

# NEUMANN UNIVERSITY

## DIVISION OF BUSINESS AND INFORMATION MANAGEMENT



### 2016-2019 Strategic Plan

## Executive Summary

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The strategic plan for Division of Business and Information Management (BIM) has been formulated over a three-year period which started in the 2013-2014 academic year, reached its growth in spring 2015, and its fruition in the 2015-2016 academic year. The implementation of the entire plan will take place in the 2016-2019 time frame.

In 2013-2014, we devised enrollment enhancement strategies when faculty organized their efforts in newly formed recruitment and retention committees to achieve the goals of the plan.

In 2014-2015, the focus of the plan was on streamlining and modernizing BIM curriculum which was done with the leadership of our new dean and active participation of BIM Business Advisory Council and faculty.

In 2015-2016, we finalized our strategic plan by using "*Neumann University Strategic Initiative*" methodology (model) and incorporating our recommendations from the "*2015 ACBSP re-accreditation self-studies*" into that model. BIM faculty were instrumental in choosing those recommendations from a wide range that were produced from the self-studies. The faculty assigned goals, methods of measurement, timetable and a coordinator for each strategy.

This process, as well as, the model used for BIM's strategic planning are presented in the following three sections.

# 1

## The Strategic Planning Process

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**2013-2014 Academic Year:** The Division of Business and Information Management (BIM) formulated its first strategic action plan in the fall of 2013 when there was a need to increase BIM enrollment. Enrollment enhancement strategies were articulated and divided into two categories:

- A. Proactive Strategies** that are outlined in the following table. Three new committees were formed to implement proactive strategies: **Recruitment Committee, Freshmen Retention Committee, and Quality Assessment Committee.**
  
- B. Curriculum-Driven Strategies** that were formulated by the **Curriculum Development Committee.** A framework for the inner working of this committee was created that is discussed at the end of this section.

A survey of BIM faculty and Administration was conducted that revealed a large number of possible enrollment enhancement strategies. We filtered these suggestions from a wide range and included them in our action plan with their implementations in mind. We planned to annually assess the effectiveness of these “Proactive Strategies” to determine future steps. Chairs of the Committees mentioned above reported to a coordinating faculty who in-turn informed the "Acting Dean" about the progress in these strategies. As shown in the following

table, in 2013-2014 all BIM faculty were activity involved in planning and implementations of these strategies, however, some strategies were not implemented and some revised in the subsequent years as you will read in the next two sections.

Proactive Strategies/Goals	Methods	Faculty Coordinator or Members	Reporting Frequency
<p><b>1. Improving Freshmen retention Rate</b></p> <p><b>Goal: Retaining 75% of Freshmen to Sophomore Transition</b></p>	<p>Establishing <b>Freshmen Retention Committee</b> to improve enrollment by creating bonds with Freshmen. The tasks of the committee are:</p> <ol style="list-style-type: none"> <li>Gathering faculty with freshmen in ‘Business Week’ celebration of BIM with alumni guest speaker</li> <li>Faculty speaking in Freshmen Experience (INT 101) and Intro to Business (BUS 190) classes to make freshmen familiar with their business faculty, and more deeply understand the educational outcomes of all business majors</li> <li>More business faculty to teach INT 101</li> <li>Using survey instrument to assess the reason for attrition and Freshmen’s desire to stay at Neumann</li> <li>Encourage first year students to become members of BIM major clubs</li> </ol>	<p>Janet Massey Ellen Sloss Andrea Pent Robert Till Mehdi Hojjat Douglas Turco</p>	<p>Monthly:  12/11/13 1/29/14 2/12/14 3/12/14 4/16/14 4/23/14* Combined</p>
<p><b>2. Involving faculty in recruiting students</b></p> <p><b>Enrollment Goal as a Share of Total Enrollment (See Graph1 &amp;2):</b></p> <p>2014-2015 → 22% 2015-2016 → 23.5% 2016-2017 → 25%</p>	<p>Establishing a <b>Recruitment Committee</b> with the following tasks:</p> <ol style="list-style-type: none"> <li><b>Recruiting business students to become campus tour guides for students’ families</b></li> <li><b>Calling potential freshmen who have been accepted but not made their deposits</b></li> <li><b>Participate in the Admission Information Sundays</b></li> <li><b>Targeting high school honors programs</b> <ul style="list-style-type: none"> <li>Assigning each faculty one speaking engagement per year</li> <li>Promoting a free course to high school honor students</li> </ul> </li> <li><b>Rotating faculty to speak about each major at “Open Houses”</b></li> <li><b>Publishing a newsletter</b> <ul style="list-style-type: none"> <li>Gathering information from faculty, alumni and students on events and alumni/faculty success stories and accomplishments</li> </ul> </li> <li><b>Publicizing job opportunities</b></li> </ol>	<p>Arde Shahmaei Ali Niknam John Wong Jeff Graber Mehdi Hojjat</p>	<p>Monthly:  12/4/13  1/22/14  2/5/14  2/26/14  3/26/14 4/23/14*  Combined</p>

	<ul style="list-style-type: none"> <li>• Announcing these opportunities in our website and newsletter, other social media forum such as LinkedIn</li> </ul> <p>h. <b>Placing more emphasis on academics and faculty recruitment communications and on Neumann website</b></p> <ul style="list-style-type: none"> <li>• Being available for speaking engagements to the community</li> </ul> <p>i. <b>Targeting out-of-state and international students</b></p> <ul style="list-style-type: none"> <li>• Coordinating with the Enrollment Office, traveling to target areas, conducting feasibility study for offering English as a Second Language (ESL), and attending information session of the U.S. Department of Commerce' Educational initiative.</li> </ul> <p>j. Others as seen appropriate by the Committee</p>		
<p><b>3. Improving quality of teaching and advising</b></p> <p><b>Goal:</b> <b>85% Satisfaction Rate</b></p>	<p>Establishing <b>Quality Assessment Committee</b> with the objective of improving educational experiences of students. Survey of students and alumni to reveal quality deficiencies and make recommendations for improvement.</p> <p>a. Assessment of instructional approaches and teaching innovation</p> <p>b. Assessment of hybrid and on-line teaching</p> <p>c. Reporting to Neumann Core Curriculum Committee and Neumann Assessment Committee</p> <p>d. Reporting to ACBSP</p>	Mehdi Hojjat Members of BAC	Semi-annual
<p><b>4. Promoting our Master Programs to the undergraduate students and community</b></p>	<ul style="list-style-type: none"> <li>• Open houses and advertisements</li> <li>• Coordinating with Graduate Admission Office</li> </ul>	Janet Massey Douglas Turco Andrea Pent	Semi-annual

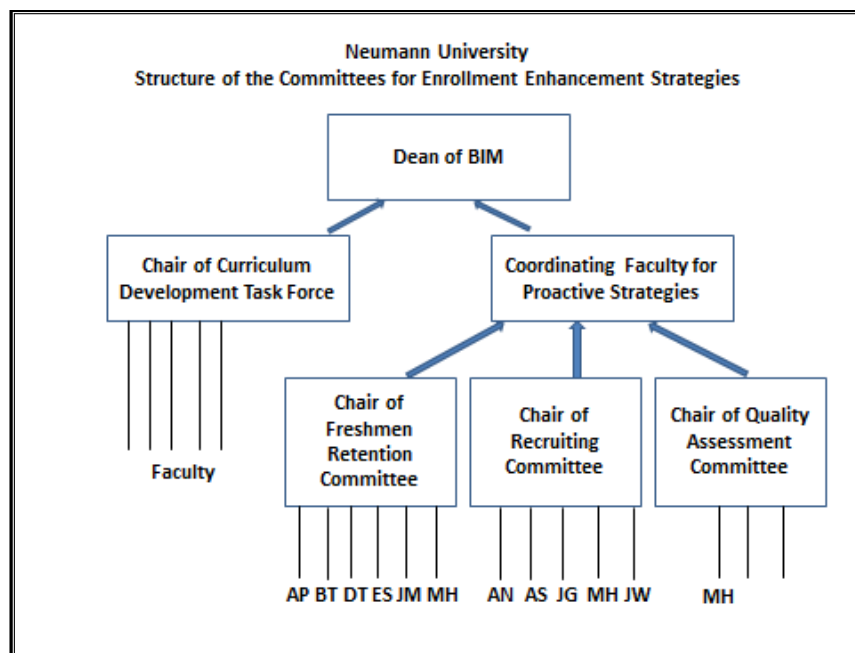
### Curriculum-Driven Strategies

In spring 2014, there was a realization that the Division had to revise our majors to support enrollment growth. The newly created **Curriculum Development Committee** was in charge of formulating these strategies.

A framework for discussing such changes in the curriculum was built upon the following framework:

1. Reducing the core business courses and allowing up to 10 free courses after the core to satisfy one or two business major requirements.
2. Introducing new niche majors such as entrepreneurship, non-profit, HR and finance, etc. Each major will be adding 10-12 students to our enrollment.
3. New courses in these new majors would be overlapping or satisfying existing majors' requirements.
4. Hiring new faculty to keep the ratio of students per full time-faculty at 50.
5. Systematically reviewing curriculum and assessing new majors.

The following graph shows the relationship between the committees that were created under 2013-2014 strategic initiative with each faculty serving in at least one committee.



A real progress toward implementation of curriculum-driven strategies was not possible in the remaining 2014-2015 academic colander. Additionally, BIM's faculty desired to have an incoming Dean to lead the Division in this area.

# 2

## The Strategic Planning Process - Second Stage

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**2014-2015 Academic Year:** Dr. Lawrence Burgee commenced as the new Dean of the Division on July 31, 2014. In August and September 2014, the Dean held both individual and group meetings in groups and individually with all full-time and many part-time faculty to learn about the Division's six undergraduate degree program and two graduate degree programs. Discussions focused on what is and is not working with respect to each major. It was quickly determined that many of the programs were viewed as *stale* and in need of modernization. It concerned the Dean greatly that only about 60% of the recent Division students have full-time jobs upon graduation. There did not seem to be a concerned focus on career preparation. In September, the Dean's Office conducted a study to determine that there are more than 20 business schools within an hour's drive to Neumann that compete for students offering many of the same majors we have and several majors that we do not have (such as BS in Management, MBA, etc.).

The Dean learned upon arrival that the Division had an existing Business Advisory Council in place with about 20 members. Unfortunately though, many of the BAC members were inactive and rarely (if ever) participated in events. This was partly due to the fact that many members felt they were just "talked at" (their words) in meetings and many did not feel valued for their expertise and opinions. The Dean's Office schedule a Wine and Cheese Reception for the Council and encouraged members to "meet the Dean" and share their ideas. Attendance to the September 25 Reception in the Convent was very good and many Council members offered assistance when the Dean expressed the desire to review and modernize our programs. The new focus was to engage the members of BAC for assistance and not just inform them of what the Division was doing.

In mid-October to mid-December, the Dean had more than a dozen face-to-face individual meetings with existing BAC members and some potential new members. These meetings were extremely fruitful and it was learned that many members companies sought Neumann students due to their solid

morals and values strengthened through our Franciscan values and education. However, in many business disciplines, the students were deemed to be underprepared and lacking in modern business techniques. At many meetings it was urged that we strengthen our business rigor and academics so that combined with the already positively-viewed ethical preparation, our students would then possess the *winning combination* desired by employers-to-be. Overall, these face-to-face meetings, often in a casual forum over breakfast, lunch, or dinner, provided a wealth of knowledge from local and regional experts and practitioners in the field. Additionally, at the Fall BAC Breakfast meeting on November 12, a healthy discussion with more than 25 BAC members and Division faculty, reached the same consensus and conclusions. The message was very clear: either modernize our eight programs, or lose ground to local competitors such as Wilmington University, Rowan University, and Westchester University. Through his positive experiences with the power of Small Groups (at Catholic Church of the Nativity in Maryland), Dr. Burgee recommended that Small Groups be formed for each of the seven Division disciplines: Accounting (BS and MS), Business Administration, Computer and Information Management, International Business, Marketing, Sport and Entertainment Management (BS and MS), and Entrepreneurship (under consideration as a new stand-alone minor). It was decided that each Small Group would consist of the Dean, 2-4 faculty members, and 3-6 BAC members. We left for Christmas Break inspired with the plan for the Small Group meetings to commence early in the year. We were successful in reinvigorating the Business Advisory Council and instilling them with a sense of purpose. This was a very positive development!

### *Spring 2015*

Small Group meetings were held in February and March for all of the Division disciplines. The Dean's Office amassed all of the findings and the Dean created the detailed presentation (attached) of findings and recommendations. The Dean then presented the report to the Division Faculty on March 27, the President's Cabinet on April 21, and the Business Advisory Council on April 29. The recommendations were very well received and endorsed by all groups. The presentation/report introduces a new proposed BIM Program Structure, a new NU Core BIM course (ECON 101 Introduction to the Economy and Personal Finance), and modernizations to all undergraduate and graduate Division programs. Significant proposed changes include:

- Three new Accounting (BS) courses: Accounting Software, Government Accounting, and Forensic Accounting.
- Three new five-course tracks in Business Administration: Human Resource Management Track, Banking and Financial Management Track, and International Business Track (with the elimination of the International Business major).
- The renaming of the Computer Information Management major to Computer Information Systems and the addition of two new courses: Principles of E-Commerce and Human-Computer Interaction.
- A new Marketing course entitled Digital Marketing and possibly the development of another new course (at the urging of the BAC Marketing Small Group) entitled Marketing Technology and Logistics.
- The renaming of the Sport and Entertainment Management major to Sport Management and the development of two four-course tracks: Event Management Track and Integrated Marketing Track.
- A new six-course stand-alone (meaning open to all NU students without prerequisite courses) Minor in Entrepreneurship.
- A new course in the MS Accounting program entitled Auditing and Attestation.



- An entirely new MS in Sport Marketing, replacing the current MS in Sport and Entertainment Management.

With the general approval of all parties and the *green light* to move ahead, the next important task is to prioritize the proposed changes and determine what can realistically be achieved in Academic Year 2015-2016.

In the next section, we incorporate these curriculum changes and other initiatives into our 2016-2019 BIM Strategic plan.

# 3

## The Strategic Planning Process - The Final Stage

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**2015-2016 Academic Year** - In fall 2015, BIM formally started developing a strategic plan based on the progress that it made in the previous two academic years using the "*2015-2019 Neumann University Strategic Initiative*" as its strategic plan model. Fall 2015 was also the start of initiating several self-studies that were part of our "*2015 ACBSP re-accreditation report*".

In fall 2015, BIM faculty met several times to become familiar with the NU Strategic Initiative model and discuss implementation timetable for the curriculum strategies that was presented in the previous section. In addition, as shown on page 12, we included a number of recommendations that were derived from our re-accreditation self-studies into our strategic plan.

The final formulation of BIM strategic planning process started with our adherences to Neumann and BIM mission statements:

## Mission Statements

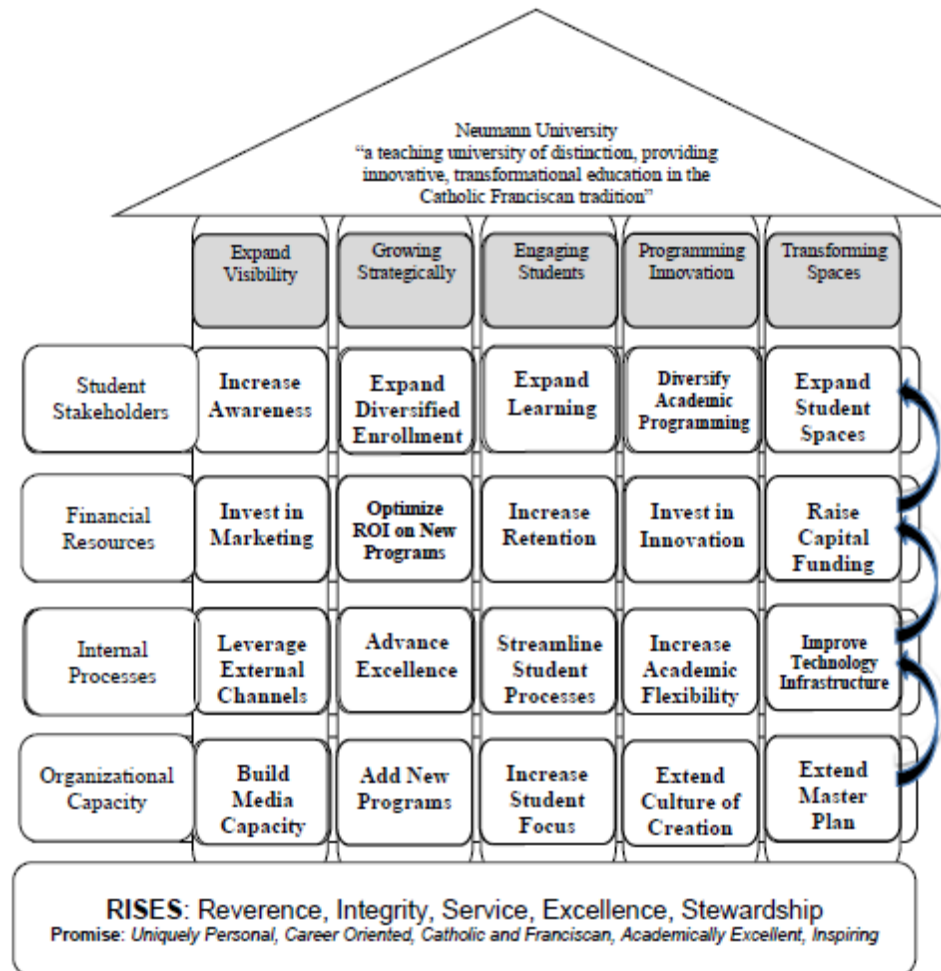
<b>Neumann University</b>	<b>Division of Business and Information Management</b>
<i>Neumann University educates a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others and that learning is a lifelong process.</i>	<i>The mission of Division of Business and Information Management (BIM) complements that of the University. BIM provides a strong professional education program for both traditional and non-traditional students and emphasizes the importance of ethics and values in business decision-making. The curriculum prepares students for careers and graduate studies.</i>

## Strategic Planning Model

Using the above mission statements as our guiding light, BIM current strategic plan is an extension of "**2015-2019 Neumann University Strategic Initiative**" which has articulated the following five goals/themes:

1. Expand Visibility
2. Grow Strategically
3. Engage Students
4. Provide Programming Innovation
5. Transform Spaces

We selected the first four out of five to house out strategies and develop their respective actions plans. The following figure demonstrates Neumann University strategic initiative model.



## Deriving BIM Strategies

In addition to the curriculum strategies that was presented in the previous section, the remaining strategies were derived from the following ACBSP re-accreditation self-studies:

**A. Institutional Review:**

*Organizational Challenges: Competitive Position, Relative Strengths & Strategic Challenges*

**B. Standard #1 Leadership:**

*Criterion 1.2 - Social Responsibility*

**C. Standard #3 Student and Stakeholder Focus:**

*Criterion 3.2 - The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.*

*Criterion 3.4 - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs*

**D. Standard #4 Measurement and Analysis of Student Learning and Performance:**

*Criterion 4.1 - The business unit shall have a learning outcomes assessment program.*

*Criterion 4.2 - To identify trends, the business school or program should report*

*Criterion 4.3 - Assessment plans should be designed to yield comparative information and data*

**E. Standard #5 Faculty and Staff Focus:**

*Criterion 5.2.1 - The business school or program must show how the composition of the full-time and part-time faculty*

*Criterion 5.3 - Faculty Qualifications, Workload, and Coverage*

*Criterion 5.5 - Faculty Size and Load*

*Criterion 5.8 - Scholarly and Professional Activities*

**F. Standard #6 Educational and Business Process Management:**

*Criterion 6.1 - Educational Design and Delivery*

*Criterion 6.2. - Management of Educational Support Service Processes*

In the following two tables, we present 2016-2016 BIM Strategic Initiatives and timetable for their implementations which are divided into short-term and long-term action plans.

### Selecting Strategies for each Theme in the NU Strategic Model

<b>Table 3.1- Strategic Direction</b>	
<b>NU Strategic Initiative Themes</b>	<i>Definitions / BIM Strategies</i>
<b><i>THEME I - EXPANDING VISIBILITY</i></b>	<b><i>Definition - Create and sustain an integrated communication plan to: promote the Neumann's uniquely personal approach and values-based learning environment; to distinguish NU as a teaching university of distinction; and, to aid in heightening visibility, image and access.</i></b>
<b><i>I.4. Increase Awareness</i></b>	BIM provides exposure to business professionals as guest speakers for every student
<b><i>THEME II - GROWING STRATEGICALLY</i></b>	<b><i>Definition - Achieve enrollment growth through high quality programs, academic excellence, effective services, experiential learning options, international students, new undergraduate and graduate programs, and collaborative distance education.</i></b>
<b><i>II.1. Add Approved New Programs</i></b>	Proposing curriculum changes outlined in the previous section to the Curriculum Committee
	Implementation of proposed curriculum changes
<b><i>II.2. Advance Excellence</i></b>	By attending Faculty Development workshops, faculty regularly learn best practices in teaching and use the information to continually improve their courses
	At BIM, monitoring and using gathered data becomes a systematic process which includes evaluation and analysis
	BIM develops a process to recognize and reward outstanding faculty performance in different categories
	Using survey instrument , BIM's faculty evaluate Dean and VPAA
	Including a 300 level business course in the honor program of Neumann University taught by a full-time BIM's faculty.
	ACBSP accreditation of Sport undergraduate and graduate programs
	Holding a teaching forum (adjunct invited) once a year with focus on teaching techniques and research areas

<b><i>II.4. Expand Diversified Enrollment</i></b>	Proactively engage with the Enrollment Management to Recruit day and full-time students
	Proactively engage with the Division of Continuing Adult and Professional Studies to recruit evening and part-time students
<b><i>THEME III - ENGAGING STUDENTS</i></b>	<b><i>Definition - Provide a vibrant campus life, with programs and services that cultivate student leadership and success throughout the college experience and beyond.</i></b>
<b><i>III.1. Increase Student Focus</i></b>	Improve 4-year graduation rate from the current 33% in the self-study year
<b><i>III.3. Increase Retention</i></b>	Increasing contact with students through additional gathering events such as gathering with freshmen taking business courses
	Offering more business courses for freshmen to make students vested in the BIM's programs
<b><i>III.4. Expand Experiential Learning</i></b>	An increase in number of business students who take courses with international trip component
	All business students have internship experiences in businesses
	An increase in number of business students who study abroad
<b><i>THEME IV - PROGRAMMING INNOVATIONS</i></b>	<b><i>Definition - Enhancing Neumann's image and reputation for academic excellence through new academic programs and student services to meet the changing societal educational needs and expectations thus increasing enrollment/revenue.</i></b>
<b><i>IV.1. Extend Culture of Innovation</i></b>	Increasing number of business faculty who teach abroad and number of exchange partners teaching here
<b><i>IV.2. Increase Academic Flexibility</i></b>	Hiring additional faculty members as Sport MGT will become accredited by ACBSP and faculty load for teaching graduate Accounting course should be rebalanced.
	Involving faculty mentor in hiring process of adjunct faculty
	Number of preps per faculty will be no more than three per semester
<b><i>IV.3. Invest in Innovation</i></b>	More balanced publication among faculty by mentoring and conducting collaborative research

**Table 3.2 - Short-term and Long-term Actions and their Measurements**

Action Number	NU Theme	Action Plan Measurements		Timetable	Faculty Coordinator
		A- Short-Term Action Plan	Short-term Action Plan Goals/Measurements		
1	II.1	Proposing curriculum changes outlined in the previous section to the Curriculum Committee	Submitting at least 2 curriculum proposals	Feb-16	Robert Till
2	III.4	An increase in number of business students who take courses with international trip component	Offering at least one course per year	Mar-16	Dean
3	II.2	By attending Faculty Development workshops, faculty regularly learn best practices in teaching and use the information to continually improve their courses	Number of faculty development workshop attended by BIM faculty	Sep-16	John Wong
4	III.4	All business students have internship experiences in businesses	registration in the co-op courses	Feb-16	Robert Till
5	I.4	BIM provides exposure to business professionals as guest speakers for every student	Number guest speakers	Sep-16	Mehdi Hojjat
6		The curriculum of each business program includes an international component (BUS 321)	Process is in place - Sport will also have this component	Sep-16	Julie Lanzillo
7		All programs have their major / program specific learning outcomes developed	Process is in place	May-16	Robert Till
8		MS in Accounting meeting ACBSP Standards	Requirements to be completed	May-17	Janet Massey
9		Program review every five years	Process is in place		Faculty in Discipline
10		Assessment of majors to be carried out	Process is in place		Faculty in Discipline



Action #	NU Theme	B- Long-Term Action Plan	Long-term Action Plan Goals/Measurements	Timetable	Faculty Assigned
1	II.1	Implementation of proposed curriculum changes	Approval by Curriculum Committee and Administration, New Course Offerings	Feb-17	Hojjat, Till, Shahmaei
2	II.2	At BIM, monitoring and using gathered data becomes a systematic process which includes evaluation and analysis	Prepare an annual assessment plan and submit it to the NU Assessment Committee	Spring Semesters	Mehdi Hojjat
3	III.4	An increase in number of business students who study abroad	At least 5 students per year	Sep-16	Arde Shahmaei
4	IV.1	Increasing number of business faculty who teach abroad and number of exchange partners teaching here	At least one	Oct-16	Arde Shahmaei
5	II.2	BIM develops a process to recognize and reward outstanding faculty performance in different categories	Once a year	Fall 2016	Dean
6	II.2	Using survey instrument , BIM's faculty evaluate Dean and VPAA	Once every three years- Approval Needed	Spring 2016	Mehdi Hojjat
7	II.4	Proactively engage with the Enrollment Management to Recruit day and full-time students	Process is in place	Sep-16	James Waters
8	II.4	Proactively engage with the Division of Continuing Adult and Professional Studies to recruit evening and part-time students	Have one liaison faculty or staff	Oct-16	Dean
9	II.2	Including a 300 level business course in the honor program of Neumann University taught by a full-time BIM's faculty.	One course	Sep-17	Arde Shahmaei
10	III.3	Increasing contact with students through additional gathering events such as gathering with freshmen taking business courses	Once a year	Fall 2016	Dean
11	III.3	Offering more business courses for freshmen to make students vested in the BIM's programs	Offering 4 100-level business courses for freshmen	Fall 2016	Dean
12	II.2	ACBSP accreditation of Sport undergraduate and graduate programs	Process is in place	Fall 2017	Julie Lanzillo
13	IV.2	Hiring additional faculty members as Sport will become accredited and faculty load for teaching graduate Accounting course should be rebalanced.	Hiring 3 new faculty	Fall 2018	Dean
14	IV.2	Involving faculty mentor in hiring process of adjunct faculty	Process will be in place	Fall 2016	Faculty in Discipline

15	II.2	Holding a teaching forum (adjunct invited) once a year with focus on teaching techniques and research areas	Once a year	Sep-16	Dean
16	IV.2	Number of preps per faculty will be no more than three per semester	Process is in place	Sep-16	Dean
17	IV.3	More balanced publication among faculty by mentoring and conducting collaborative research	At least one publication or presentation by each faculty every other year	Sep-18	Mehdi Hojjat
18	III.1	Improve 4-year graduation rate from the current 33% in the self-study year	Establishing an upward trend	Sep-17	Mehdi Hojjat