



"Use your success to help others who come after you." – John Massey



**Southeastern Oklahoma
State University**

Continuous Improvement Report (2018-2023)

**Southeastern Oklahoma State University
John Massey School of Business**

**Dr. David Whitlock, Interim Dean
425 W. University Boulevard
Durant, OK 74701**

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OVERVIEW

Southeastern Oklahoma State University is known as the “Campus of a Thousand Magnolias”, and the institution is over 114 years old. By Oklahoma Statute, the University primarily serves the ten-county region of Atoka, Bryan, Carter, Choctaw, Johnson, Latimer, Love, Marshall, McCurtain, and Pushmataha counties. About one-third of all Southeastern students are from this geographic region, and more than 60% are from Oklahoma.

Located in the southeastern part of Oklahoma in the city of Durant, the main campus is 15 miles from the Oklahoma-Texas border; 90 miles north of Dallas, Texas; 160 miles southeast of Oklahoma City; and 15 miles east of Lake Texoma (one of the largest man-made lakes in the world with approximately 580 miles of shoreline). Classes are offered across the region in Oklahoma City, McAlester, Ardmore, and Denison, Texas, and through a vast and growing online curriculum. Today, approximately 70% of all enrolled students are considered “online only”. Despite nationwide trends of declining enrollment, Southeastern has set institutional records for enrollment in recent years, and the Fall 2022 class of 5,376 (3,013 undergraduates and 2,363 graduate students) was the largest the University has ever recorded.

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. The University has 135 full-time faculty, 145 adjunct faculty, and 319 staff members. More detailed student demographics can be found in Appendix A: Quick Facts Fall 2022 in Addendum 1 upload in MyAccreditation.

The mission of SE is to provide an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning. This SE mission aligns well with the John Massey School of Business mission to prepare a diverse population of learners for meaningful careers and service through innovative business education, impactful research, and engagement with the communities we serve. Both missions align purpose, vision, and values to support our stakeholders and drive meaningful growth.

The John Massey School of Business (JMSB) was named by Southeastern in 2005. John Massey earned a Bachelor of Science degree from SE in 1960. He was the only student in SE’s history to receive the Outstanding Student Award for three consecutive years. Since that time, Massey established seven endowed chairs and three professorships at his alma mater (see Appendix B: John Massey Endowed Chairs and Professorships in Addendum 1). In 1984, he received the Distinguished Alumnus Award from Southeastern. As one of its most celebrated graduates, John Massey became the first recipient of the Lifetime Achievement Award presented by the SE Alumni Association in 2015. In 1992, Gov. David Walters appointed Massey to serve on the board of the Oklahoma State Regents for Higher Education where he served until 2019, an unprecedented term in Oklahoma for length of tenure. The mission of the JMSB has long been driven by John Massey’s well-known saying, **“Use your success to help others**

who come after you.” More on John Massey and other JMSB distinguished alums can be found in Appendix C: JMSB Distinguished Alums in Addendum 1.

Today, the JMSB is comprised of three major divisions: the AABI Accredited Aviation Sciences Institute, which has two academic departments; the BCSP Qualified Academic Programs in Occupational Safety and Health; and the AACSB Accredited Business Programs, which include two academic departments and its graduate programs. The Business Division meets and exceeds the AACSB business accreditation standards for Engagement, Innovation, and Impact consistent with our mission and the mission of the University. When we use the term JMSB in this report, we are typically referring only to the Business Division and its programs, unless otherwise noted.

The JMSB comprises 26% of the University’s enrollment with six primarily online BBA degrees (Accounting, Finance, General Business, Hospitality Management, Management, and Marketing) and the MBA degree with 16 concentrations (Accounting, Aerospace Logistics, Data Analytics, Entrepreneurship, Finance, General Business, Healthcare Information Systems, Human Resources, Leadership, Management, Marketing, Native American Leadership, Project Management, Safety, Strategic Communication, and Women in Leadership). The University notes that the most popular major among new freshmen is General Business. Among graduate students, the most sought degree is the MBA, totaling more than 30% of all graduate enrollment at the University. The JMSB exists to advance the level of expertise and opportunity in southern Oklahoma and beyond—that is, we *develop* our learners and *connect* them to their futures. The mission of the JMSB for this AACSB reporting cycle (2018-2023) is to *prepare a diverse population of learners for meaningful careers and service through innovative business education, impactful research, and engagement with the communities we serve.*

As we move forward, the idea of a “collaborative community” is built on continuous expansion and cultivation of mutually beneficial connections among our faculty, students, and the local business community and beyond. The JMSB has been forging relationships and relevant initiatives that upgrade the quality and quantity of career opportunities for our graduates for more than 55 years. Most of our graduate students are already employed and maintained their positions immediately after obtaining their MBA. Since 2020, over 23% of our graduate students have self-reported they have obtained employment or been promoted as a result of obtaining their MBA at SE.

Major industries in our region include resort and hospitality (Choctaw Nation of Oklahoma, Choctaw Casino and Resort, and McCurtain County destination - Beavers Bend State Park), distribution (Big Lots Distribution Center and Indian Nation Wholesale Distribution), banking (First United Bank), and medical and healthcare (AllianceHealth and Texoma Medical Center, Cigna). These and other organizations offer outstanding opportunities for JMSB partnerships, providing contributing members to our Advisory Board, along with internships, mentorships, and networks for career placement of our students. In turn, the JMSB provides a professionally qualified and workforce-ready talent pool of graduates to facilitate the growth and success of employers. These collaborative partnerships are invaluable to the vitality and success of the JMSB and our students, and they significantly contribute to our mission fulfillment and impact.

Organizational Structure: The JMSB Organizational Chart is attached as Appendix D in Addendum 1. The Business Division houses two departments (Accounting and Finance and Management and Marketing), each headed by a Chair. The JMSB also houses the Aviation Sciences Institute and Occupational Health and Safety. In March 2023, President Thomas Newsom announced the

restructuring of the JMSB, returning to a traditional Dean structure. The current Interim Dean, Dr. David Whitlock, returned to Southeastern in 2019 after retiring as the 15th President at Oklahoma Baptist University. Prior to his presidency, he was the Dean of the College of Business and Computer Science, and Special Assistant to the President at Southwest Baptist University in Bolivar, Missouri. Before his appointment at SBU, he taught business at Southeastern for 14 years, serving as an Instructor, Assistant Professor, Associate Professor, and Chair of the Business Information Management Program. The JMSB also experienced other key leadership changes during this current accreditation cycle. In June of 2022, Dr. Rhonda Richards became the Chair of Accounting and Finance after the position was temporarily filled for the previous five years by Management and Marketing Chair, Dr. Kitty Campbell. Also, in 2022, Dr. Kitty Campbell was named MBA Program Director after the passing of MBA Director, Robert Howard. In 2023, Dr. Courtney Kernek was named Associate Dean and Dr. Stephanie Metts was named the Coordinator of AACSB Accreditation. In the summer of 2023, Dr. Kitty Campbell announced she would be stepping down as Chair on July 31, 2023. Dr. Eric Kennedy will be assuming the role at that time. Dr. Campbell will continue to serve as MBA Director until her retirement in December. The JMSB faculty and staff feel confident that the restructuring and recent key hires and appointments provide experienced leadership and direction as the JMSB begins a period of renewal and opportunity.

Situational Analysis

All regional universities in Oklahoma faced a period of decreasing state funding, decreasing high school graduation rates, and economic challenges. SE set itself apart through the expansion of its online course and program offerings, particularly in business and the MBA. Even during the catastrophic impacts on universities brought by the COVID world pandemic, SE began to emerge from a long period of stagnation and decline by entering new markets, particularly within its AACSB accredited business programs. With the investment of the University in the JMSB, the endowment of several academic positions in the School, and the addition of several other strategic course and program offerings—particularly graduate programs across the University—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.

Organizational change and disruption are a part of the JMSB story over the last five years, mostly due to University leadership transitions accompanied by changing vision and priorities that also overlapped a global pandemic and the associated impact on teaching delivery, personal interaction, events, and classroom structure. In the spirit of resilience and collaboration, the JMSB Strategic Planning Committee convened in May of 2021 for a workshop, and a brainstorming exercise was used to identify specific strengths, weaknesses, opportunities, and threats that influence our contributions to various stakeholder groups. In the following analysis, we address the internal and external contextual factors that influence our mission and operations now and in the future. 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, 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.

Progress Update

In Spring 2023, the JMSB conducted a Risk Analysis to ensure future viability. That information is located in Appendix E: JMSB Risk Analysis in Addendum 1. Also, current AACSB peer, aspirant, and competitor institutions are provided in Appendix F: AACSB Comparable Peer, Aspirant, and Competitor Institutions in Addendum 1. Since the 2018 CIR Team Report (under the 2013 AACSB Standards), the JMSB has responded to the team’s five concerns by the actions and improvements described here.

1. Develop a strategic plan aligned with our mission which reflects the substantial changes occurring as a result of its partnership with Academic Partners (AP) and emphasis on online education.

The JMSB has revised and updated our mission statement to reflect the substantial changes from our partnership with Academic Partnerships (AP) and our emphasis on online education. In Spring 2022, the JMSB revised the mission statement for the next five-year cycle (2023-2028) as follows:

The JMSB Business Division engages all stakeholders to prepare a diverse population of learners for meaningful careers and lives through AACSB accredited, innovative and affordable business education, real-world research, and positive societal impact.

In addition, the strategic plan has been revised in response to the major shift in enrollment from predominantly face-to-face undergraduate teaching to predominantly graduate online teaching. The significant enrollment increase requires additional resources, particularly new faculty members as noted by the visiting peer review team, and the JMSB has responded (see Concerns #2 and #4 below). In addition, academic support personnel have been added to assist with academic recruitment, advising, and records management.

Following several changes, such as alignment with the AACSB 2020 Standards, as well as the post-pandemic environment, the Strategic Planning Committee refocused efforts to update the plan. These changes resulted from our need to be more purpose driven and future focused. For instance, the plan's considerable emphasis on Academic Partnerships, simply an academic programming distribution partner, was determined to be inappropriate.

2. Identify financial resources necessary to implement and sustain the revised strategic plan.

The JMSB revised our Strategic Plan for 2018-2023 and developed Table 2-1 to support the plan (refer to Strategic Plan upload and Table 2-1 upload in myAccreditation). The 2018-2023 plan primarily focused on the following initiatives:

Initiative 1: Develop and implement a Faculty Acquisition Plan and secure funding for new positions to replace faculty who have retired or left over the last five (5) years. Results in this last five years include the following:

- A full-time MBA advisor was hired during the Fall 2018 semester. Five new faculty members were hired to start in August 2019.
- Since August 2019, 14 additional faculty have been hired.
- An additional \$20,000 is budgeted for departmental operating expenses that the Department Chair(s) deem essential for effective program delivery.
- An additional \$2.5 million has been spent to market the online program and hire extra academic support personnel to provide smooth admissions, advising, and recordkeeping.
- There is an AACSB account through the Southeastern Foundation that allows for travel to AACSB meetings and training, as well as funding for academic discipline conference attendance.
- Two distinguished speaker foundation funds provide money to bring outstanding speakers to campus. Annually, the JMSB co- sponsors the International Women in Entrepreneurship Week with a Women in Entrepreneurship Conference on campus with the Oklahoma Small Business Development Center. Refer to Revised Budget Process in in Appendix G: JMSB Revised Budget Process in Addendum 1.

Initiative 2: Implement an innovative BBA program in collaboration with Academic Partnerships. This online program was geared to increase undergraduate enrollment originally in management, marketing, hospitality, and general business and later in accounting and finance. This program was implemented in Fall 2018, with accounting added in Spring 2021 and finance in Spring 2023. It may take several more years for the full impact of this program to be realized, but to date has resulted in 218 student enrollments (100 was the target) with the largest numbers majoring in general business and accounting.

Initiative 3: Develop strategies to continue to increase the graduate business enrollment to at least 1,000 over the next five years. This involved identifying new market segments not currently being targeted by Academic Partnerships and acquiring University support to implement. Also, to promote graduate enrollment, new MBA concentrations were added in data analytics, finance, project management, women in leadership, and leadership. A new Master of Arts in Organizational Management and Leadership degree program was also approved for implementation in Fall II, 2023 (October).

3. Create a clear path to degree for the Bachelor of Business Administration.

Academic advising is the key component to ensuring students graduate. The Academic Advising and Outreach Center at SE advises all incoming freshmen, first-term transfers, and undecided majors with academic deficiencies. When a student is admitted to Southeastern and completes College Placement Testing (if required), the academic advisors work with undergraduate students to identify academic options, choose appropriate academic strategies, and recognize barriers to academic success. The Advising and Outreach Center works closely with the faculty in the JMSB to ensure a smooth transition for students entering business programs.

All Southeastern students choosing to major in business are assigned a JMSB faculty member as their advisor. Ideally, this allows advisors and advisees to develop a relationship during the student's time at the University. The goal is to create a supportive environment that helps students successfully navigate through their college experience. Students receive online notifications and emails prior to the beginning of the advising period to schedule an appointment with their advisor.

Prior to enrollment for the coming semester, an advising hold is placed on all student accounts and students must meet with their advisor before registering for classes. Advisors use Colleague to complete advising notes online and remove the hold to allow students to enroll. In addition to helping students choose courses, faculty advisors also assist with identifying obstacles to student success, connecting students with campus support services, and providing career guidance.

All JMSB faculty members are provided advisement training in addition to hands-on assistance. Advising sheets by major are available in hard copy form in the JMSB and available to students online. The advising sheets identify all university, business school, and major requirements. The advising sheets also provide a four-year program of study, course sequencing, and course prerequisites.

Periodically, advisors conduct "checks" to monitor student progress toward graduation, including a "Gen Ed" check to verify completion of all General Education requirements and a "Graduation Check" at least one semester before expected graduation. Students are also encouraged to meet with their advisors at any time with questions or concerns about academics or progress toward their degree. Course prerequisites and graduation requirements are clearly stated on all advising materials and online.

4. Hire sufficient and appropriately qualified faculty resources to teach their growing undergraduate/graduate course offerings.

During Fall 2018, a full-time MBA advisor was hired in addition to support staff for increased admissions, financial aid, and registrar administrative work. New full-time faculty members hired as of Fall 2019 to date include:

- 1) Dr. Elizabeth Mulig – Accounting, SA; 2019
- 2) Dr. Jeffrey Risher – Management/ Quantitative Methods, SA; 2019
- 3) Dr. Ashley Hampton – Management, SA, 2019
- 4) Dr. Cody Bogard – Business Law, SA; 2019
- 5) Dr. David Whitlock – Management, SA; 2019
- 6) Dr. Hanzi Xu – Finance, SA; 2019
- 7) Dr. Eric Kennedy – Marketing, SA; 2021
- 8) Dr. Vance Lewis – Management, SA; 2022 (*non-renewed for 2023*)
- 9) Ms. Luran Fuller – Management/ Marketing, SA, ABD; 2022
- 10) Dr. Carol Sullivan – Accounting, SA; 2022
- 11) Dr. Jimmie Flores – Management, PA; 2022
- 12) Dr. Arthur Tran – Finance, SA; 2023
- 13) Mr. John Paul Anderson – Economics/ Accounting, IP; 2023
- 14) Ms. Wendy Risher – Management/ Marketing, SA, ABD; 2023

New faculty hires have helped the JMSB make significant progress with faculty sufficiency and faculty qualification ratios (see Tables 3-1 and 3-2 uploaded in myAccreditation).

Substantive Changes

New academic programming added since Fall 2018 includes the following and is detailed in the Scope of Accreditation table in the next section:

- MBA Concentrations added: Data Analytics, Finance, Project Management, Women in Leadership, Leadership
- MBA Concentrations removed: Hospitality Marketing
- MA to begin Fall II 2023 (October)

No new undergraduate academic degree programs have been added since Fall 2018.

Scope of Accreditation

The JMSB’s AACSB scope of accreditation for 2018-2023 includes the BBA program with 6 majors and the MBA program with 16 concentrations as show in Table 1. Programs excluded from the scope of accreditation by AACSB are shown in Table 2.

**Table 1
JMSB AACSB Scope of Accreditation for 2018-2023**

Degree Program	Level	Location	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion
BBA Accounting	U	F2F, Web	1997	124 credit hours

BBA Finance	U	F2F, Web	1997	124 credit hours
BBA Management* Hospitality MNGT option added 2013	U	F2F, Web	1997	124 credit hours
BBA Marketing	U	F2F, Web	1997	124 credit hours
BBA General Business	U	F2F, Web	2002	124 credit hours
MBA	G	Web	1996	36 credit hours
MBA Health Care Information Systems	G	Web	2013	36 credit hours
MBA Management	G	Web	2013	36 credit hours
MBA Safety	G	Web	2013	36 credit hours
MBA Native American Leadership	G	Web	2014	36 credit hours
MBA General Business	G	Web	2016	36 credit hours
MBA Entrepreneurship	G	Web	2016	36 credit hours
MBA Finance	G	Web	2016	36 credit hours
MBA Human Resource Management	G	Web	2016	36 credit hours
MBA Marketing	G	Web	2016	36 credit hours
MBA Aerospace Logistics	G	Web	2016	36 credit hours
MBA Strategic Communication	G	Web	2016	36 credit hours
MBA Accounting	G	Web	2017	36 credit hours
MBA Women in Leadership	G	Web	2019	36 credit hours
MBA Data Analytics	G	Web	2020	36 credit hours
MBA Project Management	G	Web	2020	36 credit hours
MBA Leadership	G	Web	2022	36 credit hours

Table 2
JMSB AACSB Scope of Accreditation Excluded Programs

Degree Program	Level	Location	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion
BS Occupational Safety and Health	U	F2F, Web	1989	124 credit hours
BS Aviation- Professional Pilot	U	F2F, Web	1999	124 credit hours
BS Aviation Management	U	F2F, Web	1999	124 credit hours
MS Occupational Safety and Health	G	F2F, Web	2006	35 credit hours
MS Aerospace Administration	G	F2F, Web	2000	33 credit hours

Consultative Guidance

The JMSB would greatly appreciate input and recommendations on the following emergent matters:

1. **Faculty Management and Qualifications Policies:** As we review our policies on workload and faculty qualifications, we strive to develop a more mission-focused set of expectations that promote alignment with teaching and research expectations while ensuring equity and quality.
2. **Societal Impact:** The JMSB Leadership Committee has provided our interpretation in Table 9-1. We would welcome suggestions from the Peer Review Team (PRT) on missed opportunities that align well with our mission and strategies.
3. **Collaborative Community:** We welcome recommendations on how to maximize efficacy for centers and institutes for High Impact Practices (HIPs) as well as scholarly and societal impact.
4. **AOL:** Review revised AOL process and suggest best practices for the additional of indirect measures.

New Degree Programs

SE's governing body, the Regional University System of Oklahoma or RUSO recently approved a Master of Arts in Organizational Management and Leadership degree to be offered starting Fall II, 2023 (October). The program will be delivered entirely online.

STRATEGIC MANAGEMENT AND INNOVATION

Current Strategic Plan and Outcomes

With a tradition of strategic planning in place for many years, the JMSB 5-year Strategic Plan for 2018-2023, in alignment with the SE Strategic Plan, has guided and helped to prioritize the efforts of JMSB leadership and faculty toward mission and goal accomplishment. All our program initiatives are evaluated and prioritized in terms of how strongly they support our mission and vision, particularly in realizing specific action items, as in each of the examples provided below.

The 2018-2023 JMSB Strategic Plan was revised in 2018-2019 and further developed over a two-year period initiated by the Strategic Planning Committee in the Spring of 2021. The Strategic Planning Committee worked collaboratively with faculty and other key constituents to develop a SWOT analysis

followed by appreciative inquiry, analysis of information from these sessions, and feedback from all stakeholders. Committee members presented the vision, mission, goals, and objectives to the faculty within their departments, and their feedback was incorporated in the plan. Finally, faculty voted to approve the plan by an overwhelming majority. The current Strategic Plan was most recently updated by the Strategic Planning Committee in the Spring of 2023 as we were transitioning to our next plan (see Strategic Plan upload in myAccreditation, pages 39-79, for complete details and Table 2-1 upload for financial resources required).

Based on feedback from faculty, students, alumni, and external stakeholders, we found that employers in the southern Oklahoma region seek students who are professionally skilled and job ready. This led to the conclusion that the JMSB should foster an integrated approach to education based on experiential learning, that our curriculum should be application-based and grounded in theory, and that we educate and engage the community.

JMSB's Mission Statement and Major Strategic Initiatives

The JMSB vision and mission statements for the 2018-2023 period are as follows, elaborated by guiding principles that articulate the means through which the mission is accomplished. Strategic goals drive our strategic direction.

- **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. We accomplish our mission through the following values or guiding principles:
 - **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.

These goals each have multiple objectives with one or more action items (refer to Strategic Plan upload in myAccreditation, beginning on page eight, for detailed information). Examples of major strategic initiatives from the plan that have been completed during this 5-year cycle include the following.

Goal I: Academic Excellence (Objective 1.2) Utilize strategies that advance experiential education and engage students in co-curricular activities; **(AI 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.

- **Mission alignment:** “innovative business education”
- **Engagement: Employer participation:** 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.
- **Innovation: Interactive Field Visits:** 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, played 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 on campus. This field visit also resulted in an internship opportunity for the creative student who put the goat in the sink (see Appendix H: MKT 3643 Interactive Field Visit in Addendum 1)!

Goal III: Innovation (Objective 3.3) Enhance faculty capabilities in teaching methodologies and instructional technology; **(AI 3.3.2):** Ensure that 100% of faculty successfully complete Quality Matters certification.

- **Mission alignment:** “prepares a diverse population of learners”
- **Engagement: Faculty participation:** Faculty are provided support to enhance teaching capabilities and skills related to instructional technology to support student learning. All faculty are required to complete a cohort training in Canvas. In addition, all faculty must have at least one Quality Matters certification. Currently, 19 full time and 10 adjunct faculty are certified. New faculty have one year to complete certification.
- **Innovation: Online Teaching Certification Initiative:** 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.

Goal IV: Collaboration (Objective 4.1) Support faculty intellectual collaboration with academic communities; **(AI 4.1.1):** Encourage interdisciplinary research, both within and outside the JMSB, with discernible contribution from each discipline in the research product.

- **Mission alignment:** “impactful research”
- **Engagement: Faculty and stakeholder participation:** 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.
- **Innovation: Collegiality:** Collegiality stimulates enthusiasm among faculty and is documented as reducing emotional stress and burnout. It also creates a sense of belonging among

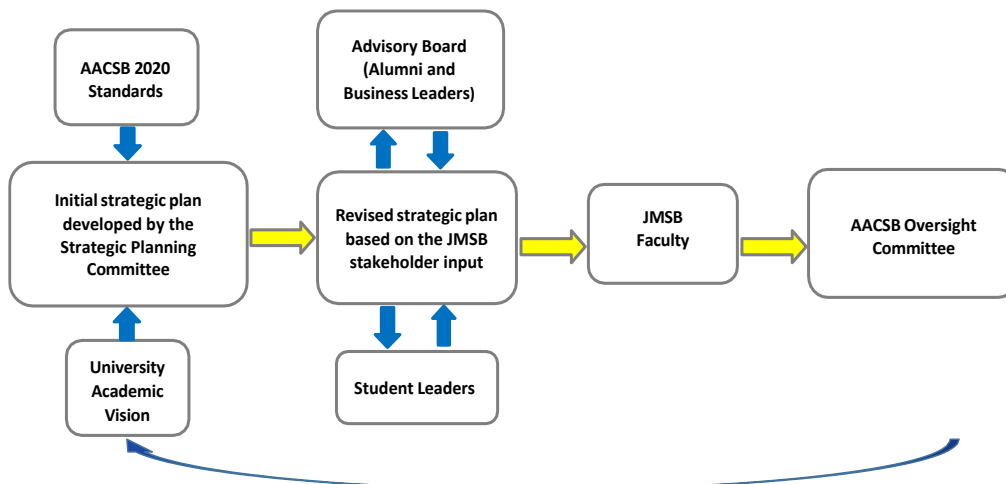
organizational members and makes the bonds more cohesive. During the pandemic faculty were encouraged to keep in contact and many had virtual meetings, porch research sessions, and drive-by water cooler chats to stay connected and productive. Between 2020-2021 faculty co-authored more than 20 ICs, held virtual conferences for academic organizations and the community, and upheld their high standards of teaching and service.

Goal IV: Service (Objective 4.3) Support faculty and student engagement with business and local communities; **(AI 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.

- **Mission alignment:** “engagement with the communities we serve”
- **Engagement: Faculty and stakeholder participation:** 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 annual Women in Entrepreneurship Conference hosted at Southeastern by the following: Dr. Kitty Campbell and Dr. David Whitlock-Conference Hosts, Dr. Luci Parmer and Dr. Kendra Ingram-Conference Managers, Dr. Carol Sullivan-Moderator, Dr. Courtney Kernek, Dr. Rhonda Richards, Dr. Ashley Hampton, and Dr. Lauren Fuller-Panelists. The event included 129 participants in 2022 (4 students); 146 participants in 2021. Registration for 2023 will identify students and alumni who participate.
- **Innovation: Modality:** During the pandemic, the in-person event was transitioned to a virtual experience. Faculty and volunteers brainstormed to make the event more inclusive, unique, and engaging with wider impact. Hosts thought strategically about the timing, fees, and community beyond the webinar.

Strategic Planning Process

The JMSB has long utilized a standard strategic planning process with the Strategic Planning Committee responsible for the development of each plan in collaboration with both internal and external stakeholders including faculty and staff, students, and business leaders and government representatives, some of whom are alumni (see diagram below). Once developed, 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 faculty.



The Strategic Plan is reviewed annually by the Strategic Planning Committee. This annual review considers quantifiable measures for each action item so that progress can be meaningfully tracked by JMSB administrators, in Department Chair meetings, and in faculty committee meetings (e.g., Assurance of Learning and Curriculum Committee). Major accomplishments are also reported to the Advisory Board. The committee gathers input from a stakeholder's surveys/focus groups each Fall and hosts the annual Advisory Council Reception & Business Meeting each Spring. This meeting includes a collaborative working session. The strategic plan also includes detailed measures of success and identifies resources needed. Information on this for the new 2023-2028 JMSB Strategic Plan can be found in the Strategic Plan upload beginning on page 39, and a Table 2-1 for this period is also included in myAccreditation.

While the plan is reviewed every year for tracking and implementation purposes, it is updated at least every five years by the Strategic Planning Committee. As an example, 2018-2023 Plan was updated in 2019 and again in 2021; additional updates were made in Spring 2023 as it was closed out and KPI information reported. Also, in Spring 2023, the JMSB held a Strategic Planning Workshop for two days on campus with the guidance of a consultant to produce the next Strategic Plan for 2023-2028 (see Strategic Plan upload for draft of the new plan beginning on page 39). The workshop included all JMSB administrators and faculty at the time along with the Vice President for Academic Affairs. Feedback on the new plan was sought from a wide array of stakeholders, including the Advisory Board members, employers, students, and alumni both informally and at our annual Advisory Council Reception & Business Meeting held in April 2023. Ultimately, the plan will be put forth for approval by faculty and the Dean of the JMSB to become effective in Fall 2023. The new plan, when complete, will specifically cross-reference to the new university plan (as it does in its current plan) so that alignment is clear.

As mentioned above, the Risk Analysis has been conducted for the new plan, and a table summarizing risks for the JMSB is provided in Appendix E in the Addendum 1 upload in myAccreditation. The longer-term strategic goals for the next accreditation cycle reflect some of the mitigating actions required to offset several of the risks as identified. Unlike recent national trends in higher education, *enrollment growth and stability* has *not* been a major risk issue with SE or the JMSB. Recent SE enrollments have been the highest in University history. While the Business Division has seen some enrollment fluctuations by degree program enrollment since 2018, it has seen a 51.68% increase at the undergraduate level with highest enrollment increases in Accounting (71.58%) and General Business (70.81%). At the graduate level overall enrollment has increased 24.88% with the highest enrollment growth appearing in Accounting (50.75%), Healthcare Information Systems (70.83%), Human Resources (51.92%), and promising growth in new concentrations including Data Analytics, Project Management, and Women in Leadership. Further details are included on pages 38-39.

Critical to the success of SE's enrollment trends (record enrollment was achieved in 2022, and estimates indicate a new enrollment high record will be achieved in Fall of 2023), is the growth and maturation of the JMSB. Though without a Dean or traditional School organizational structure for the previous five years, University administration determined in 2023 to position the JMSB for continued growth and development through restructuring and increased empowerment. New faculty have been employed with a renewed focus on mission and purpose, new policies and procedures as well as new standards and benchmarks have been established, and a more formal and coordinated means of governance of the JMSB has been implemented. The committee structure, though simplified, is straightforward and clearer in lines of responsibility and authority. In brief, the School is maturing. Nowhere is this maturity more evident than in its strategic planning. With a new committee structure and organization, there are clearer lines of communication and accountability. Strategic planning has moved beyond goal setting to

strategically thinking holistically about the School, our students, our impact and role, and how we can best achieve our purpose, vision, and mission. Moving into our 2023-2028 strategic planning, more faculty have been involved, greater consideration to societal impact has been deliberated, and bolder initiatives have been established than at any other time, save the previous goals of achieving accreditation through ACBSP and then AACSB. The JMSB is well positioned for growth as it matures and moves forward into its second century of preparing students for meaningful lives and careers that matter and make a difference in the world.

Ensuring Positive Societal Impact

The current JMSB 2018-2023 Strategic Plan has enabled our faculty and students to achieve societal impact aligned with our mission to “prepare a diverse population of learners for meaningful careers and service through innovative business education, impactful research, and engagement with the communities we serve.” In turn, the economic and societal well-being of our region will be elevated (refer to the Table 9-1 upload in myAccreditation and accompanying narrative beginning on page 47 of this report). In the JMSB Strategic Plan under development, focus will be placed on alignment of goals and action items with the revised JMSB mission statement to address significant social and economic needs of our region and state—e.g., empowering education to include underserved populations, building effective partnerships with businesses in our area and beyond, equipping our students to engage fully with emerging technologies that will define new occupations and workplaces, providing valuable information and professional growth resources to the policy-makers and businesses of our region, helping small businesses thrive through our proposed Small Business Marketing Center, and capitalizing on other opportunities to *make a difference* in our region and state (see 2023-2028 Strategic Plan draft beginning on page 39 in the Strategic Plan upload).

Advancing Diversity and Inclusion

It is only possible to carry out our mission statement—to prepare a “diverse population of learners”—if diversity of all kinds (e.g., gender, ethnic, racial, cultural, etc.) is a reality in the JMSB. It is both valued and practiced daily in terms of equity, inclusion, and belonging. In fact, our Guiding Principles emphasize this in terms of integrity, collaboration, and innovation. As examples, the JMSB is firmly committed to fostering expanded educational opportunities for underserved populations and supporting our University’s commitment to Native American education. See for further discussion of the JMSB demographics and efforts to increase diversity of faculty, staff, and students. Moreover, a substantial portion of our *societal impact*, as described on page 39, is directed toward community engagement and our focus on diversity and inclusion through programs and activities that support women in leadership and entrepreneurship. Also, these are summarized in terms of strategies, curriculum outcomes, scholarly impact, and specific JMSB initiatives in Table 9-1.

Financial Situation, Challenges, and Strategic Initiatives

Tables 3 and 4 summarize the Business Division financial resources and expenditures in support of its strategic plan and daily operations. Table 3 shows the combined graduate and undergraduate budgets, and Table 4 contains the individual budgets as noted.

Table 3

Business Division Overall Budget for 2018-2019 to 2022-2023					
COMBINED GRADUATE AND UNDERGRADUATE PROGRAMS					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teaching Salaries	\$1,657,169.00	\$2,213,163.00	\$2,290,441.00	\$2,517,3354.00	\$2,622,153.00
Professional Salaries	\$14,000.00	\$14,000.00	\$14,000.00	\$14,700.00	\$7,000.00
Non-Professional Salaries	\$45,394.00	\$48,231.00	\$48,403.00	\$48,910.00	\$49,686.00
Fringe Benefits	\$700,821.13	\$862,689.75	\$929,373.38	\$1,044,999.23	\$1,114,723.99
Professional Services*	-	\$1,075.00	\$2,844,994.86	3,710,450.00	\$3,623,882.38
Total Personnel	\$2,417,384.13	\$3,139,158.75	\$6,127,212.24	\$7,336,394.23	\$7,456,445.37
Travel	\$6,650.00	\$27,282.21	\$12,681.00	\$49,908.45	\$55,976.06
Supplies, Other Operating Expenses*	\$1,415,663.00	\$2,491,893.15	\$42,825.81	\$48,324.73	\$45,573.94
Transfers, Other Disbursements	\$4,454.06	-	-	-	-
Property, Furniture, Equipment	\$1,040.00	-	229.99	\$40.00	\$1,636.61
Total	\$3,845,191.19	\$5,658,334.11	\$6,182,949.04	\$7,434,667.41	\$7,560,631.98

* In FY 2021 forward, AP payments were in Professional Services.

** In FY 2019 & 2020, AP Payments were included in Supplies.

Table 4

Business Division Individual Budgets for 2018-2019 to 2022-2023					
AACSB ACCREDITATION FUNDS					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Non-Professional Salaries	\$14,873.00	\$14,873.00	\$15,000.00	\$15,000.00	\$15,000.00
Fringe Benefits	\$5,354.00	\$5,800.47	\$5,925.00	\$6,075.00	\$6,150.00
Total Personnel	\$20,227.00	\$20,673.00	\$20,925.00	\$21,075.00	\$27,100.00
Travel	\$5,573.00	\$5,600.00	\$5,600.00	\$5,600.00	\$5,600.00
Supplies, Other Operating Expenses*	\$17,438.00	\$17,438.00	\$22,350.00	\$22,350.00	\$22,350.00
Total	\$43,238.00	\$43,711.00	\$49,055.00	\$49,205.00	\$49,280.00
MISCELLANEOUS					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Supplies, Other Operating Expenses*	\$5,095.00	\$5,095.00	-	-	-
Total	\$5,095.00	\$5,095.00	-	-	-
MISCELLANEOUS—LINNIE RUTH HALL LECTURESHIP					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Supplies, Other Operating Expenses*	\$1,403.00	\$1,403.00	-	-	-
Total	\$1,403.00	\$1,403.00	-	-	-
MISCELLANEOUS—MASSEY ENDOWED CHAIRS					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Travel	\$199.00	-	-	-	-
Supplies, Other Operating Expenses*	\$956.00	-	-	-	-
Total	\$1,115.00	-	-	-	-

AACSB AND MISCELLANEOUS COMBINED					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Non-Professional Salaries	\$14,873.00	\$14,873.00	\$15,000.00	\$15,000.00	\$15,000.00
Fringe Benefits	\$5,354.00	\$5,800.00	\$5,925.00	\$6,075.00	\$6,150.00
Total Personnel	\$20,227.00	\$20,673.00	\$29,925.00	\$21,075.00	\$27,100.00
Travel	\$5,772.00	\$5,600.00	\$5,600.00	\$5,600.00	\$5,600.00
Supplies, Other Operating Expenses*	\$24,892.00	\$23,936.00	\$22,530.00	\$22,530.00	\$16,580.00
Total	\$50,981.00	\$50,209.00	\$49,055.00	\$49,205.00	\$49,280.00
MBA FUNDS (337)					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Professional Salaries	\$14,000.00	\$14,000.00	\$14,000.00	\$14,000.00	\$14,000.00
Fringe Benefits	\$5,040.00	\$5,460.00	\$5,530.00	\$5,670.00	\$2,870.00
Professional Services**	-	-	\$2,840,000.00	\$3,275,000.00	\$3,029,585.00
Total Personnel	\$19,040.00	\$19,460.00	\$2,859,530.00	\$3,294,670.00	\$3,039,455.00
Travel	-	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Supplies, Other Operating Expenses*	\$1,352,225.00	\$2,375,640.00	\$600.00	\$600.00	\$600.00
Property, Furniture, Equipment	\$1,040.00	-	\$40.00	\$40.00	\$40.00
Total	\$1,372,305.00	\$2,397,600.00	\$2,862,670.00	\$3,297,810.00	\$3,042,595.00
MBA PREP (700)					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Professional Salaries	Note***	-	-	\$700.00	-
Professional Services**	-	\$1,075.00	\$4,994.86	\$10,450.00	\$13,347.38
Total Personnel		\$1,075.00	\$4,994.86	\$11,150.00	\$13,347.38
Travel	-	\$18,302.21	\$3,701.00	\$40,928.45	\$46,996.06
Supplies, Other Operating Expenses*	-	\$28,771.15	\$11,095.81	\$16,594.73	\$19,793.94
Transfers, Other Disbursements	\$4,454.06	-	-	-	-
Property, Furniture, Equipment	-	-	\$189.99	-	\$1,596.61
Total	\$4,454.06	\$48,148.36	\$19,981.66	\$68,673.18	\$81,733.99
MBA FUNDS COMBINED					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Professional Salaries	\$14,000.00	\$14,000.00	\$14,000.00	\$14,700.00	\$14,000.00
Fringe Benefits	\$5,040.00	\$5,460.00	\$5,530.00	\$5,670.00	\$2,870.00
Professional Services*	-	\$1,075.00	\$2,844,994.86	\$3,285,450.00	\$3,042,932.38
Total Personnel	\$19,040.00	\$20,535.00	\$2,864,524.86	\$3,305,820.00	\$3,052,802.38
Travel	-	\$20,802.21	\$6,201.00	\$13,650.00	\$49,496.06
Supplies, Other Operating Expenses*	\$1,352,225.00	\$2,404,411.15	\$11,695.97	\$17,194.73	\$20,393.94
Transfers, Other Disbursements	\$4,454.06	-	-	-	-
Property, Furniture, Equipment	\$1,040.00	-	\$229.99	\$40.00	\$1,616.61
Total	\$1,376,759.06	\$2,445,748.36	\$2,882,651.66	\$3,366,483.18	\$3,124,328.99
ACCOUNTING AND FINANCE					
Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teaching Salaries	\$575,174.00	\$831,388.00	\$898,953.00	\$1,001,824.00	\$1,077,179.00
Non-Professional Salaries	\$16,133.00	\$17,552.00	\$17,577.00	\$17,830.00	\$18,218.00
Fringe Benefits	\$241,629.00	\$331,086.60	\$362,029.35	\$412,959.87	\$448,112.77
Professional Services**	-	-	-	\$105,000	\$150,000.00

Total Personnel	\$832,936.00	\$1,180,027.00	\$1,287,559	\$1,537,614.00	\$1,694,510.00
Travel	\$878.00	\$880.00	\$880.00	\$880.00	\$880.00
Supplies, Other Operating Expenses*	\$9,633.00	\$59,633.00	\$4,560.00	\$4,560.00	\$4,560.00
Total	\$843,447.00	\$1,240,540.00	\$1,284,089.00	\$1,543,144.00	\$1,700,040

MANAGEMENT AND MARKETING MAIN CAMPUS

Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teaching Salaries	\$1,022,407.00	\$1,318,406.00	\$1,328,119.00	\$1,450,504.00	\$1,518,017.00
Non-Professional Salaries	\$14,388.00	\$15,806.00	\$15,826.00	\$16,080.00	\$16,468.00
Fringe Benefits	\$424,367.00	\$520,342.68	\$530,858.28	\$593,966.52	\$629,138.85
Professional Services*	-	-	-	320,000.00	\$425,000.00
Total Personnel	\$1,461,162.00	\$1,854,555.00	\$1,878,753.00	\$2,384,501.00	\$2,592,574.00
Supplies, Other Operating Expenses*	\$28,913.00	\$3,913.00	\$3,950.00	\$3,950.00	\$3,950.00
Total	\$1,490,075.00	\$1,858,468.00	\$1,878,753.00	\$2,384,591.00	\$2,592,574.00

MANAGEMENT AND MARKETING ARDMORE CAMPUS

Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teaching Salaries	\$59,588.00	\$63,369.00	\$63,369.00	\$65,007.00	\$27,452.37
Fringe Benefits	\$24,431.00	-	\$25,030.76	\$26,327.84	\$6,150.00
Total Personnel	\$84,019.00	\$63,369.00	\$88,400	\$91,335.00	\$94,409.00

MANAGEMENT AND MARKETING COMBINED

Description	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teaching Salaries	\$1,081,995.00	\$1,381,775.00	\$1,391,488.00	\$1,515,511.00	\$1,584,974.00
Non-Professional Salaries	\$14,388.00	\$15,806.00	\$15,826.00	\$16,080.00	\$16,468.00
Fringe Benefits	\$448,798.00	\$520,343.00	\$555,889.28	\$620,294.00	\$665,591.00
Professional Services*	-	-	-	320,000.00	\$425,000.00
Total Personnel	\$1,545,181.00	\$1,917,924.00	\$1,964,203.00	\$2,471,885.00	\$2,683,033.00
Supplies, Other Operating Expenses*	\$28,913.00	\$3,913.00	\$3,950.00	\$3,950.00	\$3,950.00
Total	\$1,574,094.00	\$1,921,837.00	\$1,967,153.00	\$2,475,835.00	\$2,686,983.00

* In FY 2021 forward, AP payments were in Professional Services.

** In FY 2019 & 2020, AP Payments were included in Supplies.

***Because of system changes, transaction detail is not readily available for 2018-2019 MBA Prep Budget.

The following trends are worthy of noting in the uses and sources of funds over the five-year period:

- University allocations have risen from \$3,845,191 in 2018-2019 to \$7,434,667 in 2022-2023.
- The majority of the budget is in salaries, fringe benefits, and professional services (most of which are Academic Partnerships fees for marketing, social media management, search engine optimization (SEO), advertising, and extensive enrollment management services). Personnel costs have tripled due to additional positions and most recently an average raise of over 10% for all Southeastern faculty.
- Travel funds are the line item used for professional development and scholarly research conference presentations, and have steadily increased though the volatility of pre-pandemic and pandemic year spending has interrupted an otherwise intentional effort to improve the support for this area. The budget for 2018-2019 for professional development and conference presentations was \$6,650, and that amount has been increased eight-fold.
- While accounting for property, furniture, and equipment appears modest, every faculty member is provided office equipment from University budgets. Though not reported in this budget

information, the following is recognized as further examples of University support of the JMSB and its purpose, mission, and vision:

- Every new faculty member in the last five years has been provided a new computer, monitor, scanner, and printer. For Fall 2023, the University's Information Technology Services Director has worked with the JMSB Interim Dean to upgrade 19 computer systems for JMSB faculty.
- The JMSB is housed in the Russell Building and during the 2022-2023, though not charged against its budget, several projects requested by the JMSB were undertaken and accomplished including wallpaper removal and wall repair, the remodeling of the large first floor auditorium, elevator repair, and new interior signage in the third-floor auditorium and on the first floor. Estimates of these improvements and repairs are more than \$5,000.
- Though not budgetary, the University has worked with the JMSB during 2022-2023 to repatriate four second floor offices to the JMSB faculty and staff and those will be available for use beginning in the Fall 2023 semester. Likewise, the University administration has signaled their intentions to return the Dean's Office conference room, copy and work room, and storage room to the JMSB when possible (pending leasing agreement fulfillment with the Department of Rehabilitation Services), and this will ease many of the cramped office and storage room challenges for the School.

Overall, the JMSB has been supported by the University with increased funding, added faculty lines, and an intentional effort to improve faculty development. Still, challenges remain since more faculty positions are needed, and there is a demand for increased professional development funds—especially as faculty scholarship production is expected to increase.

Funding 2023-2028 Strategic Initiatives

As mentioned earlier, in Spring 2023, the Strategic Planning Committee lead the Business Division and our stakeholders through a strategic planning process for 2023-2028. The process was an inclusive one with broad stakeholder involvement. The process prompted both aspirational dreaming and focused priorities with measurable performance indicators that reflect a shared direction embraced by the various stakeholders. The 2023-2028 JMSB Strategic Plan is included in the Strategic Plan upload in myAccreditation, beginning on page 39. The plan will be adopted formally in early Fall 2023, after this CIR Report is submitted, but more information will be available for the peer review team onsite in October. Table 2-1 for the coming five years (see upload) details these strategic initiatives, along with the estimated investments required to accomplish the initiatives (some funding is recurring). The expected *sources* of the funds are known and listed, although some of the sources are still being cultivated (e.g., for the proposed Small Business Marketing Center).

Faculty Management

The JMSB invests in its faculty and fosters a teacher-scholar culture. Efforts to support, develop, and maintain a qualified faculty are vital to providing learners with a highly relevant and quality curriculum. Given our respective missions, both the University and the JMSB place a great emphasis on effective teaching; we also recognize that our teaching is informed by an engaged scholarly identity and an attention to service that connects our students, practice, and the disciplines in intentional ways to create and apply knowledge. Below is a summary of the processes involved.

- **Annual Reviews:** All faculty members at SE are subject to annual reviews of performance in the critical areas of teaching, scholarship, and service. Additionally, faculty members who have significant administrative duties are evaluated on that facet of performance. Details of the SE

Faculty Evaluation System are contained in Sections 4.4.1 through 4.4.6 of SE's [Academic Policies and Procedures Manual](#). These sections introduce the evaluation process, and explain the faculty evaluations system, the procedural principles and guidelines, the faculty development evaluation process, provide a faculty evaluation guide, and the faculty grievance policy, respectively. The Department Chair reviews the report and makes a recommendation to the VPAA/President. The Faculty Evaluation System is governed by RUSO and specifies five basic categories upon which academic rank and promotion in rank are based: (1) education and experience, (2) effective classroom teaching, (3) research/scholarship, (4) contributions to the institution and profession, and (5) performance of non-teaching or administrative duties. The evaluation system is designed to promote faculty development and assess faculty performance on those prescribed criteria. Instrumentation of the system consists of four documents: (1) Faculty Development and Evaluation Criteria, (2) Catalog of Faculty Development and Evaluation Criteria, (3) Faculty Development Agreement, and (4) Faculty Development and Evaluation Summary.

- **Tenure and Promotion Process:** Promotion and tenure procedures for all faculty members at SE are detailed in Sections 4.5 and 4.6 of SE's [Academic Policies and Procedures Manual](#). Section 4.5 discusses rank, promotion in rank, and outlines the promotion process. Section 4.6 discusses all aspects of tenure and details the process that SE follows. In 2012, the Dean of Instruction created a template with specific guidelines to follow in assembling the promotion and/or tenure package. This process has resulted in more uniform packages for the review committee to evaluate. Moreover, promotion and tenure policies were revised in 2013 from a joint effort of the Faculty Senate and University Administration to streamline the process. Since that time the [JMSB Promotion and Tenure Policies](#) have been updated to reflect changes that have occurred in the AACSB Standards, University, and JMSB.
- **Post Tenure Review:** RUSO Board Policy stipulates that the academic and professional performances of each tenured faculty member must be reviewed at least every three (3) years. When the review results in a finding that a tenured faculty member's academic and professional performance is unsatisfactory, the faculty member shall be notified of the deficiencies in performance and must be reviewed again within one (1) year. The results of each review will be placed in the personnel record of the tenured faculty member. The tenured faculty member should be given a copy of the review and an opportunity to respond. Two consecutive unsatisfactory post-tenure performance evaluations may be grounds for dismissal or suspension. The American Association of University Professors' (AAUP) *Minimum Standards for Good Practice of a Formal System of Post-tenure Review* serves as a basis for SE's post-tenure review process and policy, which were developed with careful consideration of the Standards. In addition to the AAUP minimum standards, the Southeastern Oklahoma State University Faculty Senate has endorsed a set of *Principles for Post-Tenure Review*. Policies, principles and goals, and the process for the three-year post-tenure review is outlined in [SE APPM 4.4.7 Post-Tenure Review Policy](#).

Recruiting Qualified Faculty and Administrators

With new University leadership, the faculty hiring process has been redesigned university-wide to be guided by newly developed strategic hiring priorities. Currently, the VPAA has a more direct role in deciding whether a proposed faculty line in any school (whether new or vacated) may be filled based on strategic hiring priorities. This more centralized approach to strategic hiring has been received well as the VPAA has a strong understanding of AACSB and faculty lines have been approved as needed to teach the strategically planned course loads or to replace departing faculty. The hiring of administrators is less

frequent but can pose significant financial challenges. Internal appointments have been financially advantageous for the JMSB in providing well-equipped administrators to operate the school and curriculum for student success.

FTE Faculty Composition

The JMSB has a history of retaining long-serving full-time equivalent (FTE) faculty. Those who resigned or retired within this current cycle served an average of six years on the faculty; those who were retained in this five-year period have served an average of eight years. Since 2018, the JMSB has grown from 16 faculty members to 23, and we have worked strategically to fill or redirect any lines that have become vacant. In this cycle, we had one resignation, one non-renewal, and four retirements, with retirements accounting for most exit outcomes. We have planned for searches in 2023-2024 for faculty positions in the Marketing and Management Department.

AACSB Faculty Sufficiency and Qualifications Criteria

To be considered a “participating faculty member” at the JMSB (see detailed criteria in Faculty Qualifications and Sufficiency Criteria upload in myAccreditation), a faculty member must serve on one or more departmental, JMSB, or University committees and be involved in at least one of the following activities:

- Engages in curricular review and development
- Supervises internships and/or independent studies
- Provides academic or career advising
- Advises student organizations
- Actively participates in assessment and assurance of learning processes
- Other activities that support the goals of the school’s mission

Should it be determined that the appropriate or sufficient participating activities had not been completed to maintain the participating status, the faculty member will have one year to complete such activities or risk the loss of participating status and be relegated to supporting status. Typically, all full-time faculty in the JMSB participate in the academic life of the JMSB through participation in one or more of the above activities. Part-time/adjunct faculty are considered as participating if circumstances justify an exception.

Faculty members not significantly engaged in the above activities and solely focused on teaching specific classes will be classified as “supporting.”

Table 5 shows that the current faculty sufficiency ratios are 87.15% participating faculty overall, exceeding the minimum of 75% for the unit. Economics falls below the 60% requirement for participating faculty; however, there is no degree in this discipline. In Spring 2023, the Department of Accounting & Finance hired a full-time economics faculty member to address areas of insufficiency regarding this discipline. The addition of this faculty member will enable it to meet the 60% requirement as of Fall 2023.

Table 5
Participating and Supporting Business Faculty by Discipline
(Source: Table 3-1 in myAccreditation)

Accounting	Business Law*	Economics*
Participating = 100%	Participating = 100%	Participating = 35.73%
Supporting = 0%	Supporting = 0%	Supporting = 64.27%
Finance	Management	Marketing
Participating = 79.98%	Participating = 91.23%	Participating = 90.36%
Supporting = 20.02%	Supporting = 8.77%	Supporting = 9.64%
General Business	Total JMSB Faculty	
Participating = 87.14%	Participating = 87.15%	
Supporting = 12.86%	Supporting = 12.85%	

*These disciplines do not have academic majors or concentrations.

The faculty workload policy, found in the [2023-2028 JMSB Tenure and Promotion Policy](#), affords participating faculty sufficient time to balance teaching, scholarly, and service/engagement activities. The 4/3 teaching load (21 credit hours over nine months) for tenure-track or tenured faculty is currently based on research requirements and publication productivity in the JMSB. New faculty are afforded the reduced load during their first three years; they may maintain that teaching load if they produce PRJs according to the policy. The current policy acknowledges that course demand, time to graduation, and funding may contribute to increased teaching load, but we strive to maintain such a reduction.

The JMSB implemented a new faculty qualifications policy in 2017 (refer to Faculty Qualifications and Sufficiency Criteria upload in myAccreditation) with a current revision in 2023 (see Faculty Qualifications Criteria upload, beginning on page 12). The criteria for each classification prescribe a set of rigorous expectations for faculty engagement in their respective disciplines and profession. For Scholarly Academics (SA), the majority of faculty, it is generally required that they produce a minimum of 2 refereed publications within the last five years. For the 2018-2023 cycle, PRJs had to appear in a C ranked journal or better, or quality could be demonstrated based upon reporting in sources such as Cabells Journalytics, Scopus, Journal Citation Reports, Google Scholar Metrics, journal websites, industry/professional rating systems, and/or publications of ratings such as the Australian Business Deans Council (ABDC), among others. The faculty member was responsible for providing sufficient information to convince the committee members of the quality of his/her scholarly research. Currently, the rating system required for AACSB qualification has been journals appearing in Cabells Journalytics with an acceptance rate of 50% or less. For the next accreditation cycle, the acceptance rate must be 40% or less with journals listed in one of the following reporting sources: Cabells Journalytics, Scopus, or Australian Business Deans Council (ABDC).

Table 6 summarizes faculty qualifications. All disciplines but Economics meet the minimum SA requirement of 40% and overall requirement of 90%. Economics is a supporting area since there is no degree program.

Table 6
Business Faculty Qualification Ratios by Discipline
(Source: Table 3-1 in myAccreditation)

Accounting	Business Law*	Economics*
SA = 100% (Minimum SA >= 40%)	SA = 100% (Minimum SA >= 40%)	SA = 16.65% (Minimum SA >= 40%)
SA+PA+SP+IP = 100% (Minimum >=90%)	SA+PA+SP+IP = 100% (Minimum >=90%)	SA+PA+SP+IP =44.43 % (Minimum >=90%)
Finance	Management	Marketing
SA = 95.40% (Minimum SA >= 40%)	SA = 79% (Minimum SA >= 40%)	SA = 86.31% (Minimum SA >= 40%)
SA+PA+SP+IP =100 % (Minimum >=90%)	SA+PA+SP+IP = 100% (Minimum >=90%)	SA+PA+SP+IP = 100% (Minimum >=90%)
General Business	Total JMSB Faculty	
SA = 64.07% (Minimum SA >= 40%)	SA = 77.71% (Minimum SA >= 40%)	
SA+PA+SP+IP =100 % (Minimum >=90%)	SA+PA+SP+IP =97.61 % (Minimum >=90%)	

*These disciplines do not have academic majors or concentrations.

Ensuring Faculty Currency and Relevancy for Teaching

Faculty currency and relevancy in their area of teaching is foundationally ensured by adhering to the faculty qualifications requirements for producing quality scholarship and for significant and current/recent professional experience at a managerial level of responsibility for instructors and adjuncts (see Faculty Qualifications Criteria in my Accreditation). Staying well-informed of the trends in pedagogy is also important to the professional development of faculty. SE provides exceptional opportunities to enhance one’s teaching currency in pedagogy from the Center for Instructional Development and Technology (CIDT). JMSB faculty have participated in Quality Matters trainings and certifications, LMS platform training, technological resources assistance, instructional design support, video production, and digital marketing.

Another method faculty use to enhance the relevancy of their teaching is engagement with employers and practitioners. Faculty accomplish this in several ways including:

- hosting guest speakers who are prominent business leaders in their industry in classes (see specific examples below).
- engaging with employers in partnerships in the context of internships, our new mentorship initiative with the Small Business Marketing Center and advisory boards.
- serving with business leaders on boards of directors in the community.
- organizing and participating in specialized student networking events with employers.
- networking at community events such as the Durant Chamber of Commerce, NextGen Speaker Series, Real Estate Investment Society meetings, and others.
- providing ongoing consulting services to businesses and organizations.

For example, during the reporting cycle, the JMSB has hosted or collaborated in events for such high-profile guest speakers as John Massey, Chairman Emeritus of First United Bank and State Regent Emeritus of the Oklahoma State System for Higher Education; Greg Massey, CEO of First United Bank; Melissa Perrin, Chief Culture and Communications Officer of First United Bank; Haley Rushing; Author of The Purpose Institute; Governor Bill Anoatubby of the Chickasaw Nation; Gary Batton, Chief of the Choctaw Nation; and Tasha Bond, local business owner and Women in Entrepreneurship Keynote Speaker. Numerous faculty members are involved in serving on boards with leading practitioners in the area and regularly interacting with them (e.g., First United Bank Board of Directors, Oklahoma Small

Business Development Center Board (OSBDC), Massey Family Foundation Board, Oklahoma Center for the Advancement of Science and Technology, and others). At least half of full-time business faculty provided consulting services to area businesses and non-profit organizations during the reporting period.

In summation, our faculty are engaged in multiple and significant ways with area practitioners to provide benefit to them as well as to maintain their own currency and relevancy in the business environment and issues that largely concern the major employers of our region. This connection benefits students by the sharing of real-world experiences of our faculty, an aspect of coursework that students express as having great value to them.

Professional Staff Management

Prior to March 2023, the JMSB had one full-time professional staff and three part-time professional staff/faculty in the unit. The specific job titles and reporting relationship are as follows:

- Secretary reporting to Department Chairs
- AACSB Coordinator reporting to Department Chair ('superchair') and Vice President for Academic Affairs (VPAA)
- MBA Director reporting to the Dean of Graduate Studies and Department Chair ('superchair')
- MBA Advisor reporting to the MBA Director

In March 2023, the JMSB has one full-time professional staff and five part-time professional staff/faculty in the unit. The specific job titles and reporting relationship are as follows:

- Interim Dean reporting to VPAA
- Administrative Assistant reporting to Interim Dean
- Associate Dean reporting to Interim Dean
- AACSB Coordinator reporting to Associate Dean
- MBA Director reporting to the Dean of Graduate Studies and Interim Dean
- MBA Advisor reporting to the MBA Director

Staff management is guided by the [University Employment Handbook](#)

LEARNER SUCCESS

Curriculum Management

The JMSB employs an iterative process to meet its goal of continuous improvement through ongoing evaluation and updating of curriculum to provide students with an academic experience that evolves to meet the current and ever evolving needs of industry. The Curriculum Management and Assurance of Learning Committee (CMAoL) is charged with oversight of the undergraduate and graduate curriculum and assurance of learning process. They review curriculum changes identified by faculty at the departmental level and make recommendations to the University Committee for revisions of undergraduate and graduate curriculum for all business majors. In addition, a bi-annual review of all course descriptions and objectives should be completed to assess appropriateness of the course and course/objective compatibility. Further, the Curriculum Committee identifies areas of opportunity within the business curriculum and presents their recommendations. Department Chairs then present the information to their respective departments for faculty input. The Curriculum Committee also coordinates with the Assessment Committee for the purpose of assisting in program reviews.

To meet employer needs for a highly qualified talent pool in the region, the curriculum keeps pace with the business environment by featuring forward-looking course content and degree programs that prepare students to be effective candidates for quality jobs and rewarding careers in the region and beyond. To do this, the JMSB has regular discussions regarding curriculum at the program, departmental, and school levels, as guided by the JMSB mission, vision, and Strategic Plan Committee. Needed changes may be suggested by both *internal* (e.g., departmental chairs and faculty, CMAoL Committees, and University Program Committees) and *external* (e.g., JMSB Advisory Board, employers, and alumni) stakeholder input. The JMSB also benchmarks with the AACSB Data Direct (BSQ) reports for salaries and compensation, graduates' employment data, etc. We also regularly monitor digital marketing, newsletters, and materials that we receive from other schools to compare our curricular initiatives.

The JMSB has an *Advisory Board* that was recently refreshed in membership and reorganized after the pandemic temporarily curtailed its activity. The board is comprised of dedicated industry professionals who meet regularly with administration and faculty (see Appendix I: JMSB Advisory Board in Addendum 1).

As an important part of the curriculum management process, the assurance of learning (AOL) process is used to inform changes in pedagogy and curriculum (refer to page 28 for details). Faculty take a leadership role in curriculum development, currency, and relevance through their engagement with practitioners, their own currency in their disciplinary research, service on departmental committees and task forces, and school and university-level curriculum committees.

Proposed curriculum changes within majors are voted on by faculty members at the department level and then endorsed by the Dean. Significant proposed changes to existing degree programs, as well as proposed new programs, are voted on by the entire faculty and endorsed by the Dean. Curriculum changes must also be approved by the CMAoL at the JMSB undergraduate level, by the CMAoL and the Graduate Council at the graduate level, and then by the Curriculum Committee at the university level. New degree programs must ultimately be approved by the Board of Regents for the Regional University System of Oklahoma (RUSO).

Curriculum Content: The JMSB has six primary BBA degrees offered face to face and online (Accounting, Finance, General Business, Hospitality Management, Management, and Marketing). The degree includes 44 hours of General Education courses, 43 hours of Business Core curriculum, 24-27 Major course hours, and 13 hours of electives for a total of 124 hours. Degree plans for each degree are located in Appendix J: Undergraduate Degree Plans in Addendum 1. The MBA degree has 16 concentrations (Accounting, Aerospace Logistics, Data Analytics, Entrepreneurship, Finance, General Business, Healthcare Information Systems, Human Resources, Leadership, Management, Marketing, Native American Leadership, Project Management, Safety, Strategic Communication, and Women in Leadership). The MBA includes 24 hours of MBA Core and 12 hours of Concentration courses for a total of 36 hours (see Appendix K: JMSB MBA Degree Plan in Addendum 1).

Curriculum Updates and Revisions: As indicated earlier, the curriculum review process is comprehensive, practical, systematic, and documented. Since Fall 2018, one new graduate degree program has been added to the curriculum (effective Fall II 2023 (October)), teach-out plans were devised for two existing BBA concentrations (Management Minor and Marketing Minor) and one MBA

concentration (Hospitality Marketing), both degree programs were revised, four new concentrations were launched in the MBA program (Data Analytics, Project Management, Women in Leadership, and Leadership), more than 20 new courses were developed across all programs, and more than 12 courses were revised across all programs (see below for details on new and revised courses).

A new Master of Arts in Organizational Management and Leadership was approved and will start in Spring 2024. Anecdotal evidence from alumni, students, donors, and businesses all point to considerable interest in an interdisciplinary degree that applies psychology to leadership and team management. The goal of the MA degree is to become an inclusive and emotionally intelligent role model with a 100% online degree program. This empowering degree's curriculum focuses on areas and strengths students can apply immediately to their resume and career such as strategic organizational communication, conflict management, team development, and ethical dilemma resolution.

The MBA degree curriculum was updated in 2018- 2019 to be more competitive with comparable online programs. The core curriculum was reduced from 30 to 24 semester hours. The MBA "Emphasis Area" was changed to MBA "Concentration" with concentrations expanding and increasing from 6 to 12 semester hours. Concentrations are a differentiator for the MBA program, and there are 16 from which to choose, 6 of which are comprised of courses taught by other SE units—Healthcare Information Systems, Strategic Communication, Aerospace Logistics, Native American Leadership, Safety, and Women in Leadership—mitigating the faculty resources required from JMSB alone. Other concentrations include Accounting, Data Analytics, Finance, Leadership, Marketing, Project Management, Entrepreneurship, General Business, Human Resources, and Management. MBA enrollment has increased 24.88% with the highest enrollment growth appearing in Healthcare Information Systems (70.83%), Human Resources (51.92%), and Accounting (50.75%), and promising growth in new concentrations including Data Analytics, Project Management, and Women in Leadership.

At the undergraduate level, due to AOL results in Written Communication, as well as input from faculty, students, employers, and the JMSB Advisory Board, a course revision was made to the undergraduate Business Core. In Spring 2023, the Business Communication course (BUS 3233) was returned to the Business Core. The course was first introduced as an optional substitute for the Business and Professional Writing course (ENG 3903) taught by the Department of English, Humanities & Language, which had previously been the only writing course available. That course had become problematic in terms of business students being combined with non-business majors and the "business" component of the course disappearing. Requiring Business Communication again for business majors provides a more focused "business writing" course along with communication principles and concepts they were lacking to be able to communicate ideas accurately and persuasively in the business environment through various forms of oral and written communication.

Over the last 5 years, the Business Division faculty have used stakeholder input to modify the following courses.

Undergraduate

New Courses: BUS 4133 Employment Law, MKT 4543 Brand Management, and MKT 4553 Sports Marketing

Course Modifications:

- ACCT 3313 Income Tax Accounting I - change title to Individual Income Tax

- ACCT 3323 Income Tax Accounting II - change title to Business Entity Taxation, change prerequisite from ACCT 3313 Individual Income Tax with grade of C or better to ACT 2203 Fundamentals of Managerial Accounting
- ACCT 3413 Forensic Accounting - change prerequisite to Minimum concurrent enrollment in ACCT 3113 Intermediate Accounting
- ACCT 3713 Governmental Accounting - change prerequisite from ACCT 2203 Fundamentals of Managerial Accounting to Minimum concurrent enrollment in ACCT 3113 Intermediate Accounting
- ACCT 4113 Advanced Accounting - change title to Advanced Financial Accounting
- ACCT 4713 Accounting Information Systems - change prerequisite from ACCT 2203 Fundamentals of Managerial Accounting to ACCT 3113 Intermediate Accounting
- ACCT 4813 Auditing - add prerequisite of ACCT 4713 Accounting Information Systems
- ACCT 4913 Accounting Theory - change prerequisite to ACCT 3113 Intermediate Accounting
- BIM 3183 Business Information Management - CIS 1003 Computers in Society added as satisfying the prerequisite
- MNGT 4113 Contemporary Issues in Leadership - change course description

Graduate

New Courses:

- ACCT 5273 Accounting and Taxation Research
- ACCT 5283 Financial Statement Analysis
- BUS 5133 Employment Law
- BUS 5463 Project Management Coordination
- BUS 5473 Project Management Control
- BUS 5483 Project Management Strategy
- BUS 5493 Agile Project Management
- BUS 5553 Introduction to Data Analysis and Text Mining
- BUS 5573 Predictive Analytics and Data Visualization
- ENTR 5603 Organizational Health and Conscious Capitalism
- ENTR 5703 Scaling the Business
- FIN 5523 Financial Institutions and Fintech
- FIN 5643 Valuation
- MKT 5543 Analytics for Supply Chain Logistics
- MKT 5553 Marketing Analytics MNGT 5463 Training and Development
- MNGT 5233 Team Development Behaviors
- MNGT 5873 Compensation
- MNGT 5903 Leadership Theories and Practices

Course Modifications:

- FIN 5213 Financial Management - FIN 3113 Business Finance and BUS 2633 Business Statistics removed as prerequisites.

MBA Concentrations Added: Data Analytics, Project Management, Women in Leadership, and Leadership

Embedded Certificates Approved: Project Management, Data Analytics, Management, and Leadership (pending approval)

Future Curriculum Plans: For quality and continuous improvement purposes, plans are already in process to improve the business undergraduate and graduate curricula to continue to meet student and employer interests and needs and involve these actions:

- Reviewing the common business core for the BBA to make it more cutting edge.
- Revising the MBA from 36 semester hours to 30 to make it more competitive in a saturated market.
- Refocusing the BBA in Marketing toward Digital Marketing, having already established courses in Social Media Marketing, Content Marketing, and Digital Marketing.
- Determining how to best leverage the growing number of General Business majors.

Current and Emerging Technologies in the Curriculum

Technology is infused in the business curriculum, as all disciplines are impacted by technological transformation. Not only are there changes in practice but also changes in long-held theories (e.g., leadership, teamwork, sustainable competitive advantage, creativity, and innovation). The rise of predictive analytics, artificial intelligence, blockchain technologies, among others, are changing the way the world does business and creates value. In the undergraduate Business Core, courses are required in Information Management, Production and Operations Management, and Business Finance, each with technological components.

In the MBA Core, all courses include technological components. Program-wise, in the Data Analytics MBA concentration, all courses use Microsoft Excel, specifically the Data Analytics Toolpak, although other add-ins are used periodically. In Introduction to Data Analysis and Text Mining (BUS 5553), learners utilize RapidMiner and R simultaneously. Predictive Analytics and Data Visualization (BUS 5573) uses Tableau for basic visualization and Microsoft Azure for Machine Learning. In Analytics for Supply Chain Logistics (MKT 5543), learners use Microsoft Excel, primarily the Data Analysis Toolpak and Solver. These are done through Pearson Lab in conjunction with five simulations throughout the course. In Marketing Analytics (MKT 5553), Microsoft Excel and RapidMiner are utilized by learners. Students in Marketing Analytics are also required to obtain two professional certifications: the entry Google Analytics certification and the Hootsuite Analytics Certification. Last year, the Data Analytics program was accepted to Hootsuite's Academic program. This gave students the opportunity to use and explore Hootsuite's entire CRM system and Analytical tools free of charge. They were also allowed to obtain two professional certifications at no cost, one of which was required.

Additionally, technology is embedded into the fabric of the teaching and learning experience. The faculty stay engaged with professionals and the academic community to learn what emerging technologies are being used. The faculty are continually completing tutorials, classes, or certifications and then incorporating those technologies into their classes. Academic conferences and the CIDT are the most common ways that faculty stay current. The faculty members incorporate technology into their classes after attending presentations or workshops.

Promoting Positive Societal Impact through Curriculum

The business curriculum is infused with courses that seek to empower education and foster community engagement. A listing of current activities addressing societal impact in the curriculum, research, and service activities is reported in Table 9-1 uploaded in myAccreditation. Briefly, there are several required

business courses that discuss industry growth and innovation such as FIN 3113 Business Finance, MNGT 4443 International Business, MNGT 4633 Business Policy, MKT 5243 Marketing Management, and MNGT 5603 Strategic Management, as well as several courses in the accounting, finance, marketing, and management majors. Another means of empowering education includes embedded certificates. These certifications have been added in the graduate program and include Project Management and Data Analytics. Management with Leadership is pending approval. Faculty are encouraged to consider embedding industry certificates in business courses to meet the growing industry needs, as well as help learners build credentials while pursuing their degree.

The recent creation of a new Small Business Marketing Center will expand the reach of our current commitment to field-based “experiential learning” with community partners and provide more opportunities to create positive societal impact. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Assurance of Learning (AOL) Program

Assurance of learning (AOL) in the JMSB is a faculty-driven process. Oversight of the process is charged to the Associate Dean/Accreditation Coordinator and Curriculum Management and Assurance of Learning Committee (CMAoL). The composition of the committee (Curriculum and Assurance of Learning) provides a cross-sectional representation of all disciplines and programs in the JMSB.

Faculty are meaningfully involved at the program level (usually all departmental faculty assist in AOL planning and implementation) to ensure that each learning objective is measured on a systematic basis. Faculty comprise the CMAoL Committee and Graduate Council. These committees work in collaboration with one another, with the CMAoL Committee providing AOL results and recommended actions to the Graduate Council and faculty, and the faculty in turn recommending both learning outcome and curricular modifications.

The faculty employ a variety of assessment strategies including major field tests, simulations, rubric analysis of cases, presentations and other course assignments. In addition, informal, indirect measures such as surveys and employer feedback are included in programmatic reviews. Analyses of results guide the aforementioned committee and their work with the faculty to develop and implement appropriate actions to confirm that curricula and pedagogy are managed in a way that enhances student learning. The illustration on the following page exhibits how the AOL process operates in a continuous improvement mode.



Both the BBA and MBA programs generate an Assessment Schedule and Matrix (refer to Appendix L: BBA Assessment Schedule and Matrix in Addendum 1). The matrices are guided by curriculum mapping (located in Appendix M: MBA Assessment Schedule and Matrix in Addendum 1) that define where program-level learning competencies are introduced, reinforced, applied/mastered, and assessed among the program’s required courses. Assessment plans and schedules are conducted on an annual basis, with each competency outcome assessed twice per cycle. However, several competencies are assessed once per academic term. The same process is followed for the undergraduate and graduate business cores.

Measures are collected, reported, and analyzed for possible action items. CMAoL Co-Chairs collect assessment data by academic unit, annual assessment plan, and degree program. Learning competency outcomes for each program are divided into separate measures that can be tracked separately with appended documentation for more precise identification of competencies that require remediation if the required percentage of students falls below designated targets for “meeting” the performance expectations of the competency. Interventions for remediation are program-wide.

Direct and Indirect Measures: In Spring 2017, pending the retirement of the longtime CMAoL Chair, Dr. Kathryn Martell was contracted to come to the Southeastern campus and present an AOL training/workshop specifically addressing AOL in the JMSB and working with new leadership. Since that time, the School has adapted its AOL process to better fit its new environment. To understand the rationale for this design change it is important to explore the reasons behind it.

Prior to Fall 2018, the JMSB was primarily focused on face-to-face instruction at the undergraduate level. Since then, the University has contracted with Academic Partnerships to market our MBA and BBA programs. Thus, there has been a sizeable increase in the size of our graduate program. Further, we have seen an increase in online students not only at the graduate level, but undergraduate as well. Dr.

Martell worked directly with faculty at the Spring visit on campus and virtually thereafter to transform the AOL process into one supportive of both the university and school's mission relative to our new environment. The AOL modifications included the following:

- Revision of the MBA learning goals
- New curriculum mapping for the MBA
- Elimination of the Student Exit Survey
- Better utilization of the Internship Survey
- Reduction in the number of times we assess in a five-year period
- Reduction in the amount of work on a select group of faculty members
- Better utilization of MFT data

In consultation with Dr. Martell, the JMSB removed most indirect assessment from 2017 through 2021, and primarily utilized direct assessments. Indirect assessments during that time included relevant *advisory boards* to identify knowledge and skills sought by prospective employers and SE administered *exit surveys* for graduating students. Additionally, the Department Chairs reported *feedback from employer intern evaluations*, summarizing skills students need to improve. Since 2022, as directed by the AACSB 2020 Standards, the JMSB has begun implementing more indirect measures where the faculty deem appropriate. Currently, the JMSB CMAoL Committee is working with the Dean of Graduate Studies to revise the survey questions to better assess how satisfied they are with their educational experience, the academic rigor of their program, research opportunities, knowledge of the discipline, and appropriate practice and training experiences. Details where the JMSB uses direct vs. indirect measures are included in AACSB Tables 5-1 for the BBA and MBA (refer to Table 5-1 upload in myAccreditation).

AOL Process and Results: For AACSB purposes, there are two academic degree programs, the BBA and the MBA. AOL is conducted for each program in Core courses.

BBA AOL

The BBA learning goals/competencies are:

- Communication: JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies.
- Problem Solving: JMSB graduates can apply critical thinking skills and quantitative methods to problem solving.
- Ethics: JMSB graduates possess the knowledge and understand the significance of making ethical business decisions.
- Teamwork: JMSB graduates will possess the skills necessary to work effectively as a member of a team.
- Business Knowledge: JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.

Table 5-1 for the BBA (undergraduate program) uploaded in myAccreditation summarizes the assessment methods and outcomes around our goals and objectives. This document highlights loops closed, areas that no change was needed, and loops in the process of being closed. In the past five years, all goals were assessed at least twice, and some were evaluated three times per year through direct measures. Indirect measures were used to assess three of the goals. See Table 5-1 for the BBA in the

Table 5-1 upload in myAccreditation. Examples of continuous improvement efforts around closing the loop and closing an assessment cycle are below.

Example 1: BBA

Related Goal(s): Business Knowledge: *JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.*

Method of Assessment: MFT

Identified Problem: MFT scores for JMSB students failed to meet or exceed the national norm in the area of quantitative business analysis since 2016.

Corrective Action/Remediation: In 2018, members of the CMAoL Committee revisited past MFT data and identified areas of concern that warranted corrective action. The committee along with key faculty members decided that lack of faculty with expertise, specifically in business analytics, and the overuse of adjuncts occurring primarily since 2016 was contributing the low scores in the content area of quantitative business analysis on the MFT. To address this the following occurred:

First, in the fall of 2018 and spring of 2019, the JMSB reduced the number of adjuncts teaching quantitative courses. While some adjuncts were still utilized, we were able to allocate two full-time faculty members as well. Further, the two adjunct professors that remained to teach quantitative courses had experience teaching related courses. In the fall of 2019, a full-time faculty member was hired to teach at the undergraduate level.

In Year 3, CMAoL Committee chairs, along with the expertise of full-time faculty members teaching quantitative courses in the JMSB, assessed all data that falls under the quantitative business analysis domain on the MFT, including content areas and more specific sub content areas to determine if the BBA curriculum needed revision to help students improved learning in this area. Faculty teaching core quantitative courses were asked to emphasize areas of probability and statistics and quantitative operations management techniques. In 2022 a second full-time faculty with extensive quantitative teaching and industry experience was hired to teach quantitative courses.

Impact of Action/Results in the next assessment (2019-2023): The results from the MFT given in AYS 2018-23 are direct, external and summative. Overall MFT scores have been improving with 3 of the 5 years in the cycle above the national mean. While it is still early in the intervention process, we concluded that hiring a faculty member with expertise specific to quantitative business analytics was crucial and as a result Dr. Jeffrey Risher was hired in the spring of 2019. Further the JMSB CMAoL Committee, along with the expertise of Dr. Risher, Dr. Flores, and adjunct faculty members teaching quantitative courses in the JMSB, are also assessing all data that falls under the quantitative business analysis domain on the MFT, including content areas and more specific sub content areas to determine if the BBA curriculum might need to be revised to help students improved learning in this area.

Example 2: BBA

Related Goal(s): Written Communication: *Students will create well written documents on a business topic.*

Method of Assessment: BBA Written Communication Rubric

Identified Problem: AOL results below the performance target

Corrective Action/Remediation: CA1: In AY 2019-2020 the CMAoL Committee recommended faculty remind students of their access to the SE Writing Center. Further, they prompted faculty to share the rubric with students and discuss the assignment to ensure students understand the performance expectations. Business and Professional Writing (ENG 3903) was taught by the Department of English, Humanities & Language.

CA2: During this time the JMSB sought informal feedback from students, employers, and the JMSB Advisory Board. After another cycle indicating poor performance a course revision was made to the undergraduate Business Common Core.

First, in Spring of 2023, the Business Communication course (BUS 3233) was added back to the Common Core. The course was introduced as an optional substitute for the Business and Professional Writing course (ENG 3903), which had previously been the only writing course available. Feedback indicated a need for business soft skill and better communication. The CMAoL Committee, along with faculty members, decided to offer an alternative writing course that would be more “business writing” focused, as well as offer learners the communication principles and concepts they were lacking to be able to communicate ideas accurately and persuasively in the business environment through various forms of oral and written communication.

Second, through the process of updating the curriculum mapping CMAoL members identified that written communication assessment in ENG 3903 occurred too early in the cycle as well as outside of the control of the JMSB, limiting access to data, etc. The CMAoL committee, alongside respective faculty developed a course embedded assessment and updated the written communication rubric to align with concepts introduced in BUS 3233, reintroduced throughout the core, and assessed in MKT 4643, as well as BUS 4901.

Impact of Action/Results in the next assessment (2019-2023): IA1: The results from the Written Communication Rubric are direct, external and summative. The following cycle AY 2020-2021, the faculty member was unable to produce many samples and upon discussion it was learned that the course, which was meant for business majors only, contained several non-business majors and the “business” component was decreased. The faculty member was again reminded of the rubric and business component.

IA2: The results from the Written Communication Rubric given in are direct, external and summative. The following cycle AY 2022-2023, the business faculty member was able to produce 20 samples for business majors. In the Spring of 2023, result indicated a slight improvement. However, the assessment occurred in BUS 3233 where the concepts are introduced. In subsequent cycle the assessment will occur in MKT 4643 further along in the program and once concepts have been reinforced.

Example 3: BBA

Related Goal(s): Ethics: *Students will demonstrate an understanding of the process of making ethical decisions.*

Method of Assessment: Standardized Test- CompXM “Ethics, Legal, and/or Social Responsibility Skills”

Identified Problem: AOL results below the performance target and missing data

Corrective Action/Remediation: CA1: In AY 2019 the CMAoL Committee along with faculty recommended reinforcing concepts involving ethical decision making through additional discussion/exercises in each course covering this content.

CA2: In 2020, the faculty member teaching Business Policy (MNGT 4633) retired and in the following cycle CompXM was not utilized in the same way the previous faculty member employed it. For example, 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 sought informal feedback from faculty members and students utilizing the software. After another cycle where both the students and faculty member struggles 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 (MNGT 4633).

Impact of Action/Results in the next assessment (2019-2023): IA1: 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).

Example 4: BBA

Related Goal(s): Teamwork: *Students will demonstrate the ability to initiate and carry out projects in a group setting.*

Method of Assessment: Standardized Test- CompXM "Teamwork and/or Leadership Skills"

Identified Problem: AOL results missing data

Corrective Action/Remediation: CA1: In AY 2019 the CMAoL Committee along with faculty recommended reinforcing teamwork through various best practices including specific time set aside for groups, discussions on team dynamics, and instructor meetings.

CA2: In 2020, the faculty member teaching Business Policy (MNGT 4633) retired and in the following cycle CompXM was not utilized in the same way the previous faculty member employed it. For example, the software offers a teamwork plug-in that was not incorporated. During this time the JMSB sought informal feedback from faculty members and students utilizing the software. After another cycle where both the students and faculty member struggles 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 teamwork rubric developed by faculty members and utilized in Business Policy (MNGT 4633).

Impact of Action/Results in the next assessment (2019-2023): IA1: The results from CompXM are direct, external and summative. The following cycle AY 2019-2020, the percentage of students met the expectations (SE 75, Nat'l 76.10).

MBA AOL

The MBA learning goals/competencies are:

- MBA graduates will have a command of business theory and practice.
- Students graduating with an MBA degree will be effective written communicators.
- MBA graduates will use reasoned and ethical judgment when analyzing problems and making decisions.
- Students graduating with an MBA degree will think critically and support decisions using analytical methods.
- MBA graduates will effectively participate as a member of a team.

Table 5-1 for the MBA (graduate program) uploaded in myAccreditation summarizes the assessment methods and outcomes around our goals and objectives. This document highlights loops closed, areas that no change was needed, and loops in the process of being closed. In the past five years, all goals were assessed at least twice, and some were evaluated three times per year through direct measures. Indirect measures were used to assess three of the goals. Examples of continuous improvement efforts around closing the loop and closing an assessment cycle are provided below.

Example 1: MBA

Related Goal(s): Business Theory & Practice: *MBA graduates will have a command of business theory and practice.*

Method of Assessment: MBA MFT

Identified Problem: The lack of data may reduce the representativeness of the sample as the first two semesters were not a requirement of the program. Further, there is a large cost associated with the JMSB paying for the test and students not complying.

Corrective Action/Remediation: In 2018, members of the CMAoL Committee met to discuss the execution of the BBA and MBA assessment plans and matrices. Although revisions and strengthening of the assessment plans were done prior to the AACSB team visit in the Fall of 2018, implementation was not fully executed; this included gathering of MBA MFT data. The Committee was tasked with making sure implementation occurred in Spring of 2019.

A combined 73 students took the MBA MFT in the Spring and Summer of 2019. An additional 27 tests were purchased for students that failed to comply and take the test. Online exams come with an access code that cannot be reused if the student's signs in, but fails to complete the exam. Some students signed in, but received zeros and around 10 completed the exam in less than 30 minutes. At \$30 per exam this can become costly to the JMSB. Therefore, in the Spring of 2019 the CMAoL Committee recommended the following corrective actions be put in place beginning Fall I 2019:

- Minimum required score of 232 (20th percentile) added to GRAD Check as a requirement of the program.
- Students who do not meet the minimum score will need to retake the test until they attain a passing score at their own expense.
- Improved communication as proctor sends information to student beforehand (including test invitation email) stressing requirements and the importance of the exam.

Impact of Action/Results in the next assessment (2019-2023): The results from the MBA MFT given in Fall I 2019 are direct, external, and summative. While it is early in the intervention process, it appears that the adding the minimum required score of 232 was beneficially. Of the 27 test takers, 12 scored above 250 and 3 scored in the 90th percentile or higher. Only 2 students scored below 232 and have been rescheduled to take the test again. MFT scores for JMSB MBA students met or exceeded the national norm in all assessment indicators- Marketing, Management, Finance, Accounting, Strategic Integration. Further, the overall scaled score exceeded both the national and comparative means. The overall scaled score was up slightly over last semester and the percentage of students that failed to take the exam once it had been paid for went from 36.9% to 14.8%. Thus, it appears that adding a required score and making the test a requirement of graduation has improved performance as well as reduced cost to the JMSB. In Years 3-5, the MFT scores in each discipline have exceeded the national mean. To determine how we can better prepare learners faculty engage in identifying content at the subdomain level by enhancing topic coverage for identified areas of content weakness in designated courses. For example, accounting faculty identified low scores in the sub content area of variable cost accounting and subsequently added additional video lectures focusing on variable costing as well as an additional assignment.

Example 2: MBA

Related Goal(s): Written Communication: MBA graduates will be effective written communicators.

Method of Assessment: MBA Written Communication Rubric

Identified Problem: Failure to collect data systematically and fully implement the assessment plan.

Corrective Action/Remediation: In 2018, members of the CMAoL Committee met to discuss the execution of the BBA and MBA assessment plans and matrices. Although revisions and strengthening of the assessment plans were done prior to the AACSB team visit in the Fall of 2018, implementation was not fully executed. The Committee was tasked with making sure implementation occurred in Spring of 2019. Since that time data was collected again in Spring 2021 and Spring 2023.

Impact of Action/Results in the next assessment (Fall 2019, Fall 2021, Fall 2022): Spring 2019 analysis of the written communications rubric suggests that JMSB MBA students met the established goal (100 %), this was also true in 2021 (92%). Based on the aforementioned information, the faculty, along with the CMAoL Committee recommended that no intervention is needed at this time. Further, the CMAoL Committee will continue to adhere to the calendar of assessment.

How the Curriculum was Revised Due to the School's AoL Process

Our shared assessment process has provided an opportunity for faculty to reflect on curricula in meeting student learning outcomes and areas for improvement along with the overall quality of the programs. As a result of the assessment, reflection, and a shared governance process, numerous changes in the curriculum have included adjustments to course content, creation of new concentrations and certificates, the addition of new courses, updates to degree requirements, and modifications to courses and course numbers.

Some of these changes have been detailed above in the Learner Success Curriculum Management section. Overall, one new degree program was added to the curriculum, teach-out plans were devised for two existing BBA concentrations and one MBA concentration, both degree programs were revised, three new concentrations were started in the MBA program, three embedded certificates were added in the graduate program, more than 20 new courses were developed across all programs, and more than 12 courses were revised across all programs. Specific examples are included below.

Some of the **direct measures** of AOL competencies led to curricular additions stemming from the need to remediate learning outcome deficiencies. In the BBA, for example, due to AOL results in Written Communication, as well as input from JMSB faculty, students, employers, and the JMSB Advisory Board, a course revision was made to the undergraduate Business Common Core. In Spring 2023, the Business Communication course (BUS 3233) was added back to the Common Core. The course was introduced as an optional substitute for the Business and Professional Writing course (ENG 3903) taught by the Department of English, Humanities & Language, which had previously been the only writing course available. AOL results identified that learners were lacking business communication skills and underperforming in written communication.

Second, through the process of updating the curriculum mapping CMAoL members identified that written communication assessment in ENG 3903 occurred too early in the cycle as well as outside of the control of the JMSB, limiting access to data, etc. The CMAoL, alongside respective faculty developed a course embedded assessment and utilized the undergraduate written communication rubric to align with concepts introduced in BUS 3233. Next steps are for faculty members to reintroduce it throughout the core, and assess it in discipline specific capstone courses.

The MBA program added courses in 2019, 2020, 2021, and 2022 based on AOL results indicating the need for greater focus in the areas of data analytics, project management, and leadership. New courses include Introduction to Data Analysis and Text Mining (BUS 5553), Predictive Analytics and Data Visualization (BUS 5573), Marketing Analytics (MKT 5553), Analytics for Supply Chain Logistics (MKT 5543), Project Management Coordination (BUS 5463), Project Management Control (5473), Project Management Strategy (BUS 5483), Agile Project Management (BUS 5493), Team Development Behaviors (MNGT 5233), and Leadership Theories and Practices (MNGT 5903). These courses make up three new concentrations in the program enriching the content area of *business theory and practice*.

As an example of how ***indirect measures*** contributed to curriculum change, employer and JMSB Advisory Board input was especially influential in developing the new MA in Organizational Management and Leadership curriculum as industry leaders supported the need for a greater focus on leadership and managerial curriculum. Faculty hires also reflected the new business focus in academic and professional qualifications with more PA and IP faculty added (e.g., Dr. Jimmie Flores, Ms. Lauran Fuller, and Mr. John Paul Anderson). As reported above, employer and JMSB Advisory Board input was also crucial in the course revision made to the undergraduate Business Common Core.

The school manages its curriculum through assessment and other systematic processes to ensure currency of its degree programs and relevancy of its programs and course content, all to ensure that the JMSB students meet competency expectations in their programs and business core courses. Our aim is the continuous improvement of student learning with actionable remediation for performance that does not meet expectations. This process significantly contributes toward the fulfilling of our mission to *prepare a diverse population of learners for meaningful careers and service through innovative business education, impactful research, and engagement with the communities we serve.*

Planned Improvements for the AOL Process

In Spring 2022, the JMSB began reevaluating the entire AOL process. New committee co-chairs were selected. The new chairs, along with the past chair participated in AACSB AOL Seminars conducted by Dr. Karen Tarnoff in August 2022. Since that time, the CMAoL Committee has determined that necessary changes needed to be made to the AOL process and learning goals. In Fall 2023, the CMAoL Committee and Graduate Council will separately propose new learning goals and outcomes for the respective programs. This proposal will then be shared with the entire faculty for feedback.

Once the new program learning goals and outcomes are finalized, the JMSB will begin mapping the learning outcomes to the curriculum. Data will need to be gathered from all JMSB faculty members on what learning outcomes they included in their courses. This information will be used to complete the revised curriculum maps. The CMAoL Committee and Graduate Council will then analyze the completed curriculum maps to determine the best courses to assess the revised program learning outcomes.

The new process will use mainly course-embedded and internal assessment measures scored against faculty-created rubrics. Teams of faculty who teach or have experience in the different learning outcomes will meet to revise rubrics for each learning outcome, with the exception of Business Knowledge, which would be assessed using the ETS MFT.

Strategies to Recruit and Retain Diverse Learners

The JMSB mission includes “preparing a diverse population of learners.” Current strategies to recruit and retain diverse learners include our participation in the SE goal to *promote student retention and persistence through relationship building and personal growth.* The University has committed resources to expand advising and create a concierge model of academic and student advising in accordance with the latest regional accreditation (HLC) Quality Initiative Plan. All full-time faculty also participate in advising once students have completed their general education or are nearing its completion.

The JMSB will also partner with the University on a campus-wide Mentor Program that goes beyond advising and provides students a broad base of support for inspiration, ideas, and encouragement across their academic career. Further, the University plans to expand tutoring and tutoring-related resources

by 50% over the next several years. This tactic will help bolster retention for student athletes, international students, first generation learners, and others.

At the beginning of this cycle, there was a renewed focus in the JMSB to recharge student organizations. Several new faculty members had been hired that were excited to oversee the organizations. While the pandemic did slow our progress, it did not deter it. Dr. Luci Parmer is the faculty advisor for our state recognized Future Business Leaders of America Chapter, Dr. Cody Bogard leads our Young Entrepreneurs Student Organization, and Dr. Liz Mulig guides the Accounting and Finance Club. In 2023, the President expressed a need to enhance the vibrancy of student organizations as a means to promote recruitment and retention. The JMSB supports this initiative and plans to create more opportunities for organizational growth and engagement. We also plan to focus our efforts on expanding connectedness for online students through virtual organizational meetings, etc.

SE has recently expanded the charge of the Diversity Task Force to develop a formal multicultural campus plan and hire an administrator. The plan shall contemplate the recruitment and retention of a student body and workforce that is demographically diverse while reflective of our region and nation. The JMSB supports SE’s effort to increase diversity campus-wide as it aligns with current learner demographics and the diverse population, we served largely due to our accessibility.

Learners

Although JMSB attracts students from across the country and around the globe due to our fully online MBA program and undergraduate programs, by Oklahoma Statute, JMSB serves a 10-county region of southern Oklahoma (Atoka, Bryan, Carter, Choctaw, Johnson, Latimer, Love, Marshall, McCurtain, and Pushmataha counties). Southeastern enrollment in Fall 2022 was 5,376 (3,013 undergraduates and 2,363 graduate students), the largest ever, and the JMSB enrollment was 1,505 (722 undergraduates and 783 graduates), down from the all-time enrollment high of 1,545 in Fall 2021. Undergraduate enrollment and degrees conferred is shown in Table 7 while graduate enrollment and degrees conferred is provided in Table 8.

Table 7
Undergraduate Enrollment and Degrees Conferred by Major

BBA Enrollment by Program	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	95	85	84	111	163
Finance	36	31	34	34	44
General Business	161	224	244	276	275
Hospitality Management	0	0	11	13	15
Management Major/Minor	134	158	129	123	114
Management			48	43	32
Marketing Major/Minor	50	51	45	47	56
Marketing			20	26	23
Total	476	549	615	673	722

BBA Degrees Conferred	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	6	4	2	6	3
Finance	3	0	4	2	2
General Business	13	9	16	12	10
Hospitality Management	0	0	1	0	0
Management Major/Minor	11	24	12	11	15
Management	0	0	18	9	5
Marketing Major/Minor	3	4	2	4	4
Marketing	0	0	4	4	5
Total	36	41	59	48	44

Table 8
Graduate Enrollment and Degrees Conferred by Concentration

MBA Enrollment by Program	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	67	99	113	132	101
Aerospace Logistics*	11	15	22	19	14
Data Analytics			6	49	60
Entrepreneurship	35	31	46	41	32
Finance	85	97	97	83	76
General Business	128	120	132	85	91
Healthcare Information Systems	24	45	44	61	41
Hospitality Management**	4	4	1		
Human Resources	52	63	62	74	79
International Business**	2	1			
Leadership					5
Management	132	157	146	149	105
Marketing	50	63	70	48	48
Native American Leadership*	8	18	16	11	6
Project Management			11	60	68
Safety*	10	21	24	17	13
Strategic Communications*	19	26	15	28	28
Women in Leadership*		1	2	15	16
Total	627	761	807	872	783

*12 semester concentration taught outside the JMSB

Degrees Conferred	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	2	14	13	20	29
Aerospace Logistics*	2	2	0	3	2
Data Analytics	0	0	0	4	7
Entrepreneurship	6	4	4	6	4
Finance	10	14	43	13	12
General Business	7	18	24	17	10
Healthcare Information Systems	4	8	4	12	10
Hospitality Management**	0	0	0	0	0
Human Resources	6	11	6	16	12
International Business**	0	0	0	0	0
Leadership	0	0	0	0	0
Management	5	27	25	27	25

Marketing	3	5	11	16	5
Native American Leadership*	2	3	1	5	1
Project Management	0	0	0	9	12
Safety*	1	0	1	4	3
Strategic Communications*	3	3	3	4	4
Women in Leadership*	0	0	0	2	3
Total	51	109	135	158	139

*12 semester concentration taught outside the JMSB; **Concentration eliminated

JMSB students are 56% female and 44% male, compared to 60% female and 39% male at the University. However, undergraduate gender percentages are approximately 16% higher for females in the JMSB. Our students represent 51 states/territories and 53 countries with 61.3% of enrollment from Oklahoma, 19.3% from Texas, 17.8% from other states, and 1.6% international. SE and the JMSB student populations closely follow the demographic racial and ethnic diversity of the region.

While demographics in the JMSB undergraduate population have been relatively consistent over time, there have been some significant changes in graduate student demographics. Specifically, graduate students have seen a 6% increase in the percentage of Black or African American students, a 14% increase in two or more ethnicities, and a 3% decrease in the percentage of White, Non-Hispanic students, thereby increasing racial and ethnic diversity among the graduate student population as shown in Table 9.

Table 9
JMSB Undergraduate and Graduate Program Enrollment
by Ethnicity and/or Country/Territory or Birthplace by Gender (Fall 2022)

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%

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%

JMSB enrollment over the past 5 years has fluctuated for several reasons but has remained relatively stable with steady increases overall compared to the experience of many universities during the pandemic. Several trends are noted:

- Overall undergraduate enrollment in the JMSB increased by 51.6% since 2018. The JMSB attributes this growth to being able to pivot quickly during the pandemic as all faculty have solid expertise in online education and most courses were already being taught online. In addition, the online BBA was being marketed by Academic Partnerships.
- Several existing undergraduate programs are experiencing steady growth (e.g., BBA Accounting and BBA General Business)
- Overall graduate enrollment in the JMSB increased by 22.8% since 2018. The MBA is supported and marketed by Academic Partnerships. While growth is up the overall since 2018, the enrollment from 2021 to 2022 is down 11.3%. The faculty are in current discussions with the Dean of Graduate Studies and Academic Partnerships (AP) to consider revising the program from 36 to 30 hours to make it more marketable and competitive compared to other AACSB accredited MBA programs that AP supports. In addition, faculty are embedding certificates in several graduate courses to add value to the overall experience and marketability of the learner.
- Since 2018 the JMSB has conferred 228 undergraduate degrees and 592 graduate degrees with an increase over the number the previous 5 years.

Recruitment, retention, and graduation rates of our students is a top priority at the JMSB and crucial to student success. Recruitment for undergraduate and graduate Academic Partnerships programs is managed by the School of Graduate and University Studies. The staff work in collaboration with the Dean of Graduate Studies to coordinate their efforts with those of Academic Partnerships, which employs data-driven marketing plans for digital field sales channels to meet demand. Retention and graduation rates are especially relevant metrics so that students are not excessively burdened by student debt or unnecessary expenses. Table 10 shows JMSB retention rates by modality.

Table 10
JMSB Undergraduate and Graduate Retention Rates by Modality

All JMSB Students	Headcount					Total	5 Year Average
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Fall to Spring Retention							
Undergraduate	457	549	615	668	722	3011	602.2
Number Retained in Spring	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	647	761	798	870	784	3860	772.0
Number Retained in Spring	561	665	696	743	550	3215	643
Retention Rate	86.7%	87.4%	87.2%	85.4%	70.2%	83.3%	83.3%

Online Only	Headcount					Total	5 Year Average
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Fall to Spring Retention							
Undergraduate	230	314	798	466	507	2315	463
Number Retained in Spring	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	637	761	406	870	784	3458	691.6
Number Retained in Spring	507	559	287	615	550	2518	503.6
Retention Rate	79.6%	73.5%	70.7%	70.7%	70.2%	72.8%	72.8%

Onsite Only (F2F)	Headcount					Total	5 Year Average
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Fall to Spring Retention							
Undergraduate	34	44	13	33	17	141	28.2
Number Retained in Spring	28	36	8	18	15	105	21
Retention Rate	82.4%	81.8%	61.5%	54.5%	88.2%	74.5%	74.5%
Graduate	10	NA	NA	NA	NA	10	10
Number Retained in Spring	8	NA	NA	NA	NA	8	8
Retention Rate	80.0%	NA	NA	NA	NA	80.0%	80.0%

7 Week Only	Headcount					Total	5 Year Average
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Fall to Spring Retention							
Undergraduate	176	235	285	288	316	1300	260
Number Retained in Spring	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	631	759	791	862	765	3808	761.6
Number Retained in Spring	547	661	689	737	663	3297	659.4
Retention Rate	86.7%	87.1%	87.1%	85.5%	86.7%	86.6%	86.6%

16 Week Only	Headcount						
Fall to Spring Retention	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Total	5 Year Average
Undergraduate	67	89	62	110	92	420	84
Number Retained in Spring	55	77	44	72	72	320	64
Retention Rate	82.1%	86.5%	71.0%	65.5%	78.3%	76.2%	76.2%
Graduate	9	2	2	1	16	30	6.0
Number Retained in Spring	8	2	2	0	12	24	4.8
Retention Rate	88.9%	100.0%	100.0%	0%	75.0%	80.0%	80.0%

Support for Learners

The JMSB works closely with the SE Academic Advising and Outreach Center as well as Student Support Services to track our high-DFW rate courses (percentage of students with a course grade of D, F, or Withdrawn) that are bottlenecks slowing students from timely progression and graduation. For the JMSB, the highest DFW rates are in required Accounting and Finance courses, and much effort has been put forth with the instructors of these courses and their Department Chairs to make changes that would help students to be more successful. For example, faculty stress the importance of time management skills and detail the amount of time students should expect to spend completing assignments weekly. Further, faculty make a point to reach out to students who are not performing well.

The JMSB is also focused on reducing its highest DFW rates by working with SE campus partners and administration to promote student retention and persistence through relationship building and personal growth. The University, as mentioned above, has pledged additional funding to expand advising, implement a campus-wide mentorship program, and expand tutoring resources on-campus and virtually. Currently, SE requires all faculty certify course attendance the second week of the term to identify students who are non-attending. Additionally, mid-term grade reports through Colleague are utilized by faculty as an early reporting process at the undergraduate level and emailed to students. Graduate courses do not require mid-term grading.

Students have access to the Career Management Center at SE. The center provides career counseling, resume critiques, mock interviews, assistance with student employment, and many more resources. In addition, they have recently partnered with a career services portal called Handshake. The portal uses a student's personalized profile, interests, experience, location, and field of work to connect them with career opportunities. The portal also connects students to career fairs, workshops, internships, and job opportunities.

Ensuring Teaching Effectiveness for Learners

AACSB 2020 Standard 7.1 states that the school must have "a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success." The JMSB's teaching development activities involve professor collaboration, mentoring feedback, Department Chair evaluation and review, and student input through surveys. Faculty also are encouraged to attend conferences in their chosen content field annually.

In the past, departments have handled the process of allocating faculty development funds to faculty. Some departments have divided the development by the number of faculty and provided each faculty member with a maximum amount. Other departments have required faculty to put in a request to be

granted funds while other departments have used a combination of these approaches. Departments may use their own process to award additional funding or unused funds.

In addition to funds for conferences, academic memberships, workshops, and travel, the JMSB supports a range of innovative activities to enhance faculty development. For example, faculty are involved in the Quality Matters program which offers development activities to each faculty member. Faculty are provided support to enhance teaching capabilities and skills related to instructional technology to support learning. All faculty are required to complete a cohort training in Canvas. In addition, all faculty must have at least one Quality Matters certification. Currently, 19 full time and 10 adjunct faculty are certified. New faculty have one year to complete certification.

CIDT provides a QM review of course design for each graduate course and undergraduate course. The process is rigorous and requires both faculty training, course development, and design to integrate course learning competencies with course assignments as well as formative and summative assessments. CIDT lead the initiative, and options for reviews included: asynchronous review with feedback sent via email OR synchronous review meetings in which faculty may meet with a CIDT Instructional Designer to review the course and set goals together. These course reviews were intended to assist faculty in improving their courses to ensure that SE is providing the highest quality of education possible. Because of the difficult circumstances created by the pandemic, even the best and most capable instructors may have struggled to maintain the caliber they normally would, and SE, along with the JMSB wanted to ensure that all faculty had sufficient support to address these challenges, or simply add to the quality of their teaching.

All JMSB faculty members are required to take one of the following QM Certification programs: AAPQMR (Applying the Quality Matters Rubric), IYOC (Improving your Online Course), or the DYOC (Designing your Online Course). In addition, a number of faculty have also attended “drop-in training”, panels and workshops, with only a few examples shown here:

- Canvas Cohort Training Program- required of all faculty for Fall 2024 implementation
- BlackBoard Assistance
- Office 365
- Online Student Orientation (GOLD)
- Panels: Virtual Meetings in Online Classes, Strategies for Hybrid Classes, Instructor Interaction in Online Classes, and Peer Interaction in Online Classes
- Virtual Workshop: Library Resources for Your Course

The JMSB has also provided additional support for faculty with large section courses, particularly those with large sections in the online MBA program. Coaches for course sections above 35 are made available through a third-party vendor.

As noted elsewhere in this report, JMSB faculty are highly productive in developing curriculum (e.g., over 20 new courses), redesigning their courses to keep them current and relevant, and being recognized by SE with competitive teaching awards with rigorous standards for excellence in teaching. In the five-year reporting period, five JMSB faculty (Dr. Eric Kennedy, Dr. David Whitlock, Dr. Stephanie Metts, Dr. Cody Bogard, and Dr. Rhonda Richards) have been awarded the Faculty Senate Recognition Award for Excellence in Teaching.

THOUGHT LEADERSHIP, ENGAGEMENT, AND SOCIETAL IMPACT

Thought Leadership and Intellectual Contributions

Business faculty constantly strive to improve the quality and value of their intellectual contributions (ICs) to show thought leadership and intellectual engagement. This has been accomplished by a significant number of faculty in each discipline producing quality ICs (see Table 8-1 uploaded in myAccreditation).

The School's policies guiding faculty in the production of ICs are found primarily in two documents: (1) JMSB Criteria for Faculty Qualifications and Participating and Supporting Faculty (refer to upload in myAccreditation); and (2) the JMSB Promotion and Tenure Policies ([2018-2023 policy](#) and [2023-2028 policy](#)). Research must be "quality" research that is defined in both aforementioned documents, so that it might have a greater possibility of being widely read and making a difference to practitioners, scholars, and/or business educators. While thought leadership of the JMSB faculty is dependent on discipline, and research streams vary considerably, the common thread for faculty is that research must be focused on problems. Specifically, problems that need to be solved, thus having impact if the research makes some progress in applied, pedagogical, or even theoretical advances to solve it.

As stated in the Faculty Qualifications Policy (refer to upload in myAccreditation), for the last five years, the rating system required for AACSB faculty qualification classification has been journals appearing in Cabells Journalytics with an acceptance rate of 50% or less. For the next accreditation cycle, the acceptance rate must be 40% or less with journals listed in one of the following reporting sources: Cabells Journalytics, Scopus, or Australian Business Deans Council (ABDC). These formalized expectations are reinforced through various activities and incentives. For instance, the faculty host regular "brown bag lunch" meetings whereby colleagues share early-stage scholarship with their peers. Further, we recognize faculty scholarly productivity and impact with our annual college and University awards (see Appendix N: JMSB Faculty Awards for 2018-2023 in Addendum 1). Per our workload policy, tenure-track faculty receive a reduced teaching load to continue their research agenda, create a pipeline of active projects, and publish in peer-reviewed journals.

As shown in Table 11, over 67% of all faculty scholarly activities are applied in nature. This includes 37 PRJs (69.0% of all PRJs (37/54)) on topics critically relevant to practitioners and 36 presentations or publications (40.6% or 38/93.5). The portfolio of ICs reflects the commitment to engaging external stakeholders to advance the study and practice of industry, organizations, and policy. From consulting work on small business start-ups and finance to marketing and strategic plan development, the faculty regularly interact or partner with practitioners on scholarly activities. Both the Oklahoma Small Business Development Center (OSBDC) and Rural Enterprises, Inc. (REI) have been a vehicle for faculty to interact with practitioners and public. For instance, the OSBDC fostered relationships among faculty, students, and industry with particular attention to supporting faculty research that is relevant to small business and entrepreneurship.

Table 11
Summary of Faculty Intellectual Contributions (2018-2023)
(Source: Table 8-1 in myAccreditation)

Discipline	Portfolio of Intellectual Contributions by Scholarship Type				Portfolio of Intellectual Contributions by Review Type				% of Faculty Producing Intellectual Contributions	
	Basic or Discover Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed Journal Articles	Additional Peer-or Editorial- Reviewed ICs	All Other ICs	Total	Percent of Participating Faculty Producing ICs	Percent of Total FT Equivalent Faculty Producing ICs
Accounting [ACCT] [4 members, 4.00 FTE]	3.00	27.83	9.50	40.33	13.08	25.25	2.00	40.33	100.00%	100.00%
Business Information Management [BIM] [1 members, 1.00 FTE]										
Business Law [BLAW] [1 members, 1.00 FTE]	2.00	2.33		4.33	3.50	0.83		4.33	100.00%	100.00%
Economics [ECON] [1 members, 0.31 FTE]										
Finance ^[FIN] [3 members, 3.00 FTE]	6.00	2.50	2.00	10.50	3.50	7.00		10.50	100.00%	100.00%
Management [MNGT] [10 members, 10.00 FTE]	12.00	52.58	14.08	78.67	20.58	45.92	12.17	78.67	80.00%	80.00%
Marketing [MKT] [4 members, 4.00 FTE]	3.00	24.58	1.58	29.17	13.33	14.50	1.33	29.17	100.00%	100.00%
College Totals : [24 members, 23.31 FTE]	26.00	109.83	27.17	163.00	54.00	93.50	15.50	163.00	83.33%	85.79%

*Faculty listed in Entrepreneurship on Table 3-1 are classified in Management (Whitlock) and Marketing (Kennedy).

**Faculty listed in General Business on Table 3-1 are classified in their primary teaching fields.

Alignment of Scholarship with Mission: Along with the 67% applied ICs, faculty also produced 16% and 17% basic and teaching and learning ICs, respectively (see Table 8-1, Part B, upload in myAccreditation). The JMSB acknowledges and appreciates all forms of research across all disciplines and interdisciplinary and encourages a mix of research activities that correspond with the interests and unique talents of the faculty while also supporting our mission.

Quality of Scholarship: The JMSB emphasizes that faculty publish in PRJs that are indexed by Cabells Journalytics with an acceptance rate of 50% or less or approved journals through an internal process (refer to Faculty Qualifications upload). Forty-three of the 54 articles published in PRJs are indexed in Cabells. Of these 43 PRJs, 16 are in journals with an acceptance rate of 20% or less, and 26 are in journals with an acceptance rate of 21-40%, and one PRJ is in a journal with an acceptance rate of 41-50%. Two other PRJs are indexed in the prestigious Australian Business Deans Council (ABDC) list. Eleven are indexed in both Cabells and ABDC. Ten PRJs are in other refereed journals approved by exception (refer to details in Table 8-1, Part C, upload in myAccreditation). Exceptions were granted when journals were shown to be indexed in other databases (i.e. Scopus), recognized by peer and/or aspirant schools, or widely recognized as peer reviewed industry publications.

Impact of Scholarship: The impact of JMSB faculty ICs is evident from the quality of the journal outlets mentioned in Part C. Additionally, JMSB faculty members research impact is demonstrated by the number and quality of ICs totaling 163 over the five-year reporting period. Included in this number are 54 peer-reviewed journal articles, multiple books, cases, or chapters, and numerous conference proceedings. Finally, as shown in the faculty CVs, research impact is evident from research awards, engagement in journal editorial boards and reviewer services, presentations on research at events, and stakeholder outreach, just to name a few. Table 12 presents select exemplars of scholarly activity that have had positive societal impact on industry, academia, student learning, and public policy.

Table 12
Select Examples of ICs Creating Societal Impact

Scholarly Activity	Societal Impact
Whitlock, David W., Hampton, Ashley, and Campbell, Kitty (2023). Mentoring Women Entrepreneurs: Perceived Needs and Benefits, <i>Journal of Business & Entrepreneurship</i> : 33(1), Article 3.	Recipient of the Association for Small Business and Entrepreneurship Outstanding Paper Award. Dr. Whitlock and his research partners have applied their research to the development of the Women in Entrepreneurship Conference held annually at SE by the JMSB and OSBDC. <i>(Societal Impact Initiative: Community Engagement)</i>
Lin, Y., Kernek, C. and Richards, R. (2021). Outfox the Investor. <i>Association of Small Business and Entrepreneurship Annual Meeting</i> . April 2021.	Dr. Lin and his research partners transformed the results of their academic and applied research into beneficial knowledge and management practice for a local entrepreneur. The case study results, along with a financial model for decision making was shared with the business owner. The owner utilized the model to influence his strategic decision and strategy thus the applied research became beneficial knowledge and management practice for the business, industry, economy and society at large. <i>(Societal Impact Initiative: Community Engagement)</i>
Cisneros, L., Chappel, M., Garai, P., & Risher, J. J. (2020, November). Providing Sustainability through Flexibility: Mitigating the Economic Impact of COVID-19 on the Restaurant Industry. <i>Atlantic Marketing Association Annual Conference</i> , Virtual.	Dr. Risher co-authored two peer-reviewed presentations that were accepted to Atlantic Marketing Annual Conference in 2020 based on research projects given in Data Analysis for Managers (BUS 5253). Two teams were accepted and those students made the presentations. 5 students attended and presented the papers and their travel was funded by the JMSB. <i>(Societal Impact Initiative: Empowering Education)</i>
Parmer, Lucinda. 2020. "Reviving Rebekah's Operational Plan." <i>Journal of Business Management Dynamics</i> , 10(02), 12-19.	Dr. Parmer transforms the results of her academic and applied research into beneficial knowledge and management practice for JMSB learners. This case study is used in the Small Business Management (BUS 3343) class as a team project. Student results are shared with the business owner and the applied research becomes beneficial knowledge and management practice for the business, industry, economy and society at large. <i>(Societal Impact Initiative: Empowering Education and Community Engagement)</i>

<p>Richards, R. Ingram, K., and Kernek, C. (2020). Iron Fed: If We Build It, Will They Come? <i>Journal of Innovation & Sustainability</i>, 15(8), 40-56.</p>	<p>Recipient of the Association for Small Business and Entrepreneurship Outstanding Paper Award.</p> <p>Drs. Kernek, Richards and Ingram analyzed and provided feedback to a local entrepreneur on the options to expand their cross fit gym. The owners then took the recommendation to expand to the local bank for a loan. They also utilized the Oklahoma Small Business Development Center at Southeastern for guidance with business decisions. They were approved for the loan and expanded their business to more than double the size of the original business. <i>(Societal Impact Initiative: Community Engagement)</i></p>
<p>Stevens, R., Silver, L., Whitlock, D. and Richards, R. (2022) Cajun Fest. <i>Southwest Case Research Association Annual Meeting</i>, March, 2022.</p>	<p>Recipient of the Southwest Case Research Distinguished Paper Award. The events planning committee of Celina used the results of the case to address two important issues-marketing. They expanded their marketing efforts to target more populated areas south of Celina, Prosper and Frisco, Texas with increased promotional efforts of the event. <i>(Societal Impact Initiative: Empowering Education and Community Engagement)</i></p>

In Fall 2023, the Interim Dean plans to organize and charge a task force of faculty with studying the societal impact of JMSB scholarly and engagement activities. In short, the JMSB will take a more intentional approach in both documenting and tracking research and engagement efforts that generate societal impact in “empowering education” and “community engagement”. The JMSB Leadership Committee will review these findings and recommendations to inform policy and procedural revisions for the next cycle.

Societal Impact

The mission of the JMSB strongly implies a societal impact focus, that is, to create “innovative business education, impactful research, and engagement with the communities we serve”. Our focus on “community engagement” between businesses and students has resulted in student career success and business success as the University provides an adept talent pool for employment, as well as faculty resources that partner with local businesses in internships, mentorships, workshops, micro-credentialing opportunities, and other outcomes. Economic vitality and growth of the region is the fundamental impact that benefits all stakeholders. Likewise, the JMSB’s purpose speaks to “transforming lives and organizations, as well as positively influencing the well-being of society” which essentially involves societal impact. When business education is “applied” responsibly, it furthers the purpose of creating a better society and therefore a better quality of life both inside and outside the workplace.

Table 9-1 uploaded in myAccreditation describes fully the ways the JMSB makes a positive impact on society. The summary below provides a few examples of societal impact discussed in Table 9-1. Our two focus areas are “Empowering Education” and “Community Engagement”. The JMSB mission and strategic initiatives, curriculum, intellectual contributions, and other activities and actions demonstrate how we ensure societal impact.

Assessment of Overall Impact and Discussion of Future Plans

The JMSB offers learners a distinctive opportunity to grow personally and professionally into the leaders of tomorrow. This is fostered by a faculty, staff, and community of leaders committed to this idea of applied business education. This is woven into our curriculum and student experience. Our stakeholders support this engaged approach which includes:

- High Impact Practices that better the community are central to the JMSB. The School has numerous classes that utilize high-impact practices including client-based projects, internships, undergraduate research, and service-learning opportunities. Examples are evident in Data

Analysis for Managers (BUS 5253), Real Estate Finance (FIN 3253), Small Business Management (MNGT 3343), Competitive Advantage and Strategy (MNGT 5343), Principles of Marketing (MKT 3233), Integrated Marketing Communications (MKT 3643), Marketing Management (MKT 4643), and others. Over half of the faculty include some method of HIPs in their classes.

- Faculty in all disciplines have participated in focus groups with employers to develop content within their classes to enhance both the students' soft skills and technical abilities to provide a "work ready" graduate. For example, students in Marketing Analytics (MKT 5553) are required to obtain two professional certifications: the entry Google Analytics certification and the Hootsuite Analytics Certification. These certifications provide advanced training in their respective field of interest and allow companies to trust that new hires are ready to jump in from day one.
- Similarly, the accounting faculty have embedded supporting and assisting local non-profits in the local area, through experiential learning and client-based in-class projects in Individual Income Tax (ACCT 3313). Students enrolled in this course participate in the Volunteer Income Tax Assistance (VITA) Program and have completed VITA certifications and AARP certifications to prepare taxes. Of those students, several have volunteered at VITA in internship roles: Spring 2018 - 1; Spring 2019 - 5; Spring 2020 - 3; Spring 2021 - 4; Spring 2022 - 2; Spring 2023 - 3. In addition, the students hosted and prepared income taxes for Under His Wings, a local non-profit for widows and widowers in Spring 2019, 2020, 2021, 2022, and 2023. When asked about her experience, Balie Boone, a Spring 2022 student said, "I just wanted to say, being a part of a class where we have the ability to make a difference in the community has made me extremely proud to be a JMSB student." Balie added, "I not only grew professionally but also as a person. Turns out I enjoy it more than I realized. I really enjoyed meeting and talking to clients." The experiential learning opportunities and high-impact practices available to our students are producing a new generation of leaders who understand what it means to "do good" in the business community.
- Annually, JMSB faculty and staff alongside the Oklahoma Small Business Development Center (OSBDC) host a Women in Entrepreneurship Conference to create space for our learners, alumni, businesses, and community to explore women in the workplace and champion diversity and inclusion through mentoring other women. As thought leaders and innovators within the local business community, our faculty, alumni, and community leaders knew they could leverage their expertise to provide meaningful societal impact and support the local community. In 2023, the event was hosted virtually with the support of SE's Center for Instructional Development and Technology. Faculty in attendance included: Dr. Kitty Campbell and Dr. David Whitlock- Conference Hosts, Dr. Luci Parmer and Dr. Kendra Ingram- Conference Managers, Dr. Carol Sullivan- Moderator, Dr. Courtney Kernek, Dr. Rhonda Richards, Dr. Ashley Hampton, Dr. Lauren Fuller- Panelists. 129 participants in 2022 (4 students); 146 participants in 2021. The faculty along with OSBDC have already begun to envision what 2024 will look like- including a return to an in-person event with Zoom option. JMSB plans to work with SE and local partners to create a digital network called Bolt for Business, where alumni entrepreneurs from SE can list their business services. Through social media posts and virtual networking events, we plan to highlight various businesses and business owners, showcasing our alumni and their accomplishments while introducing them to new audiences and networks. The JMSB is committed to working with our alumni office and local organizations to continue to aid them in growing networks, opportunities and leveraging the knowledge and expertise of those within the JMSB.

Societal impact may not always be directly measurable. Its effects can gradually spread, starting as a trickle that compounds. Our efforts at the JMSB are starting to produce these effects, whether it is through introducing students to applied business curriculum, showing young women that careers in entrepreneurship are achievable, helping a local business, or serving a non-profit. As we work to cultivate our new strategic initiatives, we will continue to examine our societal impact and work toward sustainable plans that will have positive, lifelong effects on the people and places we serve. Over the next several years, the JMSB will identify social, technological, and geopolitical transformations that impact how we deliver business curriculum.

INTO THE FUTURE

Critical to the success of SE's enrollment trends (record enrollment was achieved in 2022, and estimates indicate a new enrollment high record will be achieved in Fall of 2023), is the growth and maturation of the JMSB. Though without a dean or traditional School organizational structure for the past five years, the University and new President determined in 2023 to position the JMSB for continued growth and development through restructuring and increased empowerment. New administrative positions have been added including dean and associate dean. New faculty have been employed with a renewed focus on mission and purpose, new policies and procedures as well as new standards and benchmarks have been established, and a more formal and coordinated means of governance of the JMSB has been implemented. The committee structure, though simplified, is straightforward and clearer in lines of responsibility and authority. In brief, the School is maturing. Nowhere is this maturity more evident than in its strategic planning. With a new committee structure and organization, there are clearer lines of communication and accountability. Strategic planning has moved beyond goal setting to strategically thinking holistically about the School, our students, the impact and role we have, and how we can best achieve our purpose, vision, and mission. The JMSB is well positioned for growth. But perhaps more importantly, the School is maturing as it moves forward into its second century of preparing students for meaningful lives and careers that matter and make a difference in the world.