

# **The Jesse H. Jones School of Business Strategic Plan**

**2021-2025**

**“Preparing Tomorrow’s Global Leaders”**



## **MISSION**

The Jesse H. Jones School of Business is a constituent part of Texas Southern University, a comprehensive metropolitan university located in Houston Texas, the center of the nation's diversity. Our mission is to prepare dynamic leaders with the ability to lead in an environment of emerging technology and global risk. To achieve the mission, we provide quality education that focuses on being responsive to business demands both local and worldwide. We address these needs through effective teaching, our primary purpose, and applied research. This is done with a focus on local community engagement.

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## **VISION**

The Jesse H. Jones School of Business will be a leading provider of quality education, research, and engagement in an innovative and student-centered community of lifelong learners.

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# TOP 5 UNIVERSITY PRIORITIES

I

## **Student Success and Completion**

Texas Southern University is a student-centered institution that measures its success by the achievements of its students – past, present, and future.

II

## **Academic Program Quality and Research**

TSU offers curricula and programs that are innovative and progressive. This principle outlines what we embrace and value as an institution and determines our institutional priorities.

III

## **Culture**

TSU will create a student community and engage all in transformative educational experiences. This will ensure that everyone has the tools to reach their highest potential and provide a strong range of opportunities to prepare them for life in the local community, the nation and around the globe

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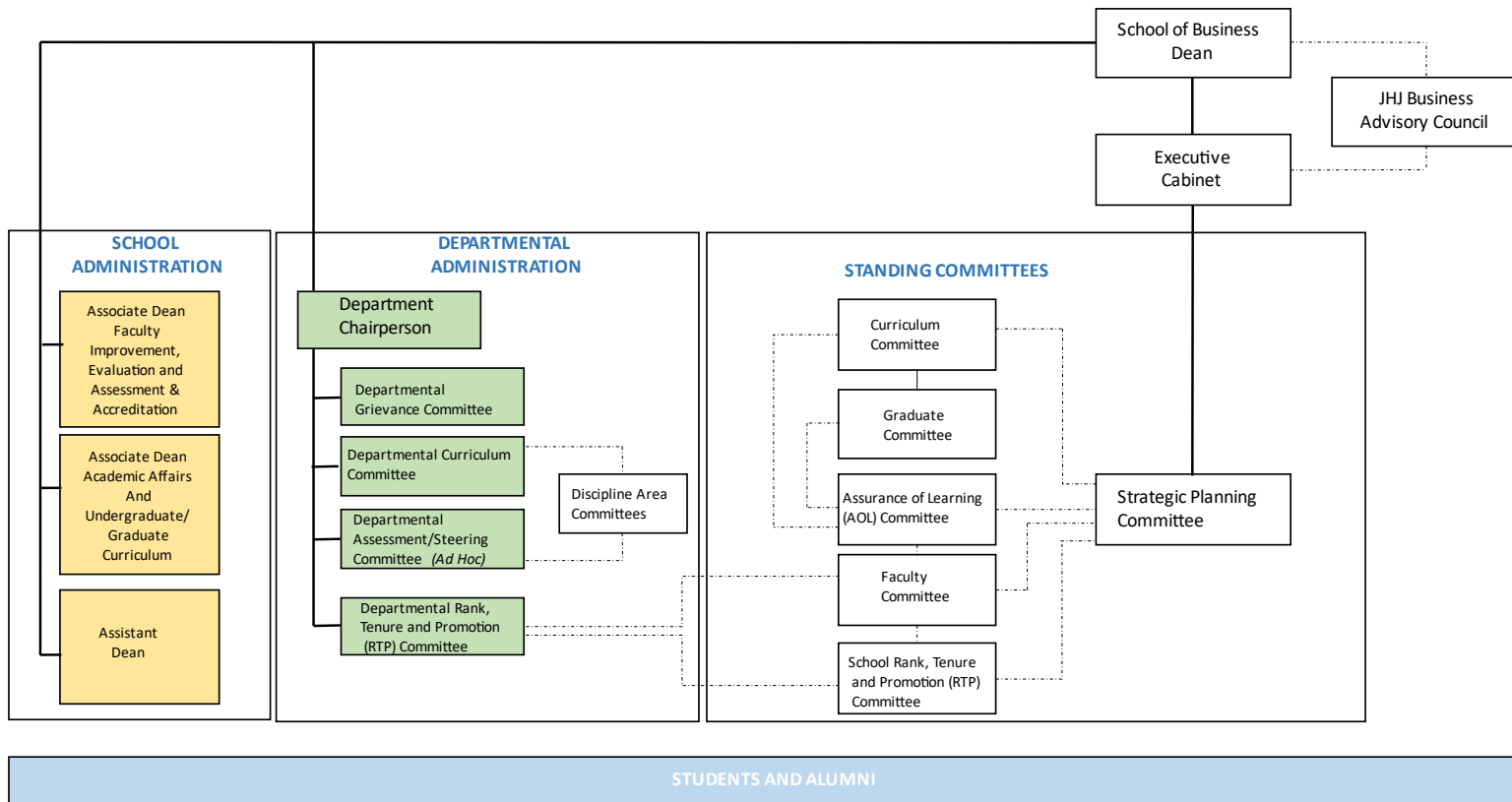
## **Partnerships**

TSU will collaborate with its partners in the city, state, nation, and world to provide critical thinkers and skilled practitioners to serve its academic community. This will provide an excellent educational experience for students, new and applied knowledge from researchers, require effort, and seek support and investment from cooperative allies.

V

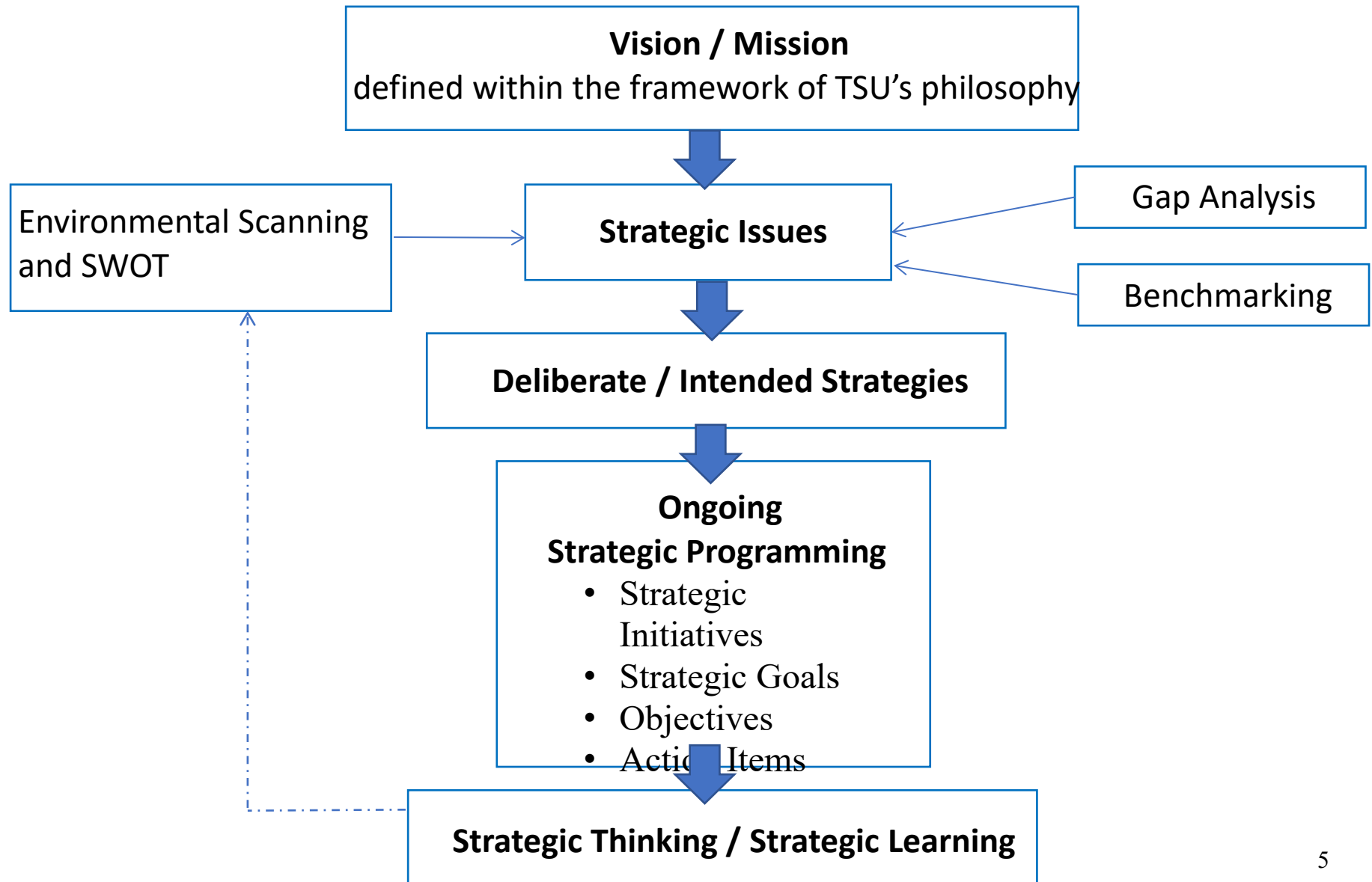
## **Finances**

Texas Southern University will be an excellent steward of its resources that reflects its responsibility to the citizens of Houston and the state of Texas. The University will allocate its assets to achieve its goals and maximize benefits to its students and stakeholders. This stewardship will demonstrate transparency and integrity.



**JHJ SCHOOL OF BUSINESS WORKFLOW CHART**

## JHJ STRATEGIC PLANNING PROCESS



**Strategic Initiative 1: Offer innovative, impactful academic and non-academic programs**



## **Backdrop and Rationale for the Initiative:**

While some believe that the unplanned and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – resulted in a poor user experience that is un conducive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits. A staggering 1.8 billion students worldwide elementary to college were forced into virtual learning and this scenario will continue to a certain extent for the foreseeable future. As a result, students will adapt more readily to this paradigm and will demand quality virtual learning experiences.<sup>1</sup> Friedman and Kass-Shraibman (2013)<sup>1</sup> concluded that the optimal method to teach accounting is by combining face-to-face learning with on-line learning. The authors indicated that online learning is an important tool for achieving the various goals of accounting education that should include creativity, collaboration, communication, critical thinking, and problem solving.<sup>2</sup>

Bernard Marr list the following job skills to succeed in a In A Post-Coronavirus World:

- Adaptability and Flexibility
- Tech Savviness
- Creativity & Innovation
- Data Literacy
- Digital and Coding Skills
- Critical Thinking
- Leadership
- Emotional Intelligence
- Lifetime of Learning <sup>3</sup>

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1. Li and Lalani, The World Economic Forum COVID Action Platform, April 2020

2. FRIEDMAN PH.D, Hershey; KASS-SHRAIBMAN, PH.D., CPA, Frimette. Enhancing the Accounting Major with Online Learning. **International Journal of Business and Social Research**, [S.l.], v. 2, n. 7, p. 13-20, July 2013. ISSN 2164-2559.

<sup>3</sup> Marr, Bernard (2020) Fortune

## SWOT ANALYSIS – INNOVATIONS

### Strengths

- High quality faculty are willing to engage in innovations in course delivery.
- High quality faculty are willing to engage in innovations in course content.
- Some technologies are available in JHJ classrooms.
- Academic programs are currently available based on the industry needs (e.g., Future Bankers Leadership Program, MS in MIS).

### Weaknesses

- There is a lack of comprehensive technology plan.
- There is a lack of innovative faculty delivery methods in virtual and traditional classroom settings.
- A number of faculty are not engaged in innovations in course content and delivery.
- There is a need for innovative curricular flexibility. The curriculum of the graduate program has not changed for many years.
- The digital divide exists among students. Many non-traditional students at TSU are not familiar with using technologies in classes
- There is a lack of innovative faculty development training for all faculty

### Opportunities

- Innovation in curriculum need to reflect job skills needed in Post COVID 19 corporate world.
- Development of a JHJ teaching model necessitated by anticipated Post COVID 19 hybrid educational models

### Threats

- There will be an enhanced demand for innovative program delivery given COVID 19 staggering impact that saw 1.3 billion students globally engaged in virtual learning
- The demand for virtual program delivery enhances opportunities for competitor institutions offering virtual instruction to recruit from our student population



<b>University Priorities</b>	<b>Strategic Goals</b>	<b>Objectives</b>	<b>Metrics</b>	<b>Action Items<sup>†</sup></b>
II. Academic Program Quality and Research	1. Deliver innovative, high-quality educational opportunities	Increase the number of courses and programs utilizing innovative technology	Growth in the number of courses and programs utilizing innovative technology from base year	(1) Hire additional faculty x (1) Open Special Topics courses in various disciplines (marketing, management, finance) x (2) Provide faculty development training in innovative teaching x
		Increase the number of courses and programs utilizing innovative course delivery modes	Growth in the number of courses and programs utilizing innovative course delivery modes	(2) Identify what technologies are necessary for virtual and/or hybrid courses x (3) Install advanced technologies for virtual and/or hybrid courses x (3) Educate faculty to utilize the technologies once they are installed x
		Increase the number of cross-disciplinary certificates and minors offered with other units of the university	Growth in the number of cross-disciplinary certificates and minors offered	(2) Conduct feasibility studies x (3) Develop certificate programs with other units of the university x
II. Academic Program Quality and Research	2. Offer programs specific to industry and community needs	Revise and develop new academic programs and certificates based on industry needs	Number of new and revised academic programs and certificates based on industry needs	(1) Revise MBA program based on a feasibility study with inputs from all stakeholders x (2) Find candidate academic programs and certificates and conduct feasibility studies x (2) Decide and develop the programs and certificates x

		Offer new non-credit courses and certificates based on community needs	Number of new non-credit courses and certificates based on community needs	(2) Develop non-credit courses and certificates (if needed) x
		Increase funding to improve awareness of our academic and non-academic programs	Growth in funding	
II. Academic Program Quality and Research  V. Finances	Support and reward innovative teaching and scholarship	Establish an incentive program that rewards innovative teaching and teaching scholarship	Growth in the number of internal grants rewarding innovative teaching and teaching scholarship	(1) Establish an innovative teaching award conferred by the Dean to qualified JHJ faculty every semester or every academic year x
		Establish an incentive program that rewards innovative applied research	Growth in the innovative research productivity	(1) Establish an innovative research award conferred by the Dean to qualified JHJ faculty every semester or every academic year x (2) Confer research grants if the topic is related to innovation. x
		Increase financial support for faculty professional development in new teaching and research areas	Growth in the number of internal grants for professional development in new teaching and research areas	(3) Secure extra funds for faculty development opportunities (e.g., certificate programs, conference travel funds, software program purchases) in innovative teaching and research areas x

Priority levels have been established in achieving these action items as follows:

1. Achieved in year 1 of the plan

2. Achieved in years 2-3 of the plan
3. Achieved in years 4-5 of the plan

**Strategic Initiative 2: Offer experiential learning opportunities across both the graduate and undergraduate curricula**



## **Backdrop and Rationale for the Initiative**

The current cohort of traditional college-aged students known as Generation Z'ers (or GenZ'ers) have been described as activists. According to marketing research, these GenZ'ers value equality and diversity in the workplace, as well as tend to have an entrepreneurial mindset. They see themselves as multitaskers who are also characterized as digital natives - - "always connected to the internet of things." As such, learning for these GenZ'ers has to be a dynamic, culturally immersive experience which delves deeper, embraces their passions, and have the potential to help them see how they can transform their local and global communities. Experiential learning is "an approach to education that emphasizes engaged student learning through direct experience and intense reflection to increase knowledge, acquire lifelong learning and problem-solving skills, and elucidate values." Experiential learning is already part of the Jesse H. Jones School of Business graduate and undergraduate curricula. Through this initiative we want to dedicate more time and resources to enhance the value of our students' degrees and our faculty's development. Since a number of our students are first-generation college students, we believe experiential learning is likely to provide a context for understanding the concepts, theories and principles presented in the classroom setting. Thus, making learning more authentic, fulfilling, and enjoyable.

**Source:** University of Tennessee Knoxville, (2021, March 31). Experience Learning: Teaching & Learning Innovation. <https://experiencelearning.utk.edu/>

## **JHJ SWOT ANALYSIS – EXPERIENTIAL LEARNING INITIATIVE**

### **STRENGTHS**

- There is general widespread faculty support for experiential learning at JHJ. A number of experiential learning activities are currently being used across the graduate and undergraduate curricula
- Approximately 49% of TSU freshmen are 1<sup>st</sup> generation college students. These students often have not had the opportunity to interact with corporate business leaders. Consequently, they may not understand the context of many of the principles and theories discussed in the classroom. Experiential learning activities have the potential to close this context gap.
- TSU's new library has a wealth of contemporary resources to help facilitate the experiential learning process
- While a 51% persistence rate for 1<sup>st</sup> time, full-time freshman after 1 year leaves room for improvement, this level of persistence, which is largely attributed to the "Freshman Experience," represents a notable improvement. This rate of persistence suggests that providing students with an "experience" has the potential to impact long-term student success.

## **WEAKNESSES**

- As state budgets have become constrained, there is even less funding to support non-essential activities such as those associated with off-campus experiential activities. This is especially critical when 96% of full-time students rely on financial aid.
- JHJ has made the community connections to establish a full spectrum of learning activities beyond the university's boundaries
- TSU is predominantly a commuter school with students who are employed in non-university jobs. As such, there may be less motivation to engage in time-consuming experiential activities.
- JHJ has a chronic faculty shortage. The impact of this shortage is limited faculty available to engage with students outside the classroom.

## **OPPORTUNITIES**

- The current political climate has fostered a significant surge in philanthropic donations and interest in Historically Black College and Universities (HBCUs) such as TSU
- Civil unrest along with concerns about the pandemic and other health issues and societal challenge present a wide breath of areas to focus relevant experiential activities.
- Today's college-aged students are considered be Generation Z'ers. These "Gen Z'ers" are said to have an activist's mindset. Their mindset is primed to confront the challenges of turbulent global environment in which conduct business today.

## **THREATS**

- The Coronavirus has forced TSU and other schools to rely heavily on virtual learning. Distance learning runs counter to the hands-on approach of experiential learning.
- Many local universities have undertaken experiential learning initiatives. TSU would be in direct competition with these schools of socially motivated students.

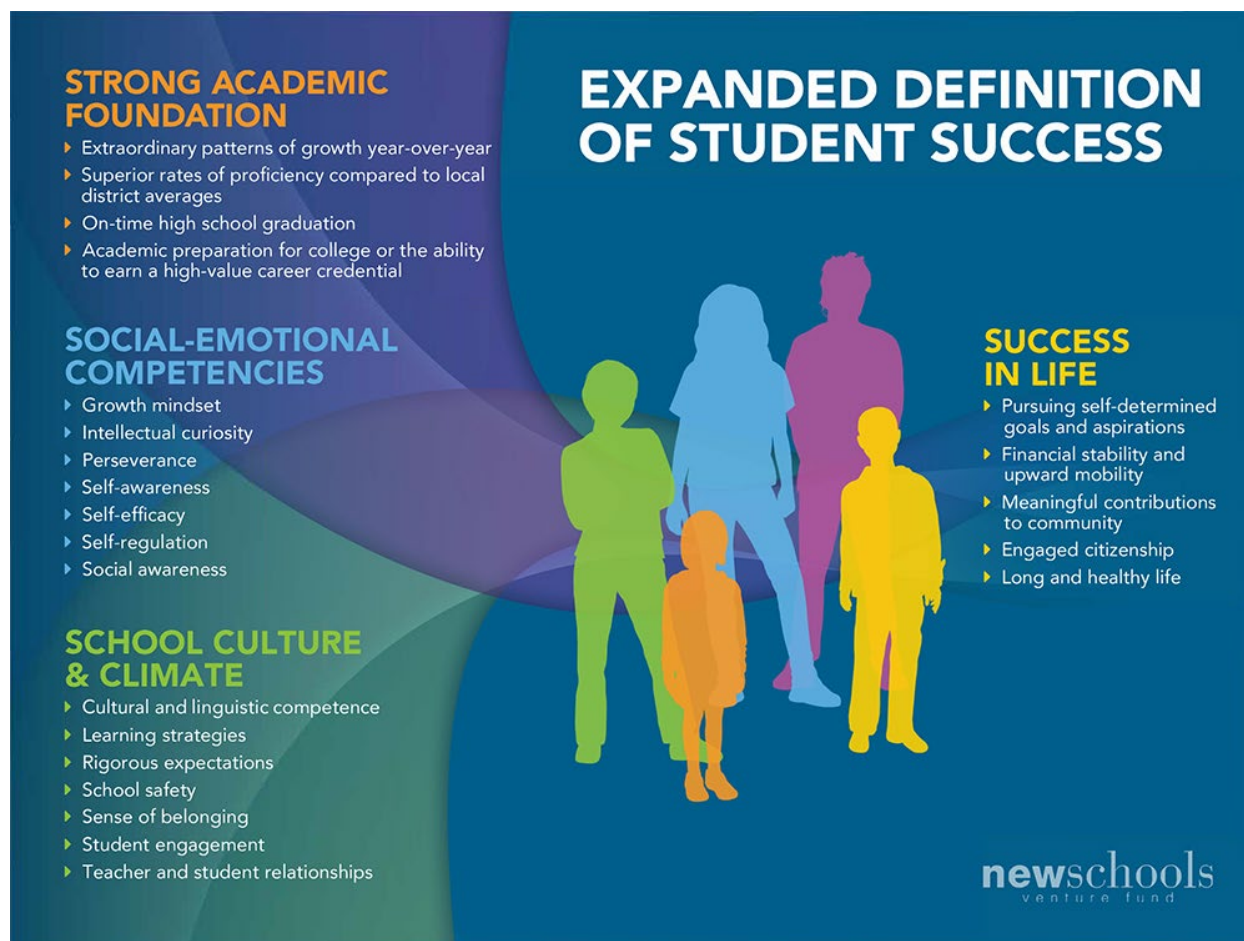
<b>University Priorities</b>	<b>Strategic Goals</b>	<b>Objectives</b>	<b>Metrics</b>	<b>Action Items<sup>†</sup></b>
III Culture	1. Offer programs specific to	A. Increase number of courses and	Growth in the number of courses and programs with	(1) Establish a task force to plan for the expansion and implementation of experiential

IV Partnerships	industry and community needs that are inclusive of experiential learning opportunities	programs that include an experiential learning requirement	an experiential component from base year	learning across the curriculum (graduate and undergraduate) x (1) formalized faculty development in effective experiential teaching. x (2) compose a risk assessment and mitigation manual for risk in experiential education, especially for off-campus activities x
		B. Increase number of students engaged in experiential learning activities	Growth in number of students engaged in experiential learning activities	(1) Develop a Dean's Dashboard, updated each semester, tracking the number of courses and student enrollment in classes identified as including experiential learning activities x
		C. Increase funding (monetary and in-kind) to encourage experiential learning activities beyond the classroom	Growth in funding for experiential learning activities (scholarships, grants, in-kind donations) beyond the classroom	(2) Approach corporate leaders/organizations for funding x
		D. Increase the number of organizations or agencies that partner with JHJ on experiential learning activities	Number of organizations or agencies that partner with JHJ on experiential learning activities	(1) Work with faculty to help a network of professional organizations, local employers and other businesses to participate actively in experiential activities that have already been rolled out x (2) Target senior managers from local corporations to serve as adjunct faculty, and work with them gain a

				foothold into their companies, especially the various affinity groups with which they may be affiliated with inside their companies x
II Academic Program Quality and Research III Culture IV Partnerships V Finances	2. Support and reward teaching and scholarship with a primary or secondary focus on experiential learning	A. Improve faculty access to training and technology needed to enhance and broaden experiential learning capabilities	Number of internal grants to faculty and departments to improve and increase faculty and student engagement in experiential learning activities	(1) Provide performance evaluation service credit to reward faculty who mentor other faculty in seeking university-funded grants x
		B. Establish an incentive program that rewards research on experimental learning	Growth in experiential research productivity	(3) Identify, train and compensate faculty thought leaders. Offering a different set of faculty thought leaders each to further develop the experiential activities across their affected courses, as well as across their other courses x



## Strategic Initiative 3 - Improve student success from recruitment to placement



## **Backdrop and Rationale for the Initiative:**

According to recent data, college undergraduate enrollment fell 4.4% in the fall of 2020. This includes an unprecedented 13% drop in first-year enrollment. Of this group, Native American, Hispanic, and Black students witnessed the greatest enrollment drops. <sup>4</sup>There was also a sharper decline in immediate college-going among graduates of urban high schools compared to suburban and rural schools. “As the fall semester comes to a close, the impact of the pandemic seems to be disproportionately affecting disadvantaged students by keeping them out of college,” said Doug Shapiro, executive director of the National Student Clearinghouse Research Center. “The enrollment gaps appear to be widening because of COVID-19 and the recession.” <sup>5</sup>

Even after the pandemic is over, colleges won't be out of the woods. They're still facing a demographic cliff. The number of U.S. high school graduates is expected to peak by 2025, buoyed by nonwhite students, then decline through the end of 2037, according to projections by the Western Interstate Commission for Higher Education. In other words, the pool of eligible college students is shrinking. <sup>6</sup>

The number of Texas high school seniors filling out the federal financial aid application for college, known as FAFSA, for fall 2021 is down so far from last year, a sign worrying state higher education leaders that the COVID-19 pandemic is still disrupting many students' pathway to college in Texas<sup>7</sup>

In addition, nationally, HBCU enrollment has shown a downward trend for a number of years. From 2010 to 2018 the National Center for Education Statistics showed total fall enrollment go from 326,614 to 291,767. Darrell Dial, a graduate of South Carolina State University who is currently a molecular genomics scientist stated that for HBCU's:

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<sup>4</sup> Kovacs, The Pandemic Impact on College Enrollments, Best College March 2021

<sup>5</sup> Shapiro, Chronicle of Higher Education, Dec 2020interstate commission college enrollments

<sup>6</sup> What do new projections for high school grads mean, WICHE 2020

<sup>7</sup> Texas Tribune, Dec 2020

“Presidents have to be more of businessmen and women who understand the university is a business and work hard to align themselves with major corporations. They need to create partnerships with black and brown countries to offer education to those countries’ young minds in an effort to receive financial backing. This minimizes the need for the handouts from the state and low alumni support, which is another conversation.”<sup>8</sup>

### **Meanwhile, graduate enrollment actually increased 3.6 percent nationwide in 2020 compared to last year.<sup>9</sup>**

In order, to combat the negative trends in student enrolment listed above, JHJ will need to market its programs significantly different to enhance student enrollment. An emphasis on an expanded definition of student development and success is warranted. Key partnerships local, national, and globally need to be established.

The student recruitment marketing success focus can include the following:

- Significant scholarship assistance
- Development of academic competencies
- Outline of student learning strategies
- Explain student engagement opportunities
- Explain importance of student social and emotional competencies
- Provision of extensive experiential learning opportunities
- Enhanced internship opportunities and permanent job placement
- Provide specialized program certificate options for all majors

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<sup>8</sup> Bunn, NBC News March 2020

<sup>9</sup> Amour, Inside Higher Ed, Dec 2020

## **SWOT ANALYSIS: Improve Student Success**

### **Strengths:**

- There exist an exceptionally dedicated staff
- The school is located in a major corporate and entrepreneurial environment
- There exist many opportunities for internship and permanent employment
- The tuition and fees are very affordable

### **WEAKNESSES**

- The school is understaffed in critical areas
- Many students experience difficulties learning in a virtual environment including online access and appropriate technology hardware
- Many students face difficulties in balancing work, family and academic performance
- There exist insufficient scholarship opportunities
- Pre-college credit and noncredit summer programs do not exist

### **OPPORTUNITIES**

- Student demand for an expanded definition of student development and success
- Demand for partnerships that exist in the Houston corporate community
- Demand for partnerships that exist globally

### **THREATS**

- College enrolment nationwide has been declining for several year and the COVID pandemic has heightened this decline
- The demand for enhanced virtual education is expanding
- Many changes are occurring in higher education due to COVID pandemic
- There will be enhanced virtual competition after COVID pandemic

<b>University Priorities</b>	<b>Strategic Goals</b>	<b>Objectives</b>	<b>Metrics</b>	<b>Action Items<sup>†</sup></b>
I. Student Completion and Success  V Finances	1. Improve freshman and transfer enrollment	Increase number of freshman recruitment events participated in or produced by JHJ	Growth in the number of freshman recruitment events	[1] Hire a fulltime student recruiter x [2] Increase student scholarships x [3] Develop and implement pre-college series x
		Increase number of transfer recruitment events participated in or produced by JHJ	Growth in number of transfer recruitment activities	
		Improve the quantity of graduate business students enrolled	Number of first-time graduate business students	
I. Student Completion and Success	2. Improve freshman-to-sophomore persistence and progression	Increase freshman-to-sophomore persistence rate for declared business majors	Persistence rate of business first-time, full-time freshman after 1 year	[1] Increase advising/retention staffing x [2] Create a formalized JHJ Student Manual for inclusion in Introduction to Business Course x
		Increase freshman-to-sophomore progression rate for declared business majors	Progression rate of business first-time, full-time freshman after 1 year	

I. Student Completion and Success  V Finances	3. Improve career options and placement of our students	Increase the number of companies that recruit JHJ students, on-campus or virtually as part of a structured recruitment plan	Number of companies that recruit and hire JHJ students	[1] Hire full-time JHJ placement director x [2] Require completion of 4-year student development plan x [3] Incorporate a professional certificate option in each academic program x
		Administer the placement survey to graduates after 1 year	Comparative analysis of placement survey results	
I. Student Completion and Success  IV Partnerships	4. Share the successes of our students and alumni	Increase the number of success stories of students and alumni that appear in social media and standard media	Number of success stories in social and traditional media	