TEXAS TECH UNIVERSITY

Rawls College *of* Business™

STRATEGIC PLAN

Membership of Strategic Planning Committee:

Faculty:
Kirsten Cook, Associate Professor, School of Accounting
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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
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Students
Rachel Myers, undergraduate (B.B.A. in Finance)
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Staff:
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Jason Rinaldo, Senior Director, Assessment

Rawls Advisory Council:
Don Sinclair, Chair
Jim Skinner, Vice Chair
Julie Meyer
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Associate Deans:
Dennis Arnett, Associate Dean for Undergraduate Programs
Jeff Mercer, Senior Associate Dean
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Convener:	Margaret L. Williams, Dean and Professor of Management
Facilitator:	Catherine A. Duran, Associate Vice Provost for Student Affairs
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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.

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[1] 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]:

	Strengths	Weaknesses
Opportunities	*Quadrant 1*: Use strengths to take advantage of opportunities.	*Quadrant 2*: Overcome weaknesses to take advantage of opportunities.
Threats	*Quadrant 3*: Use strengths to reduce the impact and/or likelihood of threats.	*Quadrant 4*: Overcome weaknesses to avoid threats.

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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[2] Bensoussan, B. E., & Fleisher, C. S. (2013). *Analysis without paralysis.* Upper Saddle River, NJ: Pearson.

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

Strategic Initiative	Goals
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"[3] 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.

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[3] Aoun, J.E. 2017. *Robot-proof: higher education in the age of artificial intelligence*. Cambridge, MA: MIT.

Work to ensure that all students experience learning opportunities that promote completion, achievement, and critical thinking (i.e., high-impact practices).[4]	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.
Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.	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.
Strengthen ties with alumni and the business community.	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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[4] Kuh and O'Donnell (2013) refer to these as "high impact practices" (Kuh, G. D., & O'Donnell, K. 2013. *Ensuring quality and taking high-impact practices to scale*. Washington DC: Association of American Colleges and Universities.)

Table 2: Rawls Strategic Action Plan

Strategic initiative	Goals and actions	Point person	Resources necessary	Specific targets (what by when?)
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 Associate Dean for Graduate Programs and Research	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	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

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Attract and retain highly-qualified students, faculty, and staff.	Increase level of student academic success	1. Offer "Student Success Orientation" 2. Develop programs designed to get students connected to the college earlier in their academic programs 3. Offer an Introduction to Business "showcase" class for business majors and non-majors: separate section for honors, RBLP, business learning community	Associate Dean for Undergraduate Programs	Faculty and staff time Funds to pay Introduction to Business instructors and support staff	
	Increase the diversity of Rawls students	4. Hire diversity recruiter at the undergraduate level **5.** Develop scholarship programs to attract diverse students to undergraduate and graduate programs	Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs	Salaries for recruiters Scholarship funds Funds and expertise to conduct climate assessment	

	Recruit higher caliber students.	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) 7. Develop and deploy strategically competitive scholarship packages for incoming freshmen in business	Associate Dean for Undergraduate Programs Senior Director of Development	Funds to pay Introduction to Business instructors and support staff Staff time for scholarship deployment Scholarship funds	
	Attract/retain quality PhD students	8. Increase PhD base stipend to be competitive with peer institutions.	Senior Associate Dean	Funds to increase stipends	
	Attract/retain quality staff members	9. Offer staff salaries competitive with peer institutions	Senior Associate Dean	Staff time to benchmark salaries	

		10. Create additional and recurring staff engagement opportunities (e.g., luncheons, development/ engagement workshops) beginning with an interactive onboarding process 11. Evaluate/revise college practices to support staff through various career stages and organizational changes		Funds to support salary adjustments Staff time to plan engagement opportunities and revise or develop policies and practices Funds for programming Funds and expertise to conduct climate assessment	
	Attract/retain quality faculty members	12. Increase summer support money for faculty 13. Allow current faculty's partners to be eligible for partner accommodation hires.	Senior Associate Dean	Funds for additional summer support Funds and expertise to conduct climate assessment Administrative time to support partner accommodation Funds to support partner accommodation	

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Work to ensure that all students experience learning opportunities that promote completion, achievement, critical thinking (i.e., high impact practices)	Increase the number of students who complete formal internships.	1. Create an Internship Advisory Committee to coordinate internship efforts and develop best practices	Associate Dean for Undergraduate Programs	Staff and faculty time Funds to purchase or create a website, databases, and tracking systems	
	Support, encourage, and increase service learning opportunities for students.	2. Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships	Associate Dean for Undergraduate Programs	Staff and faculty time Funds to purchase or create databases and tracking systems	
	Support, encourage and increase study abroad opportunities for students.	3. Increase number of study abroad scholarships	Senior Director of Development	Study abroad scholarship endowments	
	Ensure that each undergraduate capstone or "capstone-like" course includes a high-impact practice	4. Assess effectiveness of and participation in current high impact practice activities. Update as needed. 5. Identify best practices.	Associate Dean for Undergraduate Programs	Faculty and staff time to provide the experiences Funds to support the experiences	

	Support, encourage, and increase the number of students involved in the Business Learning Community.	6. Revamp the Learning Community by focusing on mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for future growth. 7. Explore possibilities for online Learning Community design and participation. 8. Offer a special section of Introduction to Business for Business Learning Community, RBLP, and honors students	Associate Dean for Undergraduate Programs	Faculty and staff time to develop the courses and programs Funds to offer the section(s) and support the programs
		9. Create and implement incentives for students, faculty, and employers to participate in all HIPs	Associate Dean for Undergraduate Programs	Faculty and staff time to develop the incentive program Funds to support the incentive program

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
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	

	Identify and encourage qualified faculty to proactively seek opportunities to develop interdisciplinary research teams within and outside the institution	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)	
	Promote the value of Rawls research to stakeholder groups.	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	
	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	

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Strengthen ties with alumni and the business community.	Coordinate greater opportunities for alumni and business executives to interact with students.	1. Restructure Dean's Office staff to focus on engagement and external relations.	Senior Director of Engagement and External Relations	New staff positions Reallocation of staff time	
		2. Develop area-specific advisory councils to promote faculty's ties with business and alumni.	Senior Director of Engagement and External Relations and Area Coordinators	Staff and faculty time Alumni interest Funds to support advisory council meetings	
	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.	3. Add a second position in alumni relations. 4. Refill the Director of Engagement position to work with students, student organizations, and recent alumni.	Senior Director of Engagement and External Relations	Funding for staff positions Expanded budget for communication, events, and programming	

Rawls core value	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Foster diversity and inclusion within the college	Empower a group of Rawls faculty, staff, and students to lead efforts to improve diversity and foster inclusion within the college	1. Create a standing committee for Diversity and Inclusion	Dean	Faculty and staff time	
	Ensure adequate leadership for diversity and inclusion efforts within the college	2. Refill the position of Director of Diversity	Dean	Faculty and staff time to continue to develop a job description Funds for the position	
	Create and ensure a safe and inclusive climate for all who work in, study in, and visit the Rawls College including ending sexual harassment within the college	3. Conduct a climate assessment of students, staff, and faculty within Rawls and identify areas for improvement 4. Conduct top management team training 5. Offer awareness and education programs for faculty, staff, and students 6. Develop recruiting plans, retention plans, and mentoring programs to address diversity and inclusion goals	Dean	Staff and faculty time Funds and expertise to conduct climate assessment Funds to support programming	

Table 3: Metrics for Rawls College of Business 2018-2022

TTU = metric from Texas Tech University strategic plan
AACSB = recommended measure of "impact" from AACSB

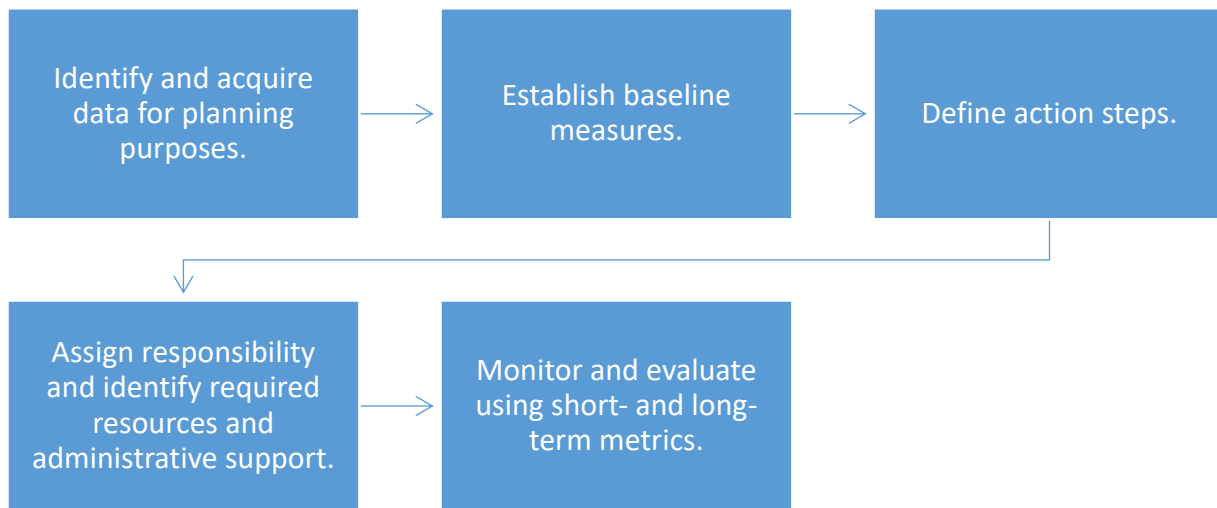Where available, baseline data from 2016, 2017, 2018 will be tracked.
Goals will be set based on baseline data, or we will begin collecting data for that specific metric.

Student/ program metrics	Number of students participating in industry field trips
	Student attendance at events with outside speakers
	Number of students completing formal internships
	Quality of internship placement
	Number of students participating in competitions
	Number of service learning courses offered (TTU)
	Student Credit Hours in service learning courses
	Measurable placement of undergraduate students
	Quality of employers recruiting at Rawls (number of Fortune 100 companies, Best Places to Work, etc.)
	One-year retention of First Time in College (FTIC) freshmen (TTU)
	Four-year graduation of FTIC freshmen (TTU)
	Six-year graduation of FTIC freshmen (TTU)

	Percent of Rawls undergraduate and graduate students who are (TTU):
	  African-American/Black
	  Asian
	  Hispanic
	  Women
	  International

	Number of undergraduate students enrolled (TTU)
	Number of graduate students enrolled (TTU)
	Number of baccalaureate degrees awarded (TTU)
	Number of master's degrees awarded (TTU)
	Number of doctoral degrees awarded (TTU)
	Number/% of students studying abroad (TTU)
	Total Student Credit Hours (SCH) taught (TTU)
	SCH per student FTE (TTU)
	Student-to-faculty ratio (TTU)
	Business majors receiving Presidential Scholarships (TTU)
	National Merit Scholars who are business majors (TTU)
	Percentage of FTIC students who graduate in the top 10% and 25% of their high school class (TTU)
	Average FTIC SAT/ACT score in the 25-75 percentile of incoming Rawls students (TTU)
	Program rankings from respected sources (e.g., *USNWR*)
	Climate assessment by students
	Placement of doctoral students in tenure-track positions at peer or better institutions
	Presentations and publications by doctoral students (AACSB)

Engagement metrics	Number of class speakers from the business community
	Number of alumni/business professionals speaking to/meeting with student organizations and other out-of-class activities
	Number of alumni/business professionals serving as mentors
	Number of alumni/business professionals involved with area/school/college advisory boards
	Number of and enrollment in outreach/professional programs offered (e.g., the Bank School)
	Number of student, faculty, staff interactions with local businesses and organizations
	Membership in Rawls Raiders
	Annual giving to the Rawls College
	Annual gifts and pledges to the Rawls College endowment
	Total value of Rawls College endowment
	Number of projects, programs, classes, and events provided for/in partnership with the community (TTU)
	Number of Outreach and Engaged Scholarship scholarly publications and presentations (TTU)
	Number of collaborative Outreach and Engaged Scholarship partnerships (TTU)
Faculty/staff metrics	Total number of faculty (by tenure/tenure-track, professors of practice, instructors) (TTU)
	Total number of staff
	Percent of faculty (by tenure/tenure-track, professors of practice, instructors) who are: African-American/Black Asian Hispanic Women
	Percent of staff who are: African-American/Black Asian Hispanic
	Faculty retention
	Staff retention
	Elections or appointments of faculty and staff to leadership positions in academic and/or professional associations, standards setting bodies, and professional societies (AACSB)
	Climate assessment by faculty and staff
	Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) (TTU)
	Number of faculty externships
	Unfilled chairs/professorships
Research metrics	Number of refereed research papers and publications
	Number of research publications in journals on the Rawls Journal List
	Number of publications in 5* journals (year-to-year and against benchmarks (AACSB)
	Publications in practitioner journals (AACSB)
	Citations of faculty publications (AACSB)
	External recognition for faculty research (AACSB) including number of faculty awards received (TTU)
	Faculty serving as reviewers for 5* journals (AACSB)
	Faculty serving as editorial board members, editors, and associate editors (AACSB)
	Proposals submitted for external funding
	Number of proposals funded
	Total external funding for research (AACSB)
	Total research expenditures (TTU)

Figure 1

Strategic Plan Implementation Process

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│  Identify and acquire│      │                     │      │                     │
│  data for planning   │ ───► │ Establish baseline  │ ───► │ Define action steps.│
│  purposes.           │      │ measures.           │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
         ▲
         │
┌─────────────────────┐      ┌─────────────────────┐
│ Assign responsibility│      │ Monitor and evaluate│
│ and identify required│ ───► │ using short- and long│
│ resources and        │      │ -term metrics.      │
│ administrative support.│    │                     │
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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	Jason Rinaldo
Jacob Gordon	Ann Rodriguez
Matthew Hart	Jaeki Song
Nikki Kantelis	Dino Villegas
Nettie Kvick	Jim Wetherbe
Bill Pasewark	Surya Yadav
Jamie Pitman	

2. **A**ttract and retain highly-qualified students, faculty and staff.

Chair: Dennis Arnett

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

3. **W**ork 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	Anita Nunez
Adrienne Carnes	Paige Rutner
Duane Hoover	Steve Rutner
Debbie Laverie	Mike Ryan
Bob McDonald	Sandra Ryan
Benjamin Mitchell	Jeremy Tow

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

Chair: Mayukh Dass

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

5. **S**trengthen ties with alumni and the business community.

Chair: Jeff Mercer

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

6. **Foster diversity and inclusion**

Chair: Bob McDonald

Derek Abrams
Stephanie Bohn
Julie Brannan
Claudia Cogliser
Kirsten Cook
Nancy Hood
Brett Myers
Anita Nunez
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Final report: "Raise" task force (May 11, 2018)

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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.				
		2018-2022				
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**	
1	Capstone Project 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	• # 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	Planning: Summer/Fall 2018 Implementation: Spring 2019	• 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	• Undergraduate and Graduate Associate Deans • UPAC, GPAC, and MBA Committees	
2	Dean's Merit Badges Create a multi-component professional development not-for-credit certification system for undergraduates and master's students. Suggested components are provided in Section 1 Part A of the Appendix	• # 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	Planning: Summer 2018 Implementation: Fall 2018	• CMC and Faculty "champion" to chair planning committee • CMC advisor dedicated to the program • Online: Instructional designer • Face-to-face: Facilitator(s)	• Career Management Center • Snyder Business Communication Center • Faculty advisory group	

		Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business. 2018-2022				
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**
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

		Key Performance			Point person/ responsible
Goal	Action	Indicator(s)	Timeframe	Resources necessary	party(ies)
4	Data Collection 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 WP MBA students and recent WP MBA graduates) and (b) those who have graduated within 5 to 10 years (BBA and master's). • Advisory council (college and area) feedback once/year (new) • Employer/recruiter* survey data • AOL assessment	Planning: Summer/Fall 2018 Implementation: Spring/Fall 2019	• Survey developer • Focus group facilitator • Doctoral student/s to analyze data	• Senior director of assessment • Faculty director of assessment

*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)
      B.   Medium Term
      C.   Long Term
Section 2: General Goals and Ideas
Section 3: Program Specific Ideas
Section 4: Non-Program Specific Ideas
Section 5: Student skills
Section 6: Faculty Development

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Section 1: Deliverables for "Raise" Report – Implementation Categories
(Add items from other sections as applicable)

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.
    - Involve them in more extracurricular activities such as come to campus for sports events (football, basketball, baseball)
    - Engage retired executives
- Dean's Merit Badges
  - 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

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Section 2: General Goals and Ideas
(Things to think about, sort in to 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)
    o former students after 3 to 5 years
    o 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

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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
  o Include collaboration with Businesses
  o Include collaboration with Advisory Council et al – alumni could judge?
- Across/Inter-class projects
  o 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:
    o Digital Marketing Center (branding, achieving growth)
    o 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:
    o Consulting Unit to support classes with consulting projects (incl. capstone)
- Student resources:
    o Rawls Students Journal – articles/videos – boost undergrad applied research
    o Mentor program with alumni – advice on resume, portfolio, etc. – including *outside* Texas connections
    o Internship Fair – increase
    o Peer mentoring
- Series:
    o Speaker series (businesses/communities, faculty, student led versions)
        ▪ Including on diversity
        ▪ College wide, not just for area
    o Discussion Forums (could even be online!)
        ▪ Current Events/Ethics
- Other:
    o 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 –
    o Project Management/in General:
        ▪ Goal Setting
        ▪ Planning
        ▪ Organization/resource acquisition
        ▪ Follow through
    o Ethics Challenges
    o Leadership Challenges
    o 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

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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)

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point Person/responsible party(ies)	Source of funds
1. Increase success of student academic success	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.	A. Increased retention and graduation rates	A. 1-2 years for development/implementation	A. Cross-functional cooperation among the areas in the college	A. Associate Dean - Undergraduate and Graduate	A. ??
	B. Develop programs (e.g., select a major fairs) designed to get students connected to the college earlier in their academic programs.		B. 3 years before retention rates affected	B. Faculty involement		

Goal	Action	Measure	Timeline	Cost	Responsible	Funding
	C. Encourage faculty, through training and incentive programs, to increase the use of "real-world" activites (e.g., service learning projects, case studies…) in their classrooms.		C. 5 years before graduation rates affected			
2. Increase the diversity of Rawls students	A. Hire diversity recruiters at both the undergraduate and graduate program levels.	A. Increased numbers for diverse students	A. 1 year to hire recruiters	A. Salaries - two recruiters	A. Associate Dean of Undergradaute Programs	A. 50/50 split of salaries with Division of Diversity, Equity, and Inclusion
	B. Develop scholarship programs to attract diverse students to both our undergraduate and graduate programs.		B. 2-3 years to see increased diversity numbers	B. Scholarship funds		B. Donations
3. Recruit better caliber students	A. Recruit nonbusiness undergraduate students by developing business courses aimed at high achieving freshmen, nonbusiness students.	A. Increased ACT/SAT scores	A. 1 year development/ implementation	A. Faculty to develop/teach courses	A. Associate Dean of Undergradaute Programs	A. Existing faculty lines
	B. Develop competitive scholarships for incoming freshmen.		B. 2-3 years to see effect	B. Scholarship funds	B. Ryan Todd?	B. Donations

4. Attract/retain quality PhD students	A. Increase PhD base stipend to be competitive with peer institutions.	A. Increase enrollment	A. 2-3 years to see effects	A. Money for increases stipends	A. Senior Associate Dean	A. College funds
5. Attract/retain quality staff members	A. Make sure that staff salaries are competitive with our peer institutions and provide peer-based guide for promotions.	A. Benchmark peer institutions	A. 1-3 years to make change, if necessary	A. Money for salary increases, when necessary	A. Senior Associate Dean	A. College funds
	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)	B. Employee satisfaction survey		B. Cross-functional cooperation among the areas in the college		
	C. Evaluate/revise Rawls College HR practices as they relate to lifecycle stages, organziational changes, and employment relations.					

6. Attract/retain quality faculty members	A. Increase summer support money for faculty.	A. Increase in number of successful hires	A. 2-3 years to see effects	A. Money for additional summer support	A. Senior Associate Dean	A. College funds
	B. Allow current faculty's spouses to be eligible for spousal accommodation hires.	B. Decrease in faculty turnover				
	C. Provide annual course releases for PhD advisors.					

Final Report: "Work" Taskforce (May 2, 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

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Plan of Action Items

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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

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[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/
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 allows 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

<u>Plan for Implementation of Action Item</u>

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

Goal	Action	Key Performance Indicator (s)	Timeframe	Resources Necessary	Point person/ responsible party(ies)
1.	Develop a website that connects students, faculty, and employers to high impacts practice opportunities	Increase High Impact Practice Participation; Internet Click-tracking	2018-2019	Technological Resources; Marketing and Administrative Costs; Faculty time to provide information and collaborate on presentation and appropriate resource links	Senior Director of Marketing and External Relations (Nancy Hood)
2.	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	Measurable Placement of Undergraduate Students; Number of Fortune 100 companies recruiting at Rawls	2018-2020	Technological Resources for Database construction; Faculty and staff collaboration; Administrative costs. Allocation of workload for data collection and regular maintenance	Senior Director of the Rawls Career Management Center; IT Director (Barry Broughton and Kathy Such)
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.	Measurable Placement of Undergraduate Students; Number of Fortune 100 companies recruiting at Rawls	2018-2020	Faculty and staff collaboration; Administrative costs. Allocation of Service workload credit	Senior Director of the Rawls Career Management Center

Goal	Action	Key Performance Indicator (s)	Timeframe	Resources Necessary	Point person/ responsible party(ies)
4.	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	Number of projects, programs, classes and events provided for/in partnership with the community (TTU); Number of Service Learning Courses offered (TTU)	2018-2020	Allocation of workload or new administrative support	Area Coordinators, Associate Dean of Undergraduate Services (Dennis Arnett)
5.	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	Number/% of students studying abroad (TTU); Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) TTU	2018-2022	Funding for student scholarships or targeting existing scholarships, workload credit, Faculty awards for positive outcomes; faculty small grants or scholarships for course creation	Senior Associate Dean (Jeff Mercer)
6.	Ensure each area identifies, improves upon, and promotes available high impact practices within the college, to students, alumni and potential employers.	Improved placement quality for internships and job placements	2018-2019	Administrative and faculty service time and effort to collect, organize, synthesize and communicate current practices and plan for practices moving forward.	Area Coordinators

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.	4-year graduation of FTIC freshman (TTU); 1-year retention of FTIC freshman (TTU)	2019-2019	Reallocation of workload; Administrative Cost in redesign of existing structures in place	Undergraduate Services Program Director; Instructional Designer (Madison Proctor & Anita Nuñez)

Final Report: "Leverage" Taskforce (June 14, 2018)

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship. **2018-2022**						
Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
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

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
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	Research funds and seed money supported by the Office of the Dean

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
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

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Final Report: "Strengthen" Task Force (May 10, 2018)

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
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.	1. Number of mentoring relationships 2. Number of internships 3. Number of guest speakers from industry 4. Advisory committee scholarship support (maybe) 5. Engagement/sponsorship with student org activities (e.g., travel) 6. Professionalism courses 7. Number of and attendance at meet the industry/firms events 8. Numbers of and attendance at Social events (e.g., tailgates) 9. Involvement in service learning activities 10. Number of and enrollments in professional programs (e.g., Bank School) 11. 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.	1. Number of activities involving alumni 2. Number of firms involved in student organization activities 3. Number of student members 4. Student attendance at events	By fall 2018	Salary	*Student Organization Coordinator* Some suggested this position should be combined with the new *Rawls Raiders*	

Final Report: "Strengthen" Task Force (May 10, 2018)

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
interaction takes place between students, alumni and businesses.		5. Number of student competitions 6. Rawls Day participation 7. Funding from SGA			*Coordinator* position.	
4. Increase brand equity and awareness of "*Rawls Raiders*" and establish it as our focal alumni group for the college.	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.	1. Annual giving 2. Membership count 3. Co-sponsorships of city events 4. Quality of contacts database 5. Usage of Ellucian Advance or other CRM	Fall 2018	Salary	*Rawls Raiders Coordinator* Some suggested this position should be combined with the new *Student Organization Coordinator* position.	

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.

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**					
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**
1	Create RCOBA Office of Diversity[1]	Appointment of Director of Diversity	Fall 2018	1) Position Approval 2) Search Committee	Dean Williams or her appointed committee chair
2	Create Diversity & Inclusion Standing Committee for RCOBA	Creation of Committee	Fall 2018	1) Staff, Faculty & Students	Director of Diversity
3	Climate Assessment[2] (after analysis of campus-wide climate survey)	1) Completion of RCOB Climate Study: Qualitative and Quantitative 2) Identification of diversity challenges in RCOB	Spring 2019	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)	Director of Diversity

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4	Awareness/Education Programs[3]	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.

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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:

1	Provide leadership of the recently formed Diversity and Inclusion Committee.
2	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.
3	Monitor campus climate and national trends relevant to diversity and provide responsive leadership.
4	Implement best practices to promote diversity through the development and review of College and University policies.
5	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.
6	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.
7	Participate actively in the system-wide network of Diversity Officers on campus.
8	Investigate and, as appropriate, respond to reports of bias-related incidents in collaboration with appropriate University officials.
9	Prepare reports and narrative materials relevant to the campus' diversity, equity and inclusion activities.
10	Lead recruiting efforts for students from underrepresented populations.
11	Work closely with Undergraduate Office on retention efforts for students from underrepresented populations and first generation families.

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.

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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:

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

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