Membership of Strategic Planning Committee:

**Faculty:**
Kirsten Cook, Associate Professor, School of Accounting  
Nikki Kantelis, Assistant Professor of Practice; Energy, Economics, and Law  
Jeff Mercer, Senior Associate Dean and I. Wylie and Elizabeth Briscoe Chair in Finance  
Glenn Browne, Rawls Professor of Information Systems and Quantitative Sciences  
Tyge Payne, Snyder Professor of Strategic Management, Management  
Bob McDonald, Professor, Marketing and Supply Chain Management

**Students**
Rachel Myers, undergraduate (B.B.A. in Finance)  
Taylor Potts, graduate (MBA for Working Professionals)

**Staff:**
Stephanie Bohn, Director, Academic Administration  
Jason Rinaldo, Senior Director, Assessment

**Rawls Advisory Council:**
Don Sinclair, Chair  
Jim Skinner, Vice Chair  
Julie Meyer  
Jarrod Upton

**Associate Deans:**
Dennis Arnett, Associate Dean for Undergraduate Programs  
Jeff Mercer, Senior Associate Dean  
Bill Pasewark, Associate Dean for Graduate Programs and Research

**Convener:** Margaret L. Williams, Dean and Professor of Management  
**Facilitator:** Catherine A. Duran, Associate Vice Provost for Student Affairs  
**Content support:** Jason Rinaldo, Senior Director, Assessment  
**Technical support:** Kathy Suchy, Senior Director, Business Administration Computing Services  
**Administrative support:** Chris Mosher, Executive Associate to the Dean
Rawls College of Business Administration Strategic Plan 2018-22

Introduction

The Rawls College recognizes and embraces our responsibilities to our students, faculty and staff; colleagues within the university; alumni, donors and investors; and residents and leaders of our region, the state of Texas, and broader society. It is with full knowledge of and appreciation for our relationships with these important groups that faculty, staff, students, and alumni of the college embarked on a strategic planning process in 2017 shortly after the arrival of Dean Margaret Williams. This document represents the collegiate effort to identify areas of utmost importance for the next five-year timeframe: 2018-2022. This document will guide daily efforts in instruction, curricular design and revision, scholarly activities, administrative and academic policy formulation, and assessment. Over the next five years, we will conduct regular reviews to consider methods and progress, as well as any new contingencies within the environment. As a living document, subject to ongoing revision, our intent is to pursue the realization of the Rawls College mission through attainment of the goals identified in the plan. This plan is consistent with and supports the achievement of the focal points of the 2017 strategic plan of Texas Tech University.

Background

The previous strategic plan was drafted in 2013 to cover the five-year period from 2013-18. Dean Lance Nail, author of the previous plan, left his position shortly after the strategic plan was approved. In addition, Texas Tech University and the Rawls College were under interim leadership during most of the past two years. Dean Williams embarked on a new strategic planning process when she arrived in April 2017 (The planning process is summarized in Appendix A).

The 2013 strategic plan contained over 150 performance metrics associated with short, medium, and long-term goals. The college has tracked performance on these goals, and this progress was taken into account during the new strategic planning process.

The 2018-22 Rawls College Strategic Plan was constructed based on the following guiding principles:

- Strategic plans should be broad enough to set the general direction of organizational initiatives and specific enough to clearly assist strategic decision-making, implementation and evaluation.
- Strategic planning is a collaborative activity. Area/school plans should support the Rawls College Strategic Plan which should support the Texas Tech Strategic Plan. Stakeholder groups should be involved at all stages.

Approved by Rawls Leadership Council on December 20, 2017.
• Because the college is accredited by AACSB, guidance provided by the AACSB accreditation standards regarding strategic planning is a critical consideration for strategic planning.

The 2018-22 Rawls Strategic Plan was developed to serve and support the following stakeholder groups:

• prospective and current students who wish to gain a strong foundation for successful lives and careers;
• faculty and staff who we must attract, retain, and engage, and upon whom we rely to serve our other stakeholders;
• employers and members of the business, government, and non-profit communities who seek to hire our students and partner with us to address their own needs;
• alumni and current and potential donors and investors who are motivated to support our activities; and
• citizens of our state, and region, and beyond.

Dean Williams convened the Rawls Strategic Planning Committee (SPC) during the summer and fall of 2017. The committee included 16 members: six faculty representing each academic area (selected by the academic areas), two staff members (elected by a staff vote), a graduate student, an undergraduate student, four alumni who are members of the Rawls Advisory Council, and the college’s associate deans. The process was facilitated by Dr. Catherine Duran, Associate Vice Provost for Student Affairs. The committee solicited input using multiple modalities from the following sources which was incorporated into the final strategic plan:

• Rawls Advisory Council and other members of our business community
• Rawls Leadership and Coordinating Councils
• Rawls students
• Rawls staff
• Rawls faculty

The Rawls College’s previous mission and vision were not well-known among faculty and staff. For example, the 2013 mission and vision were not posted on the college website. The mission and vision from 2010 were most widely associated with the college. For this reason, the SPC first developed a list of core values and a new vision and mission for the college. Taken as a cohesive whole, the core values, vision, and mission lay the foundation for the college’s strategic plan.
Core Values

Promote intellectual curiosity.
- Create and share knowledge.
- Innovate: be open to new ideas; learn from failures and successes.

Engage and build community.
- Create a positive, purposeful environment that inspires collective effort.
- Demonstrate concern and understanding for all members of society.

Foster diversity and inclusion.
- Respect and learn from differences in thought, experience and culture.
- Recognize that inclusion is critical to our success.

Expect excellence.
- Become better: look for opportunities to improve.
- Be fearless: seek out challenges with courage and commitment.

Strive for honor.
- Exhibit honesty, integrity, fairness, and personal responsibility.
- Act with compassion and generosity.

Vision

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and influencers.

Mission

As a comprehensive, research-based business school, the Rawls College of Business:

- advances knowledge through impactful research.
- educates and develops resilient graduates who will shape the workplace of the future.
- provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment.
- serves and engages with our communities, from local to global, and provides value to practitioners.
- instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.
**Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis**

In order to ground the strategic plan in the current context of business education and the specific environment of the Rawls College, the SPC conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis which links internal and external elements of the environment into a comprehensive summary of the situation confronting the college.

**Identifying Strategic Fit and Developing Strategic Initiatives**

The SWOT analysis was used to determine strategies following the process shown in the following chart:\(^2\):

<table>
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<tr>
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<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td><strong>Opportunities</strong></td>
<td><em>Quadrant 1</em>: Use strengths to take advantage of opportunities.</td>
<td><em>Quadrant 2</em>: Overcome weaknesses to take advantage of opportunities.</td>
</tr>
<tr>
<td><strong>Threats</strong></td>
<td><em>Quadrant 3</em>: Use strengths to reduce the impact and/or likelihood of threats.</td>
<td><em>Quadrant 4</em>: Overcome weaknesses to avoid threats.</td>
</tr>
</tbody>
</table>

Based on the SWOT analysis, the SPC members generated nearly 30 unique strategies which were prioritized to yield the following strategic initiatives:

- **Raise** the level of graduates’ professional skills in areas that employers require and that match the future needs of business.

- **Attract** and retain highly-qualified students, faculty and staff.

- **Work** to ensure that all undergraduate students experience learning opportunities that promote engagement, achievement, and critical thinking.

- **Leverage** our expertise and resources to produce more high-quality, impactful research and scholarship.

- **Strengthen** ties with alumni and the business community.

Identifying a limited number of initiatives linked directly to the college’s mission and vision is a way to focus priorities. This does not mean that activities not mentioned in the plan are unimportant. They are simply less urgent to pursue at this time.

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Strategic Plan Implementation

The purpose of a strategic plan is to prioritize goals and objectives so that resources can be devoted to the activities that are of greatest importance to the college. The usefulness of a strategic plan depends on the extent to which it (1) provides guidance for implementation, (2) allows for assessment of both short and long-term goal accomplishment and overall organizational health via metrics, and (3) continues to be placed “front and center” in the life of the college.

The SPC selected goals (shown in Table 1) within each of the five strategic initiatives. During spring 2018, over 70 faculty and staff served on five task forces to develop specific action items for the five strategic initiatives and one task force to develop action items to support diversity and inclusion within the college. Their work provided input to the Rawls Strategic Action Plan shown in Table 2. The task forces approached their work from different perspectives and documented their work in different formats. To retain the richness of the information generated by the task forces, the final report of each task force is shown in Appendix B. During fall 2018, a timeframe for implementation will be added to the Strategic Action Plan.

Table 3 lists the metrics that evolved from the work of the task forces and will be utilized to track the college’s progress. We will track the overall success of the college and Texas Tech University utilizing metrics provided by Texas Tech’s Office of Institutional Research. These metrics reflect the collective view of how the college and university define “success.” We will also track the college’s performance on specific goals. These college-specific performance metrics will be developed and tracked internally by Rawls College faculty and staff (refer to Figure 1). The SPC recognizes there is tension among many of these metrics (for example, between quality and quantity metrics) and will determine which metrics to pursue as we evaluate the Rawls Strategic Action Plan.

To ensure our strategic plan is “front and center,” progress will be discussed at regular Rawls Leadership and Coordinating Council meetings and at all college-wide faculty and staff meetings. Area/school coordinators will ensure that the college’s strategic plan and relevant actions are reviewed at all area/school faculty meetings and that an area/school strategic plan consistent with that of the college is in place by December 2018. The dean will engage in ongoing communication with all stakeholders regarding efforts and accomplishments of the college in relation to the strategic plan.
Table 1: Strategic Initiatives and Associated Goals

<table>
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<tr>
<th>Strategic Initiative</th>
<th>Goals</th>
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| **Raise** the level of graduates' professional skills in areas that employers require and that match the future needs of business. | a. Create more, unique programs that are creative and competitive, including those for non-business majors and industry-specific programs.  
b. Determine the feasibility of providing employer-customized degree and non-degree programs.  
c. Investigate the benefits of preparing students for disciplinary certification and licensure beyond the CPA (e.g., finance, human resources).  
d. Ensure that the B.B.A. curriculum builds skills needed for future business success (i.e., “robot-proof” the curriculum).  
e. Renew/refresh the MBA curriculum.  
f. Consider other MBA formats/offerings.  
g. Engage the business community in curriculum development/review.  
h. Promote faculty skills in, and a culture for, assessment of student learning outcomes.  
i. Expand on-line programs and offerings.  
j. Continue to increase the status of the Rawls College among employers.  
k. Promote an ethical climate among students, faculty, and staff. |
| **Attract** and retain highly-qualified students, faculty and staff.                | a. Improve, extend and coordinate processes for recruiting highly-qualified students, faculty and staff.  
b. Ensure individuals representing diversity of thought, experience, ethnicity, gender, and cultural background are included fully and actively involved in the Rawls College.  
c. Promote professional development opportunities for staff.  
d. Develop and implement a competitive compensation plan for faculty and staff. |

**Work** to ensure that all students experience learning opportunities that promote completion, achievement, and critical thinking (i.e., high-impact practices).⁴

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<tr>
<th><strong>Leverage</strong> our expertise and resources to produce more high-quality, impactful research and scholarship.</th>
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<td><strong>Strengthen</strong> ties with alumni and the business community.</td>
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</table>

| | a. Increase the number of students who complete formal internships. |
| | b. Support, encourage and increase service learning opportunities for students. |
| | c. Support, encourage and increase study abroad opportunities for students. |
| | d. Ensure all undergraduate capstone courses meet the criteria for a high-impact practice. |
| | e. Support, encourage and increase the number of students involved in the Business Learning Community. |

| | a. Competitively compensate and support active researchers. |
| | b. Establish a college wide task force to provide recommendations for strengthening college-level support for research as well as the research culture within the college (including incorporation of Tier I status into our self-perception). |
| | c. Partner with businesses to create opportunities for faculty to bring insight to applied business problems. |

| | a. Coordinate greater opportunities for alumni and business executives to interact with students. |
| | b. Develop area-specific advisory councils. |
| | c. Develop a culture supportive of faculty who pursue close ties with business and alumni for consulting, learning and research. |
| | d. Establish a stronger alumni network outside of Texas to develop more opportunities for students. |
| | e. Develop systems to create greater opportunities for communication/engagement with alumni throughout their careers. |
| | f. Begin engagement early by cultivating students to be Rawls advocates and brand messengers. |

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<table>
<thead>
<tr>
<th>Strategic initiative</th>
<th>Goals and actions</th>
<th>Point person</th>
<th>Resources necessary</th>
<th>Specific targets (what by when?)</th>
</tr>
</thead>
</table>
| **Raise** the level of graduates’ professional skills in areas that employers require and that match the future needs of business. | **1.** Create a program-level cross-disciplinary team project at the BBA and MBA levels that works collaboratively with industry partners. Project could be framed as a consulting project within a firm or as a stand-alone organization with RCOBA alumni or local businesses as advisors. | Associate Dean for Undergraduate Programs | Faculty advisor and/or faculty assigned as overload/in-load as instructor of record | Planning: Summer/Fall 2018  
Implementation: Spring 2019 |
|                      | **2.** Create a multi-component professional development not-for-credit certification system for undergraduates and master’s students. Suggested components are provided in Appendix 2 (Dean’s Merit Badges) | Career Management Center Director  
Snyder Business Communication Center Director | CMC and Faculty “champion” to chair planning committee  
CMC advisor dedicated to the program  
Online: Instructional designer  
Face-to-face: Facilitator(s) | Planning: Summer 2018  
Implementation: Fall 2018 |
|                      | **3.** Create additional concentrations, minors, undergraduate or graduate certificates, and not-for-credit certifications, endorsements, and/or credentialing (e.g., SHRM certification) for majors and MBAs. A list of potential program additions is provided in the Appendix 2. | Associate Dean for Undergraduate Programs  
Associate Dean for Graduate Programs and Research | Faculty/staff allocated to program development  
Faculty/staff allocated to provide instruction/programming | Planning: Summer/Fall 2018  
Implementation: Fall 2018 (digital badge certification)  
Fall 2019 (all others) |
4. Develop a problem-solving framework to be introduced in Introduction to Business and reinforced throughout the undergraduate curriculum. Associate Dean for Undergraduate Programs, Faculty time to develop framework, Administrative and faculty time to coordinate roll-out across the curriculum.

5. Begin systematic data collection on programming and program evaluation through surveys, focus groups, interviews, and discussions with graduating students, employers/recruiters, alumni, advisory councils, and industry connections. Share data college-wide.

   Analyze, track, and report:
   - Exit survey data (from IR)
   - Focus group data (new)
   - Alumni survey data (new). This would include two sets (a) recent graduates (1 to 5 years BBA, STEM, and MS students, current PMBA students and recent PMBA graduates) and (b) those who have graduated within 5 to 10 years (BBA and master’s).
   - Advisory council (college and areas) feedback once/year (new)
   - Employer/recruiter survey data
   - AOL assessment

   Senior director of assessment, Faculty director of assessment, Survey developer, Focus group facilitator, Doctoral student(s) to analyze data.

   Planning: Summer/Fall 2018
   Implementation: Spring/Fall 2019
<table>
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<tr>
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<th>Resources necessary</th>
<th>Specific targets (what by when?)</th>
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<tbody>
<tr>
<td>Attract and retain highly-qualified students, faculty, and staff.</td>
<td>Increase level of student academic success</td>
<td>1. Offer “Student Success Orientation”&lt;br&gt;2. Develop programs designed to get students connected to the college earlier in their academic programs&lt;br&gt;3. Offer an Introduction to Business “showcase” class for business majors and non-majors: separate section for honors, RBLP, business learning community</td>
<td>Associate Dean for Undergraduate Programs</td>
<td>Faculty and staff time&lt;br&gt;Funds to pay Introduction to Business instructors and support staff</td>
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<td>Increase the diversity of Rawls students</td>
<td>4. Hire diversity recruiter at the undergraduate level&lt;br&gt;5. Develop scholarship programs to attract diverse students to undergraduate and graduate programs</td>
<td>Associate Dean for Undergraduate Programs&lt;br&gt;Associate Dean for Graduate Programs</td>
<td>Salaries for recruiters&lt;br&gt;Scholarship funds&lt;br&gt;Funds and expertise to conduct climate assessment</td>
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<tr>
<td>Recruit higher caliber students.</td>
<td>6. Recruit non-business undergraduate students by developing business courses aimed at high achieving freshmen, non-business students. (Offer an Introduction to Business “showcase” class for business majors and non-majors: separate section for honors, RBLP, business learning community)</td>
<td>Associate Dean for Undergraduate Programs Senior Director of Development</td>
<td>Funds to pay Introduction to Business instructors and support staff Staff time for scholarship deployment Scholarship funds</td>
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<td>7. Develop and deploy strategically competitive scholarship packages for incoming freshmen in business</td>
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<td>Attract/retain quality PhD students</td>
<td>8. Increase PhD base stipend to be competitive with peer institutions.</td>
<td>Senior Associate Dean</td>
<td>Funds to increase stipends</td>
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<tr>
<td>Attract/retain quality staff members</td>
<td>9. Offer staff salaries competitive with peer institutions</td>
<td>Senior Associate Dean</td>
<td>Staff time to benchmark salaries</td>
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</table>
|   | 10. Create additional and recurring staff engagement opportunities (e.g., luncheons, development/engagement workshops) beginning with an interactive onboarding process | Funds to support salary adjustments  
Funds to support engagement opportunities and revise or develop policies and practices |   
|   | 11. Evaluate/revise college practices to support staff through various career stages and organizational changes | Funds for programming  
Funds and expertise to conduct climate assessment |   
| Attract/retain quality faculty members | 12. Increase summer support money for faculty | Senior Associate Dean  
Funds for additional summer support |   
|   | 13. Allow current faculty’s partners to be eligible for partner accommodation hires. | Funds and expertise to conduct climate assessment  
Administrative time to support partner accommodation |   
|   |   | Funds to support partner accommodation |   
|   |   |   |   

Updated October 5, 2018
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<tr>
<td>Work to ensure that all students experience learning opportunities that promote completion, achievement, critical thinking (i.e., high impact practices)</td>
<td>Increase the number of students who complete formal internships.</td>
<td>1. Create an Internship Advisory Committee to coordinate internship efforts and develop best practices</td>
<td>Associate Dean for Undergraduate Programs</td>
<td>Staff and faculty time, Funds to purchase or create a website, databases, and tracking systems</td>
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<td>2. Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships</td>
<td>Associate Dean for Undergraduate Programs</td>
<td>Staff and faculty time, Funds to purchase or create databases and tracking systems</td>
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<td>3. Increase number of study abroad scholarships</td>
<td>Senior Director of Development</td>
<td>Study abroad scholarship endowments</td>
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<td>4. Assess effectiveness of and participation in current high impact practice activities. Update as needed.</td>
<td>Associate Dean for Undergraduate Programs</td>
<td>Faculty and staff time to provide the experiences, Funds to support the experiences</td>
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<td>5. Identify best practices.</td>
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<td>Support, encourage and increase service learning opportunities for students.</td>
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<td>2. Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships</td>
<td>Associate Dean for Undergraduate Programs</td>
<td>Staff and faculty time, Funds to purchase or create databases and tracking systems</td>
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<td>Support, encourage and increase study abroad opportunities for students.</td>
<td>Support, encourage and increase study abroad opportunities for students.</td>
<td>3. Increase number of study abroad scholarships</td>
<td>Senior Director of Development</td>
<td>Study abroad scholarship endowments</td>
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<tr>
<td>Ensure that each undergraduate capstone or “capstone-like” course includes a high-impact practice</td>
<td>Ensure that each undergraduate capstone or “capstone-like” course includes a high-impact practice</td>
<td>4. Assess effectiveness of and participation in current high impact practice activities. Update as needed.</td>
<td>Associate Dean for Undergraduate Programs</td>
<td>Faculty and staff time to provide the experiences, Funds to support the experiences</td>
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<td>5. Identify best practices.</td>
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<td>Support, encourage, and increase the number of students involved in the Business Learning Community.</td>
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<td>6.</td>
<td>Revamp the Learning Community by focusing on mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for future growth.</td>
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<td>7.</td>
<td>Explore possibilities for online Learning Community design and participation.</td>
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<td>8.</td>
<td>Offer a special section of Introduction to Business for Business Learning Community, RBLP, and honors students.</td>
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<td>9.</td>
<td>Create and implement incentives for students, faculty, and employers to participate in all HIPs.</td>
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<tr>
<th>Associate Dean for Undergraduate Programs</th>
<th>Faculty and staff time to develop the courses and programs</th>
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<tbody>
<tr>
<td>Funds to offer the section(s) and support the programs</td>
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<tr>
<th>Associate Dean for Undergraduate Programs</th>
<th>Faculty and staff time to develop the incentive program</th>
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<tr>
<td>Funds to support the incentive program</td>
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<tr>
<td>Strategic initiative</td>
<td>Goals</td>
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</table>
| Leverage our expertise and resources to produce more high-quality, impactful research and scholarship. | Competitively compensate, support, and retain productive researchers. | 1. Conduct annual comparisons of 5* research productivity against a benchmark from peer institutions.  
2. Increase summer funding with a goal of 2/9ths for productive researchers.  
3. Establish and implement consistently a workload policy that allows for flexible teaching loads and schedules for productive researchers.  
4. Establish and implement consistently a merit policy that rewards high impact scholarship.  
5. Encourage faculty to participate in TTU’s faculty development program and other development activities | Dean  
Associate Dean for Graduate Programs and Research | Staff support for productivity analysis (existing)  
Funding to support competitive salaries and summer support  
Funding to support development activities |  |
| 6. | Create seed grant program with the expectation to submit for external funding. | Associate Dean for Graduate Programs and Research | Funding to support seed grants
Faculty to pursue funding opportunities
Staff support for proposals and awards (existing) |
|---|---|---|---|
| 7. | Develop and implement an integrated communication strategy to promote research conducted by Rawls faculty | Associate Dean for Graduate Programs and Research | TTU and Rawls marketing support
Funding for new elements |
| 8. | Partner with businesses to create opportunities for faculty to bring insight to applied business problems. | Promote Rawls faculty and staff engagement in TTU’s Outreach and Engaged Scholarship initiatives | Associate Dean for Graduate Programs and Research
Admin support for database and record-keeping
Funding to support faculty and staff development
Project funding |
<table>
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<tr>
<th>Strategic initiative</th>
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<tr>
<td><strong>Strengthen ties with alumni and the business community.</strong></td>
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<td></td>
<td>Coordinate greater opportunities for alumni and business executives to interact with students.</td>
<td>1. Restructure Dean’s Office staff to focus on engagement and external relations.</td>
<td>Senior Director of Engagement and External Relations</td>
<td>New staff positions</td>
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<td>Reallocation of staff time</td>
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<td>Coordinate greater opportunities for alumni and business executives to interact with students.</td>
<td>2. Develop area-specific advisory councils to promote faculty’s ties with business and alumni.</td>
<td>Senior Director of Engagement and External Relations and Area Coordinators</td>
<td>Staff and faculty time</td>
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<td>Alumni interest</td>
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<td>Funds to support advisory council meetings</td>
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<td>Establish a stronger alumni network outside of Texas to develop more opportunities for students. Begin engagement early by cultivating students to be Rawls advocates and brand messengers. Develop systems to create greater opportunities for communication/engagement with alumni throughout their careers.</td>
<td>3. Add a second position in alumni relations.</td>
<td>Senior Director of Engagement and External Relations</td>
<td>Funding for staff positions</td>
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<td>Expanded budget for communication, events, and programming</td>
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<td></td>
<td>Establish a stronger alumni network outside of Texas to develop more opportunities for students. Begin engagement early by cultivating students to be Rawls advocates and brand messengers. Develop systems to create greater opportunities for communication/engagement with alumni throughout their careers.</td>
<td>4. Refill the Director of Engagement position to work with students, student organizations, and recent alumni.</td>
<td>Senior Director of Engagement and External Relations</td>
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<tr>
<td>Rawls core value</td>
<td>Goals</td>
<td>Actions</td>
<td>Point person</td>
<td>Resources necessary</td>
<td>Specific targets (what by when?)</td>
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<tr>
<td>Foster diversity and inclusion within the college</td>
<td>Empower a group of Rawls faculty, staff, and students to lead efforts to improve diversity and foster inclusion within the college</td>
<td>1. Create a standing committee for Diversity and Inclusion</td>
<td>Dean</td>
<td>Faculty and staff time</td>
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<td>2. Refill the position of Director of Diversity</td>
<td>Dean</td>
<td>Faculty and staff time to continue to develop a job description</td>
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<td></td>
<td>Ensure adequate leadership for diversity and inclusion efforts within the college</td>
<td>3. Conduct a climate assessment of students, staff, and faculty within Rawls and identify areas for improvement</td>
<td>Dean</td>
<td>Staff and faculty time</td>
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<td>4. Conduct top management team training</td>
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<td>Funds and expertise to conduct climate assessment</td>
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<td>5. Offer awareness and education programs for faculty, staff, and students</td>
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<td>Funds to support programming</td>
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<td>6. Develop recruiting plans, retention plans, and mentoring programs to address diversity and inclusion goals</td>
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</table>
Where available, baseline data from 2016, 2017, 2018 will be tracked. Goals will be set based on baseline data, or we will begin collecting data for that specific metric.

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<thead>
<tr>
<th><strong>Student/program metrics</strong></th>
<th><strong>Number of students participating in industry field trips</strong></th>
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<tr>
<td></td>
<td>Student attendance at events with outside speakers</td>
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<td>Number of students completing formal internships</td>
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<td>Quality of internship placement</td>
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<td>Number of students participating in competitions</td>
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<td>Number of service learning courses offered (TTU)</td>
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<td>Student Credit Hours in service learning courses</td>
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<td></td>
<td>Measurable placement of undergraduate students</td>
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<td>Quality of employers recruiting at Rawls (number of Fortune 100 companies, Best Places to Work, etc.)</td>
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<td>One-year retention of First Time in College (FTIC) freshmen (TTU)</td>
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<td>Four-year graduation of FTIC freshmen (TTU)</td>
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<td>Six-year graduation of FTIC freshmen (TTU)</td>
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<td>Percent of Rawls undergraduate and graduate students who are (TTU):</td>
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<td></td>
<td>African-American/Black</td>
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<td>Women</td>
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<td>International</td>
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<td>Number of undergraduate students enrolled (TTU)</td>
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<td>Number of graduate students enrolled (TTU)</td>
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<td></td>
<td>Number of baccalaureate degrees awarded (TTU)</td>
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<td>Number of master’s degrees awarded (TTU)</td>
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<td>Number of doctoral degrees awarded (TTU)</td>
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<td>Number/% of students studying abroad (TTU)</td>
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<td>Total Student Credit Hours (SCH) taught (TTU)</td>
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<td>SCH per student FTE (TTU)</td>
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<td>Student-to-faculty ratio (TTU)</td>
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<td>Business majors receiving Presidential Scholarships (TTU)</td>
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<td>National Merit Scholars who are business majors (TTU)</td>
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<td>Percentage of FTIC students who graduate in the top 10% and 25% of their high school class (TTU)</td>
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<td>Average FTIC SAT/ACT score in the 25-75 percentile of incoming Rawls students (TTU)</td>
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<td>Program rankings from respected sources (e.g., USNWR)</td>
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<td>Climate assessment by students</td>
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<td></td>
<td>Placement of doctoral students in tenure-track positions at peer or better institutions</td>
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<td>Presentations and publications by doctoral students (AACSB)</td>
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<td>Engagement metrics</td>
<td>Number of class speakers from the business community</td>
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<td>Number of alumni/business professionals speaking to/meeting with student organizations and other out-of-class activities</td>
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<td></td>
<td>Number of alumni/business professionals serving as mentors</td>
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<td>Number of alumni/business professionals involved with area/school/college advisory boards</td>
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<td></td>
<td>Number of and enrollment in outreach/professional programs offered (e.g., the Bank School)</td>
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<td></td>
<td>Number of student, faculty, staff interactions with local businesses and organizations</td>
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<td></td>
<td>Membership in Rawls Raiders</td>
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<td></td>
<td>Annual giving to the Rawls College</td>
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<td></td>
<td>Annual gifts and pledges to the Rawls College endowment</td>
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<td></td>
<td>Total value of Rawls College endowment</td>
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<td></td>
<td>Number of projects, programs, classes, and events provided for/in partnership with the community (TTU)</td>
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<td></td>
<td>Number of Outreach and Engaged Scholarship scholarly publications and presentations (TTU)</td>
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<td>Number of collaborative Outreach and Engaged Scholarship partnerships (TTU)</td>
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<tr>
<td>Faculty/staff metrics</td>
<td>Total number of faculty (by tenure/tenure-track, professors of practice, instructors) (TTU)</td>
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<td></td>
<td>Total number of staff</td>
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<td>Percent of faculty (by tenure/tenure-track, professors of practice, instructors) who are:</td>
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<td>African-American/Black</td>
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<td>Hispanic</td>
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<td>Women</td>
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<td>Percent of staff who are:</td>
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<td>African-American/Black</td>
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<td>Asian</td>
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<td>Hispanic</td>
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<td></td>
<td>Faculty retention</td>
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<td>Staff retention</td>
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<td></td>
<td>Elections or appointments of faculty and staff to leadership positions in academic and/or professional associations, standards setting bodies, and professional societies (AACSB)</td>
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<td></td>
<td>Climate assessment by faculty and staff</td>
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<td></td>
<td>Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) (TTU)</td>
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<td></td>
<td>Number of faculty externships</td>
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<td></td>
<td>Unfilled chairs/professorships</td>
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<td>Research metrics</td>
<td>Number of refereed research papers and publications</td>
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<td>Number of research publications in journals on the Rawls Journal List</td>
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<td>Number of publications in 5* journals (year-to-year and against benchmarks (AACSB)</td>
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<td>Publications in practitioner journals (AACSB)</td>
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<td></td>
<td>Citations of faculty publications (AACSB)</td>
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<td>External recognition for faculty research (AACSB) including number of faculty awards received (TTU)</td>
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<td></td>
<td>Faculty serving as reviewers for 5* journals (AACSB)</td>
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<td>Faculty serving as editorial board members, editors, and associate editors (AACSB)</td>
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<td></td>
<td>Proposals submitted for external funding</td>
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<td></td>
<td>Number of proposals funded</td>
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<td></td>
<td>Total external funding for research (AACSB)</td>
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<td></td>
<td>Total research expenditures (TTU)</td>
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Figure 1
Strategic Plan Implementation Process

1. Identify and acquire data for planning purposes.
2. Establish baseline measures.
3. Define action steps.
4. Assign responsibility and identify required resources and administrative support.
Appendix A
Strategic Planning Process

The SPC held four half-day planning sessions during Fall 2017. Committee members came to these sessions having completed assignments. They actively engaged in each session; and, between sessions, the results were compiled and shared with committee members for feedback. Key components of the strategic plan were developed as follows:

**SPC Session 1:** crafted draft statement of mission, vision, and values

**SPC Session 2:** crafted draft SWOT (strengths, weaknesses, opportunities, and threats) analysis

**SPC Session 3:** drafted potential strategies in response to SWOT and began to formulate goals and objectives

**SPC Session 4:** crafted draft metrics and responded to initial draft of the strategic plan

Upon completing the structured work noted above, the SPC then:

- used a variety of methods to seek input from student, staff, faculty and alumni stakeholder groups.
- incorporated stakeholder input.
- sought college approval for the new strategic plan.

Strategic implementation task forces met during the spring 2018 semester to develop the Strategic Action Plan:

1. **Raise** the level of graduates’ professional skills in areas that employers require and that match the future needs of business.

*Chair:* Claudia Cogliser

Jeff Burkhardt, Jacob Gordon, Matthew Hart, Nikki Kantelis, Nettie Kvick, Bill Pasewark, Jamie Pitman

Jason Rinaldo, Ann Rodriguez, Jaeki Song, Dino Villegas, Jim Wetherbe, Surya Yadav
2. **Attract** and retain highly-qualified students, faculty and staff.

Chair: Dennis Arnett

Dennis Anderson  
Wendy Arnett  
Nikki Bohannon  
Sabrina Chi  
Francisco Delgadillo  
Gary Fleischman  
Roy Howell  
Derek Oler  
Madison Proctor  
Drew Winters

3. **Work** to ensure that all undergraduate students experience learning opportunities that promote engagement, achievement, and critical thinking (i.e., high impact practices).

Chair: Laura Cardella

Barry Broughton  
Adrienne Carnes  
Duane Hoover  
Debbie Laverie  
Bob McDonald  
Benjamin Mitchell  
Anita Nunez  
Paige Rutner  
Steve Rutner  
Mike Ryan  
Sandra Ryan  
Jeremy Tow

4. **Leverage** our expertise and resources to produce more high-quality, impactful research and scholarship.

Chair: Mayukh Dass

Will Armstrong  
Kim Boal  
Eric Cardella  
Fred Davis  
Yitzhak Fried  
Bill Gardner  
Tao Ma  
Ron Mitchell  
Archie Pitsilides  
Andi Romi  
Alexander Salter

5. **Strengthen** ties with alumni and the business community.

Chair: Jeff Mercer

Kristen Bigbee  
Susan Brown  
Jessica Carrillo  
Kellie Estes  
Jeffrey Harper  
Jared Harrell  
John Masselli  
Celinda Moore  
Michele Moskos  
Shannon Rinaldo  
Laura Sanders  
Ryan Todd  
Kelsey Zickefoose
6. Foster diversity and inclusion

Chair: Bob McDonald

Derek Abrams
Stephanie Bohn
Julie Brannan
Claudia Cogliser
Kirsten Cook
Nancy Hood
Brett Myers
Anita Nunez
Andi Romi

Task force support:

Kathy Suchy and BACS
The Rawls finance and HR team
Appendix B

Final task force reports, Spring 2018

Final report: “Raise” task force (May 11, 2018)

Task Force Members

Jeff Burkhardt, Management
Claudia Cogliser, Management
Jacob Gordon, Snyder Center for Business Communication
Matthew Hart, Accounting
Nikki Kantelis, EEL
Nettie Kvick, Testing Center
Bill Pasewark, Accounting
Jamie Pitman, Career Management Center
Jason Rinaldo, Sr. Director of Assessment, Dean’s Office
Ann Rodriguez, EEL
Jaek Song, ISQS
Dino Villegas, Marketing
Jim Wetherbe, ISQS
Surya Yadav, ISQS
Summary

Both undergraduate and graduate education at the Rawls College of Business is an integral part of the university’s research and technology development enterprise and play a major role in providing the skilled workforce necessary for the state of Texas and the nation to compete in a knowledge-based, global economy. It is a strategic goal of the Rawls College that our graduates have the professional skill set necessary to succeed in their degree programs and to embark and advance in careers, whether in academia, industry, government, or non-profit organizations. Accordingly, the Raise task force took a view toward preparing our students for jobs that are not invented yet, using technologies that do not currently exist across a vibrant and rapidly changing landscape.

Looking at “Problem Solving” as an umbrella framework across all programs in the Rawls College, the task force mapped a set of competencies (communication, critical thinking, leadership, ethics, teamwork, data analytics) across three types of literacies: human literacy, technology literacy, and data literacy. Problem solving was an appealing framework, as it is indicative of better career opportunities for employees who can identify problems and propose innovative solutions based on the ever-increasing data available to them. Toward that end, the task force discussed broadly the role of professional development programming in the context of the future of work in a rapidly changing landscape. Specifically, we sought out initiatives and programming that provide opportunities for enhancing the technical curriculum by cross-disciplinary integration within the college while promoting risk taking, fail forward thinking, resilience, and a comfort in an ambiguous environment that doesn’t allow time for “buttoned up” product and service offerings. A very preliminary draft of our framework was developed and can be provided to the Dean and her leadership team if requested.

The Rawls College of Business—through discipline-specific curricula enhanced by the Snyder Communications Center, the Rawls Career Management Center, the Center for Global Engagement, student organizations (e.g., TMA, Women in Business, and RGA), and staff and faculty advising—currently offers or sponsors events, workshops, tutoring, peer-mentoring, and social media profiles for enrolled students that target workforce readiness and job placement. However, there is room for growth in areas of professional development through additional offerings either by industry and alumni partners, RCOBA entities, and connections with the broader university community (e.g., the University Writing Center and Graduate Writing Center, COMC Communication Training Center, University Library, TLPDC, the Graduate School, Ethics Center, Innovation Hub, and the University Career Center).

Over the course of the task force working period, a number of professional development initiatives were discussed and evaluated. The table below discusses in more detail four of the initiatives that the task force determined would meet the Dean’s charge to our task force and be consistent with the College’s new strategic plan. A more comprehensive list of the initiatives the task force considered is provided in the Appendix.

The task force would like to note that we consider this list to be a reasonable set of new initiatives, but by no means do we consider it to be comprehensive. In other words, we are not declaring victory in our professional development offerings, but we do believe that our selections can continue to make progress on the part of the College in maintaining relevance and preparing our students for new types of jobs with rapidly evolving technologies. Consistent across our initiatives is a goal of continuous improvement based on evaluations from those who will serve in an advisory capacity: Dean’s advisory council, Area advisory councils or centers, alumni, recruiters and employers allied with the CMC, and industry connections of staff and faculty.
Raise the level of graduates’ professional skills in areas that employers require and that match the future needs of business.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Key Performance Indicator(s)</th>
<th>Timeframe</th>
<th>Resources necessary</th>
<th>Point person/ responsible party(ies)</th>
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<tbody>
<tr>
<td>1</td>
<td>Capstone Project</td>
<td>• # of students enrolled; • Increased SCH • # of students who complete project • Improved learning (pre-/post-tests; faculty evaluation) • Increased student satisfaction • Higher teaching evaluations • Positive Industry partner evaluations</td>
<td>Planning: Summer/Fall 2018 Implementation: Spring 2019</td>
<td>• Faculty advisor and/or faculty assigned as overload/in-load as instructor of record • Seed funding depending on nature of project • Advisory Council input on development of projects • Dean’s office to facilitate business collaboration</td>
<td>• Undergraduate and Graduate Associate Deans • UPAC, GPAC, and MBA Committees</td>
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<td>2</td>
<td>Dean’s Merit Badges</td>
<td>• # of students enrolled over time • # of students completed over time • Increased retention rate • Decreased time to graduate • Increased and better placement • Increased internships • Improved learning</td>
<td>Planning: Summer 2018 Implementation: Fall 2018</td>
<td>• CMC and Faculty “champion” to chair planning committee • CMC advisor dedicated to the program • Online: Instructional designer • Face-to-face: Facilitator(s)</td>
<td>• Career Management Center • Snyder Business Communication Center • Faculty advisory group</td>
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Raise the level of graduates’ professional skills in areas that employers require and that match the future needs of business.

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<tr>
<th>Goal</th>
<th>Action</th>
<th>Key Performance Indicator(s)</th>
<th>Timeframe</th>
<th>Resources necessary</th>
<th>Point person/ responsible party(ies)</th>
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| 3    | Add Programs  
Create additional concentrations, minors, undergraduate or graduate certificates, and not-for-credit certifications, endorsements, and/or credentialing (e.g., SHRM certification) for majors and MBAs. A list of potential program additions is provided in the Appendix, section 3.3 | • # of students enrolled over time  
• # of students completed over time  
• Increased SCH  
• Increased Retention rate  
• Increased and better placement  
• Improved learning  
• Increased internships  
• Improved learning | Planning: Summer/Fall 2018  
Implementation: Fall 2018 (digital badge certification)  
Fall 2019 (all others) | • Faculty/staff allocated to program development  
• Faculty/staff allocated to provide instruction/programming | • Area Coordinators  
• Undergraduate and Graduate Associate Deans |
Raise the level of graduates’ professional skills in areas that employers require and that match the future needs of business.

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<tr>
<th>Goal</th>
<th>Action</th>
<th>Key Performance Indicator(s)</th>
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<th>Resources necessary</th>
<th>Point person/ responsible party(ies)</th>
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<td>4</td>
<td>Data Collection</td>
<td>Begin systematic data collection on programming and program evaluation through surveys, focus groups, interviews, and discussions with graduating students, employers/recruiters, alumni, advisory councils, and industry connections. Share data college-wide.</td>
<td></td>
<td>Planning: Summer/Fall 2018 Implementation: Spring/Fall 2019</td>
<td>• Survey developer&lt;br&gt;• Focus group facilitator&lt;br&gt;• Doctoral student/s to analyze data</td>
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<td>Analyze, track, and report:</td>
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<td>• Exit survey data (from IR)</td>
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<td>• Focus group data (new)</td>
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<td>• Alumni survey data* (new)</td>
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<td>This would include two sets – (a) recent graduates (1 to 5 years BBA, STEM, and MS students, current WP MBA students and recent WP MBA graduates) and (b) those who have graduated within 5 to 10 years (BBA and master’s).</td>
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<td>• Advisory council (college and area) feedback once/year (new)</td>
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<td>• Employer/recruiter* survey data</td>
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<td>• AOL assessment</td>
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*The task force has created a preliminary set of items to use in alumni and employer/recruiter surveys.
APPENDIX

POSSIBLE PROFESSIONAL DEVELOPMENT INITIATIVES
Task Force Meeting - April 3, 2018

Section 1: Deliverables for “Raise” Report – Implementation Categories
A. Short Term (Fall 2018)
   • Collaboration with Businesses – Dean’s Office, Program Level, Course Level
     - Dean’s office facilitating industry partnerships for a variety of the below suggestions for courses, concentrations, projects, etc.
       o Involve them in more extracurricular activities such as come to campus for sports events (football, basketball, baseball)
       o Engage retired executives
   • Dean’s Merit Badges
     o Component suggestions:
       ▪ Successfully mentor lower level student (Proof = improvement of student grade, letter of recommendation)
       ▪ Service work – earn extra credit for donating pay to scholarships
       ▪ Volunteer work
       ▪ Complete sales event/sell something as first step
       ▪ Attend certain skills seminars
       ▪ Self-directed team solve a business problem offered up by Advisory Council Members in class or cross disciplinary
       ▪ Publish in In-House Journal/ Rawls Newsletter (?) – Video/ article
       ▪ Final part: Interview with Dean
   • Snyder Communication Skills Center – various skills seminars already planned for Fall 2018 (see Jacob Gordon for more details)

B. Medium term
C. Long term
Section 2: General Goals and Ideas
(Things to think about, sort into implementation categories)

1. Information – How can we get/use it? Identifying and distinguishing from sufficient and insufficient info for making decisions (watch out for selection biases). Recognizing the uses and limits of information
   - Surveys (see work done earlier in task force)
     - former students after 3 to 5 years
     - Poll employers on what external Certifications they value
2. Instead of lectures/exams, focus on Action Learning
3. Create clear definition of assessment that is universally accepted and measurable
4. Implementing pre-/post-course assessment across other core courses (BECO 4310 does this)
5. Establishing consistency in rubrics across College
   - Communication and writing rubrics

Section 3: Program Specific Ideas
Additional Programs/Certifications (including industry specific)
Certificate options for degree and non-degree students could be a short-term goal as the structure and courses are largely already present. Offering should include online options to reach working professionals and a broader audience. Other suggestions focus on adding dual degrees or concentrations that would require collaboration with other colleges on campus.

1. ACCOUNTING:
   - In-person/Online classes for Non-MSA accounting students to get required hours for CPA exam
2. MSA:
   - Less core courses and more options for specialization
3. Minors/Certificates (including non-Business majors/non-degree options):
   - Data Analytics
   - Communications minor/certification
   - Human Resources
   - Joint Certificate with Engineering in Product Design
   - Energy Certificate
   - Management
   - ISQS
   - Leading Public Organizations
   - SHRM Certification
   - Partner with Communications for grad certificates/degrees (STEM Leadership Communication)

4. BBA/MBA
   - Transition from on-campus BBA to on-campus/online MBA
5. **MBA/dual MBA**
   - ONLINE MBA
   - Add concentration options
   - Energy concentration
   - Dual degree program with HSC
   - Dual degree with Petroleum Engineering
   - Nursing school online MBA
   - Partner with large firms for electives: (Raytheon, TI, etc.)

6. **PhD**
   - Executive Doctorate Program
   - DBA in Leading Organizations

7. **Other**
   - Offer mini-online courses to alumni including the arts
   - Collaborate with Petroleum Engineering program/course level

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**Section 4: Non-program specific Ideas**

Overall, these ideas specifically can and should include collaboration in the College, with other Colleges, and with Businesses/Communities. Across the College and University could include inter-course projects, interdepartmental collaboration, attending skills workshops elsewhere, etc. Collaboration with businesses and communities will be vital for series/projects/courses/etc. as well including collaboration with Advisory Council(s). Guest lecture series with business and community leaders would greatly benefit the students/college.

1. **Courses**
   - Lower level critical thinking seminar
   - Consulting class, solve business issue
   - Employer based courses (ex. Goosehead)
   - Senior Thesis – each major area
   - Service learning – solve business problem for non-profit (BECO interested)
   - Seminars specific Energy Industry
   - Enterprise Resource Planning
   - Internship options for more degrees

2. **Capstone Project** (Program level, cross-discipline, work with local business): solve big issues!
   - Skill learned: Communication, Behavior, Critical Thinking, Leadership. Initiative skills, performance in unstructured environment, handling ambiguity
   - Project Management skills – performance in unstructured/ambiguous environment
   - Internships
     - Include collaboration with Businesses
   - Project Management – performance in unstructured/ambiguous environment
   - Across/Inter-class projects
     - Collaborate across BBA majors
3. **Competitions** – could include working with and presenting to Industry Partners
   - Case
   - Trading
   - BV
   - Banking
   - Ethics
   - Presentation of new business ideas (could be combined with Innovative Hub work) – focus on persuasive speaking, community aspects
   - ‘Role playing game’ (similar to Model UN) between all majors

4. **Establish**
   - **Centers:**
     - Digital Marketing Center (branding, achieving growth)
     - Center for Energy Commerce - become the regional/national leader in energy business (focus on marketing what we already provide and building additional resources/opportunities to capitalize on our geographic location/expertise
   - **Units:**
     - Consulting Unit to support classes with consulting projects (incl. capstone)
   - **Student resources:**
     - Rawls Students Journal – articles/videos – boost undergrad applied research
     - Mentor program with alumni – advice on resume, portfolio, etc. – including outside Texas connections
     - Internship Fair – increase
     - Peer mentoring
   - **Series:**
     - Speaker series (businesses/communities, faculty, student led versions)
       - Including on diversity
       - College wide, not just for area
     - Discussion Forums (could even be online!)
       - Current Events/Ethics
   - **Other:**
     - Business Advisory Councils for all majors
5. **Professional Development Workshop Series**

The Snyder Communications Skill Center already developing some of the below mentioned topics. Potential for some of these to be mandatory for a course/program/capstone, some could be optional or at least available to all students. Student receive countless emails from the TTU Grad Center, Library, etc. about skills workshops so we could encourage/incentivize use of workshops across campus. Peer evaluation could play a role here such as with recorded presentations that are then evaluated by their peers. Professional skills can include digital badging.

- **Series/Workshops:**
  - Email
  - Audience Analysis
  - Persuasive/Negotiating - partner with attorneys
  - Giving/Receiving Messages
  - Communicating
  - Presenting
  - Teamwork – taught, practiced, evaluated (this also falls under faculty using teamwork projects)

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### Section 5: Student Skills

1. **Skills**
   - Ethics – instill as way of life not just course work
   - Communication Skills – professional development
   - Behavior Skills –
     - Project Management/in General:
       - Goal Setting
       - Planning
       - Organization/resource acquisition
       - Follow through
     - Ethics Challenges
     - Leadership Challenges
     - Risk Taking: when to risk, when to pull back, etc.
   - Critical Thinking Skills
   - Leadership Skills – leader development programming

2. **Technical Skills and Needs**
   - Facilities for students to explore emerging technologies
   - Facilitate CFA and other licensures
Section 6: Faculty development

1. Faculty workshops led by other faculty – share knowledge areas
   a. Staff could lead where relevant, staff could attend for professional development.
   b. Topics such as: assessment, case study/teaching, online teaching
   c. Faculty/staff development/collaboration with Snyder CS Center
2. Bring in online teaching specialists for teaching online courses
3. Peer evaluation
4. Data literacy for Faculty
## Final report: “Attract” task force (June 14, 2018)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Key Performance Indicator(s)</th>
<th>Timeframe</th>
<th>Resources necessary</th>
<th>Point Person/responsible party(ies)</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase success of student academic success</td>
<td>A. Offer “student success orientations” for both undergraduate and graduate students that (1) provide students with an understanding of the support resources available in the college/university, (2) identify techniques/strategies students can use to be more successful in the classroom, and (3) assess students’ abilities and suggest ways they can enhance their academic performance.</td>
<td>A. Increased retention and graduation rates</td>
<td>A. 1-2 years for development/implementation</td>
<td>A. Cross-functional cooperation among the areas in the college</td>
<td>A. Associate Dean - Undergraduate and Graduate</td>
<td>A. ??</td>
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<td></td>
<td>B. Develop programs (e.g., select a major fairs) designed to get students connected to the college earlier in their academic programs.</td>
<td></td>
<td>B. 3 years before retention rates affected</td>
<td>B. Faculty involement</td>
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<tr>
<td>C. Encourage faculty, through training and incentive programs, to increase the use of &quot;real-world&quot; activities (e.g., service learning projects, case studies...) in their classrooms.</td>
<td>C. 5 years before graduation rates affected</td>
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<tr>
<td>2. Increase the diversity of Rawls students</td>
<td>A. Hire diversity recruiters at both the undergraduate and graduate program levels.</td>
<td>A. Increased numbers for diverse students</td>
<td>A. 1 year to hire recruiters</td>
<td>A. Salaries - two recruiters</td>
<td>A. Associate Dean of Undergraduate Programs</td>
<td>A. 50/50 split of salaries with Division of Diversity, Equity, and Inclusion</td>
</tr>
<tr>
<td>B. Develop scholarship programs to attract diverse students to both our undergraduate and graduate programs.</td>
<td>B. 2-3 years to see increased diversity numbers</td>
<td>B. Scholarship funds</td>
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<tr>
<td>3. Recruit better caliber students</td>
<td>A. Recruit nonbusiness undergraduate students by developing business courses aimed at high achieving freshmen, nonbusiness students.</td>
<td>A. Increased ACT/SAT scores</td>
<td>A. 1 year development/implementation</td>
<td>A. Faculty to develop/teach courses</td>
<td>A. Associate Dean of Undergraduate Programs</td>
<td>A. Existing faculty lines</td>
</tr>
<tr>
<td>B. Develop competitive scholarships for incoming freshmen.</td>
<td>B. 2-3 years to see effect</td>
<td>B. Scholarship funds</td>
<td>B. Ryan Todd?</td>
<td>B. Donations</td>
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<td>4. Attract/retain quality PhD students</td>
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<td>5. Attract/retain quality staff members</td>
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<td></td>
<td>A. Increase PhD base stipend to be competitive with peer institutions.</td>
<td>A. Increase enrollment</td>
<td>A. 2-3 years to see effects</td>
<td>A. Money for increases stipends</td>
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<td>A. Increase enrollment</td>
<td>A. 2-3 years to see effects</td>
<td>A. Money for increases stipends</td>
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<td></td>
<td>A. Make sure that staff salaries are competitive with our peer institutions and provide peer-based guide for promotions.</td>
<td>A. Benchmark peer institutions</td>
<td>A. 1-3 years to make change, if necessary</td>
<td>A. Money for salary increases, when necessary</td>
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<td></td>
<td>B. Create additional and recurring staff engagement opportunities (e.g., Brown bag lunches; learning/book clubs; skill development, personality work-life balance and wellness workshops; group/individual volunteer opportunities; team building and brainstorming sessions; conferences/educational opportunities; and procedural update and feedback sessions)</td>
<td>B. Employee satisfaction survey</td>
<td></td>
<td>B. Cross-functional cooperation among the areas in the college</td>
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<td>C. Evaluate/revise Rawls College HR practices as they relate to lifecycle stages, organizational changes, and employment relations.</td>
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<td></td>
<td>6. Attract/retain quality faculty members</td>
<td>A. Increase summer support money for faculty.</td>
<td>A. Increase in number of successful hires</td>
<td>A. 2-3 years to see effects</td>
<td>A. Money for additional summer support</td>
<td>A. Senior Associate Dean</td>
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<td>B. Allow current faculty’s spouses to be eligible for spousal accommodation hires.</td>
<td>B. Decrease in faculty turnover</td>
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<td>C. Provide annual course releases for PhD advisors.</td>
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</tbody>
</table>

Updated October 5, 2018

Strategic Initiative
Work to ensure that all students experience learning opportunities that promote completion, achievement, and critical thinking (i.e., high impact practices)

Taskforce Members Spring 2018
Barry Broughton
Laura Cardella (Chair)
Adrienne Carnes
Debbie Laverie
Bob McDonald
Ben Mitchell
Anita Nuñez
Paige Rutner
Steve Rutner
Mike Ryan
Sandy Ryan
Jeremy Tow
Taskforce Summary
How to get students and faculty on board to ultimately increase involvement in High Impact Practices?

- **Communicate**
  Make a website, communicate opportunities; provide resources; get students and faculty in contact with appropriate people/organizations
  Link academic area-level activity to a website to increase visibility

- **Track**
  Database of Internships, Corporate Partnerships, Community Organization Relationships
  What’s being offered in each area?
  What are we doing? Who is involved? Can we capitalize on existing relationships and practices?

- **Incentivize**
  Incentivize participation for faculty and students

- **Reduce cost of participating**
  Support within areas and centrally, especially for service learning and courses with business partnerships

Plan of Action Items

1. Develop a website that connects students, faculty, and employers to high impacts practice opportunities

   - Strategic Plan Associated Goal Work items a-d
   - Metric\(^5\)
     Number of non-Rawls attendees and participants in OES activities (TTU)
     Number of OES collaborative partnerships (TTU)
     Number of Fortune 100 companies recruiting at Rawls
   - Point person: Senior Director of Marketing and External Relations, Nancy Hood

\(^5\) Metrics are taken or adapted from Table 3: Metrics for Rawls College of Business 2018-2022
Plan for Implementation of Action Item

1. Create an easily accessible and navigable website. This website will improve communication about high impact practice offerings. For example, [http://mays.tamu.edu/special-programs/](http://mays.tamu.edu/special-programs/)

2. Provide links for industry firms and community organizations to get involved or be directed to appropriate resources for involvement at RCOBA

3. Increase visibility: provide links directed at students wanting to get involved

4. Track website clicks by external and internal stakeholders

2. Enhance methods for documenting student, employer, faculty, and alumni involvement in and outcomes of high impact practices using a database for central tracking of activities and relationships

- Point persons:
  - IT Director, Kathy Suchy
  - Senior Director of the Rawls Career Management Center, Barry Broughton

3. Develop an Internship Advisory Committee to coordinate RCOBA internship efforts and develop best practices (comprised of CMC, internship advisors, and USC representative). The goal of this committee will be to support CMC/corporate relationships, analyze internship data, identify strengths and weaknesses in recruiting networks within each area, and identify regions/industries for future growth of placement rates.

- Point persons:
  - Senior Director of the Rawls Career Management Center, Barry Broughton

Strategic Plan Associated Goal Work Item: a. Increase the number of students who complete formal internships

- Metrics:
  - Number of students participating in industry field trips
  - Measurable Placement of Undergraduate Students
  - Number of Fortune 100 companies recruiting at Rawls

Plan for Implementation of Action Item

1. Build a searchable and programmable database that allows central tracking of internship data obtained from Post Graduation Survey (accessible to stakeholders as needed). Mailed diploma dependent on completion of Post Graduation Survey (to increase response rates). The database will allow for statistical analysis of geographical placements, trends in hiring, and network building. Internships for credit, pay vs no-pay, found through handshake etc. could be distinguished.
2. Develop an Internship Advisory Committee to coordinate RCOBA internship efforts and develop best practices (comprised of CMC, internship advisors (or area representative), and USC representative). The committee would allow us to streamline recruiting and be better informed about the timing, needs, and success of recruiters within each major and better equip faculty to aid in building new relationships and strengthening existing ones.

4. Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships

- Strategic Plan Associated Goal Work Item: b. Support, encourage and increase service learning opportunities for students
- Metrics:
  - Total Student Credit Hours (SCH) taught in Service Learning
  - Number of projects, programs, classes and events provided for/in partnership with the community (TTU)
  - Number of Service Learning Courses offered (TTU)
- Point persons:
  - Associate Dean of Undergraduate Services, Dennis Arnett
  - Area Coordinators

Plan for Implementation of Action Item

1. Identify and acknowledge those individuals, either staff or faculty, that support service learning. These individuals can provide mentoring and guidance on service learning courses and those with business partnerships. Designated individuals can mentor faculty undertaking new courses for the first time, discuss service learning and corporate partnership opportunities within the area, and represent current practices to area coordinators.

2. A designated individual in the Undergraduate Services Office might also coordinate workshops, facilitate corporate and community involvement within and across courses (perhaps in coordination with the Internship Advisory Committee), support faculty administratively in service learning course designations and design.

5. Create and implement incentives for students, faculty, and employers that lead to increased high impact practices

- Strategic Plan Associated Goal Work Item: c. Support, encourage and increase study abroad opportunities for students
- Metrics:
  - Number/% of students studying abroad (TTU)
  - Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) TTU
- Point person: Senior Associate Dean, Jeff Mercer
Plan for Implementation of Action Item
1. Increase the number of study abroad scholarships available by using designated study abroad scholarships within each area to offset student costs
2. Examine the Internship Application process for Internship done with RCOBA course credit and examine the workload that faculty play in the advisory role
3. Consider a faculty incentive or acknowledgement for participation in the Teaching, Learning, and Professional Development Center offers a Service Learning Faculty Fellowship

6. Ensure each area identifies and promotes available high impact practices within the college, to students, alumni and potential employers
   - Strategic Plan Associated Goal Work Item: d. Ensure all undergraduate capstone courses meet the criteria for a high-impact practice
   - Metrics:
     Improved placement quality of internships and majors
     Number of alumni/business professionals involved with area/school/college/advisory Boards
     Number of class speakers from the business community
   - Point persons: Area Coordinators

Plan for Implementation of Action Item
1. Assess current high impact practice activities effectiveness, participation, and areas of improvement within each academic area. Ensure Capstone courses meet high impact practice criteria. Update as needed.
2. Identify best practices for high impact practices within each academic area relative to peer institutions
3. Communicate area offerings for Website design with available resource links
7. Revamp the Learning Community by focusing mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for potential future growth

- Strategic Plan Associated Goal Work Item: e. Support, encourage, and increase the number of students involved in the Business Learning Community
- Metrics:
  - 4-year graduation of FTIC freshman (TTU)
  - 1-year retention of FTIC freshman (TTU)
- Point persons:
  - Undergraduate Services Program Director, Madison Proctor
  - Instructional Designer, Anita Nuñez

Plan for Implementation of Action Item
1. Transition the Rawls Learning Community from a “Living Community” where students live together to a “Learning Community” where students learn together by concentrating efforts on a smaller cohort of students
2. Integrate the learning community cohort with the RCOBA freshman/sophomore course (like BA1101, or similar offerings) by offering a unique section for students in the Learning Community
3. Explore possibilities for online Learning Community design and participation
4. Establish a plan or timeline for regularly assessing learning community effectiveness and evaluating future growth opportunities
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<tr>
<td>1.</td>
<td>Develop a website that connects students, faculty, and employers to high impacts practice opportunities</td>
<td>Increase High Impact Practice Participation; Internet Click-tracking</td>
<td>2018-2019</td>
<td>Technological Resources; Marketing and Administrative Costs; Faculty time to provide information and collaborate on presentation and appropriate resource links</td>
<td>Senior Director of Marketing and External Relations (Nancy Hood)</td>
</tr>
<tr>
<td>2.</td>
<td>Enhance methods for documenting and analyzing student, employer, faculty, and alumni involvement in and outcomes of high impact practices using a database for central tracking of activities and relationships</td>
<td>Measurable Placement of Undergraduate Students; Number of Fortune 100 companies recruiting at Rawls</td>
<td>2018-2020</td>
<td>Technological Resources for Database construction; Faculty and staff collaboration; Administrative costs. Allocation of workload for data collection and regular maintenance</td>
<td>Senior Director of the Rawls Career Management Center; IT Director (Barry Broughton and Kathy Such)</td>
</tr>
<tr>
<td>3.</td>
<td>Develop an Internship Advisory Committee to coordinate RCOBA internship efforts and develop best practices (comprised of CMC, internship advisors, and USC representative). The goal of this committee will be to support CMC/corporate relationships, analyze internship data, identify strengths and weaknesses in recruiting networks within each area, and identify regions/industries for future growth of placement rates.</td>
<td>Measurable Placement of Undergraduate Students; Number of Fortune 100 companies recruiting at Rawls</td>
<td>2018-2020</td>
<td>Faculty and staff collaboration; Administrative costs. Allocation of Service workload credit</td>
<td>Senior Director of the Rawls Career Management Center</td>
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<td>4.</td>
<td>Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships. Roles and Resources might include: mentoring faculty, coordinating workshops, facilitate corporate and community involvement within and across courses, support faculty administratively in service learning course designations and design</td>
<td>Number of projects, programs, classes and events provided for/in partnership with the community (TTU); Number of Service Learning Courses offered (TTU)</td>
<td>2018-2020</td>
<td>Allocation of workload or new administrative support</td>
<td>Area Coordinators, Associate Dean of Undergraduate Services (Dennis Arnett)</td>
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<tr>
<td>5.</td>
<td>Create and implement incentives for students, faculty, and employers that lead to increased high impact practices. Specifically: increased student scholarships, faculty incentives for advising internships, incentives for building service learning courses or developing business partnerships</td>
<td>Number/% of students studying abroad (TTU); Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) TTU</td>
<td>2018-2022</td>
<td>Funding for student scholarships or targeting existing scholarships, workload credit, Faculty awards for positive outcomes; faculty small grants or scholarships for course creation</td>
<td>Senior Associate Dean (Jeff Mercer)</td>
</tr>
<tr>
<td>6.</td>
<td>Ensure each area identifies, improves upon, and promotes available high impact practices within the college, to students, alumni and potential employers.</td>
<td>Improved placement quality for internships and job placements</td>
<td>2018-2019</td>
<td>Administrative and faculty service time and effort to collect, organize, synthesize and communicate current practices and plan for practices moving forward.</td>
<td>Area Coordinators</td>
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<tr>
<td>7.</td>
<td>Revamp the Learning Community by focusing mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for potential future growth.</td>
<td>4-year graduation of FTIC freshman (TTU); 1-year retention of FTIC freshman (TTU)</td>
<td>2019-2019</td>
<td>Reallocation of workload; Administrative Cost in redesign of existing structures in place</td>
<td>Undergraduate Services Program Director; Instructional Designer (Madison Proctor &amp; Anita Nuñez)</td>
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</tbody>
</table>
**Final Report: “Leverage” Taskforce (June 14, 2018)**

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.

**2018-2022**

<table>
<thead>
<tr>
<th>Goal</th>
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</table>
| 1. Establish a benchmark of research productivity relative to peer institutions | 1. Formalize research committee  
2. Identify Peer & Aspirational Institutions  
3. Annually compare peer institutions statistics on publications and citations  
4. Benchmark Rawls using our journal list and UTD’s | 1. Incrementally increase our 5* publications and citations against peer and aspirational institutions | 1. 5-year plan to meet pubs and citation outcomes  
2. Six months to create benchmark data  
3. Create annual productivity reports based on the benchmark | 1. Personnel to develop annual reports illustrating the comparison between RCOBA and peer institution | Associate Dean of Graduate Programs & Research | Research funds supported by the Office of the Dean |
| 2. Offer competitive incentives for high quality and impactful research | 1. Summer funding at 2/9  
2. Reduce and/or implement flexible teaching loads (e.g. 3,0, creative scheduling, minimize course preps)  
3. Coordinate with workload policy  
4. Create customized reports in digital measures to include and track research productivity | 1. Incrementally increase our 5* publications and citations against peer and aspirational institutions | 1. 5-year plan to meet pubs and citation outcomes  
2. Create annual productivity reports based on the benchmark | 1. Necessary funding to provide competitive incentives  
2. Digital measures back end support | Office of the Dean  
AC’s | Research funds supported by the Office of the Dean |
<table>
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</table>
| 3.   | Promote high risk/high reward research based on career stage and past performance | 1. Alter incentives in merit and workload policies in order to pursue high impact/high risk research  
2. Encourage faculty to take advantage of university resources for faculty leave  
3. Work with Area Coordinators to meet the specific needs of various researchers and research groups.  
4. Provide additional human resources and financial support to one or more promising Rawls’ Centers to contribute high impact research  
5. Proactively seek opportunities to develop interdisciplinary research teams within and outside the institution  
6. Create seed grant program with the expectations to submit to external funding | 1. Increase in number of funding proposals submitted  
2. Increase in number of funding awards granted  
3. Increase in research outputs relative to the benchmarks established in Goal # 1  
4. Increase in Interdisciplinary publications | 1. Annual high risk/high reward audit report  
2. Positive change in the KPI's in 5 year | 1. Necessary funding to support high risk/high reward research efforts  
2. Personnel to support research and award process | Office of the Dean AC’s |
|      |        | 1. Increase in number of funding proposals submitted  
2. Increase in number of funding awards granted  
3. Increase in research outputs relative to the benchmarks established in Goal # 1  
4. Increase in Interdisciplinary publications | 1. Annual high risk/high reward audit report  
2. Positive change in the KPI's in 5 year | 1. Necessary funding to support high risk/high reward research efforts  
2. Personnel to support research and award process | Office of the Dean AC’s |
|      |        | 1. Increase in number of funding proposals submitted  
2. Increase in number of funding awards granted  
3. Increase in research outputs relative to the benchmarks established in Goal # 1  
4. Increase in Interdisciplinary publications | 1. Annual high risk/high reward audit report  
2. Positive change in the KPI's in 5 year | 1. Necessary funding to support high risk/high reward research efforts  
2. Personnel to support research and award process | Office of the Dean AC’s | Research funds and seed money supported by the Office of the Dean |
<table>
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</table>
| 4.   | Increase participation of high quality research | 1. Establish a Junior/Senior Faculty Mentorship Program  
2. Support faculty development activities that promote high visibility and high impact outcomes that are appropriate to career stage  
3. Consistent application of workload policy  
4. Provide equitable funding for faculty to participate in developmental activities  
5. Increase Ph.D. participation in high quality research  
6. Streamline committees, and avoid overloading individuals with multiple committee membership. | 1. Proportional increase of faculty publishing  
2. Proportional increase of co-authorships and co-authored publication  
3. Proportional increase of faculty who qualify as Scholarly Academic  
4. Incremental increase of Ph.D. student publications | 1. Annual audit  
2. Positive change in the KPI’s in 5 year | 1. Necessary funding to support high quality research efforts | Associate Dean of Graduate Programs & Research  
AC’s |
|      |        |                             |           |                     |                                     | Research funds supported by the Office of the Dean |
| 5.   | Work closely with marketing and external relations to promote the value of Rawls research. | 1. Develop website to highlight scholarly activity and research.  
2. Develop research newsletters and researcher spotlights for target audiences.  
3. Establish contacts with the business media to promote Rawls research via appearances and interviews.  
4. Promote Rawls research via social media. | 1. Audit of site traffic  
2. Audit of articles and features  
3. Audit of media inquiries and appearances  
4. Audit of post and followings  
5. Identify International and social outcomes | 1. Ongoing | 1. Necessary funding to support the marketing of Rawls research to all stakeholders | Marketing and External Relations  
Marketing and External Relations |
**Final Report: “Strengthen” Task Force (May 10, 2018)**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Key Performance Indicator(s)</th>
<th>Timeframe</th>
<th>Resources necessary</th>
<th>Point person/ responsible party(ies)</th>
<th>Source of funds</th>
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| 1. Increase and improve awareness of, collaboration of, and coordination of all college-wide outreach activities. | 1. Create *Marketing and External Relations Council* to 1) coordinate and communicate all outreach activities, 2) assign responsibilities for all activities, 3) refine and improve outreach activities, 4) benchmark and measure efficacy of outreach activities, and 5) ensure consistency in brand “messaging.” | 1. Responsibilities for major activities/efforts are tracked.  
2. Annual giving  
3. Number of outside speakers  
4. Number of alumni/community events and attendance  
5. Number and quality of recruiters at CMC  
6. Number of internships  
7. Number of faculty externships  
8. Coordinated alumni databases  
9. Number/quality of marketing pieces and distribution  
10. Student, faculty, and staff interactions with local businesses and business organizations (e.g., LEDA, Chamber, Young Professionals of Lubbock, etc.)  
11. Depth and breadth of college-wide Speaker’s Bureau database | Ongoing | Meeting time every two weeks? | Nancy Hood  
Note: Composition of Marketing and External Relations Council could be Williams, Hood, Brown, Todd, AC’s (or Area liaison), new Student Organization Coordinator, Broughton, G&PP recruiter(s), new Rawls Raiders Coordinator, Advisory Council Chair, etc. |
2. Increase individual Areas’ engagement of key alumni, not already on the Dean’s Advisory Council, to 1) broaden the alumni base who are active and engaged, 2) create more internship and job opportunities, 3) enhance practical relevance and currency of Areas’ curricula, 4) gain practitioners’ perspectives of assessment, and 5) develop the pool of future prospective Dean’s Advisory Council members.

| Create Area-specific Advisory Committees. These committees will focus specifically on individual Areas’ needs, activities, support, etc., rather than college-wide support like the Dean’s Advisory Council. |
|---|---|---|
| Number of mentoring relationships |
| Number of internships |
| Number of guest speakers from industry |
| Advisory committee scholarship support (maybe) |
| Engagement/sponsorship with student org activities (e.g., travel) |
| Professionalism courses |
| Number of and attendance at meet the industry/firms events |
| Numbers of and attendance at Social events (e.g., tailgates) |
| Involvement in service learning activities |
| Number of and enrollments in professional programs (e.g., Bank School) |
| Faculty attendance at “events” |

| December 2018 |
| Time |
| Area Coordinator |

3. Make Rawls student organizations a primary vehicle through which much

| Create position for, and hire, a Student Organization Coordinator to lead these efforts. |
|---|---|
| Number of activities involving alumni |
| Number of firms involved in student organization activities |
| Number of student members |
| Student attendance at events |

| By fall 2018 |
| Salary |
| Student Organization Coordinator |

Some suggested this position should be combined with the new Rawls Raiders
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<td>interaction takes place between students, alumni and businesses.</td>
<td></td>
<td>5. Number of student competitions&lt;br&gt;6. Rawls Day participation&lt;br&gt;7. Funding from SGA</td>
<td></td>
<td></td>
<td>Coordinator position.</td>
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<tr>
<td>4. Increase brand equity and awareness of “Rawls Raiders” and establish it as our focal alumni group for the college.</td>
<td>Increase Rawls Raiders engagement and “activities” by hiring a new Rawls Raiders Coordinator to be point person for all Rawls Raiders efforts. Plan and attend events, handle communications, recruit, etc.</td>
<td>1. Annual giving&lt;br&gt;2. Membership count&lt;br&gt;3. Co-sponsorships of city events&lt;br&gt;4. Quality of contacts database&lt;br&gt;5. Usage of Ellucian Advance or other CRM</td>
<td>Fall 2018</td>
<td>Salary</td>
<td>Rawls Raiders Coordinator&lt;br&gt;Some suggested this position should be combined with the new Student Organization Coordinator position.</td>
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Final Report: Diversity and Inclusion Task Force (May 2, 2018)

Diversity is a broad concept that encompasses all the unique characteristics that students, staff, and faculty bring to the Rawls College. Diversity includes gender, race, ethnicity, sexual orientation/identity, socio-economic condition, education, age, physical abilities, religious beliefs, political beliefs and other ideologies, but also includes diversity of thought, ideas, backgrounds and experiences.

Inclusion means that students, staff, and faculty move beyond merely recognizing individual differences to welcoming and valuing the contributions that individual differences make to the innovative, engaged, and impactful business education experience in the Rawls College.

Note that all recommendations are based on a consensus of the Diversity and Inclusion Task Force. Details need to be worked out after study and analysis to apply appropriate solutions to identified problems. Timeframes are best estimates and may well shift.

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<tr>
<td>1</td>
<td>Create RCOBA Office of Diversity¹</td>
<td>Appointment of Director of Diversity</td>
<td>Fall 2018</td>
<td>1) Position Approval 2) Search Committee</td>
<td>Dean Williams or her appointed committee chair</td>
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<td>2</td>
<td>Create Diversity &amp; Inclusion Standing Committee for RCOBA</td>
<td>Creation of Committee</td>
<td>Fall 2018</td>
<td>1) Staff, Faculty &amp; Students</td>
<td>Director of Diversity</td>
</tr>
<tr>
<td>3</td>
<td>Climate Assessment² (after analysis of campus-wide climate survey)</td>
<td>1) Completion of RCOB Climate Study: Qualitative and Quantitative 2) Identification of diversity challenges in RCOB</td>
<td>Spring 2019</td>
<td>1) Director of Diversity 2) Letter from Dean 3) Other promotional efforts (E-Boards, emails) 4) Qualtrics survey Gift cards/Prizes $5k 5) Focus Groups (Food $1k)</td>
<td>Director of Diversity</td>
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</table>

Ensure individuals representing diversity of thought, experience, ethnicity, gender, and cultural background are included fully and are actively involved in the Rawls College.

2018-2022
| 4 | **Awareness/Education Programs**¹ | 1) # Programs Offered  
2) # People Participating  
   Faculty, Staff, Students  
3) TMT Training (e.g., WMDP)  
4) Discussions | **Beginning**  
Fall 2018 and Ongoing | 1) Funds to hire speakers/trainers  
Varies: $1K-$5 K each  
2) Promotional efforts  
3) Facilities for training  
4) Outside Training  
$5,000/semester | **Director of Diversity** |
| 5 | **Programs** | 1) Recruiting Plans: staff, faculty, students  
2) Retention Plans: staff, faculty, students  
3) Mentoring programs w/in RCOB  
4) Full engagement by all Areas of RCOB at PhD Project  
5) Formal executive speaker series  
6) Diversity & inclusion improvement plan with metrics | 1) Fall 2019  
2) Spring 2020  
3) Spring 2019  
4) Fall 2018  
5) Spring 2019  
6) Spring 2020 | 1) Travel funds  
($30k/year??); Recruiting funds ($HELP)  
2) Database; semi-annual reports; interviews with students who withdraw  
3) Faculty & Staff willing to mentor; Funds for events ($5k/year)  
4) Commitment by every area to attend; Coordinated effort by RCOBA; Travel funds ($20k/year)  
5) Speaker fees ($3k per event); promotional efforts (Nancy Hood’s team)  
6) Director of Diversity and D&I Committee after the climate study has been completed | 1) Director of Diversity  
2) Director of Diversity with Adrian Carnes & Dennis Arnett  
3) Director of Diversity  
4) Area Coordinators  
5) Director of Diversity in coordination with Area Coordinators  
6) Director of Diversity |

¹ Four members of the task force believe that it is premature to create this position without clear justification.

² The details of a climate assessment need to be thoughtfully planned, using the University study as a baseline.

³ Specific training programs will be developed after we identify our needs, and driven by quantitative and qualitative data, as well as needs identified by the business community. Post-training efficacy metrics need to be applied.
**Rawls College of Business Diversity Officer**

**ROLE:**
The Rawls College of Business Diversity Officer will be a strategic, collaborative, and energetic leader, reporting directly to the RCOB Dean, underscoring the importance of this role at this point in the College’s journey to further advance and invigorate its climate of diversity and inclusion. The officer is expected to help shape the vision and direction of diversity and inclusion programs at the College and works collaboratively across the institution to advance the university’s commitment to diversity, equity, and inclusion.

**RESPONSIBILITIES:**

<table>
<thead>
<tr>
<th>1</th>
<th>Provide leadership of the recently formed Diversity and Inclusion Committee.</th>
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<td>2</td>
<td>Emphasize the importance of improving faculty diversity and keeping it in the forefront of faculty recruitment and retention efforts by serving as visible champion to bring issues raised by faculty to the attention of the appropriate officials and providing leadership to encourage both formal and informal organizational change initiatives.</td>
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<td>3</td>
<td>Monitor campus climate and national trends relevant to diversity and provide responsive leadership.</td>
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<td>4</td>
<td>Implement best practices to promote diversity through the development and review of College and University policies.</td>
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<td>5</td>
<td>Engage the broader University community in diversity efforts. Work collaboratively with units across campus to implement best practices related to diversity and inclusion, including those pertaining to recruitment and retention of personnel and students.</td>
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<td>6</td>
<td>Develop a Strategic Diversity Plan. Provide leadership for the implementation, assessment, and revision as needed of the College’s Strategic Diversity Plan. Seek and pursue opportunities to expand the College’s resources for initiatives consistent with that plan.</td>
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<td>7</td>
<td>Participate actively in the system-wide network of Diversity Officers on campus.</td>
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<td>8</td>
<td>Investigate and, as appropriate, respond to reports of bias-related incidents in collaboration with appropriate University officials.</td>
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<td>9</td>
<td>Prepare reports and narrative materials relevant to the campus’ diversity, equity and inclusion activities.</td>
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<tr>
<td>10</td>
<td>Lead recruiting efforts for students from underrepresented populations.</td>
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<tr>
<td>11</td>
<td>Work closely with Undergraduate Office on retention efforts for students from underrepresented populations and first generation families.</td>
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**Rawls College of Business Diversity Committee**

**PURPOSE:**
The Rawls College of Business Diversity Committee strives to build awareness of the importance of equity, inclusion and diversity across the School. The Diversity Committee exists to lead, operationalize, and support the diversity and inclusion missions of the university and college. The committee serves all stakeholders, including the faculty, staff, students, alumni, and the surrounding community. The committee works under the direction of the RCOB Diversity Officer and will consist of faculty, staff, and student representation. Participation on this committee is an official form of service and is recognized by the college for evaluation purposes.
Today’s business leaders must be prepared to operate within various national, ethnic, and cultural settings. The Rawls College of Business recognizes a competitive advantage for institutions focusing on diversity, supported by the AACSB accrediting body’s emphasis on diversity in their recurring evaluation of the college.

**RESPONSIBILITIES:**

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<tr>
<td>1</td>
<td>Developing a definition and a diversity mission statement concerning diversity and inclusion within the college and on finding ways to ensure issues of diversity are a part of the School’s curriculum.</td>
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<tr>
<td>2</td>
<td>Assessing climate on an ongoing basis among students, faculty and staff in a scientifically defensible manner.</td>
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<td>3</td>
<td>Promoting the interactions between students, faculty, and staff representing diverse populations.</td>
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<td>4</td>
<td>Developing a protocol for recruiting and selecting a diverse faculty and staff and requiring training for all recruiting committee participants.</td>
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<tr>
<td>5</td>
<td>Measure and evaluate faculty and staff participation in activities that contribute to diversity and inclusion initiatives.</td>
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<td>6</td>
<td>Develop questions for student evaluations of teaching and peer review of teaching that assess classroom climate, positive learning environment and/or cultural sensitivity.</td>
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<td>7</td>
<td>Develop strategic plan and execute plan on outreach to alumni and corporate partners on diversity and inclusion initiatives.</td>
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<tr>
<td>8</td>
<td>Strengthening relationships with partners on campus and external programs already supporting diversity and inclusion initiatives.</td>
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<tr>
<td>9</td>
<td>Hosting events and providing opportunities for our constituents to learn about diverse cultures and populations.</td>
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<td>10</td>
<td>Serve as a resource to the college leadership in developing thoughtful management and accreditation goals related to diversity, and related measurement systems.</td>
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<tr>
<td>11</td>
<td>Advising the college leadership on actions and programs that can assist in our diversification and climate.</td>
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<tr>
<td>12</td>
<td>Form ad-hoc committees as needed to tackle specific topics or initiatives requiring additional expertise.</td>
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