School of Business Administration

Strategic Planning 2013-2018

February 7, 2014

Approved by School of Business Administration Academic Assembly 2/7/14

Wayne State University School of Business Administration

Strategic Plan 2013-2018

Overview

The Strategic Plan of the School of Business Administration seeks to enhance growth and reputation by building on current strengths, seizing on several key opportunities, and by developing and implementing innovative solutions to the challenges confronting the school. The current strategic plan was the result of a planning process initiated by Interim Dean Margaret Williams and conducted by the Strategic Planning Committee (SPC; see Appendix 1).

The committee decided that this plan should be focused on only a few specific initiatives with an emphasis on implementation. Members of our Board of Visitors (BOV; see Appendix 2) stressed that the plan be characterized by "focus" and that it include metrics to determine whether or not goals have been accomplished. Accordingly, a strategic planning implementation team (see Appendix 3) met during the summer and fall of 2013, to identify requirements for effective implementation. These efforts are ongoing.

The current plan builds on a number of successes and accomplishments since the 2007-2012 plan was developed (see Appendix 4). As the planning effort commenced, despite these accomplishments, we recognized the need to address several urgent challenges. In 2014, the SBA faces declining enrollment, budget cuts, higher operating costs, uncertain levels of state funding, and constraints on tuition increases. The SBA can address these challenges to a considerable extent by seizing on the opportunity to participate in the rebirth and transformation of Detroit and the surrounding region.

We operate in an increasingly vibrant, urban environment where many businesses and public and not-for-profit organizations have needs that we are uniquely positioned to help address. To take full advantage of this opportunity, we will need to adapt, improvise, and innovate with focus and with speed, and we will need to identify the means to support and grow our capacity to do these things. In its simplest form the plan is to enhance our ability to supply workforce-ready talent; strengthen relationships between our talented students and the needs of the region; develop and leverage the research capabilities of our faculty by focusing these capabilities on the needs of our students and the community; and to fully capitalize on our location which provides an unrivaled competitive advantage.

We believe that by concentrating our efforts on the strategic initiatives presented in this plan the School will better serve each of its key stakeholder groups:

- The faculty and staff who we need to retain and attract and upon whom we rely to serve our other stakeholders;
- The prospective and current students who wish to gain a strong foundation for successful lives and careers;
- The employers and members of the business community who seek to hire our students and partner with us to address their critical needs; and
- The current and potential donors who are motivated to support our activities.

The actions outlined in the Strategic Plan will strengthen our position with respect to AACSB accreditation and prepare us to take a leadership position in the Wayne State University Comprehensive/Capital Campaign process. The initiatives which provide the foundation for the 2014 Strategic Plan follow from and are consistent with the mission and vision statements developed by the School in 2007:

> **Mission**
> Our mission is to achieve excellence in business education, research, and service by adapting to the needs of a dynamic, globally-competitive business environment.

> **Aspiration and Vision**
> The School aspires to establish itself as one of the top business schools in the nation as reflected in the published national rankings (e.g., *Business Week*, *U.S. News and World Report*, etc.), indicating favorable student evaluations and recruiter perceptions of the undergraduate and MBA programs, and the scholarly achievements of the faculty. The School strives to achieve a positive reputation for contributions to knowledge development, for the role it plays in the economic prosperity of the region, and for becoming a school of choice – one which prospective students see as providing a pathway to academic and professional achievement.

In the initial stages of the 2013 planning process (described in Appendix 5) several steps were taken to gather feedback from key stakeholders regarding opportunities and challenges and regarding activities which needed to be maintained or strengthened based on the progress made over the past five years. We also sought to identify new initiatives which would take advantage of opportunities and/or address the challenges which had been identified

This process led to the identification of three intersecting areas of strategic emphasis:
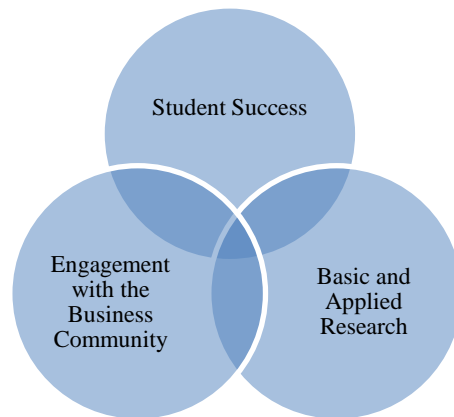
Efforts focused in each of these three areas will lead to the overall enhancement of the School, and several of the initiatives seek to integrate and exploit synergies among these efforts. As Student Success improves, the School's reputation is enhanced among potential students and within the business community, prompting increased enrollment, better retention, and career success. As we enhance Engagement, the School is better able to meet the business community's needs, both in workforce preparation and in collaborations which leverage the research expertise of the faculty. As Basic and Applied Research activities are strengthened the School will increase its value to the business community, students, and faculty; and raise its stature within the academic and professional communities.

We believe that Engagement is the lynchpin. Engagement – direct, sustained participation in activities and events taking place in the business community, responsiveness to requests for collaboration, and the active pursuit of opportunities for the same – will enable us to develop valuable insight into market demands and to enhance our efforts to develop the skill sets which our students need to be successful. We hope to expand the opportunities for our students to be directly involved in the economic revitalization of Detroit, and these opportunities will be created through updated and new academic programs, and through the inclusion of high impact learning opportunities that an engaged faculty and school will provide. Similarly, efforts to enhance our research activities benefit from a closer collaboration with organizations and business leaders.

Stated simply, this strategic plan targets initiatives and activities which will improve student success, activate and support student and faculty engagement, and support and encourage enhancements to both basic and applied research. By design, we seek to fully exploit the points of intersection between these foci. The following sections highlight the current thinking regarding goals, objectives and critical aspects of implementation pertaining to each of the three areas of emphasis. Points of intersection exist throughout. We regard the planning effort as a dynamic process, subject to the impact of additional constraints and opportunities. Therefore, this plan sets forth a foundation for the efforts which will be undertaken in the months and years ahead, to be further expressed in action plans which will identify oversight, resource requirements and accountability.

Embracing the principles of continuous improvement, these efforts, and existing programs and activities will be the focus of regular review and adjustments. Toward this end, we will be establishing benchmarks and gathering data to track performance and progress with respect to several key metrics and outcomes associated with these three areas of emphasis. The table presented on the next page presents a partial list of the metrics being considered:

Selected key metrics of success		
Student Success	**Engagement**	**Basic and Applied Research**
Job placement	# of Executive Education programs offered and net revenue generated	Publications in highly recognized, leading peer-reviewed journals found on the School's journal list
Enrollment, retention, graduation rates	Involvement of executive education participants, other members of the business community, and their organizations in the teaching mission of the school (e.g., Professors of Practice)	Research revenues from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
Employer evaluations of student preparedness	Faculty participation in activities that place faculty in direct contact in meaningful ways with business and organizational leaders	Establishment of research centers that, among other goals, support and enhance research and involvement with industry and organizational partners

Student Success

The Wayne State University School of Business Administration has a long tradition of helping students reach their goals. Developing students who are able to compete in the global workplace and become successful employees, managers, executives, and entrepreneurs is the School's fundamental purpose.

GOAL: *Develop career-ready graduates (whether at the baccalaureate, masters, or doctoral level), who are competitive in the global marketplace as a result of an educational experience combining academic excellence, real-world business experiences, and innovative technology*

Since the 2007-2012 Strategic Plan was adopted, the School has made substantial progress in areas that foster student success (see Appendix 4). In the intervening period, one important change has been an increase in the number of transfer students enrolling in Wayne State and the business school. As we refocus our efforts pertaining to student success, we need to remain mindful of the special requirements that this group presents and of the opportunities we have to enhance the student experience for all of our students. The introduction of an integrated set of initiatives will enhance the student experience and, along with continuous improvement initiatives focused on every stage from the initial orientation program to the earliest experiences as proud new alumni, we aim to develop strong relational bonds among students that will enhance their emotional attachment to the SBA.

Objectives

1. **Increase student participation in internships:** Beginning in 2014, increase the number of students participating in internships by 10% each year over the next four years.
2. **Increase student participation in co-op experiences**: Beginning in 2014, increase the number of students participating in co-op assignments by 10% each year for the next four years.
3. **Increase job placements:** Systematically use the data being gathered through the *Placement Career Tracker Survey* (introduced in the Fall of 2013) to establish benchmarks and new targets. Use and add to the data being collected to evaluate and identify additional opportunities to enhance the placement, success, and satisfaction of our students.

Actions and Implementation Steps

1. **Provide a Career-Readiness Program.**

   Launch a School-wide *Career-Readiness Program* which ensures awareness of career options for every major, underscores the importance of engagement, and readies students for their required participation in high-impact learning activities (i.e., internships, co-ops, and service learning opportunities.)

- By May 2015, the School will fully implement the components of an infrastructure to provide all undergraduate students an experience designed using multiple "touch-points" to supplement classroom instruction with opportunities for high impact learning, for engagement in the community, and for career planning and preparation. These touch-points (as shown in the follow diagram) include:
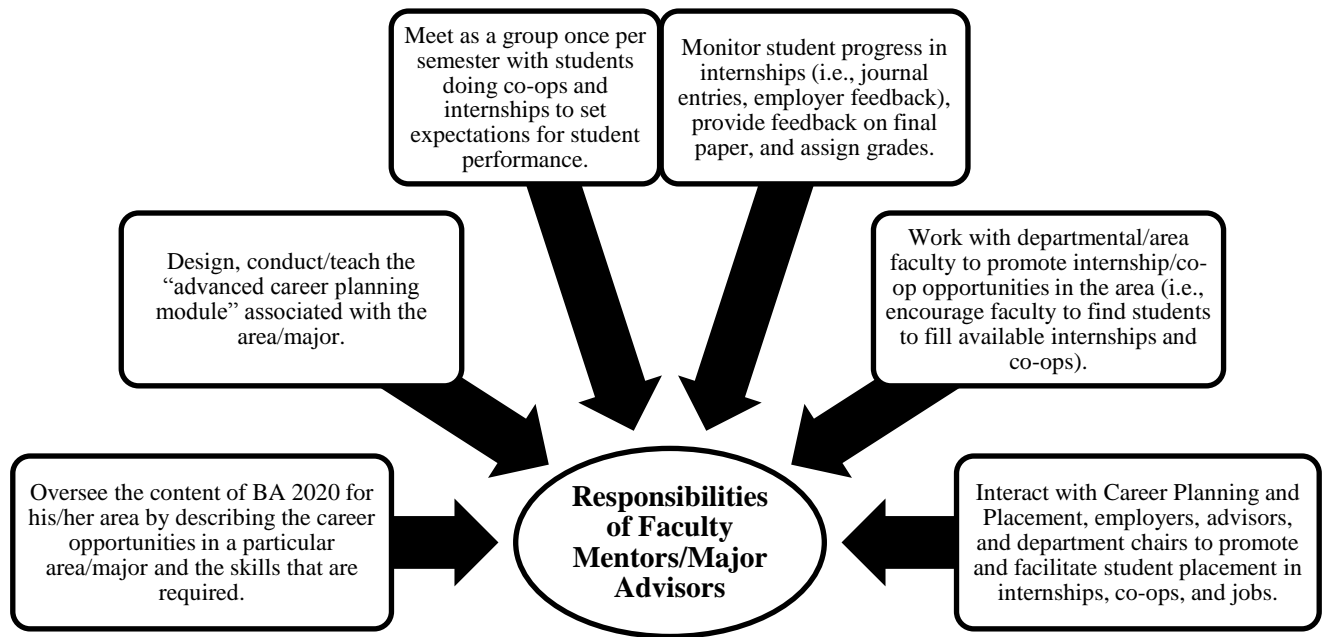
Mandatory advising for students with 0-30 credit hours at WSU	Advising by major	"Alumni Week" experience in courses	Career planning module associated with first major 5000-level requirement	High impact, experiential learning requirement (internship, co-op, service-learning, etc.)	Placement tracker in MGT 6890

- o Beginning in 2014, academic advising will be mandatory for all students entering the business school with 0-30 credit hours earned at WSU in the School of Business Administration.
- o Beginning in Fall 2014, advising for all undergraduates will be conducted by major such that each student will be assigned to an advisor trained in the specific courses, necessary preparation and experiences, and job prospects associated with the student's academic major.
- o In 2014, build on the success of the inaugural 2013 Alumni Week in which alumni and experienced business professionals visited undergraduate courses to provide students with exposure to careers in all business disciplines and how to prepare for these career opportunities.
- o Beginning in Winter 2015, provide an advanced career planning module for each major field of study that focuses on preparation for careers in each specific field. This module will be required for students taking their first advanced (5000-level) required course in the SBA in their major field of study.
- o Beginning in Fall 2015, coordinate the efforts of the academic departments, Undergraduate Student Services, and Career Planning and Placement to identify the need for additional interventions, such as an elective career readiness course for "at risk" students to be offered within the School.
- o In 2014 and beyond, administer the mandatory Placement Career Tracker Survey in all sections of the undergraduate capstone course (MGT 6890).

2. **Increase participation in internships, co-ops, and high-impact learning experiences.**

- Develop goals and programs to increase student participation in internships, co-ops, and project experiences
  - o As of Fall 2014, implement completion of a "high impact" learning experience as a degree requirement for all newly matriculated undergraduate students. These experiences will consist of one of the following: a co-op, an internship, a study abroad experience, being a member of a case competition team, or a service learning experience.

- o Beginning in 2014, establish Faculty Mentors/Major Advisors to coordinate career readiness activities in each major field of study. The Faculty Mentor will be assigned (in-load) as the instructor of record for the internship course in his/her respective area. A partial list of responsibilities is shown in the following diagram:

Meet as a group once per semester with students doing co-ops and internships to set expectations for student performance.

Monitor student progress in internships (i.e., journal entries, employer feedback), provide feedback on final paper, and assign grades.

Design, conduct/teach the "advanced career planning module" associated with the area/major.

Work with departmental/area faculty to promote internship/co-op opportunities in the area (i.e., encourage faculty to find students to fill available internships and co-ops).

Oversee the content of BA 2020 for his/her area by describing the career opportunities in a particular area/major and the skills that are required.

Responsibilities of Faculty Mentors/Major Advisors

Interact with Career Planning and Placement, employers, advisors, and department chairs to promote and facilitate student placement in internships, co-ops, and jobs.

- Develop a process to monitor student participation in experiential learning opportunities
    - o Beginning in Fall 2014, Faculty Mentors/Major Advisors will coordinate efforts with the Undergraduate Student Services Office and/or Career Planning and Placement to monitor student participation in high impact learning experiences. Implementation of "Degree Works" (a component of Banner, the university's administrative software product, that provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools) in Winter 2015 will be used to track student participation in the required high-impact learning experience.

3. **Enhance our focus on student competencies.**

- Consistent with our AACSB Assurance of Learning program, identify specific measures by which students demonstrate competencies in key workplace skills (e.g., critical thinking, written and oral communication skills, ethics and technical/computer application skills) and the methods by which students will be exposed to, practice, and master these skills.
    - o By May 2014 the School will review the goals, objectives, and results of the AACSB Assurance of Learning programs currently in place to "close

the loop" on our most recent assessment efforts. Faculty will also evaluate for adequacy and effectiveness the measures being used to assess the goals and objectives of our programs.

- o By May 2014, the School will review course content to identify ways in which to incorporate the development of skills that are in high demand by employers beginning with competencies in Microsoft Excel.

Business Engagement

The School of Business Administration continues to enhance its academic programs and align its students and its faculty with the activities, interests and concerns of business practitioners. Through the efforts of a number of individual faculty members, staff, students, and alumni, the School is working with businesses and organizations throughout southeast Michigan.

Through the strategic planning process, we have heard and seen evidence that most of our key stakeholders believe that engagement is a significant area of interest and opportunity for the School. We have heard some concerns about the extent to which the business community regards the School as a major asset to the region, and we intend to remedy this situation. We recognize that Engagement is:

- A critical pathway to significant opportunities for experiential learning and job placement,
- A pathway to a greater role for our School in the economic revitalization of the region,
- The context for significant innovation and adaptation within the School, and
- A pathway to executive education programs providing visibility and a source of revenue.

GOAL: *Engage with the surrounding business community to enable the School of Business Administration to become a partner of choice in a multi-pronged relationship focused on collaborative research, executive education, research and development contracts, and workforce preparation.*

Although some progress has been made in engaging the business community since our last Strategic Plan, the progress has not lived up to the expectations of the business community, and it is not well-coordinated. We believe pursuit of the following objectives will help to build mutually beneficial, synergistic and sustainable relationships with the business community. In pursing these objectives, there will be a concurrent emphasis on efforts to encourage and support faculty participation in professional activities and events taking place in the business community (e.g. participation on panels and program committees) and effective, sustained collaborative working relationships with area organizations and businesses. Many of these efforts will be reflected in activities noted below, and in the following section focused on applied research activities.

Objectives

1. **Formalize an "Engagement Process":** In 2014, develop a format that will be used by the Dean's Office, incorporating key faculty and staff, to assess the potential for strategic relationships with key organizations and businesses in the region.
2. **Launch an Executive Education Arm:** In 2014, the Interim Director of Executive Education and the Executive Education Task Force will develop the infrastructure to support and deliver initial offerings in this area, and build a sustainable operation.

3. **Finalize decision whether to introduce Executive MBA program**: In 2014, the School will determine the feasibility of launching an Executive MBA program, the area of focus for such a program, and establish a target date for launch.

<u>*Actions and Implementation Steps*</u>

1. **Formalize an engagement process.**

    -   Conduct "Needs Assessment" meetings with business leaders to explore opportunities in areas such as internships, placement, executive education, consulting opportunities, and research, for the purpose of establishing working collaborations.
        -   In October 2013, The Barthwell Group completed an assessment of the School's brand among corporate leaders in the metropolitan Detroit region which identifies areas for potential collaborations that are most appealing to business leaders. (The Executive Summary of this report is included in Appendix 6.) This report is being used to formulate a marketing plan and guide the efforts of a Task Force charged with pursuing Executive Education programming opportunities.
        -   In 2014, administrators and staff will hold 20 "Needs Assessment" meetings with leaders of prominent organizations in the metropolitan Detroit region. Faculty will be included in a number of these meetings, particularly where they have strong existing relationships. This will enable departments to increase their own business engagement through the creation of unit-level advisory boards, where they do not already exist, and strengthen board engagement where they do. This effort will include the development of a process to share the results of these meetings with appropriate faculty and staff and to ensure timely and effective follow-up.

2. **Offer executive education.**

    -   Offer two Executive Education sessions (half-day to three days in length) that generate net revenue for the School, increasing the number of programs offered by 100% annually between 2014 and 2016.
        -   In November, 2013, the Dean appointed an Interim Director of Executive Education for the School to lead our Executive Education initiative. The Dean also established an Executive Education Task Force with which the Interim Director will work to accomplish key objectives in this area including developing a business plan to submit to the University Provost and President. This group will use information obtained through an analysis of the market for executive education (including Executive MBA [EMBA]), completed in October 2013 by the Barthwell Group. (The Executive Summary of this report is included in Appendix 7.)
        -   Working with the Director of Executive Education and the Executive Education Task Force, departments will be asked to make recommendations regarding program content, instructors, and structure; determine interest in

executive education among their corporate contacts; and develop proposals for potential executive education programs.

3. **Analyze opportunities for an executive MBA program.**

    - In 2014, the Dean's Office, the departments, the Interim Director of Executive Education and the Executive Education Task Force will collaborate to determine the feasibility of launching an Executive MBA program, and, if feasible, the area of focus for such a program and a target date for launch.

Basic and Applied Research

Our faculty has trained at top universities from across the globe, and many have taught at these same universities. Through their collaborations with other leading scholars they continue to advance the frontiers of knowledge. They bring these insights – and their research skills – into the classroom and provide unparalleled business education.

GOAL: *Encourage and enhance basic and applied research activities that result in high-impact scholarly and applied publications, funded research grants and contracts, and enhancement of the academic curriculum.*

Since the 2007-2012 Strategic Plan was adopted, our School has made substantial progress in enhancing the quality of faculty scholarship (see Appendix 4). Our Strategic Plan builds on the School's tradition of and commitment to scholarly research and provides additional encouragement and support for applied research that provides solutions to the challenges faced by businesses and the surrounding community.

The 2007-2012 Strategic Plan describes three forms of faculty scholarship: discipline-based research, contributions to practice, and learning and pedagogical research. Thus far, we have focused primarily on the support of discipline-based, "basic" research. The reputation gained by the School based on production of scholarly publications and the faculty expertise that supports that reputation are key differentiators of our School. This work, and support for it, must continue. We believe that the School must also specifically encourage and support "applied" research which can serve to connect faculty to the business community. The objectives below are designed to strengthen and develop additional resources for basic research and to establish opportunities for the expansion of applied research.

Objectives

1. **Increase the number of basic scholarly publications:** Beginning in 2014, increase the number of publications in the journals appearing on the School's list by 10% for each of the next 5 years
2. **Increase the number of Dean's Research Chairs:** In 2014, increase by two the number of Dean's Research Chairs.
3. **Establish research centers:** In 2014, establish a new research center, and add an additional center in the next 5 years.
4. **Increase the number of applied research publications:** Beginning in 2014, increase the number of applied research publications by 15% for each of the next 5 years.
5. **Increase external funding for research:** By 2016, generate $100,000 in research grants and contracts.

Actions and Implementation Steps

1. **Support basic research.**

   - Strengthen the infrastructure to support, encourage, and reward basic scholarly research by updating the School's journal list.
     - By May 2014, a school-level Journal Vetting Committee will update the list based on recommendations made at the department level. Departments' recommendations will be based on the "Process to Revise Journal List" document prepared by the Research Committee of the Faculty Senate (December 5, 2013).
   - Identify resources to support summer research, research awards, and Dean's Research Chairs at appropriate levels
     - In summer 2013, management of the costs and revenues associated with summer course offerings provided funds to support a competitive summer research program for 2014, research awards, and Dean's Research Chairs. Additional sources of revenue must be identified to continue these programs at their current levels and to strengthen future financial support. Potential sources that will be investigated in 2014 and 2015 include gifts associated with the WSU Capital/Comprehensive Campaign, the Board of Visitors (who initially funded the Board of Visitors Faculty Fellows program and the Excellence in Research Award), and additional new sources of revenue addressed in other sections of the strategic plan (i.e., executive education and research centers and institutes).

2. **Establish research centers.**

   - Develop a model specifying criteria for the establishment of new School of Business Administration research centers and institutes
     - By May 2014, the Dean's Office will develop guidelines for school-level research centers and institutes. Compliance of all existing research centers and institutes will be enforced by December 2014.
   - Develop a proposal and identify seed funding for the School's Center for Urban Entrepreneurship, Innovation, and Economic Development (CUEIED)
     - In 2014, identify interim leadership for the proposed CUEIED and provide $100,000 of seed funding. (The full center proposal is available from the Dean's Office.)

       CUEIED Mission: - The mission of The Center for Urban Entrepreneurship, Innovation, and Economic Development [CUEIED] is to build a world-class research-based, teaching and practitioner-oriented program that will help contribute to the transformation of the economy of the Detroit region, as well as other urban centers; aid in wealth creation in urban communities; and serve as a model for all urban universities. The CUEIED is an outgrowth of the SBA strategic plan, and it provides a platform to simultaneously fulfill the teaching, research and service missions of the SBA.

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CUEIED Vision: CUEIED's vision is to be the world's leading center for innovative thinking and research on entrepreneurial activity in urban environments. As such, we will work collaboratively across boundaries with an inclusive set of partners and constituencies to create and apply the knowledge and tools that will help build thriving urban communities.

- o By December 2014, obtain University approval of this school-based center.

- Add an additional research center in the next five (5) years
    - o By December 2014 departments will assess the feasibility of launching another research center or institute. Ideas include (among others): global research and teaching collaborations, corporate governance, vehicle industry supply chain, or marketing research and education.
        - ▪ By May 2015 departments that have decided to launch a research center will engage in brand enhancement, funding solicitation, and market enhancement activities to launch at least one additional research center by December 2018.

3. **Enhance and support applied research.**

- Develop the infrastructure and identify resources to support, encourage, and reward applied research conducted in collaboration with organizational partners.
    - o By May 2014, the school-level Journal Vetting Committee will ensure that journals with practitioner-based audiences are represented on the journal list to the extent that those journals meet the criteria established for inclusion on the list. Departments' recommendations will include these publications.
    - o By May 2015, a School task force will delineate and define practitioner-focused research "contributions" that will be incorporated into the School's merit, workload, and promotion and tenure policies. These contributions could include but would not be limited to publications in certain outlets oriented toward business practitioners, consulting contracts that are brought to the School, and authorship of professional or trade books.
- Establish financial incentives for faculty to engage in research supported by contracts with industry partners that are coordinated through the School of Business Administration as "sponsored research."
    - o By May 2014, the School will establish a course buyout policy in support of funded research and consulting activities.
    - o By December 2014, departments will develop industry advisory boards where they do not already exist, encourage faculty to leverage personal industry networks for consulting and research opportunities, and interface with the Dean's Office and the Development Office to pursue consulting and research opportunities that are identified.

Conclusion

This strategic plan charts a direction for the Wayne State School of Business Administration for the next five years that will require us to excel in the areas most important for our future and that of our students, the future of Wayne State University, and the future of Detroit and our region.

The unique process we used to create this plan began with the School's Strategic Planning Committee who established a process for involvement by and input from a variety of key stakeholders. We engaged faculty and staff (through surveys, open town hall meetings, requests for proposals, and feedback of interim reports); included input from our Board of Visitors through structured interviews and a *charrette* that included members of the School's alumni board and school administrators; and presented a Phase I direction-setting report that received support from the School's Faculty Senate, the Academic Assembly, and the Board of Visitors. Implementation has already begun with help from a Strategic Plan Implementation committee and an initial unit-level implementation planning process guided by the Barthwell Group.

The School of Business Administration is at a critical point in its history. We must strive to maintain focus and strengthen support for our key research mission, and we must rededicate ourselves to the success of our students and the success of the business, government, technology, not-for-profit, start-up, and arts communities in which we find ourselves. Our ability to provide value to these key stakeholder groups will determine our future. It is not enough for Wayne State University to be an "anchor" institution. We must provide the intellectual capital necessary to help make Detroit's launch into its next iteration successful and sustainable. The School of Business Administration will be a leader in this endeavor.

Appendices

Appendix 1: Strategic Planning Committee members

Appendix 2: School of Business Administration Board of Visitors

Appendix 3: Members of Strategic Plan Implementation Team, Summer 2013

Appendix 4: Highlighted progress toward accomplishment of 2007-2012 strategic initiatives as of March 1, 2013

Appendix 5: The 2013 strategic planning process

Appendix 6: Executive Summary of the Barthwell Group's Brand Assessment Report

Appendix 7: Executive Summary of The Barthwell Group's Executive Education Competitive Analysis Report

Appendix 1: Strategic Planning Committee Members

Name	Title	Committee Position
Margaret Williams	Interim Dean and Professor of Management	Ex officio
Jeff Stoltman	Associate Professor of Marketing	Chair, elected committee member
Tim Butler	Associate Professor of Supply Chain	Committee member representing the Faculty Senate for 2013- 2014
Scott Julian	Associate Professor of Management	Committee member representing the Faculty Senate for 2012- 2013
Arik Ragowsky	Associate Professor of Information Systems	Elected committee member
Myles Stern	Associate Professor of Accounting	Committee member and Chair of the Faculty Senate
Amanuel Teklab	Associate Professor of Management	Elected committee member
William Volz	Professor of Business Law	Elected committee member

Appendix 2: School of Business Administration Board of Visitors

Board Member	Title	Organization
David J. Breen	Market Managing Partner of Greater Michigan Practice	PricewaterhouseCoopers, LLP
Terry Campbell	Chief Operating Officer	Detroit Eastern Market
Lin Cummins	CEO	Lin Cummins Connections
Tarik Daoud	President	Long Family Automobile Center
Anthony P. Frabotta	Chairman	UHY, LLP
Richard Gabrys	Chairman	Mears Investments, LLC
Paul A. Glantz	President and CEO	Proctor Financial, Inc.
Michael F. Grisdela	Executive V.P. & Chief Financial Officer	Barbara Ann Karmanos Cancer Institute
Meagan Hardcastle	Managing Partner	Harmon Partners
Timothy J. Heffron	V.P. – Human Resources & CIO	Meritor, Inc.
Marina A. Houghton	President	Wolinski & Company, CPA, PC
George G. Johnson	Managing Director	George Johnson & Company
Austin A. Kanter	President	Kanter and Associates
John Kolon	Executive Vice President	Simons Michelson Zieve, Inc.
Dave M. Leone	Global Vehicle Chief Engineer	General Motors
Kaustubh Mahajan	Supervisor – Enterprise Database Engineering	Ford Motor Company
Florine Mark	President and CEO	The WW Group, Inc.
Alyssa Martina	President/Publisher	Metro Parent
Katie Maple McBride	Executive Director, Communications	General Motors
Susan T. Mosey	President	Midtown Detroit, Inc.
Thomas Nantais	Chief Operating Officer	Henry Ford Medical Group
Peter Oleksiak	Senior Vice President and CFO	DTE Energy
Vishal Shah	Portfolio Manager – Global Management IT	Ford Motor Company; representative of the SBA Alumni Board
Bruce Shapiro	Group Managing Partner	Plante Moran
Mattew J. Simoncini	President & CEO	Lear Corporation
Stephen Strome	Retired	
Jane Sydlowski	President	AMI Strategies
Susan Telang	CFO	Carhartt
Lorna Utley	President and CEO	Goodwill Industries of Greater Detroit
Neal Zalenko	Retired	

Appendix 3: Members of Strategic Plan Implementation Team, Summer 2013

Name	Title
Jeff Stoltman	Associate Professor of Marketing; Chair of Strategic Planning Committee
Margaret Williams	Interim Dean and Professor of Management
Margaret Smoller	Interim Associate Dean and Associate Professor of Finance
Sudip Datta	Interim Chair and Professor of Finance
Santanu Mitra	Interim Chair and Associate Professor of Accounting
Toni Somers	Interim Chair of Management and Information Systems and Professor of Information Systems
John Taylor	Chair of Marketing and Supply Chain Management and Associate Professor of Supply Chain Management
Heidi Fisher	Major Gift Officer
Tami Tranter	Director of Development and Major Gifts
Steve Townsend	Director of Marketing and Communications
Amber Conway	Director of Graduate Programs
Farah Harb	Assistant Director of Career Planning and Placement
Randy Paschke	Director of External Relations and Community Engagement
Linda Zaddach	Assistant Dean of Undergraduate Student Services

Appendix 4:

Highlighted progress toward accomplishment of 2007-2012 strategic initiatives as of March 1, 2013

I. Enhance the Reputation and Raise the Visibility of the School

1. **Prioritize efforts that will ensure continuing AACSB Accreditation**
2. **Ensure participation in surveys used to compile national rankings of academic programs (e.g., *Business Week*, *U.S. News and World Report*, etc.)**
3. **Develop a strategic communications program targeting internal and external audiences**
4. **Support and reward faculty interaction with the business community**

Substantial progress has been made in each of these areas. The School is focused on activities that will allow it to continue AACSB accreditation, and we currently participate in all of the key surveys used to rank business schools and programs. A strategic communication plan for the school has been drafted, and, based on that plan, a variety of actions have been taken to raise the visibility of the school. Several key faculty interactions with the business community were supported in 2012: the George R. Husband lecture, a practitioner panel at the WSU Pricing Conference, and the WSU-GM Supply Chain Case Competition.

II. Enhance the Quality of Instructional Programs

1. **Evaluate and revise the undergraduate curriculum to reflect the future needs of business community and attract/retain students**

   An ongoing process of assessment of learning goals for the undergraduate program is now in place. The assurance of learning cycle (which consists of collecting information related to learning goals and responding to the results of the data collection process) will occur every two years as part of ongoing AACSB accreditation. A global supply chain undergraduate major has been added to the curriculum and two post-bachelors certificate programs have been developed (accounting and information systems).

2. **Evaluate and revise the graduate curriculum to reflect future needs of business community and attract/retain students**

   A Graduate Programs Office was created within the school in 2012 to provide targeted support for graduate students and programs. Actions to-date include the reinstatement of MBA concentrations, the development of a graduate certificate program in business, and the creation of an on-line MBA format. A faculty admissions committee is now active. A plan to launch a part-time cohort MBA program has been developed but not implemented; plans to create a full time MBA program are on hold.

The Ph.D. program has been successfully launched with students in all three discipline tracks. Students in finance and marketing have completed their programs and students in finance have all been placed in tenure-track academic positions.

3. **Exploit opportunities to introduce other graduate programs or enhancements**

    A Graduate Certificate in Business program and an on-line MBA format have been launched. Other programs in the planning stages include a specialized master's in finance and a graduate certificate in entrepreneurship.

4. **Evaluate the instructional effectiveness of current on-line offerings**

    The School has adopted a set of standards for on-line courses. Many faculty members have participated in on-line training, and an on-going faculty training program is being developed. MBA on-line offerings have increased in number based on demand from MBA students, and the school launched a completely on-line MBA format.

    Based on experiences to-date, on-line offerings will be used sparingly in the undergraduate program. Their use will be limited mostly to allowing students who leave the geographical area to complete their degrees (e.g. MGT 6890) or to facilitate degree completion for students at extension centers (e.g. in Macomb County).

5. **Introduce faculty development initiatives to support and reward efforts to improve management education.**

    The Sue Garr Innovative Teaching Award has been reactivated to provide recognition to faculty who pursue teaching innovation. Two faculty members were recognized in 2012 for their inclusion of SAP in their classes, and a faculty member who involves his classes in consulting and research projects with local organizations was recognized in 2013. The school supports membership in the SAP Alliance and sends faculty to the annual conference for faculty using SAP in the classroom.

III. Create comprehensive programs and practices to attract, retain, and graduate students who are highly qualified job applicants.

1. **Recruit students demonstrating high academic achievement and/or potential.**

2. **Require all students to participate in a comprehensive orientation program.**

3. **Establish and enforce appropriate standards for admission and for continuation.**

4. **Implement strategies to reduce time-to-degree such as early development of plans of work, early completion of competency and qualifying exams, enforcing prerequisites and taking courses in sequence, and flexibility in course scheduling and instructional delivery.**

5. **Enhance the current career planning and placement service**

6. **Create and maintain state-of-the-art facilities, technological infrastructure, and requisite instructional technology expertise to support the vision and mission of the School with regard to delivery of instructional programs.**

The school participates in university-wide efforts to attract top students and to provide a more extensive new undergraduate student orientation. The Graduate Programs Office has started an orientation program for on-site graduate students. Undergraduate students must achieve a 2.5 GPA to enroll in upper-division business courses.

Although the registration system does not allow for the automation of plans of work, enforcing prerequisites, etc., advising has become more proactive in terms of helping students to develop plans of work early and to encourage students to take their courses in sequence. A roadmap is available for each major to show students how to complete their degrees in a timely fashion and a course matrix is available to show which classes are offered in each location at various times so students can plan their schedules in advance. Additional advisors have been added to the undergraduate student services office. A career advisor position has been added to the career planning and placement office to allow them to continue their efforts to prepare students for the job market.

The school has invested heavily in facilities, technological infrastructure, and instructional technology expertise since 2007.

IV. Enhance the Quality of Faculty Scholarship

1. **Consistent with the vision and mission of the School, support, recognize, and reward the following intellectual contributions of faculty:**

2. **Encourage, support, recognize, and reward faculty for those efforts that are consistent with the vision and mission of the School:**

3. **Enhance the School's research environment.**

4. **Continue to provide competitive funding for the Ph.D. program. Simultaneously raise expectations regarding the type of academic institution where we place our graduates.**

Numerous actions have been taken to enhance the quality of faculty scholarship. A school journal list was established in 2010 to draw attention to outlets which publish the most respected discipline-based research in each discipline. A tenured faculty member can be designated as a Dean's Research Chair by publishing in the top-tier journals on the school's journal list. Currently there are three Dean's Research Chairs within the school. A competitive summer research grant process exists so that research-active faculty members can receive financial support for conducting research during the summer. The school's journal list includes a listing of the most prestigious practice-based journals. Publications in these journals are rewarded in a manner similar to those in discipline-based journals.

Faculty service activities such as involvement in leadership roles in nationally and internationally-recognized academic organizations, editorships of recognized journals, serving on editorial board of recognized journals, etc. are recognized as "intellectual contributions" in determining whether or not faculty members are considered "academically qualified" (AQ) for AACSB purposes. They are also considered "professional service" and thus rewarded as part of the school's merit review process.

In addition to efforts listed above (Dean's Research Chair, etc.) departments promote the research environment by holding research seminars. The school invests in a variety of databases to support faculty research. A formal mentoring program that pairs junior faculty members with more senior member of the faculty who can provide advice and direction was implemented in 2011-2012.

V. Enhance Human, Physical and Financial Resources

1. **Continue to expand fund raising efforts and increase alumni giving**

   Efforts here are on-going as the dean works with a newly re-staffed development office and a redesigned university development office.

2. **Assess the feasibility of securing the funding necessary to construct a new building**

   This process will occur as part of the planning process for the new capital campaign.

3. **Prioritize those initiatives that will enhance revenue. Revenue enhancement efforts should not only be self-supporting, but should also be expected to provide support for other initiatives within the School.**

   This will be a focus of the school's new strategic plan.

Appendix 5: The 2013 strategic planning process

The strategic planning process was launched by Interim Dean Dr. Margaret L. Williams in February, 2013. During Phase I the goal of the Strategic Planning Committee was to develop the Strategic Planning Framework which would build on the School's accomplishments since the last strategic planning process and articulate Strategic Imperatives, Goals, Objectives, and Initial Implementation Steps through a process of engaging key stakeholders. To ensure maximum input and buy-in, multiple stakeholder groups were engaged in the process.

The Phase I strategic planning process was a multi-faceted, engaging process which included the following milestone actions:

2007-2012 Strategic Plan Review
The Committee assessed each Strategic Imperative of the *2007-2012 Strategic Plan* to determine progress and future investment. Based on this assessment, the Committee conducted a "SWOT" analysis of the School's strengths, challenges, and opportunities.
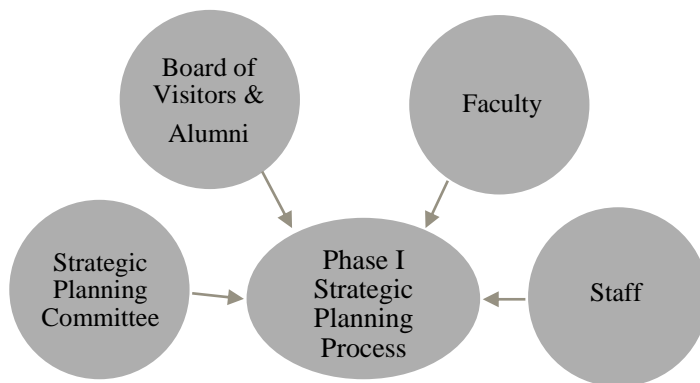
Engagement of Stakeholders to Develop Planning Priorities
The Committee collected input on future strategic priorities from faculty, staff, and the Board of Visitors through a series of introductory open meetings, two electronic surveys, and responses to a Request for Proposals (the "RFP") for future activities to support the Strategic Imperatives.

Development of Strategic Imperatives
From the stakeholder feedback, the Strategic Planning Committee identified the three Strategic Imperatives of Student Success, Engagement, and Basic and Applied Research. For each Imperative, the Committee developed Goals, Objectives, and Initial Implementation Steps.

Creation of the Phase I Strategic Plan Report
The Committee, in consultation with The Barthwell Group, synthesized its initial work into the Phase I Strategic Plan Report.

Period for Stakeholder Comment / Reaction
The Committee shared the Phase I Strategic Plan Report with faculty, staff, alumni, and the Board of Visitors for comment and feedback.

Presentation of the Phase I Strategic Planning Report
The Phase I Strategic Plan Report was presented to the Faculty Senate, the Academic Assembly, and the Board of Visitors. It was endorsed unanimously by the Faculty Senate on April 12, 2013 and was passed unanimously by the Academic Assembly on April 19, 2013.
Phase II of the strategic planning process consisted of the identification and acquisition of data for planning purposes and the establishment of metrics that will be used to measure our progress. Actions were defined for the School and are presented in the Strategic Plan report. The Barthwell

Group met with the leaders of organizational units (the departments, Career Planning and Placement, and Undergraduate Student Services) to establish milestone actions and goals for each unit. In addition, the Barthwell Group conducted a brand assessment to determine the School's current level of recognition and engagement with key metropolitan Detroit businesses. The Barthwell Group also conducted a market assessment of regional executive education offerings and evaluated best practices and lessons learned from a set of peer and aspirant business schools. Implementation is proceeding with the assignment of specific implementation responsibilities and projection of costs.

A Phase II progress report was shared with stakeholders on August 20, 2013. This final strategic plan incorporates the plan that was established in Phase I and the progress that was documented in Phase II. It also describes the Actions and Implementation Steps for each of the strategic initiatives. These plans:

- Are based on the identification and acquisition of relevant data.
- Include the metrics to ensure measurable progress toward fulfilling the objectives and to allow for adjustments as conditions warrant, and
- Are linked to Wayne State University's Comprehensive/Capital Campaign and to ongoing efforts to raise funds in support of the School's mission.
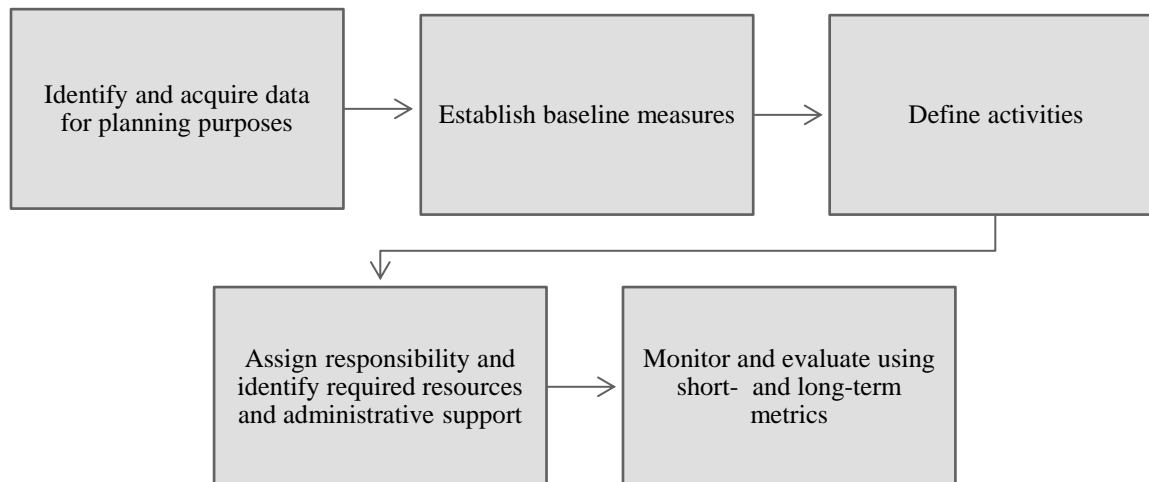
As this is a shared undertaking, with all stakeholders responsible for helping to implement aspects of this plan, the implementation process will continue to be characterized by:

- Identification of specific tasks necessary to accomplish each goal, the person responsible, and the metrics by which progress will be evaluated,
- Ongoing review, coordination and collaboration with the Faculty Senate, the faculty and staff within the School, and the BOV,
- Ongoing communication with all stakeholders regarding efforts and accomplishments (Progress reports will be provided by the Dean's Office in September and January of each year through 2018), and
- Realignment, as necessary, with objectives and priorities of the university administration.

Appendix 6: Executive Summary of the Barthwell Group's Brand Assessment Report

Increasing business engagement is a key focus area of Wayne State University's School of Business Administration (the "Business School" or the "School") 2013-2018 Strategic Plan. Enhancing its relationships with businesses in the Metro Detroit area will have a substantive impact on the successful accomplishment of many of the Business School's strategic objectives. Better business relationships will increase the ability of the Business School to develop successful executive education programs, provide opportunities for greater financial growth through potential research and development contracts and philanthropic gifts, and lead to more internships and employment opportunities, as well as the potential for collaborative research. As part of its strategic planning process, the Business School engaged The Barthwell Group to conduct an assessment of 30 key Metro Detroit businesses. The purpose of the assessment was to determine the status of these businesses' current relationships with the Business School and to obtain input regarding how future collaborations could be enhanced. This Executive Summary presents an overview of the assessment's methodology, its key findings, and principal recommendations, which are presented as they relate to the Business School's strategic focus areas. Following this Executive Summary, the report provides a detailed description of the assessment's methodology, key findings, and recommendations.

Methodology

Interviews were conducted with executives from 30 organizations selected by the School (the "Interviewees" or the "Participants"). The recorded telephone interviews consisted of 34 questions and ranged from 30 minutes to 60 minutes in length. Most of the Interviewees were the heads of their organizations or in the C-Suite (52%).[1] Vice-presidents were the second most represented type of Interviewees (13%). The Interviewees represented a wide-cross section of disciplines. The most common responsibilities of Interviewees were overall executive management, human resources and marketing.

Key Findings

Increasing Business Engagement
Participants indicated the need for the Business School to increase its outreach and communications with the business community. The greatest weakness of the School identified by Participants was the School's lack of visibility in the community. Over half of the Interviewees surveyed do not currently have a relationship with the School (57%) and 27% of the Interviewees are "unsure" how to rank the Business School in comparison to other schools. Nearly all of the Interviewees felt that the Business School does not do a good job marketing its capabilities. Nonetheless, nearly two-thirds of the Participants expressed an interest in building stronger relationships with the Business School (63%). The greatest interest was in serving on advisory boards (80%). The majority of the Participants indicated that their organizations do not seek out executive education courses (53%). Among organizations that seek executive education, many indicated that it is sought out on an ad hoc basis (36%). Based on the findings, a number of key recommendations follow.

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[1] Includes executive vice presidents, managing partners, general counsels, chief executive officers, chief administrative officers, presidents, chief audit officers, chief financial officers, chief information officers, and chief diversity officers.

- *Enhance the Business School's outreach to the business community.* The Business School should develop a multimedia outreach campaign, which will include communications about its capabilities, collaborative opportunities for businesses, and the accomplishments of its faculty and students. Traditional methods (i.e., broadcast, print, marketing materials) as well as social media should be utilized. These advertising methods should be used as tools in articulating the School's capabilities and creating substantive relationships with corporate executives, and supplement targeted outreach to individual business leaders.
- *Follow up with the Participants to build relationships.* The Business School should leverage opportunities created by this assessment by engaging in one-on-one follow up with the Participants to build collaborations and implement their recommendations to increase their engagement.
- *Enhance advisory boards throughout the Business School.* Participants indicated that their organizations would be most interested in serving on advisory boards at the School. Engaging business leaders on boards will help them to (I) better understand the School's capabilities, (ii) build relationships with the School's administration, and (iii) gain a stake in the School's success. In addition to outreach to the Participants' organizations, the Business School should develop a strategy to include other key executives.
- *Increase the Business School's visibility in business organizations, special events, etc.* Some of the Participants indicated that the Business School does not leverage leading business organizations (e.g., business associations, economic development groups, etc.) in order to build relationships. The Business School should encourage its administrators and faculty to enhance the School's brand by assuming leadership positions, undertaking speaking roles at special events, presenting white papers and using other methods to establish themselves and the School as thought leaders.
- *Ensure substantive follow-up to the needs assessment meetings.* Through the needs assessment meetings[2], the School will need to demonstrate its capabilities, share its mission, differentiate itself (Detroit location is a key differentiator), and identify areas for value-added collaboration. Meetings should be well structured with advance analysis of key potential areas of collaboration to ensure optimal productivity. A specific implementation team should be designated which will expedite collaborations and benchmark progress periodically against specific metrics.
- *Engage alumni to become "ambassadors" for the Business School.* Interviewees emphasized the importance of greater alumni engagement and visibility. They pointed out that the School has many highly successful alumni who have not been engaged, but who would probably like to help the School succeed. Meeting with these alumni and creating an infrastructure to support their engagement would create an impressive array of "ambassadors" who can help propel the School in its outreach efforts.
- *Develop targeted executive education programs.* Although 53% of the Interviewees indicated that their organizations largely do not seek executive education from business schools, some expressed strong desire to see particular programs developed (e.g., an Executive MBA Program for Healthcare). Building relationships with particular corporations to develop customized education programs is a sustainable and profitable

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[2] The needs assessment meetings are a series of meetings with corporate leaders outlined in the School's 2013-2018 Strategic Plan which will launch the School's business engagements efforts.

approach to starting executive education programs, particularly when there is not high demand.[3]

Ensuring Student Success
While less half of the Interviewees had a recruiting relationship with the School (43%), many of these Interviewees indicated that they find the School's students to be "above average" with regards to quality or work, integration into corporate culture, and professionalism (61%, 46%, and 54% respectively). The students did not receive any "below average" ratings in these categories. However, the quality of the School's students needs to be better communicated, because one third of the Interviewees were "unsure" how prepared the Business School's students are for full-time employment in comparison with students from other business schools (33%).

- *Emphasize real-world applications and help students gain experience to prepare them for full-time employment.* Interviewees praised the practical, real-world-oriented education students receive as one of the School's biggest strengths (46% described the quality of students as a strength of the School; of those, 50% cited real world experience as a distinguishing positive trait). Several Interviewees also indicated that because the School's students have more work experience than students at other business schools, the students are better prepared, are more professional, and adapt easily to their corporate cultures.
- *Build more substantive relationships with senior executives and talent acquisition teams.* Interviewees indicated that in many organizations, talent acquisition teams will be the primary contact for the School. Providing these teams and senior executives who may advise these teams, with information regarding the School's programs, the caliber of its students, and the impact its students have on the workforce, will encourage corporations to develop recruiting relationships with the School. This will also help differentiate the School and address the fact that 33% of Interviewees were "unsure" how prepared the School's students are for full-time employment.
- *Use student recruitment as a bridge to other collaboration opportunities.* Interviewees indicated that the majority of their organizations' interactions center on recruiting students for jobs and internships. Engaging organizations around recruitment of students will help them to better understand the School's capabilities, and may lead to other opportunities
- *Create "alumni mentorship teams" to help prepare students for careers.* 46% of Interviewees believed that members of their organizations may be interested in mentoring Business School students. Creating "teams" of alumni at area corporations who mentor students and identify opportunities for job and internship placement will help to both re-engage alumni and locate new opportunities for existing students.

Promoting Basic and Applied Research
Business collaborations could be an influential factor in expanding the Business School's opportunities to conduct applied research. Although approximately 93% of the Interviewees indicated that they do not have a clear understanding of the School's research capabilities, 20%

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[3] The Barthwell Group has conducted interviews with administrators of executive education programs throughout the country who have found this approach to be successful for their institutions. "Executive Education Competitive Analysis Report", October 2013.

of those surveyed expressed an interest in exploring research and development activities with the School, provided the School had expertise in research that could add-value to their organizations. Many Interviewees indicated that they could not rate the School of Business Administration as an "excellent business school" in comparison to schools like the University of Michigan – Ann Arbor and Michigan State University (27%). Sharing information on the School's research capabilities could help it to receive contracts and gain prestige.

- *Focus on communicating applied research capabilities.* Developing a communications process / infrastructure to disseminate information about the School's research capabilities to the business community will help increase interest in the School's capabilities. This might be done by advertisements in professional journals, on the website, links to business organizations' websites, or a white paper about a successful research collaboration with a corporation.

- *Develop a pilot research project.* Interviewees indicated that they had not received information regarding the School's research capabilities or did not believe that research was relevant to their positions or organizations. A pilot project could help demonstrate the School's capabilities and help executives see how applied research might add-value to their organization.

- *Enhance the School's brand as having a faculty with top tier research capabilities.* The Business School's brand, as it current stands, does not reflect the research accomplishments of its faculty. To enhance this aspect of the School's brand, more publicity should be given to its faculty's publications and its work on projects that are likely to be of interest to the business community. This can be accomplished by press releases to business publications, profiles on the School's website, or links to the websites of major business organizations as well as through social media. When reaching out to businesses, celebrating the top-tier basic research produced by faculty may help to enhance the School's prestige.

- *Use the development of research centers to engage business leaders.* During the development of research centers, develop corporate advisory boards who can provide input regarding the courses, collaborations with industry, and seeking funding from corporate partners. This will create advocates for the School's research in the business community.

Conclusion

In short, the assessment indicates the need for greater outreach, more visibility, more engagement, and more structured marketing. In addition to multimedia, greater effort needs to be made to have systematic one-on-one meetings with key business executives which are likely to result in greater research opportunities, more employment opportunities for students, and the possibility of focused training and / or executive education opportunities. At present, the Business School's capabilities are generally unknown. Therefore, the surrounding business community does not think of the Business School as it first choice for collaborations. However, there is great interest in learning more about the School's capabilities and exploring future collaborations among business leaders, which will help the School of Business Administration to position itself as a "school of choice" in the future.

Appendix 7: Executive Summary of The Barthwell Group's Executive Education Competitive Analysis Report

Introduction

The School of Business Administration (the "School" or the "Business School") at Wayne State University recognizes that the strategic development of executive education programs will strengthen the Business School's relationships with the business community and generate additional revenues. As part of its strategic planning process, the Business School engaged The Barthwell Group to conduct a competitive analysis of executive education programs.

The Barthwell Group approached the analysis from three perspectives. First, in order to understand trends, best practices, and lessons learned in the evolution and sustainability of executive education programs, The Barthwell Group conducted interviews with six executive education senior administrators from the Business School's peer institutions throughout the United States (the "National Analysis"). Second, The Barthwell Group conducted a scan, using publicly available information, of ten regional business schools in order to understand the local, metropolitan executive education market (the "Regional Analysis"). Lastly, The Barthwell Group scanned, using publicly available information, five institutions located outside of the region for comparative purposes (the "Comparative Best Practices", together with the Regional Analysis, the "Scans", and, together with the National Analysis, the "Analyses").

Applying the insights from the National Analysis and the Comparative Best Practices, The Barthwell Group reviewed the results of Regional Analysis in order to develop Market Observations, which will provide guidance to the School as it develops its executive education program.

Table 1: Institutions Included in the Analyses

Regional Analysis	Comparative Best Practices	National Analysis
• Central Michigan University • Eastern Michigan University • Michigan State University • Oakland University • University of Detroit Mercy • University of Michigan – Ann Arbor • University of Michigan – Dearborn • University of Toledo • University of Windsor • Walsh College	• Cleveland State University • Georgia State University • Temple University • University at Buffalo, The State University of New York • University of Illinois – Chicago	• George Mason University • Georgia State University • Temple University • University of Illinois – Chicago • University of Wisconsin – Madison • University of Wisconsin – Milwaukee

This executive summary presents an overview of the methodology, key findings from the Analyses and some of the principal Market Observations. More detailed documentation from the National Analysis and the Scans as well as more comprehensive Market Observations follow.

Methodology

For the National Analysis, The Barthwell Group conducted telephone interviews with the administrators of six executive education programs, selected by the School. The interviews were designed to obtain information regarding the history of executive education programs at the

institution, which programs produce the highest return on investment, how the programs are administered, and how the institutions compete within their geographic regions.

In order to assess the competitive environment for executive education programs locally, The Barthwell Group conducted research using publically-available data on the executive education and professional development programs of the ten institutions in the Regional Analysis and compared the findings to five urban business schools nationally to analyze Comparative Best Practices. The Barthwell Group developed detailed profiles on the executive education programs of the schools reviewed in the Regional and Comparative Best Practices analyses (see Appendix B).

Key Insights from the National Analysis
Key insights shared by executive education administrators about their experiences launching, administering and sustaining executive education programs are below.

- Partnerships are critical to success. Identifying a school's competitive niche (i.e., assessing the alignment between its academic strengths and the requirements of potential business clients) and building relationships that yield repeat business are critical for an executive education program's success
- Open enrollment programs are highly volatile. While they have high potential profit, attendance may fluctuate greatly and their revenues are often unpredictable. Most administrators focus efforts on degree programs and custom programs for specific clients, which are more likely to yield predictable revenues.
- Programs seek to differentiate themselves by focusing on innovative content (e.g., innovation, entrepreneurship, leadership in the web-age, etc.), providing greater scheduling flexibility and competitive pricing and providing high quality custom services to sustainable partners
- Executive education is a constantly changing market. Schools must keep up to remain competitive, which is challenging and requires the commitment of resources. Competition is no longer geography-focused.
- Online executive education programs are increasingly an important competitive factor. Because of their convenience, they may lessen the appeal of onsite executive education programs. As a result many administrators are contemplating the best method of integrating online programs into their executive education offerings in order to sustain and increase their market share.
- Four of the institutions in the National Analysis launched EMBA programs before other executive education programs (some at the specific request of corporate partners)
- Degree and non-degree executive education programs are often administered separately because their scheduling, administration and academic standards typically differ.
- Executive education programs generally have their own administrative staff, but often rely heavily on business school faculty members as instructors
- Specialty master's degree programs have produced strong ROI for several of the institutions
- Competing on cost can quickly lead to unprofitable programs when schools have programs with small profit margins

Key Findings from the Regional Analysis and Comparative Best Practices Scan
The key findings of the Regional Analysis and Comparative Best Practices scans are described by the categories of programs reviewed. Within the Regional Analysis, Non-EMBA Executive Education Programs and Graduate Certificate Programs are most widely available. Only four of the schools reviewed in the Regional Analysis offer EMBA Programs.

Table 2: Regional Analysis Executive Education Programs Overview Summary

Institution	EMBA Program(s)	Non-EMBA Executive Education Programs	Graduate Certificate Programs	Additional Professional Development Programs	Additional Custom Services
Regional Analysis					
Central Michigan University			X	X	X
Eastern Michigan University			X	X	X
Michigan State University	X	X			
Oakland University	X	X		X	
University of Detroit Mercy			X		
University of Michigan – Ann Arbor	X	X			
University of Michigan – Dearborn					X
University of Toledo	X	X	X		
University of Windsor		X	X		
Walsh College		X	X		X
Total	**4**	**6**	**6**	**3**	**4**

Executive MBA Programs ("EMBA")
The institutions reviewed offer two categories of MBA programs for executives and professionals, both of which are designed to provide students with general preparation in business administration.

- *Executive-level MBAs:* These programs are designed for senior management and focus on strategic management, cross functional management, and emphasize advancing students' careers at the senior management levels
- *Part-Time / Flexible MBAs:* The programs offer the same content as traditional full-time MBA programs (and do not have a special emphasis on advancing students into senior management positions), but are offered in a format that is more convenient to working professionals (e.g., evening classes, abbreviated timeline, etc.)

Table 3 provides an overview of the focus areas, duration, and tuition of the EMBA programs reviewed in the Scans.

Table 3: EMBA Programs Overview

Program Elements	Results from the Regional Analysis and Comparative Best Practices
Focus areas	• Health care management • Information systems leadership • Entrepreneurship • Global business • E-business • CRM (Customer Relationship Management) and marketing intelligence • Human resource management • Information systems • Operations and supply chain management • Professional sales

Duration	• Duration ranges between 12 months and five years.
	    o Programs designed for executive level managers generally take 18 months to complete
	    o Flex / Part-time MBA programs are normally completed in two years

Tuition and Fees	• Tuition and fees range from $36,500 to $136,000[4]

Only a few of the schools within the Regional Analysis offer EMBA programs with special focus areas. **Table 4** describes these program offerings.[5]

Table 4: Special EMBA Focus Areas Offered in the Regional Analysis

Special Focus Areas	Institutions
Health care management	• Oakland University • University of Toledo
Information systems	• Oakland University • University of Toledo
Global business	• University of Michigan – Ann Arbor • University of Toledo

Non-EMBA Executive Education Programs
In addition to EMBA programs, many programs reviewed offer open enrollment courses and noncredit-bearing certificates for executives and professionals. **Table 5** provides an overview of the focus areas, duration, and tuition of the open enrollment courses reviewed in the Scans.

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[4] Materials covered by tuition and fees vary. Programs targeting senior executives often cover the cost of books, meals, parking, and international experiences in the cost of the programs.

[5] More detailed information regarding specific program offerings, duration, and tuition of executive education programs offered by the schools in the Regional Analysis and the Comparative Best Practices is available in the "Regional Analysis and Comparative Best Practices" section of this report.

Table 5: Open Enrollment Courses Overview

Program Elements	Results from the Regional Analysis and Comparative Best Practices
Course Topics	• Finance • Accounting • Leadership • Strategy • Marketing • Management • Sales • Supply chain management • Project management • Among these, courses in finance, accounting, leadership, and management are most widely available
Duration	• Most open enrollment courses are about two-days long • Longer courses tend to be scheduled in the evening, on weekends, or are held online. Most courses are offered multiple times a year and are available upon request.
Tuition and Fees	• Open enrollment courses range from $200 to $6,300 per course

Table 6 provides an overview of the focus areas, duration, and tuition of the noncredit-bearing certificate programs reviewed in the Scans.

Table 6: Noncredit-Bearing Certificate Programs Overview

Program Elements	Results from the Regional Analysis and Comparative Best Practices

Topics	• Noncredit-bearing certificates are most commonly available in:
	  o Strategic management
	  o Supply chain management
	  o Human resources
	  o Sales
	  o Leadership

Duration	• Certificate programs often tend to be comprised of open enrollment courses (three to four courses) • Most courses are offered multiple times a year and are available upon request
Tuition and Fees	• Certificate programs range from $600 to $20,000 • Most certificate programs fall in the range of $1,000 and $4,000

Graduate Certificate Programs
Table 7 provides an overview of the focus areas, duration, and tuition of the graduate certificate programs reviewed in the Scans.

Table 7: Graduate Certificate Programs Overview

Program Elements	Results from the Regional Analysis and Comparative Best Practices

Topics	• Certificates are most commonly available in:
	    o Human resources
	    o Information systems
	    o Leadership
	    o Healthcare administration
	    o Finance

Duration	• Most certificate programs require students to complete 15 credit hours (usually five courses) • Students enroll in these courses on a semester basis and follow a traditional academic schedule
Tuition and Fees	• Tuition ranges from $487 per credit hour to $1,385 per credit hour

Additional Professional Development Programs

Three of the institutions in the Regional Analysis and three of the institutions profiled in Comparative Best Practices offer additional professional development programs. These programs include open enrollment courses, certificate programs, and test preparation programs. These programs are offered typically through university-level continuing education divisions and generally are not targeted for senior level professionals.

- Most certificate and test preparation programs meet weekly for six to 12 weeks
- Programs are normally offered multiple times a year
- Tuition and fees for certificate and test preparation programs range from $600 to $3,000
- Programs offered online are the least expensive options

Additional Custom Services

Four institutions in the Regional Analysis offer programs which are only available as custom services for companies (outside of custom versions of degree programs or open enrollment programs). These are generally training and consulting services. Some institutions offer a portfolio of programs that may be custom to suit an organization's needs, while others develop new programs for each client.

Market Observations

Based on the Regional Analysis, National Analysis, and Comparative Best Practices, the Business School should consider the following as it develops its executive education programs.

- Industry-Specific EMBA Programs: Offering concentrations related to specific industries / sectors may help the program build a sustainable executive student-base by becoming a partner of choice for organizations in particular industries
- Future-Focused Executive Education: Successful programs outside of the Metro Detroit region (particularly Georgia State University, Temple University, and the University at Buffalo) have a greater emphasis on innovation, emerging markets, and the use of new technologies (e.g. data modeling, social media, and business intelligence) than programs within the Metro Detroit region. These are possible niches that could be filled by the School of Business Administration at Wayne State University.
- Graduate Certificate Program Opportunities: Certificates in marketing, organizational development, supply chain management, and entrepreneurship are not commonly offered in the Metro Detroit region and are potential niches that could be filled by the School of Business Administration at Wayne State University.

- Partnerships to Expand Executive Education Offerings: Working in conjunction with a continuing education division (such as the Executive and Professional Development Division), other schools or colleges within the University, and professional certification organizations, can allow the Business School to expand its professional development course offerings (e.g., continuing education programs for human resources professionals, multi-disciplinary programs).
- Instructors as a Key Differentiator: An institution in the National Analysis differentiated itself by engaging industry thought leaders as adjuncts. This could be considered as a rapid brand enhancer for the Business School's executive education programs, providing it is not cost prohibitive.