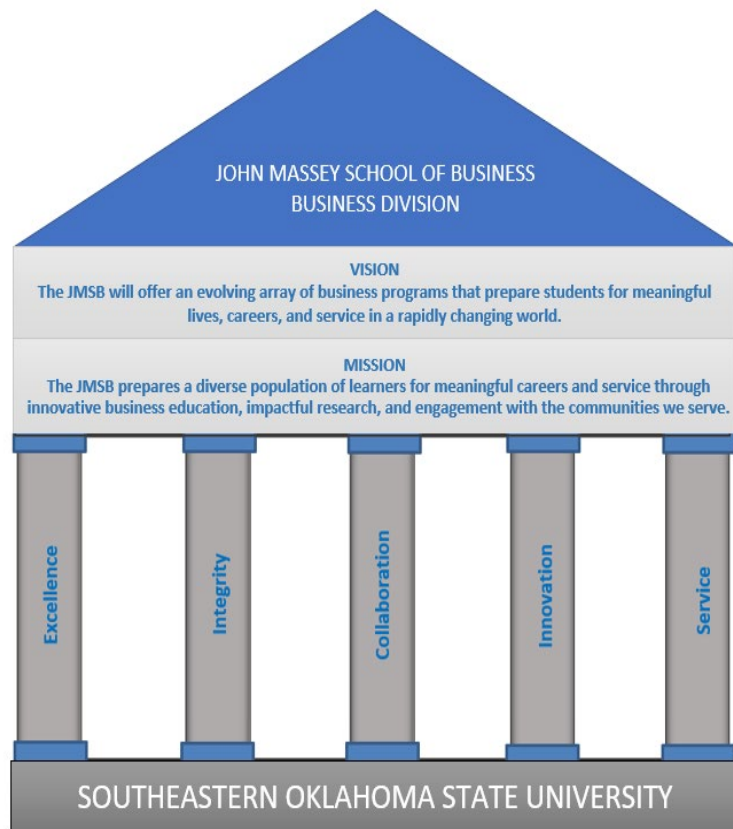
Academic Excellence: A commitment to excellence and engagement in teaching and learning

Integrity: Integrity, ethical values, and personal accountability

Collaboration: The ability to critique and communicate ideas in a team environment while being respectful of others

Innovation: Intellectual curiosity, diversity of thought and analytical thinking driven by innovative programs

Service: Leadership, responsible citizenship and being good stewards of our human and physical resources



ENVIRONMENTAL ANALYSIS

All regional universities in Oklahoma, including Southeastern Oklahoma State University (SE) were faced with decreasing state funding, falling high school graduation rates, and economic challenges. However, SE differentiated itself from other regional universities through the expansion of online course and program offerings, particularly in undergraduate and graduate business programs, including the JMSB MBA. Even during the catastrophic impacts resulting from COVID on universities, SE emerged from stagnation and decline by entering new markets particularly within its AACSB accredited business programs. As the University further invested in the JMSB, coupled with the endowment of several academic positions in the School and with the addition of strategic course and program offerings—particularly graduate programs. SE has become one of the state of Oklahoma's leading universities in number of master's degrees awarded annually. SE is now the fastest growing university in the state.

SE is now the fastest growing university in the state.

The strategic planning committee of the JMSB is charged with monitoring internal and external contextual factors that influence our mission and operations and perform an annual environmental review—both internal and external—to determine the appropriateness of its strategic plan and major objectives. The internal and external environments shape the degree to which we sustain and adapt our curriculum offerings to achieve our mission. While the weaknesses and threats give context to our challenges, we remain committed to capitalizing on existing strengths and potential opportunities to create a sustainable teaching and learning environment for our learners and faculty that also contributes to positive societal impact for our stakeholders.

Internal Strengths

- **Online Teaching:** The JMSB faculty were well prepared to fully transition to online learning during the pandemic as all had received Quality Matters training and course instruction from Center for Instructional Development and Technology (CIDT) in creating online courses for both undergraduate and graduate programs.
- **Experiential Learning:** Students receive experiential learning opportunities through industry speakers, corporate site visits, consulting projects with industry clients, service-learning projects, undergraduate research projects, internships, mentoring, and professional conference presentations.
- **Community Collaboration and Engagement:** The JMSB is well poised to continue building and supporting collaborative programs that have extended reach on campus and beyond by participating in strategic partnerships focused on local and regional community outreach and engagement. The 18-member JMSB Advisory Board provides advocacy for the School, input on recruitment trends, feedback on academic programs, connects the JMSB to sources of student internships, mentors, jobs, event speakers, and provides financial contributions to support scholarships, buildings, and programs.

Internal Weaknesses

- **Brand Recognition:** Southeastern's reputation outside our region is not well established. We need to better leverage the preparedness of our graduates through marketing programs, outreach, alumni ambassadors, and industry outreach from faculty to solidify the reputation and experience of JMSB alumni and build trust with hiring managers and business leaders.

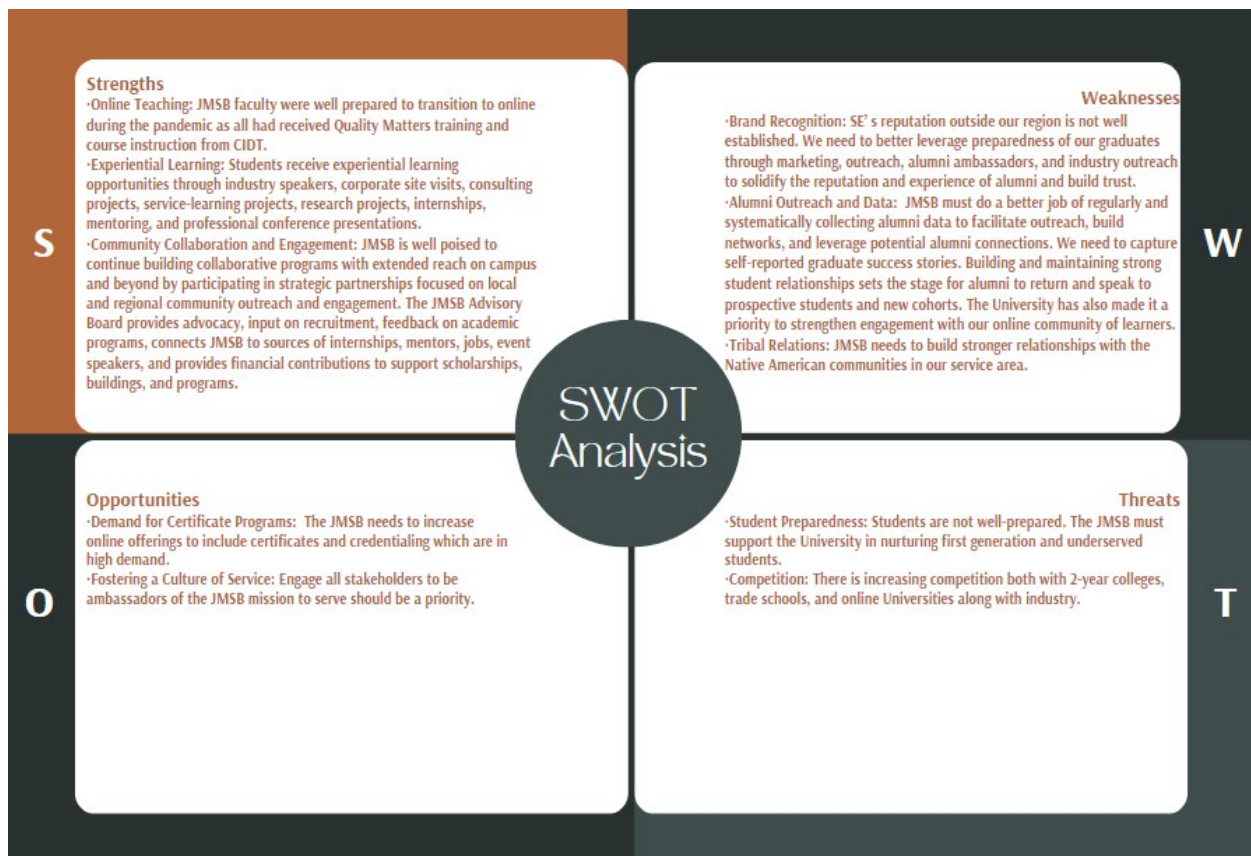
- **Alumni Outreach and Data:** In collaboration with Alumni Relations, the JMSB must do a better job of regularly and systematically collecting alumni data to facilitate outreach, build networks, and leverage potential alumni connections. We need to capture self-reported graduate success stories by fostering two-way communication with alumni and searching social media. Building and maintaining strong student relationships sets the stage for alumni to return and speak to prospective students and new cohorts. This is made increasingly difficult due to the large number of “online only” learners. The University has also made it a priority to strengthen engagement with our online community of learners.
- **Tribal Relations:** The JMSB needs to identify how to build stronger relationships with the Native American communities that surround our service area.

External Opportunities

- **Demand for Certificate Programs:** The JMSB needs to increase online offerings to include certificates and credentialing which are in high demand.
- **Fostering a Culture of Service:** Engage all stakeholders to be ambassadors of the JMSB mission to serve should be a priority.

External Threats

- **Student Preparedness:** Students are not well-prepared. The JMSB must support the University in nurturing first generation and underserved students.
- **Competition:** There is increasing competition both with 2-year colleges, trade schools, and online Universities along with industry.



STRATEGIC GOALS

The following were adopted by the Strategic Planning Committee and affirmed by the full JMSB faculty as the 2018-2023 strategic goals and initiatives.

1. Create and deliver excellent academic programs that prepare students for meaningful careers, lives, and service.
2. Attract, develop, and retain high-quality students.
3. Recruit, develop, and retain diverse and highly qualified faculty and staff who advance the mission and vision of the JMSB.
4. Facilitate intellectual collaboration with academic, business, and local communities.



ACTION PRIORITIES

Following are the Action Priorities adopted by the JMSB faculty. The four strategic goals with associated Key Performance Indicators for the JMSB Business Division are presented.

GOAL 1: Create and deliver excellent academic programs that prepare students for meaningful careers, lives and service.

1.1 Deliver programs and institute partnerships to enrich the JMSB curriculum and boost enrollment.

Status Update: The data and evidence provided indicates that the JMSB successfully created and delivered excellent academic programs that prepared its students for meaningful careers, lives, and service. During the five-year period of our strategic plan, the JMSB Business Division undergraduate enrollment grew from 476 to 722, an increase of over 51%. During the same period, graduate enrollment in the Business Division grew from 627 to 783, an increase of nearly 25% (reference 1.1.1).

The following MBA concentrations in emerging fields were added in: Data Analytics, Project Management, and Women in Leadership. Considerable planning has taken place during the five-year period for potential certifications that will be embedded within current academic programs, and these are being considered for adoption in our new strategic plan (reference 1.1.2).

1.1.1 Increase undergraduate and graduate enrollment. (KPI: Enrollment data – Data: Admin: Kristie Luke, Dean of Records) * as of 10/15/22 for BSQ.

Student enrollment at SE as of October 15, 2022, in the undergraduate colleges was 3,013 with 660 enrolled in the JMSB Business Division. Of the graduate student enrollment of 2,363 students, 734 were enrolled in the JMSB Business Division.

Student Classification	University Student Enrollment	JMSB Student Enrollment
Undergraduate (UG)	3,013	660
Masters (GR)	2,363	734

Additional data provided April 24, 2023, revealed the following enrollment data by program.

LEVEL	PROGRAM	2018 FALL	2019 FALL	2020 FALL	2021 FALL	2022 FALL	TOTAL	FIVE YR AVE
UG	ACCT.BBA	95	85	84	111	163	538	107.6
	FIN.BBA	36	31	34	34	44	179	35.8
	GBUS.BBA	161	224	244	276	275	1180	236.0
	MKT.BBA			20	26	23	69	23.0
	MKT.MM.BBA	50	51	45	47	56	249	49.8
	MNGT.BBA			48	43	32	123	41.0
	MNGT.HOSP BBA			11	13	15	39	13.0
	MNGT.MM.BBA	134	158	129	123	114	658	131.6
UG	TOTAL	476	549	615	673	722	3035	607.0
GR	BADM.ACCT.MBA	67	99	113	132	101	512	102.4
	BADM.AERO.MBA	11	15	22	19	14	81	16.2
	BADM.DA.MBA			6	49	60	115	38.3
	BADM.ENTR.MBA	35	31	46	41	32	185	37.0
	BADM.FIN.MBA	85	97	97	83	76	438	87.6
	BADM.GEN.MBA	128	120	132	85	91	556	111.2
	BADM.HCIS.MBA	24	45	44	61	41	215	43.0
	BADM.HOSP.MBA	4	4	1			9	3.0
	BADM.HR.MBA	52	63	62	74	79	330	66.0
	BADM.INTN.MBA	2	1				3	1.5
	BADM.LEAD.MBA					5	5	5.0
	BADM.MKT.MBA	50	63	70	48	48	279	55.8
	BADM.MNGT.MBA	132	157	146	149	105	689	137.8
	BADM.NAL.MBA	8	18	16	11	6	59	11.8
	BADM.PM.MBA			11	60	68	139	46.3
	BADM.SFTY.MBA	10	21	24	17	13	85	17.0
	BADM.STRAT.MBA	19	26	15	28	28	116	23.2
	BADM.WIL.MBA		1	2	15	16	34	8.5
GR	TOTAL	627	761	807	872	783	3850	770.0
GR	BADM.MNGT.GR.CERT					1	1	1.0
GR						1	1	1.0

1.1.2 Assess current programs and introduce new concentrations and appropriate certifications in the undergraduate and MBA programs in emergent fields that align with our core competencies. (KPI: Programs and concentrations – Data: Admin and Faculty CMAoL committee members)

Undergraduate Programs	Graduate Programs
Accounting	MBA – Accounting
Finance	MBA – Data Analytics Added 2020
General Business	MBA – Entrepreneurship
Management	MBA – Finance
Marketing	MBA – General Business
	MBA – Health Information Systems
	MBA – Human Resources
	MBA – Marketing
	MBA – Management
	MBA – Native American Leadership
	MBA – Project Management Added 2020
	MBA – Safety
	MBA – Strategic Communication
	MBA – Women in Leadership Added 2019

1.2 Utilize strategies that advance experiential education and engage students in co-curricular activities.

Status Update: Our initiatives on experiential education through internships was impacted by COVID, but still remains a priority. Post pandemic, the opportunities have increased but they have been directly impacted by a larger number of upper-level students being gainfully employed prior to graduation. Through case studies of local businesses, field trips, and other activities, the JMSB continues to make progress in this area (reference 1.2.1).

Regarding promotion and encouragement of students to engage in professional student organization and volunteer opportunities, the JMSB has been particularly successful. The Accounting and Finance Club has been re-established with 40 members. Beta Gamma Sigma has inducted 43 members during the five-year period, and the Young Entrepreneurs has been established with nine members. IMA Campus Advocate, Dr Carol Sullivan has involved over five students in IMA sponsored webinars. The JMSB chapter of FBLA has involved over 100 members with multiple state and national competitions won by SE students. The University and the JMSB provided support through faculty sponsorship and funding for these organizations (reference 1.2.2 and 1.2.3).

1.2.1 Solicit opportunities for internships, externships, field visits, job-shadowing experiences, case studies, business plan development, etc. and examine methods to support them. (KPI: # of students participating in internships. Enrollment data in the Internship Courses; Internship evaluations; POARs. – Data: Admin)

JMSB INTERNSHIPS					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Accounting	13	10	9	6	7
Finance	5	1	1	1	3
Management	8	7	5	6	5
Marketing	1	0	1	0	4
Total	27	18	16	13	19

KPI OUTCOMES	
Dr. Kitty Campbell	Local businesses are given one class meeting time to discuss internships and job opportunities, application/interview process and timeline, and desired skills for successful candidates. Students sign up for interviews during the class presentation.
Dr. Eric Kennedy	The JMSB faculty partnered with local businesses for students to make field trips to their locations. Students were immersed in the daily operations and were able to identify problems firsthand and engage with the employer. In MKT 3643, for example, students went to Fika Farms, interacted with goats, took photographs of soap that would maximize visual impact for the business’s website and social media. A goat even ended up in the sink... talk about a photo op! Weeks later they presented formal marketing plans to the owner. This field visit also resulted in an internship opportunity for the creative student who put the goat in the sink.

1.2.2 Promote and encourage students to engage in professional student organizations and volunteer opportunities. (KPI: # of student Faculty advisors/sponsors for the organizations – ACCT/FIN Club, VITA, Phi Beta Lambda, Young Entrepreneurs. Data: Faculty advisors Liz, Rhonda (Carol), Luci, and Cody.)

KPI OUTCOMES	
Dr. Rhonda Richards Dr. Liz Mulig	Accounting and Finance Club in the Fall 2017 began discussions to reinstate the club. Spring, 2018, we had four officers and averaged 15 in attendance. In Fall 2018, we changed officers and averaged the same. In Fall 2019, we continued with the club with same average attendance and participation, but during the spring of 2020, the club ceased meeting due to COVID. Dr. Mulig relaunched the club in Spring 2022. Currently average 40 in attendance.
Dr. Kendra Ingram	Beta Gamma Sigma has inducted 43 active members. Four new members were added in Spring 2022 including one new faculty member.
Dr. Luci Parmer	Future Business Leaders of America (FBLA - Collegiate) has been active since 2018. There have been approximately 100 student members across the years with approximately 8 officer positions held each year. Students participate in annual holiday community and volunteer events and student teams compete at the state and national competitions.
Dr. Carol Sullivan	IMA Campus Advocate. Five or more students participate in IMA sponsored webinars.
Dr. Cody Bogard	Advisor for Young Entrepreneurs. Students organized, chartered, and registered as an official student organization in 2021. Average nine active members since 2022, with one student serving as president, one as vice president.
Ms. Kay Barber	Presented and wrote the course and advising requirements for 196 MBA students to be involved in at least one of their major field organizations preferably in a leadership role 2021-present. Created undergraduate assignment involving on-campus and off-campus volunteer opportunities in which each student's resume required inclusion of at least two volunteer activities, preferably in a leadership role, 2020-present, with 42 students participating.

1.2.3 Sponsor and offer support for conference participation to qualified students (Phi Beta Lambda, conference presentations, etc.). (KPI: # of students attending conferences and/or received funding support. - Data: All faculty)

KPI OUTCOMES	
Dr. Luci Parmer	Since the FBLA-Collegiate chapter at SE was reenacted in 2018, students have competed at the Oklahoma Leadership Conference yearly in March and at the National Conference each June. The approximate number of students who have competed at the state event has been 50 and the approximate number of students who have traveled to compete at the national event has been approximately 25. JMSB has funded the club and travel. Mentor and coach students on research poster submissions to the Oklahoma Virtual Research Day Conference.
Dr. Carol Sullivan	SE has started the McNair Scholars Program and Dr. Sullivan mentors one of the student participants.
Dr. Jeff Risher	Coauthored two peer-reviewed presentations that were accepted to Atlantic Marketing Annual Conference in 2020 based on student research projects in BUS 5253. Two teams were accepted, and 5 students attended and presented, paid for by JMSB.

1.3 Engage local businesses, community partners, and JMSB Advisory Board members with faculty and students.

Status Update: Further engagement with local businesses and community partners has also been met. Examples include capstone project assignments, VITA tax certifications, AIS consulting projects, and FBLA volunteer activities. Class projects have included marketing plans, strategic consumer behavior recommendations, real estate investment recommendations, scaling the business projects, and career development assignments (reference 1.3.1).

JMSB advisory board members, alumni, and business leaders have served as guest lecturers in a variety of classes during the five-year period as well. Examples include Choctaw Chief, Garry Batton, other Choctaw Nation leaders, a marketing director, CPAs, financial advisors, entrepreneurs, city leaders, bank executives, and former Oklahoma Governor and entrepreneur, David Walters (reference 1.3.2).

1.3.1 Foster class projects involving local businesses and/or board members that service community needs. (KPI: # or % of students involved. – Data: All faculty)

KPI OUTCOMES	
Mr. Rodney Leird	Approximately 15 students in Hotel Operations meet with local hotel owners/franchisee. Each student visits a local hotel to introduce SE's hospitality program. They meet with the front desk manager, hotel manager, sales manager, and housekeeping manager.
Dr. Vance Johnson Lewis	In Fall 2022, 31 students complete a capstone project in the undergraduate Business Policy class and 154 in the graduate Strategic Management class. The Small Business Pitch project consists of two parts. In part one, students are assigned to form a basic plan for a small business. In this portion of the project, students are asked to articulate the industry and location of the business and then offer a SWOT and VRIO analysis demonstrating mastery of the first two stages of the Strategic Management Process. In part two, the most viable ideas are identified, and students are placed in small to create a mini business plan and a small business pitch video with the goal of gaining \$100,000 in seed money from a venture capitalist.
Dr. Carol Sullivan	Of the current 40 in Tax class (Spring 2023), students have a 90% pass rate on 3 VITA certification exams that qualify them to help with the VITA tax preparation activities in the Spring.
	AIS Consulting project. 17 AIS students (Fall 2022) assisted 17 businesses and organizations in need of Information System consulting.
Dr. Luci Parmer	25 FBLA-Collegiate students volunteered with the Durant Veterans of Foreign Wars (VFW) 2018-2021 for a Holiday Christmas Decorating and Holiday Donation Event. In 2021, the chapter did a Global Holiday Gift-Giving Event to the charity of their choice and in 2022 donated to the Allen Animal Shelter in Allen, Texas.
Dr. Eric Kennedy	In the Fall 2022, 30 students worked on a marketing project for a company, Loyal Blue, a woman owned local business that provides dog boarding, daycare, and training services. Students worked in groups to identify a marketing problem for the client, collect research, create recommendations, and present findings to the client in December. In Spring 2023 14 students in MKT 3233 worked with local business, Sundrop Books, 12 students in MKT 4643 worked with Caked Up, and 30 students in MKT 3643 worked with Fika Farms.
Dr. Courtney Kernek	Fall 2018 Consumer Behavior students audited a local business and identified opportunities to optimize their marketing strategies
Dr. Ying-Chou Lin	In FIN 3253 21 students worked on a real estate investment project and provided recommendations to the business owner.
Dr. Rhonda Richards	Volunteer Income Tax Assistance Program (VITA) was begun Spring 2018 and involved SE students enrolled in Income Tax completing VITA certifications and AARP certifications to prepare taxes. Of those, several have volunteered at VITA in internship roles: 2018 - 1; 2019 - 5; 2020 - 3; 2021 - 4; 2022. Students also prepared income taxes for a non-profit for widows and widowers 2019-2022.
Dr. David Whitlock	Students enrolled in the ENTR 5703 Scaling the Business use their current company as the subject for their analysis and recommendations for growth. Each student completes a series of ten action assignments that are then able to be combined with a cover letter to present to their company's leadership for consideration. Their analysis consists of ten major sections utilizing Verne Harnish's "Scaling the Business," book as the basis. In Fall 2021 23 students completed the project for their current businesses/employer. In Fall 2022, 12 student completed the project for their business/employer.
Ms. Kay Barber	The Career Seminar Course involved each student to interview a business HR manager, department manager, or business owner on what they look for in hiring someone in the field the student is interested in working. Four classes and 48 students were involved. Special guests from the Oklahoma Business Development Center speak to the BUS 1133 class on Business Ownership and Employee Expectations. This involved two classes and 72 students.

- 1.3.2 Recruit board members, alumni, and distinguished business leaders to serve as guest speakers in targeted classes. (KPI: Faculty input narrative - # of faculty who had guest speakers. – Data: All faculty).

KPI OUTCOMES	
Dr. Kendra Ingram	The Chief of the Choctaw Nation of Oklahoma, Gary Batton guest lectures in the HR class.
Dr. Eric Kennedy	Anna Hicks, Marketing Director for SE, spoke in MKT 3233 Principles of Marketing.
Dr. Stephanie Metts	Undergraduate and graduate students were encouraged to attend and write a summary of the presentation of CPA, J.P. Anderson guest speaker for the Accounting and Finance Club on the topic of Forensic Accounting. 32 students (8 undergraduate and 24 graduate) attended the presentation.
Dr. Liz Mulig	In Forensic Accounting: Case Studies & Tools and Techniques, Guest Speaker JP Anderson, MA, CFA, CPA, CGMA. 2/15/22 Jumpstart Your Accounting Careers, Guest Speaker Stephanie Hayes, Roger CPA Review Business Development Representative. 04/20/22 Career Paths in Business, Guest Speaker Sam Willis, International Paper Financial Analyst. 10/26/22
Dr. Rhonda Richards	In Governmental Accounting, Fall, 2019, Halan Elliott of Choctaw Nation spoke about Tribal Governance and the impact of the state laws and accounting practices unique to them to 13 students. In Fall 2018, Mr. Derek Hines from Gaddis & Gaddis Wealth management spoke to the Accounting and Finance Club about careers in wealth management.
Dr. David Whitlock	In MNGT 4633 guest speakers have included: Scott Crain, CEO Texoma Manufacturing, LLC (14 students); Former Oklahoma Governor David Walters, CEO of Walters Power International (34 students); Steve Alverson, Financial Advisor, McCall & Associates, Nashville, TN (16 students).
Ms. Kay Barber	In Introduction to Business, alumni, Trent McKee with the City of Denison, spoke to 12 students; alumni Mark Allen, with First United Bank, spoke to 19 students. In Career Development Seminar, alumni, April Abbott, with the Choctaw nation, spoke to 12 students.

GOAL 2: Attract, develop, and retain high-quality students.

- 2.1 Attract a high-quality, diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults to JMSB programs.

Status Update: Southeastern Oklahoma State University (SE) provides an environment of academic excellence that enables students to reach their highest potential. The University offers over 45 undergraduate programs and 13 graduate programs across four units that include the School of Arts and Sciences, School of Education and Behavioral Sciences, John Massey School of Business, and Graduate Studies. The student population is comprised of over 26.9% Native American descent, and more than half the population indicate they are First Generation Students. The enrollment by gender is over 60% female and 39% male. More than 82% of all students receive financial aid.

In Fall 2022, we admitted 208 incoming freshmen who had a JMSB program, with 105 of those enrolling. Both counts reflect overall recruitment events versus a breakdown of individual events. We have 228 students who have been admitted for the Fall 2023 semester with programs housed

in the JMSB. As of Fall 2023, we will be able to track numbers for individual activities and the matriculation of students that participated in each one (reference 2.1.1).

JMSB Business Division has had an increase of first-time entering transfer students from 110 to 189 in the five-year period, an increase of nearly 72%. Every field within the Business Division had an increase in transfer students (reference 2.1.2).

The JMSB supports our recruitment efforts with events such as SE Live each year on campus, Presidents Leadership Class (PLC), Honors Scholars Day and others. Since November, these events get assigned an activity code and entered for each prospective student we meet during our recruitment travels, allowing us to track them as they move through the enrollment funnel. Unfortunately, we have not had that ability until recently. Customer Relationship Management (CRM) Recruit allows us the functionality to track interactions, which may be something that could be included in future JMSB activities (reference 2.1.3).

- 2.1.1 Coordinate with Office of Recruitment to support recruitment activities of students. (KPI – recruitment events outcomes - # of students that eventually enrolled at SE. – Data: Admin - Office of Admissions/Recruitment.)

Business Division Undergraduate	Total Male	Total Female	Total	% Males Part-time	% Females Part-time
American Indian or Alaskan Native	34	59	93	35.3%	23.7%
Asian	1	7	8	100.0%	42.9%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%
Black or African American, Non-Hispanic	17	8	25	11.8%	37.5%
Hispanic/Latino	11	18	29	36.4%	16.7%
White, Non-Hispanic	147	206	353	29.3%	42.7%
Two or More Races	57	82	139	28.1%	31.7%
Race/Ethnicity Unknown	0	0	0	0.0%	0.0%
Total U.S. citizens and permanent residents	267	380	647	28.2%	36.0%
Other country/territory of origin or birthplace	10	3	13	0.0%	33.3%
Total	277	383	660	28.2%	69.3%

Business Division Graduate	Total Male	Total Female	Total	% Males Part-time	% Females Part-time
American Indian or Alaskan Native	26	27	53	80.7%	74%
Asian	28	20	48	85.7%	90%
Native Hawaiian or Other Pacific Islander	0	2	2	0.0%	100.0%
Black or African American, Non-Hispanic	48	49	97	83.3%	75.5%
Hispanic/Latino	22	27	49	86.3%	85.1%
White, Non-Hispanic	161	190	351	85%	72.1%
Two or More Races	43	69	112	69.7%	71%
Race/Ethnicity Unknown	0	0	0	0.0%	0.0%
Total U.S. citizens and permanent residents	328	384	712	82.6%	74.4%
Other country/territory of origin or birthplace	15	7	22	66.7%	85.7%
Total	343	391	734	79%	74.6%

- 2.1.2 Manage articulation agreements in place with community colleges that facilitate a seamless transfer of students to College programs. (KPI - # of transfer students. – Data: Admin-Registrar, Dean of Records).

Summary data provided by Dean of Records for BSQ data - as of 10/15/22

Year in School	Transfer Applicants	Offers of Admission	New Entrants (Enrolled)
Second Year	87	84	27
Third Year	85	85	85
Fourth Year	100	100	100

Additional Five-year data provided by Dean of Records includes first-time entering transfers during the academic year for JMSB.

PROGRAM	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	TOTAL	FIVE YR AVE
Accounting	18	17	22	68	74	199	39.8
Finance	7	10	4	4	9	34	6.8
General Business	43	53	69	64	49	278	55.6
Management	33	41	49	44	42	209	41.8
Marketing	9	10	13	22	15	69	13.8
Total	110	131	157	202	189	789	157.8

- 2.1.3 Encourage faculty participation in SE Live, an annual, half-day event catered to regional high school juniors, seniors and parents, and Southeastern’s annual Curriculum Contest. (KPI – recruitment events outcomes - # of students that eventually enrolled at SE. - Data: Admin - Office of Admissions/Recruitment.)

While JMSB Business Division was actively engaged in recruiting activities, only within the last few months has the University employed a CRM that will allow the School to track these key performance indicators.

- 2.2 Support academic and professional development and mentoring opportunities for students.

Status Update: JMSB support for students in the areas of professional development and mentoring through appropriate academic programming, advising, course scheduling and delivery modalities has been largely met. Advising for undergraduates is done by full-time faculty within the student’s department following their freshman year. During the freshman year, they are advised through the University’s Academic Advising and Outreach Center. For graduate JMSB students, a new program was implemented just prior to the pandemic when the University assigned the duties for MBA advisement to the Online and Distance Advising Center. Prior to this, the MBA Director was responsible for all MBA advisees. Of particular concern to the JMSB has been monitoring retention data relative to modality of delivery and course length.

The data suggests that faculty have successfully implemented courses in such a way that modality differences do not reflect wide standards of deviation between online and onsite. Evidence for this is suggested in retention data. For undergraduate online students the five-year average retention was 75.2%, the onsite student retention was 74.5%, and for students attending courses both online and onsite simultaneously retention was 83.1%. Online students were slightly higher in retention over those who were onsite only, but the greatest retention was found among students who simultaneously took online and onsite courses. As noted, the last academic year graduate courses were offered onsite, face-to-face was 2018-2019 and those students were retained at 80%. JMSB moved all graduate courses online the following year in a strategic decision to maximize enrollment. While retention rates declined to a five-year average of 72.8%, the trade-off given the significant increase in enrollment has been deemed appropriate (reference 2.2.1).

The JMSB Business Division Advisory Board was reinstated during the five-year period. During a recent Advisory Board meeting, members provided feedback and completed a survey on soft skills. A direct result of that was the reintroduction of the Business Communications course as an undergraduate substitution for the English 3903 Business and Professional Writing course in the core requirements. In the most recent Advisory Board meeting, members were provided an update on AACSB, and the curriculum and members participated in a Strategic Planning Session to assist in preparing our new 2023-2028 Strategic Plan, including the JMSB and Business Division purpose, vision, mission, and goals (reference 2.2.2).

Relative to the goal of inculcating ethical behavior and integrity, the Business Policy (MNGT 4633) course has been targeted for analysis of graduating students. In 2020, the faculty member teaching Business Policy retired and in the following cycle CompXM was not utilized in the same manner as had been previously employed. The software offers an ethics plug-in that was not incorporated. While we were able to gather ethical data from CompXM, it was not the plug-in. During this time, the JMSB Business Division sought informal feedback from faculty members and students. After another cycle where both students and faculty member struggled with technical issues it was determined that the CMAoL Committee would work with faculty teaching the course to determine the most effective method to assure learning.

The revised AOL process will involve the creation of a new undergraduate ethics rubric developed by faculty members and utilized in Business Policy. The results from CompXM are direct, external and summative. The following cycle AY 2019-2020, the percentage of students who met the expectations improved (SE 64.75, Nat'l 58). All undergraduate business majors in the John Massey School of Business are required to take MNGT 4633 Business Policy during their last semester. During this semester, students take part in a semester-long business simulation called Capsim and take the CompXM exam at the end of the simulation. The Comp XM exam serves as the final exam for the course and measures key functional areas of business and evaluates the student on business knowledge, business analysis, and critical thinking in addition to business ethics. The Ethics Plug-in within the Comp XM exam provides students with the opportunity to evaluate a business action or decision for ethical dilemmas, recognize stakeholders affected by the action or situation, consider the impact of various solutions, choose and implement an action or decision, as well as assess results of the business action or decision (reference 2.2.3).

2.2.1 Examine and revise, as appropriate, academic programming, advising support, course scheduling, and delivery modalities that are mindful of the distinct educational needs of first-generation, minority, working adult/non-traditional student population. (KPI: retention rates for modality (online, hybrid, F2F) and format (7-week versus 16-week. – Data: Admin.)

ALL JMSB Students							
Fall to Spring Retention	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Total	5 Yr Ave
Undergraduate HC	457	549	615	668	722	3011	602.2
No. Retained in Spr	390	473	502	532	607	2504	500.8
Retention Rate	85.3%	86.2%	81.6%	79.6%	84.1%	83.2%	83.2%
Graduate HC	647	761	798	870	784	3860	772.0
No. Retained in Spr	561	665	696	743	550	3215	643.0
Retention Rate	86.7%	87.4%	87.2%	85.4%	70.2%	83.3%	83.3%

ONLINE ONLY							
Fall to Spring Retention	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Total	5 Yr Ave
Undergraduate HC	230	314	798	466	507	2315	463
No. Retained in Spr	183	238	596	340	385	1742	348.4
Retention Rate	79.6%	75.8%	74.7%	73.0%	75.9%	75.2%	75.2%
Graduate HC	637	761	406	870	784	3458	691.6
No. Retained in Spr	507	559	287	615	550	2518	503.6
Retention Rate	79.6%	73.5%	70.7%	70.7%	70.2%	72.8%	72.8%

ON SITE ONLY							
Fall to Spring Retention	Fall18	Fall 19	Fall 20	Fall 21	Fall 22	Grand Total	5 Yr Ave
Undergraduate HC	34	44	13	33	17	141	28.2
No. Retained in Spr	28	36	8	18	15	105	21
Retention Rate	82.4%	81.8%	61.5%	54.5%	88.2%	74.5%	74.5%
Graduate HC	10	NA	NA	NA	NA	10	10
No. Retained in Spr	8	NA	NA	NA	NA	8	8
Retention Rate	80.0%	NA	NA	NA	NA	80.0%	80.0%

BOTH ON SITE AND ONLINE							
Fall to Spring Retention	Fall18	Fall 19	Fall 20	Fall 21	Fall 22	Grand Total	5 Yr Ave
Undergraduate HC	193	191	196	169	198	947	189.4
No. Retained in Spr	156	166	159	136	170	787	157.4
Retention Rate	80.8%	86.9%	81.1%	80.5%	85.9%	83.1%	83.1%

SEVEN WEEKS ONLY							
Fall to Spring Retention	Fall18	Fall 19	Fall 20	Fall 21	Fall 22	Grand Total	5 Yr Ave
Undergraduate HC	176	235	285	288	316	1300	260
No. Retained in Spr	156	196	229	234	263	1078	215.6
Retention Rate	88.6%	83.4%	80.4%	81.3%	83.2%	82.9%	82.9%
Graduate HC	631	759	791	862	765	3808	761.6
No. Retained in Spr	547	661	689	737	663	3297	659.4
Retention Rate	86.7%	87.1%	87.1%	85.5%	86.7%	86.6%	86.6%

SIXTEEN WEEKS ONLY							
Fall to Spring Retention	Fall18	Fall 19	Fall 20	Fall 21	Fall 22	Grand Total	5 Yr Ave
Undergraduate HC	67	89	62	110	92	420	84
No. Retained in Spr	55	77	44	72	72	320	64
Retention Rate	82.1%	86.5%	71.0%	65.5%	78.3%	76.2%	76.2%
Graduate HC	9	2	2	1	16	30	6.0
No. Retained in Spr	8	2	2	0	12	24	4.8
Retention Rate	88.9%	100.0%	100.0%	0.0%	75.0%	80.0%	80.0%

SEVEN AND SIXTEEN WEEKS							
Fall to Spring Retention	Fall18	Fall 19	Fall 20	Fall 21	Fall 22	Grand Total	5 Yr Ave
Undergraduate HC	213	225	268	270	314	1290	258
No. Retained in Spr	178	196	225	221	269	1089	217.8
Retention Rate	83.6%	87.1%	84.0%	81.9%	85.7%	84.4%	84.4%
Graduate HC	7	NA	5	7	3	22	5.5
No. Retained in Spr	5	NA	5	6	3	19	4.8
Retention Rate	71.4%	NA	100.0%	85.7%	100.0%	86.4%	86.4%

2.2.2 Engage advisory board members, business leaders, and alumni in developing and mentoring students. (KPI: Internships – First United Bank, Choctaw Coop Program. – Data: Director of SE Career Services, JMSB Department Chairs)

JMSB Advisory Board Members	
Melissa Perrin	First United Bank
Jeff Monroe	Vision Bank
Scott Crain	Texoma Manufacturing
Kara Byrd	First United Bank
Scott Dewald	Rural Enterprises of Oklahoma
Chris Anoatubby	Chickasaw Nation
Mark Webb	Southeastern Oklahoma State University
Teresa Golden	Southeastern Oklahoma State University
Jeremy Blackwood	Southeastern Oklahoma State University
Stephanie Davison	Southeastern Oklahoma State University
Tom Johnson	Covenant Development
Cody Maynard	Choctaw Nation/Oklahoma House of Representatives
Kyle McLemore	Simmons Bank
Thomas Newsom	Southeastern Oklahoma State University
Emily Robinson	Western Legacy Trading Company
Verne Harnish	Owner/CEO Scaling Up: A Gazelles Company
Haley Rushing	The Purpose Institute
Tasha Bond	Bond Cleaners, Ice House, Ink & Thread Studio

2.2.3 Encourage and support ethical behavior and integrity by students. (KPI – Ethics Plug-in CompXM data. - Data: Business Policy Professor.)

Competency	Performance Target	How Assessed	Where Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Ethics	70% of students score at or above the national average	Standardized Test- CompXM “Ethics, Legal, and/or Social Responsibility Skills”	MNGT 4633	Year 2 (Fall 2019): SE 60 Nat'l 73.50 Year 4 (Spring 2021): SE 64.75 Nat'l 58 Year 5 (Spring 2023): SE 58 Nat'l: NA	Faculty include SE’s Student Code of Conduct on syllabi and discussed with students’ what violations include and approaches to ethical behavior (Year 2, 4 c) In all courses where ethics are emphasized, faculty are recommended to have students examine alternatives that may be considered ethical. (Year 4, c) In all courses where ethics are emphasized, faculty are recommended to emphasize ethical decision making (Year 4, c) Ensure students complete ethics plug-in in CompXM so data is complete and representative of the student sample (Year 5, c)

GOAL 3: Recruit, develop, and retain diverse and highly qualified faculty and staff who advance the mission and vision of the JMSB.

3.1 Ensure a recruiting process that will attract diverse and professionally qualified faculty and staff.

Status Update: All processes for employment of faculty and staff are in accordance with University policies and procedures. University HR in coordination with University legal counsel screen and advise faculty through the process and maintain records and requisite documents during and after the process is complete. The University salary card is used for assigning salaries for faculty and the University has recognized an AACSB adjustment for faculty in the Business Division. Faculty and Staff must complete required HR training prior to serving on any screening/hiring committee for the University and JMSB (reference 3.1.1).

In accordance with SE's [Academic Policies and Procedures manual](#) Section 4.4 Faculty Development and Evaluation Policies, an annual academic performance review must be submitted for each full-time faculty member. Per the manual, a formal evaluation is to be conducted for each non-tenured faculty member each year and for each tenured faculty member at least each third year. The Faculty Development and Evaluation System of Southeastern Oklahoma State University is designed to promote faculty development and to assess faculty performance in the areas of education and experience, effective classroom teaching, research/scholarship, contributions to the institution and profession, and performance of non-teaching or administrative duties. The system consists of the following four documents found in the [manual's appendices](#).

- Faculty Development and Evaluation Criteria ([see Appendix D](#))
- Catalog of Faculty Development and Evaluation Criteria ([see Appendix E](#))
- Faculty Development Agreement ([see Appendix F](#))
- Faculty Development and Evaluation Summary ([see Appendix G](#))
(reference 3.1.2)

3.1.1 Ensure faculty and staff hiring processes are consistent with required University practices. (KPI: HR policies. – Data: Human Resources.)

Faculty and Staff hiring processes and procedures are in accordance with the SE Office of Human Resources.

3.1.2 Ensure the faculty evaluation, tenure/promotion, and review processes are fair and effective. (KPI: Faculty evaluation, development plans. – Data: JMSB Department Chairs, Human Resources, Academic Affairs.)

Faculty evaluations, tenure and promotion processes, and post-tenure reviews are in accordance with the SE Office of Human Resources and follow the SE APPM. In 2023 the JMSB Business Division was restructured to include a Dean and other support staff. As a result of the restructuring several processes have been updated including a revised JMSB Tenure and Promotion Manual approved by the JMSB faculty.

3.2 Support, enhance, and track professional development and mentoring opportunities for faculty and staff.

Status Update: All new faculty are required to participate in an annual on-boarding and orientation program. In the current Strategic Plan, core values were identified including a key element addressing collegiality under the value of “Unity.” The values adopted by the JMSB faculty include:

- *Excellence:* We strive to meet high standards and are committed to continuous improvement in all areas of academics, research, and service, and encourage our stakeholders to be the best version of themselves.
- *Integrity:* We communicate clearly and consistently with all stakeholders and hold ourselves accountable to encourage a sense of conscious capitalism and personal responsibility to all we serve.
- *Unity:* We are committed to fulfilling our mission and vision through collaboration and collegiality while treating all members of the JMSB community with respect and dignity.
- *Innovation:* Through innovative programs and research, we seek to promote a problem-solving mindset in all stakeholders that creates lifelong learners who are resilient, resourceful, and solutions oriented (reference 3.2.1).

During the five-year period, an informal mentoring program was utilized. Examples include faculty luncheons, invitations to attend and participate in professional societies, established faculty inviting new colleagues to co-author presentations and publications, and assisting with assimilation to SE and the JMSB Business Division. In 2023, a formal JMSB Business Division new faculty mentoring program was instituted with senior faculty assigned to new faculty members (reference 3.2.2).

3.2.1 Maintain and support an orientation program for new faculty and staff. (KPI – creation and maintenance of program. – Data: New faculty hires for 2022-2023.)

- Clarify job-specific requirements and expectations.
- Outline clear expectations for collegiality, ethical and professional behavior in dealing with peers, staff, students, and the external community.

3.2.2 Maintain and support an informal faculty onboarding and mentoring program.

- Encourage ongoing, informal mentoring, coaching, and professional feedback by seasoned JMSB faculty and staff. (KPI - Types of teaching support, Types of service support, and # of publications faculty have published with seasoned/tenured faculty. – Data: All faculty and Sedona reports).

KPI OUTCOMES	
Dr. Ashley Hampton & Lauran Fuller	Creating documents for new hires.
Lauran Fuller	Coordinating Faculty Luncheons
Dr. Courtney Kernek	Worked with new faculty in the area of case studies and introduced them to the boards of SWCRA and ASBE for leadership opportunities
Dr. Carol Sullivan	Mutual Mentoring Program through the University
Dr. Ying Chou Lin	Worked with new finance faculty in the area of case study. One case study was accepted by SWCRA conference. Mentoring new finance faculty
Dr. Rhonda Richards	Dr. Stevens invited me to serve as Southwest Case Research Association (SWCRA) as a Program Chair in my first year at SE. He also mentored me to develop case studies and worked with me on several to write, present and publish. Dr. Kernek introduced me to Association of Small Business and Entrepreneurship at my first FBD conference and worked with me to develop, present and publish a paper in entrepreneurship for this conference.
Dr. Stephanie Metts	Dr. Stevens and Dr. Silver both served as mentors to me while I was working on my dissertation. They would review my work and provide feedback upon request. Dr. Whitlock reviewed my survey that I created for my research and provided feedback.
Dr. David Whitlock	Relative to scholarship, assisted in co-authoring papers for presentation as well as publications with Cody Bogard and Ashley Hampton. Served as informal mentor for Frank Xi, Arthur Tran, Cody Bogard, Ashley Hampton.
Dr. Cody Bogard	Have assisted new faculty hires since 2020 with adapting to SE and JMSB, including informal lunches, including Frank Xi and Lauren Fuller.
Dr. Kitty Campbell	Participated in university-wide mentoring session regarding tenure and promotion.

3.3 Enhance faculty capabilities in teaching methodologies and instructional technology.

Status Update: The University successfully transitioned from Blackboard to Canvas LMS during Summer 2023. All faculty (full time and adjunct), regardless of course modality, participated in cohort training and as of the start of Fall 2023, all courses are fully transitioned to Canvas (reference 3.3.1).

All JMSB Business Division faculty, fulltime and adjunct, are required to have at least one QM certification. New faculty, not certified at a prior institution, must obtain QM certification within one year of hire. This objective has been met and is ongoing (reference 3.3.2).

3.3.1 Ensure that 100% of faculty successfully transition to and use LMS in their classes whether fully online, F2F-only (F2FO), or F2F-hybrid (F2FH) models. (KPI – faculty count/percentage. – Data: Academic Affairs, CIDT, JMSB Department Chairs).

The University is transitioning from Blackboard LMS to Canvas LMS. CIDT implemented a cohort training model to help faculty successfully transition to Canvas. Each cohort consists of eleven 1-hour meetings with additional Canvas course work assigned. All faculty (full time and adjunct), regardless of their course modality, are required to participate in a cohort to prepare for the transition.

3.3.2 Ensure that 100% of faculty successfully complete Quality Matters (QM) certification. (KPI – faculty count/percentage – QM certificates. – Data: Academic Affairs, CIDT, JMSB Department Chairs).

KPI OUTCOMES	
Dr. Eric Kennedy Dr. Lawrence Silver Dr. Stephanie Metts	Dr. Eric Kennedy, Dr. Stephanie Metts, and Dr. Lawrence Silver participated in a 12-week Quality Matters Online Teaching initiative. The certification supports online program design, teaching support, and learner support and allows faculty members to share their expertise with their respective departments. The rigorous training has developed three QM experts that reside in the JMSB and can mentor all faculty in building innovative and engaging online courses.

The JMSB faculty needing QM certification have been provided with the multiple course offerings and registration instructions.

Faculty with QM Certification	New Faculty Needing QM Certification
Rhonda Richards Eric Kennedy Anthony Miles Lloyd Basham Robert Stevens Sasha Archey Raymond Bomgardner Jeff Risher Courtney Kernek Kathy Hendricks Jimmy Flores David Whitlock Frank Xu George Collier Luci Parmer Kendra Ingram Lawrence Silver Ashley Hampton Stephanie Metts Rodney Leird David Foster Liz Mulig Kitty Campbell Ying Lin Cody Bogard Wade Graves Alisha Ridenour Shawn Ridenour John Topuz Carol Sullivan	Lauran Fuller Arthur Tran JP Anderson Fernando Arellano Jennifer Flanagan Skyelar Perkins

3.4 Recognize faculty and staff achievements in the areas of teaching, research, service, and mentoring.

Status Update: Celebrating faculty and staff achievements is becoming a part of the culture of the JMSB Business Division. Examples during the five-year period include Awards Banquets, recognition through the Faculty Senate of the JMSB Excellence in Teaching Award, Outstanding Research and Scholarly Activity, and Meritorious Service to the University and/or Profession, and Adjunct Professor of the Year. Worthy of note is that the University also recognizes the Outstanding Adjunct Professor for the entire University and an adjunct in the JMSB has received this recognition for three of the previous five years. Other examples include induction into Beta Gamma Sigma, and the JMSB newsletter, *The Executive Summary* (reference 3.4.1).

- 3.4.1 Celebrate faculty and staff achievement utilizing a variety of means that make them valued: (KPI: News – JMSB Newsletter, Alan Burton email with link to SE website; LinkedIn; Faculty Senate Awards. – Data: JMSB Newsletter Editor, Sedona reports).

Examples of celebratory activities, events, and awards include:

- Annual Awards Banquet

[2022-2023 Awards Banquet](#)

John Massey School of Business

- Dr. Eric Kennedy, Excellence in Teaching
- Dr. David Whitlock, Outstanding Research and Scholarly Activity
- Dr. Kitty Campbell, Meritorious Service to the University and/or Profession
- Ms. Alisha Ridenour, Adjunct Professor of the Year

[Prior Faculty Senate Awards](#)

- Beta Gamma Sigma Induction

- Newsletters

<https://www.se.edu/business/the-executive-summary-jmsb-newsletter/>

- Social Media and University Press Releases

[Dr. Whitlock Named Interim Dean - JMSB](#)

The JMSB utilize a variety of means to celebrate faculty and staff achievements.

- 3.5 Support and encourage faculty development. (KPIs – Amount of travel funds awarded to each faculty; funds spent on databases. – Data: JMSB Department Chairs, JMSB Secretary)

Status Update: During AY 2018-2019, actual budget expenditures for JMSB Business Division faculty conference travel was \$36,901.66. By 2021-2022 actual budget expenditures had increased to \$41,823.45, an increase of almost 12%. Full budget expenditures for the current fiscal year are not yet available. Every faculty member that requested travel was given a minimum of 70% of the funds they requested during the five-year period (reference 3.5.1).

Relative to publication database availability for faculty, the JMSB has a subscription to Cabells Journalytics for both quality journal listings and predatory journal listings. The Australian Business Deans Council list is available online. Scopus has been identified as a third option in the newly adopted JMSB Tenure and Promotion Policies approved 2023. The Strategic Planning Committee of the JMSB recently reviewed all PRJs authored by JMSB faculty during the previous five years. Seven were removed from our quality list of acceptable journals in our ongoing effort to improve the quality of JMSB research. Similarly, the new JMSB Promotion and Tenure Policies more specifically outlines quality standards for PRJS (reference 3.5.2).

3.5.1 Offer base level annual conference travel support to faculty. (KPI – Amount of base (minimum) money provided. – Data: JMSB Department Chairs, JMSB Secretary)

JOHN MASSEY SCHOOL OF BUSINESS					
Travel Budget vs Actuals					
	AY 1819	AY 1920	AY 2021	AY 2122	AYTD 07/02/2023
E&G 1 Budget	23,867.00	24,180.00	9,180.00	8,980.00	8,980.00
E&G 1 Actuals	23,917.12	901.73	-	895.00	-
ASA Actuals	12,984.54	21,610.60	3,701.00	40,928.45	43,334.00
Total Actuals	36,901.66	22,512.33	3,701.00	41,823.45	43,334.00
*Budget variance between AY1920 and AY2021 is due to an SE Foundation transfer in the amount of \$15,000.00 made in both AY1819 and AY1920, that was not made in the following years.					
*Dr. Golden transfers \$20,000 in ASA (Agency Special Account/700 funds) funding to JMSB per Academic Year. These are discretionary funds that may be used for travel or other operational needs. Unlike E&G 1 budgets, if the ASA funds are not used, they are rolled over to the next fiscal year.					

3.5.2 Make publication database available to faculty via appropriate platform. (KPI – database provided (Cabells). – Data: JMSB Secretary).

Cabells is provided at an annual cost of \$2,778.30. ABDC is available online with no associated fees.

GOAL 4: Facilitate intellectual collaboration and engagement with academic, business, and local communities.

4.1 Support faculty intellectual collaboration with academic communities.

Status Update: Interdisciplinary research has been encouraged between academic departments at SE and with scholars outside of the University. Examples are numerous and include JMSB faculty coauthoring with faculty from the Criminal Justice Department, Education Department, and Occupational Safety and Health Department. Other examples within the JMSB include several publications and scholarly presentations between faculty in Management and Marketing and Accounting and Finance. In fact, for the last two years of this five-year period, the Distinguished Paper Award for the Federation of Business Disciplines Southwest Case Research Association was awarded to SE faculty member authors representing two academic departments and three disciplines within the JMSB. Collegiality stimulates enthusiasm among faculty and is documented as reducing emotional stress and burnout. It also creates a sense of belonging among organizational members and makes the bonds more cohesive. During the pandemic faculty were encouraged to stay connected and many had virtual meetings, porch research sessions, and drive-by water cooler chats to stay connected and productive. Between 2020-2021 faculty co-authored more than 20 intellectual contributions held virtual conferences for academic organizations and the community, and upheld their high standards of teaching and service (reference 4.1.1).

4.1.1 Encourage interdisciplinary research, both within and outside the JMSB, with discernible contribution from each discipline in the research product. (KPI: # of publications, # of faculty participating. – Data: All faculty, Sedona reports).

KPI OUTCOMES	
Dr. Ashley Hampton	Davis & Hampton (2023). The Impact of COVID-19 and Evictions on Oklahoma Landlords. Co-writing with a CJ professor in Dept of Behavioral Sciences. Several research papers with JMSB faculty and one active paper with an Occupational Safety and Health Instructor.
Dr. Courtney Kernek	Participated in interdisciplinary research with various JMSB faculty
Dr. Luci Parmer	I have published peer-review research papers with JMSB faculty as well as other faculty outside of the JMSB at other universities. I also publish interdisciplinary research topics covering a wide-array of business & educational topics.
Dr. Jeff Risher	Represented SOSU at the multi-disciplinary Responsible Conduct of Research Conference for RUSO institutions at Northwestern State University in February 2022 with Kate Shannon and Susan Trobley
Dr. Ying Chou Lin	One publication with a management faculty in marketing area. One working paper (case study) with marketing and accounting faculty. One working paper (case study) with accounting faculty. One research paper (under revision) with accounting faculty overseas.
Dr. Rhonda Richards	Worked with numerous faculty on numerous case studies to weave accounting, marketing, finance and management together
Dr. Lawrence Silver	Participated in cross-disciplinary research with accounting and business law faculty. Seven refereed articles and four conference proceedings.
Dr. Hanzhi (Frank) Xu	One working paper (case study) with accounting faculty.
Dr. David Whitlock	Co-authored presentations and publications with Robert Stevens, Lawrence Silver, Stephanie Metts, Ashely Hampton, Cody Bogard, Kitty Campbell.
Dr. Cody Bogard	Have coauthored publications and presentations with members of the management and marketing department faculty including: (4) with Robert Stevens, Lawrence Silver; (3) with David Whitlock, (2) with Ashley Hampton.
Dr. Kitty Campbell	Have collaborated with new faculty in the department and with Occupational Safety and Health faculty for conference papers.
Dr. Bob Stevens Dr. Lawrence Silver Dr. Martin Bressler Dr. Courtney Kernek Dr. Robert Loudon Dr. David Whitlock Dr. Rhonda Richards	Faculty have numerous intellectual contributions that advance education through applied research activities. Conferences, proceedings, and journals include many applied case studies that engage the local community and classroom. Our faculty have over 17 peer-reviewed case studies with several receiving distinguished paper or best-case awards including Stevens, R., Silver, L., Bressler, M. S., Kernek, C., & Loudon, R. (2018). Mears Power-T, Inc. American Journal of Management, 18(2); Stevens, R., Silver, L., Whitlock, D. & Richards, R. (2023). Celina Texas Cajun Fest. Journal of Applied Case Research, 20.

4.2 Provide faculty-consulting services to local and regional business and governmental communities as requested.

Status Update: JMSB Business Division faculty are regularly engaged in consulting services to local and regional organizations. Examples include faculty serving as consultants or board members for Dallas Chinese Community Center, Grayson County Community College, Under His Wings Ministry, Baptist Collegiate Ministries, First United Bank, Tin Star & Co., and the Bryan County Alcohol and Substance Abuse Task Force. Other examples include hosting video streaming programs, and writing grants for local manufacturers through the Oklahoma Center for Science and Technology (reference 4.2.1).

The JMSB has been highly successful at reestablishing relationships with local partners, particularly with First United Bank (founded by JMSB namesake, John Massey and currently served by his son, Greg Massey, CEO). Examples include Bankers and Bagels and hosting students at the First United corporate headquarters, and the recent funding of the John Massey Leadership Scholars Program coordinated through the JMSB and launching with the new JMSB Strategic Plan 2023-2028. Likewise, the relationship with the Choctaw Nation has been strengthened largely through SE alum, Choctaw Nation Chief, Gary Batton, who graduated with a business degree from the JMSB. Through the Women in Entrepreneurship Conference, the JMSB has also created closer ties with REI and OSBDC. The JMSB Business Division Advisory Board was reinstated and includes both local and nationally recognized leaders. Corporate executives and C-suite representatives serve as well as mid-level managers, entrepreneurs and small business owners, and political and community development leaders (reference 4.2.2).

4.2.1 Support and showcase faculty consulting services to organizations at local and regional levels. (KPI: # of faculty providing consulting services. – Data: All faculty, Sedona reports).

KPI OUTCOMES	
Dr. George Collier	Contributing member CDW Advisory Board for 8 years (contributing \$150 - \$200 per year to National Nonprofits consulting primarily on the use of technology in education).
Dr. Courtney Kernek	Marketing consulting to local businesses
Dr. Luci Parmer	Speaker/leadership consultant with the Bryan County Alcohol and Substance Abuse Task Force Committee members.
Dr. Jeff Risher	Rotating Host and Founding Member for "In the Hot Seat", which is a bi-weekly streaming video program discussing current issues in CRM, MarTech, Analytics, and Customer Experience. https://www.linkedin.com/company/playaz-productions-network/
Dr. Ying Chou Lin	Served as a board member for Dallas Chinese Community Center. 20+ hours services
Dr. Rhonda Richards	Serve as faculty representative to Grayson Community College advisory board. Serve as volunteer at VITA. Speaker at Newcomers Club and Under His Wings ministry regarding tax planning.
Dr. David Whitlock	Oklahoma Center for Advancement of Science and Technology Grant (2022). \$500,000. Texoma Mfg. Waste to Energy System (WTES) converting carbonaceous waste to Syngas. Co-authored with Scott Crain, CEO, Texoma Manufacturing. Director, First United Bank Board of Directors, 2012-present. Serve on the Strategic Planning Committee and the People and Culture Committee. First United Bank has \$13 billion in assets and approximately 2,000 employees. Serve on Board of Governors for Maranatha College, Accra, Ghana, West Africa.
Drs. Whitlock & Richards	Members of the Fundraising Committee for the BCM Campus Ministries Campaign for new facility 2022-present. Currently met goal of \$6 million.
Dr. Cody Bogard	Provide pro-bono consulting to variety of non-profits including advice to BCM fundraising committee (relative to property boundaries, and easements).
Dr. Kitty Campbell	Serve as a member of the Business Advisory Board for Grayson College

- 4.2.2 Reestablish and nurture relationships with local partners (e.g., First United Bank, OSBDC, REI, and Native American tribal councils). (KPI: reestablish the school advisory board. – Data: JMSB Department Chairs).

Efforts strengthening relationships with the Choctaw Nation include a collaborative partnership with the Nation through an internship and coop programs. The Coop Program includes the following features:

- Highly competitive year-round program for skilled and diligent SE students to gain cooperative educational and career experience through working for CNO
- Candidates for the program can be from all school disciplines, not just IT
- This program is open to all SE students, not just tribal members
- Possible academic credit for participation in the CO-OP
- Select SE students are recommended for this program by SE faculty, staff, and administrators
- This partnership provides our SE students with the following:
 - Paid on-the-job training
 - Discover possible career paths
 - Potential future employment with CNO
 - Building a professional network of contacts

Other examples include:

- Bankers and Bagels: Events for JMSB students with First United officers.
- Recent funding of the John Massey Leadership Scholars Program coordinated through the JMSB.
- Women in Entrepreneurship Conference: Coordinated and co-sponsored with OSBDC and REI.

See the table above for a list of Advisory Board Members.

4.3 Support faculty and student engagement with business and local communities

Status Update: Faculty engage with community and professional organizations, as well as current students and alumni, and are dedicated to impacting business and economic growth. Examples include student involvement with local businesses such as Loyal Blue, Sundrop Books, Caked Up, and Fika Farms, as well as students being interviewed by local business owners for class assignments. Student organizations, such as FBLA, participate in volunteer activities with Durant DAV, Veteran fundraisers, and our annual Women in Entrepreneurship Conference. Several faculty and students volunteer for local ministries such as Under His Wings, and local churches, as well as volunteer as members of city economic development boards. Three faculty serve as editors of scholarly journals (reference 4.3.1).

The annual Women in Entrepreneurship Conference was founded during the five-year period by since retired John Massey Chair of Entrepreneurship, Dr. Martin Bressler. The conference is co-sponsored with the Oklahoma Small Business Development Center State Headquarters (OSBDC) (funded through an SBA grant through and located on the SE campus), and Rural Enterprises, Inc. (REI), a quasi-public, regional economic development organization. This has been targeted as an event that reaches a niche market of women entrepreneurs and business leaders and is proving to have a positive societal impact (reference 4.3.2).

4.3.1 Encourage faculty and student involvement in service to communities we serve. (KPI: # of faculty and students involved. – Data: All faculty).

KPI OUTCOMES	
Dr. Eric Kennedy	Student engagement with local businesses: Loyal Blue, Sundrop Books, Caked Up, Fika Farms
Dr. Ashley Hampton	Student engagement with businesses: Interviewing Supervisors for MNGT 3443.
Dr. Courtney Kernek	Women in Entrepreneurship conference as a speaker, participant, and encourage student participation. Under His Wings Ministry annual holiday banquet financial sponsor and volunteer.
Dr. Luci Parmer	Through FBLA, sponsor student's involvement in community initiatives including Durant DAV outreach; providing meals for DAV Veteran Office meetings and providing monetary need donations; encourage students to attend Women in Entrepreneurship Conference.
Dr. Ying Chou Lin	Associate editor and editor of <i>Global Journal of Accounting and Finance</i>
Dr. Rhonda Richards	Volunteer at VITA estimated 250 hours each Spring; volunteer at Under His Wings ministry estimated 40 hours each month; tax interns volunteered at Under His Wings ministry estimated six hours each Spring.
Dr. Lawrence Silver	Serve as board member of Melissa, TX Economic Development (4A) Board.
Dr. David Whitlock	Speaker for Bryan County Baptist Association Pastor's Conference (10 attendees); member of One Church Alliance (pastors alliance) serving Durant and Texoma region (10-12 pastors serving approximately 2,500 members; served as interim pastor of Fusion Bible Church, Durant OK 2022-2023 (500 average attendance); served as interim pastor of Blue Baptist Church 2023 (35 average attendance). Participated in Women in Leadership Conference. Interim Editor, <i>Journal of Applied Case Research</i> .
Dr. Cody Bogard	Currently serve as church missions coordinator and mentor for students in the Texoma region. Regularly serve as a presenter for church services for local church.
Dr. Kendra Ingram	Editor in Chief, <i>Journal of Business and Entrepreneurship</i> .

4.3.2 Continue to host the Women in Entrepreneurship conference on campus that includes small business leaders, regional economic and workforce development experts, faculty, and students and encourage growth of the local entrepreneurial environment. KPI: #/% of women in attendance and # of current and former students in attendance. – Data: OSBDC Director).

KPI OUTCOMES	
Dr. Martin Bressler Dr. Kitty Campbell Dr. Kitty Campbell Dr. David Whitlock Dr. Luci Parmer Dr. Kendra Ingram Dr. Carol Sullivan Dr. Courtney Kernek Dr. Rhonda Richards Dr. Ashley Hampton Dr. Lauren Fuller Ms. Michele Campbell Hockersmith, OSBDC Director	2022 Women in Entrepreneurship Virtual Conference: Total Participants: 129; Total Female Participants: 112 Students: 4 students. 2021 Women in Entrepreneurship Virtual Conference Total Participants: 146; Total Female Participants: 140 Students: 2 participants listed student in 'Position' or 'Business Name.'

STRATEGIC INITIATIVES & SOURCES OF FUNDS

Table 2-1
Strategic Initiatives and Sources of Funds 2018-2023

Strategic Initiatives 2018-2023		Required Resources	Expected Source of Funds
GOAL 1: Create and deliver excellent academic programs that prepare students for meaningful careers, lives and service.			
1.2	<p>Utilize strategies that advance experiential education and engage students in co-curricular activities.</p> <ul style="list-style-type: none"> • Solicit opportunities for internships, externships, field visits, job-shadowing experiences, case studies, business plan development, etc. and examine methods to support them. • Promote and encourage students to engage in professional student organizations and volunteer opportunities. • Sponsor and offer support for conference participation to qualified students (Phi Beta Lambda, conference presentations, etc.). 	<p>\$10,187 2022-2023</p> <p>\$9,032 2021-2022</p> <p>\$870 2020-2021</p>	<ul style="list-style-type: none"> • Administration • Faculty Sponsors (LM, RR, LP, CB) • All Faculty
GOAL 3: Recruit, develop, and retain diverse and highly qualified faculty and staff who advance the mission and vision of the JMSB.			
3.1	<p>Ensure a recruiting process that will attract diverse and professionally qualified faculty and staff.</p> <ul style="list-style-type: none"> • Ensure faculty and staff hiring processes are consistent with required University practices. • Ensure the faculty evaluation, tenure/promotion, and review processes are fair and effective. 	<p>\$ 4,377,543 (Annual JMSB Faculty Compensation plus future raises, adjustments)</p>	<ul style="list-style-type: none"> • Human Resources • JMSB Department Chairs, Human Resources, Academic Affairs
3.5	<p>Support and encourage faculty development.</p> <ul style="list-style-type: none"> • Offer base level annual conference travel support to faculty. • Make publication database available to faculty via appropriate platform. 	<p>\$43,334 2022-2023</p> <p>\$29,742 2021-2022</p> <p>\$2,009 2020-2021</p> <p>\$658 2019-2020</p>	<ul style="list-style-type: none"> • JMSB Department Chairs, JMSB Secretary (MBA Prep Funds) • JMSB Secretary

**Table 2-1a
Strategic Initiatives and Required Resources 2018-2023 Expanded**

Strategic Initiatives 2018-2023		Required Resources	Responsibility/ Source of Funds	Status
GOAL 1: Create and deliver excellent academic programs that prepare students for meaningful careers, lives and service.				
1.1	<p>Deliver programs and institute partnerships to enrich the JMSB curriculum and boost enrollment.</p> <ul style="list-style-type: none"> • Increase undergraduate and graduate enrollment. • Assess current programs and introduce new concentrations and appropriate certifications in the undergraduate and MBA programs in emergent fields that align with our core competencies. 	NA	<ul style="list-style-type: none"> • Kristie Luke, Dean of Records • Administration and Faculty, CMAoL committee members 	Met and Ongoing
1.2	<p>Utilize strategies that advance experiential education and engage students in co-curricular activities.</p> <ul style="list-style-type: none"> • Solicit opportunities for internships, externships, field visits, job-shadowing experiences, case studies, business plan development, etc. and examine methods to support them. • Promote and encourage students to engage in professional student organizations and volunteer opportunities. • Sponsor and offer support for conference participation to qualified students (Phi Beta Lambda, conference presentations, etc.). 	<p>\$10,187 2022-2023</p> <p>\$9,032 2021-2022</p> <p>\$870 2020-2021</p>	<ul style="list-style-type: none"> • Administration • Faculty Sponsors (LM, RR, LP, CB) • All Faculty 	Met and Ongoing
1.3	<p>Engage local businesses, community partners, and JMSB Advisory Board members with faculty and students.</p> <ul style="list-style-type: none"> • Foster class projects involving local businesses and/or board members that service community needs. • Recruit board members, alumni, and distinguished business leaders to serve as guest speakers in targeted classes. 	NA	<ul style="list-style-type: none"> • All Faculty • JMSB Chairs, Faculty 	Met and Ongoing
GOAL 2: Attract, develop, and retain high-quality students.				
2.1	<p>Attract a high-quality, diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults to JMSB programs.</p> <ul style="list-style-type: none"> • Coordinate with Office of Recruitment to support recruitment activities of students. • Manage articulation agreements in place with community colleges that facilitate a seamless transfer of students to College programs. • Encourage faculty participation in SE Live (annual event catered to regional high school juniors, seniors and parents), and Southeastern's annual Curriculum Contest. 	NA	<ul style="list-style-type: none"> • Administration (Admissions/Recruitment) • Administration (Registrar, Dean of Records) • Administration (Admissions/Recruitment) 	Met and Ongoing
2.2	<p>Support academic and professional development and mentoring opportunities for students.</p> <ul style="list-style-type: none"> • Examine and revise, as appropriate, academic programming, advising support, course scheduling, and delivery modalities that are mindful of the distinct educational needs of first-generation, minority, working adult/non-traditional student population. • Engage advisory board members, business leaders, and alumni in developing and mentoring students. • Encourage and support ethical behavior and integrity by students. 	NA	<ul style="list-style-type: none"> • Administration and Faculty • Director of SE Career Services, JMSB Department Chairs • All Faculty/Business Policy Professor 	Met and Ongoing

GOAL 3: Recruit, develop, and retain diverse and highly qualified faculty and staff who advance the mission and vision of the JMSB.				
3.1	<p>Ensure a recruiting process that will attract diverse and professionally qualified faculty and staff.</p> <ul style="list-style-type: none"> • Ensure faculty and staff hiring processes are consistent with required University practices. • Ensure the faculty evaluation, tenure/promotion, and review processes are fair and effective. 	\$ 4,377,543 (Current Annual JMSB Faculty Compensation)	<ul style="list-style-type: none"> • Human Resources • JMSB Department Chairs, Human Resources, Academic Affairs 	Met and Ongoing
3.2	<p>Support, enhance, and track professional development and mentoring opportunities for faculty and staff.</p> <ul style="list-style-type: none"> • Maintain and support an orientation program for new faculty and staff. <ul style="list-style-type: none"> ▪ Clarify job-specific requirements and expectations. ▪ Outline clear expectations for collegiality, ethical and professional behavior in dealing with peers, staff, students, and the external community. • Maintain and support an informal faculty onboarding and mentoring program. <ul style="list-style-type: none"> ▪ Encourage ongoing, informal mentoring, coaching, and professional feedback by seasoned JMSB faculty and staff 	NA	<ul style="list-style-type: none"> • Administration and JMSB Chairs • JMSB Chairs and Senior Faculty 	Informally Met and Under Revision
3.3	<p>Enhance faculty capabilities in teaching methodologies and instructional technology.</p> <ul style="list-style-type: none"> • Ensure that 100% of faculty successfully transition to and use LMS in their classes whether fully online, F2F-only (F2FO), or F2F-hybrid (F2FH) models. • Ensure that 100% of faculty successfully complete Quality Matters certification. 	NA	<ul style="list-style-type: none"> • Academic Affairs, CIDT, JMSB Department Chairs 	Met and Ongoing with New Faculty Hires
3.4	<p>Recognize faculty and staff achievements in the areas of teaching, research, service, and mentoring.</p> <ul style="list-style-type: none"> • Celebrate faculty and staff achievement utilizing a variety of means that make them valued. <ul style="list-style-type: none"> ▪ Annual Awards Banquet ▪ Faculty Senate Award Nominations ▪ Beta Gamma Sigma Induction ▪ Newsletter ▪ Social Media ▪ University Press Releases 	NA	<ul style="list-style-type: none"> • Administration (Marketing and Public Relations), JMSB Newsletter Editor, and All Faculty 	Met and Ongoing
3.5	<p>Support and encourage faculty development.</p> <ul style="list-style-type: none"> • Offer base level annual conference travel support to faculty. • Make publication database available to faculty via appropriate platform. 	\$43,334 2022-2023 \$29742 2021-2022 \$2,009 2020-2021 \$658 2019-2020	<ul style="list-style-type: none"> • JMSB Department Chairs, JMSB Secretary (IVY funds) • JMSB Secretary 	Ongoing

GOAL 4: Facilitate intellectual collaboration and engagement with academic, business, and local communities.

4.1	<p>Support faculty intellectual collaboration with academic communities.</p> <ul style="list-style-type: none"> • <i>Encourage interdisciplinary research, both within and outside the JMSB, with discernible contribution from each discipline in the research product.</i> 	NA	<ul style="list-style-type: none"> • All Faculty 	Ongoing
4.2	<p>Provide faculty-consulting services to local and regional business and governmental communities as requested.</p> <ul style="list-style-type: none"> • <i>Support and showcase faculty consulting services to organizations at local and regional levels.</i> • <i>Reestablish and nurture relationships with local partners (e.g., First United Bank, OSBDC, REI, and Native American tribal councils).</i> 	\$NA	<ul style="list-style-type: none"> • All Faculty • JMSB Department Chairs and all Faculty 	Ongoing
4.3	<p>Support faculty and student engagement with business and local communities</p> <ul style="list-style-type: none"> • <i>Encourage faculty and student involvement in service to communities we serve.</i> • <i>Continue to host the Women in Entrepreneurship conference on campus that includes small business leaders, regional economic and workforce development experts, faculty, and students and encourage growth of the local entrepreneurial environment.</i> 	\$NA	<ul style="list-style-type: none"> • All Faculty • OSBDC Director, JMSB Department Chairs, Assigned Faculty (LP, CK, DW) 	Met and Ongoing

BUSINESS DIVISION RISK ANALYSIS

Business Division Risk Analysis 2018-2023: May 2023

RISK ANALYSIS JOHN MASSEY SCHOOL OF BUSINESS May 31, 2023					
Risk Description	Likelihood of Risk	Potential Impact of Risk	Severity Based on Impact & Likelihood	Mitigating Action(s)	Responsible Parties
Changing demographics in the region results in fewer future high school graduates and fewer entering freshmen	High	High	High	<ul style="list-style-type: none"> Increase promotion and recruiting in north Texas and west Arkansas Exploration of innovative academic programs and delivery options Work with admissions implementing and managing the John Massey Leadership Scholars Program. 	Admissions, JMSB faculty, chairs, dean
Reductions in state appropriations and failure for reallocation adjustments to RUSO members based on new enrollment trends within the system.	High	Medium	Medium	<ul style="list-style-type: none"> Continue working on meeting marketing needs for new academic programs Explore, develop, and implement micro credentials 	VPAA, Graduate dean, JMSB dean, chairs, faculty
MBA Prerequisite Course Transition to In-House Administration	Medium	High	Medium	<ul style="list-style-type: none"> Develop leveling courses and reimbursement program for faculty Develop and implement continuous monitoring and revisions program for courses 	Graduate program director, dean, chairs
Failure to maintain AACSB SA status among all faculty in the Accounting and Finance Department	Medium	High	Medium	<ul style="list-style-type: none"> Implement improvement plan for faculty not meeting standards Monitor all faculty teaching, service, and scholarly production especially PRJs through annual faculty development plans and annual evaluations. Clear communication of Tenure and Promotion Policies in JMSB 	Accounting chair, JMSB dean, associate dean, accreditation coordinator
State and Federal government imposition of new mandates and restrictions affecting graduate enrollment, eligibility, and requirements	Medium	Medium	Medium	<ul style="list-style-type: none"> Continuous monitoring of proposed rules and regulations Regular strategy meetings with Academic Partners 	President, deans, graduate director
Faculty Turnover during the next 3-5 years	Medium	Medium	Medium	<ul style="list-style-type: none"> Develop promising internal candidates (adjunct faculty) for tenure-track or full-time Instructor positions meeting AACSB IP or SP qualifications Continue networking accreditation, professional, and academic conferences 	Dean, associate dean, chairs
Disruption of marketing relationship with Academic Partners (AP) resulting in loss of graduate and online enrollment.	Low	High	Medium	<ul style="list-style-type: none"> Regular communication with AP Work closely with AP on online student recruitment and promotion Continued updating of the marketing services partnership to RUSO, Faculty Senate, and other stakeholders 	VPAA, graduate dean, JMSB dean, associate dean, faculty
Loss of syllabi, course materials, and online course content and design from semester to semester.	Low	Medium	Medium	<ul style="list-style-type: none"> Maintain backup system with copies of course materials/resources Develop intellectual property proposal for reimbursement of online course development through overload/release time resulting in SE owning the rights to the online course 	VPAA, graduate dean, JMSB dean, associate dean, chairs, CIDT director
Failure to maintain AACSB SA status among all faculty in the Management and Marketing Department	Low	Medium	Low	<ul style="list-style-type: none"> Monitoring of all faculty members' teaching, service, and scholarly production especially regarding PRJs Clear communication of Tenure and Promotion Policies in JMSB 	Chair, JMSB dean, associate dean, accreditation coordinator
Inability to accommodate incoming students desiring more F2F course options.	Low	Low	Low	<ul style="list-style-type: none"> Continually monitor numbers of on-site students and education trends. Implement classroom improvements including investigating learning spaces (e.g., marketing lab and trading lab) Repair and Renovation of facilities 	President, VPAA, JMSB dean, university facilities manager

JMSB BUSINESS DIVISION STRATEGIC PLAN SUMMARY

VISION

The JMSB will offer an evolving array of business programs that prepare students for meaningful lives, careers, and service in a rapidly changing world.

MISSION

The JMSB prepares a diverse population of learners for meaningful careers and service through innovative business education, impactful research, and engagement with the communities we serve.

VALUES

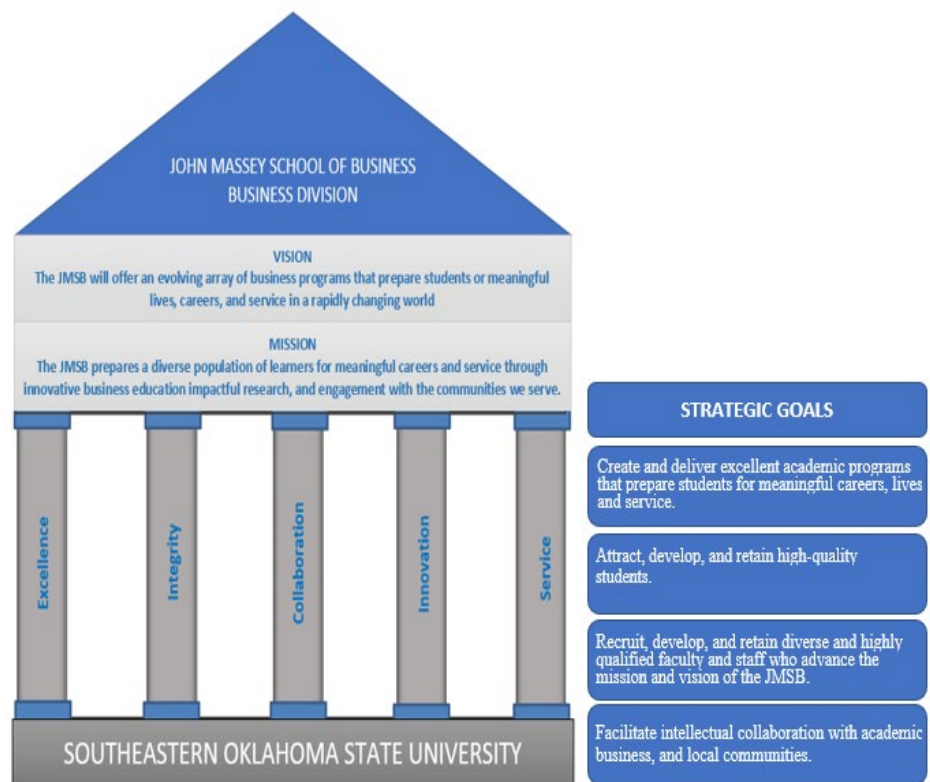
Academic Excellence: A commitment to excellence and engagement in teaching and learning.

Integrity: Integrity, ethical values, and personal accountability.

Collaboration: The ability to critique and communicate ideas in a team environment while being respectful of others.

Innovation: Intellectual curiosity, diversity of thought and analytical thinking driven by innovative programs.

Service: Leadership, responsible citizenship and being good stewards of our human and physical resources.



STRATEGIC GOALS

1. Create and deliver excellent academic programs that prepare students for meaningful careers, lives, and service.
2. Attract, develop, and retain high-quality students.
3. Recruit, develop, and retain diverse and highly qualified faculty and staff who advance the mission and vision of the JMSB.
4. Facilitate intellectual collaboration with academic, business, and local communities.